



ANNUAL REPORT

2016-17



CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT
AMBEDKAR UNIVERSITY DELHI

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CECED Annual Report 2016-17

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Annual Report 2016-17



Centre for Early Childhood Education and Development

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FROM THE VICE CHANCELLOR'S DESK

The steady progress of the Centre for Early Childhood Education and Development (CECED) over the last eight years in pursuit of its vision to advocate, on the basis of sound research evidence, for age-appropriate early childhood care, education and development for children from birth to eight years is commendable. The Centre now has to its credit, a diverse range of research and evidence based advocacy initiatives. In the past year, it has expanded its initiative in providing technical support to various states, institutional bodies and stakeholders in the area of ECCE. This capacity building endeavour taken up by the Centre would benefit many professionals and organizations working in the landscape of ECCE.

The completion and launch of the five year longitudinal Indian Early Childhood Education Impact (IECEI) Study from 2011 to 2016 is a major milestone for the Centre and a contribution to the research in ECCE in India. The latest policy briefs emanating from the IECEI Study and the launch of its report are exemplary of the consistent and relentless efforts of the Centre. While the report has tried to assess the prevailing ECCE conditions in three states across the country, Rajasthan, Telangana and Assam, it has significant key recommendations

for providing quality experiences to young children across the country. These could be a platform for further research initiatives and inferences could be drawn for planning and implementing practices in sync with the National policy on ECCE.

Along with contributing to the field of quality research and evaluation, advocacy, capacity building and networking, CECED has also been creating resources to take the legacy further to great heights. The MA Education (Early Childhood Care and Education) Programme in the School of Education Studies launched in collaboration with CECD has seen an increase in the number of students every year. Further, the Early Childhood Centre Management and Entrepreneurship programme in the School of Vocational Studies supported by CECED is also a contribution towards professional development in the area of Early Childhood care and Development.

I wish CECED success in the coming years as it continues its journey to contribute towards research and advocacy for quality services for young children.

Professor Shyam B. Menon
Vice Chancellor



FOREWORD

I am delighted to be able to present the Annual Report for the Centre of Early Childhood Education and Development (CECED) for 2016-17. This report incorporates the achievements of the Centre in its eight year in research and evaluation leading to capacity building and quality promotion and advocacy and networking for providing quality services to young children. The research and evaluation projects at the centre have focused across the early childhood years—from birth to eight years.

This year was a major milestone for the Centre—marked with the completion of the five year longitudinal study—the Early Childhood Education Impact Study (2011-16). The study aimed to estimate the immediate impact of early childhood education (preschool) experience on school readiness levels of children at the age of entry to grade one and the sustained impact (of preschool experience) on children’s educational and behavioural outcomes during the early primary grades. The study, first of its kind in India, empirically established a positive relationship between quality preschool exposure among children which has a sustained significant impact on the learning levels in early primary grades. The study now complete, is in its dissemination phase and has major implications for ECCE policy and practice in India.

Our research experiences and findings from the field, especially the learnings from the IECEI Study have provided us within valuable inputs for our work with the states of Odisha, Rajasthan and West Bengal. We continue to provide support to organizations through evaluation and capacity building. Our capacity building efforts start from birth as we have continued to engage in projects that support children from marginalized backgrounds in formulating strategies for early childhood development using locally made recourses and learning about the effects of nutrition and early stimulation in Odisha. The capacity building endeavour and quality promotion has also led us to focus on a major study on development and validation of Early Learning and Development Standards (2014-17) for children from birth to eight years and Standardization of Tool for quality assessment and learning levels which we hope will provide direction to contextualising initiatives in the area of ECCE. As a research and advocacy initiative, CECED anchored a collaborative initiative to develop a position paper on Emergent and Early Literacy, a theme of immense topical interest, along with some eminent researchers and academicians in this area. The journey with them through this initiative has been extremely enriching and it is hoped the document will contribute to a better understanding of the processes involved in

promoting early language and literacy in children. CECED also participated in the New Delhi World Book Fair 2017 where it got the opportunity to display its publications and reach out to a larger audience.

This year, CECED has continued its support to the MA Education (Early Childhood Care and Education) programme in collaboration with the School of Education Studies and enrolments have grown. I am pleased that the programme that started in a project mode will now be assimilated in the regular AUD programme in the School of Education Studies. Our work with the School of Vocational Studies in developing the BVoc programme in Early Childhood Centre Management and Entrepreneurship is a new endeavour and I hope that it would pave the way for professionalizing the field of day-care. Collaboration with other programmes at AUD has been mutually enriching in bringing research and teaching together and providing our students with research experiences that are current and relevant in ECCE.

CECED's strength lies in its teamwork and the support it has received from a large number of individuals and associated institutions. I would therefore like to end with a special note of appreciation for the invaluable support we have continued to receive from our Partners through our journey and for the trust they have reposed in CECED, particularly Andhra Mahila Sabha (AMS), Hyderabad, Bernard van Leer Foundation (BvLF), Netherlands, CARE India Solutions for Sustainable Development (CISSD), New Delhi, Central Square Foundation (CSF), Children's Investment Fund

Foundation (CIFF), London, DISHA, Odisha, Mobile Creches, New Delhi, Regional Center: National Institute of Public Co-operation and Child Development (NIPCCD), Guwahati, Assam, Plan India, Results for Development Institute (R4D), Washington DC, USA, Sir Ratan Tata Trust (SRTT), Mumbai, UNICEF India, UNICEF West Bengal, UNICEF Rajasthan and Yale University, New Haven, Connecticut, US.

I would also like to acknowledge that CECED's achievements in the past year would not have been at all possible but for the continued support of Professor Venita Kaul even after she retired in December 2016. Professor Kaul has been a part of CECED as the Chair of the Advisory Committee and has also as a mentor for the centre. The exemplary work and commitment displayed by our CECED team, academic and administrative, have my deepest appreciation. I am thankful to the CECED team members who have assisted in preparing this 2016-17 Annual Report—all project coordinators, Mr. Rinku Bora, Dr. Payal Sahu, and Mr. S.P. Mahla.

Last but not the least, I thank our AUD management, finance and administration who have consistently supported us in all our ventures and facilitated our work. A special word of thanks to our esteemed Vice Chancellor, Professor Shyam Menon for his generous appreciation of our work, constant encouragement and guidance.

Dr. Sunita Singh
Director (O), CECED, Ambedkar University Delhi

CECED's Vision and Structure

Mission Statement

To contribute towards the national goals of social justice and equity by promoting developmentally and contextually appropriate Early Childhood Education and Development (ECED), as every child's right to a sound foundation, and raising ECED to the forefront of policy formulation, and effective and universal program implementation.

Aims and Objectives

CECED aims to promote systemic understanding of developmentally, contextually appropriate and inclusive ECED with a focus on early learning. More specifically, it aims to:

- Expand the landscape of indigenous knowledge on ECED and narrow the gap between theory, research, policy and practice.
- Strengthen the momentum for high quality, play-based ECED.
- Critique and provide evidence-based, policy-related advice and feedback on existing programmes and provisions for children, across public, private and voluntary sectors.

Main Functions

CECED aims to provide a single window approach to ECED by serving as:

- A hub for documentation, knowledge creation and theory building through

longitudinal, multi-disciplinary and multi-centric research and documentation and its dissemination.

- A technical resource for promotion of quality and related capacity building for policy makers, professionals, practitioners, parents and community.
- A clearing house and a repository of information/data on ECED

Organizational Structure

- CECED is a unit within the organisational structure of AUD and works in close collaboration with different multidisciplinary schools in the institution. It has a core team to lead and coordinate its functions. The Advisory Committee for the Centre and the Technical Committees for specific projects review progress of the Centre's activities periodically. CECED partners with other organisations and the government for more sustainable and systemic impact.
- CECED receives annual core funding from AUD in the form of the deployment of core professional and administrative staff. CECED follows a two-fold approach in planning and implementing its programmes:
 - It initiates activities in its priority areas and seeks financial support from external agencies or AUD.

- o It responds to requests for collaborations from National and International agencies, with project

specific funding. This model is expected to ensure quality assurance and accountability in CECED's activities.

Functional Areas of CECED



Research & Evaluation

1. The Indian Early Childhood Education Impact (IECEI) Study

CECED has been coordinating this flagship longitudinal research study titled, “Indian Early Childhood Education Impact Study” (IECEI) in partnership with ASER Centre, Delhi since 2011 across three states of the country—Assam, Rajasthan and Telangana. The study followed a mixed method research design, which included a survey design, quasi-experimental design and case-study methodology. The study aimed to estimate the immediate impact of early childhood education (preschool) experience on school readiness levels (assessed in terms of cognitive and language concepts and psycho-social skills) of children at the age of entry to grade one and the sustained impact (of preschool experience) on children’s educational and behavioural outcomes during early primary grades. The study empirically established a positive relationship between preschool exposure and school readiness levels among children which has sustained significant impact on the learning levels in primary grades.

The findings from the study have been disseminated at national forums including:

- the “National Conference on Early Childhood Development” organised by the Ministry of Education, Early Child



Children seen involved in a construction manipulative corner

Development Council and UNICEF Nepal, June 15, 2016, Kathmandu

- “National Conference on School Readiness: Enhancing Learning Ensuring Foundation” organised by CECED, AUD and UNICEF, October 20-21, 2016, New Delhi
- “Comprehensive Early Childhood Care and Development: Health Care and Learning” organised by Indian Child Abuse Neglect and Child Labour Group, Indian Academy of Paediatrics, Bal Umang Drishya Sanstha and Institute of Home Economics, November 18, 2016, New Delhi.

A consolidated report for the study has been prepared and submitted to the funding organisations. The same will be launched at the national and regional levels by UNICEF.

2. Impact Evaluation of the Project titled 'Saving Brains; Changing Mindsets'

This study was an impact evaluation designed to investigate the influence of the services offered by Mobile Crèches (MC) in their different models of day care centers for young children and their families. The study also tried to capture the scaling up model of Mobile crèches. After the development and modification of tools and quality assessment of NGO-run centers, there were three parts of this evaluation:

Study 1: The first study was designed to capture the impact of day care programmes on young children, family and community operated by MC in slums.

Study 2: This study focused on the influence of day care programmes on young children, family and community at construction sites operated by MC. It also tried to capture the process of setting up of day care centres at the construction sites.

Study 3: This study was designed to document the process of scaling up and transferring knowledge and skills to NGOs. Both quantitative and qualitative research techniques were used for data collection and analysis.

Overall, the physical settings of the centres at the construction sites were better, in comparison with the programmes located in the slum areas. The attendance data suggested that most children enrolled in the programme were attending regularly. The average attendance of children in the Balwadi and the Creche was positively

related to the overall quality of the programme.

It is important to note that the child care worker's disposition in the preschool programme was a strong predictor for children's developmental outcomes in various developmental domains of ASQ including: problem solving, fine motor, gross motor and emotional development. The quantitative and qualitative data together suggested that such day care programmes help to ensure children's safety in construction sites and facilitate children's development. Additionally, the data on various components of quality of programmes suggested that it was important to consider learning opportunities across various domains of development when designing the curriculum.

3. Effects of Nutrition and Early Stimulation: A Study in Odisha

The project is a collaborative endeavour between Yale University (USA), The Institute for Fiscal Studies (UK), University College London (UK), University of Pennsylvania (USA), the Centre for Early Childhood Education and Development (India), Pratham Education Foundation-ASER Centre (India) and the Abdul Latif Jameel Poverty Action Lab SA (India). A pilot study was completed in Cuttack on 200 children in December 2014. The main study was initiated in January 2015 and will end in December 2017.

The main objectives of this research project are:

- To improve the health and development of very young Indian children living in poor rural environments, hence contributing to breaking the intergenerational cycle of poverty.
- To formulate a blueprint for early childhood development (ECD) strategies that will be applicable in poor communities, based on the use and empowerment of local resources, and capable of changing the developmental trajectories of children in a substantive way.

CECED is adapting the curriculum developed by Sally McGregor for the Jamaica study for children between 6 months to 43 months for rural Odisha. Two tools for evaluation, ASQ3 and HOME, and provided training have also been adapted.

4. A baseline study of Early Childhood Education Component of Early Start: Read in Time Project in Odisha

The Centre for Early Childhood Education and Development (CECED) Ambedkar University Delhi was invited by CARE India to conduct a baseline study for understanding the status of school readiness with particular reference to early literacy skills of children in ICDS project centres. In order to conduct the study, the sample was drawn from the two different blocks of Mayurbhanj district of Odisha

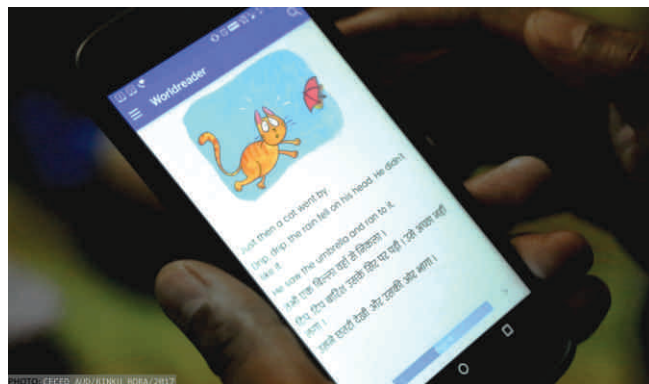
namely Kunta and Shaymakunta. To understand the quality of preschool education services provided by ICDS centres and knowledge of caregivers, to improve classroom-school processes and environment specific to early grade reading in government run anganwadis and to build skills of anganwadi workers, teachers and education functionaries on early grade reading approaches that address multilingual issues, the study used a mixed method approach with a combination of qualitative and quantitative methods involving all the stakeholders for a holistic understanding of the programme.

The objectives of the work by CARE were to improve classroom-school processes and environment specific to early grade reading in government run anganwadi and primary schools and to build skills of anganwadi workers, teachers and education functionaries on early grade reading approaches that address multilingual issues. The evaluation study used a mixed method approach with a combination of qualitative and quantitative methods involving all the stakeholders for a holistic understanding of the programme. It included children currently attending AWC's, community members, parents and teachers. Overall, results from the data analysis indicated that the quality of centres where CARE was providing intervention was on the better side and the children also scored higher on the assessment tasks. As a part of the evaluation, suggestions for improvement

were given by various stakeholders: For improvement of Anganwadi centres some suggestions were: preschool education should be provided to two age groups (3-4 and 4-6) of children separately. Regular capacity building trainings should be organised for the Anganwadi workers. Sufficient teaching learning materials, reference books, teaching modules would help the Anganwadi workers to develop their capacity and could bring a qualitative change in the Anganwadi centres. There should be more community involvement in making handmade objects for Anganwadi children. There should be provision of hot cooked food/dry food. This would help the workers to devote more time to the children. Infrastructural development like electrification and water facility could further bring improvement of Anganwadis

5. Impact of the Read To Kids (R2K) Intervention on Caregivers' Behaviors and Attitudes”

The Centre for Early Childhood Education



A close-up view of the Worldreader's Read to Kids mobile app

and Development (CECED), Ambedkar University Delhi responded to an Request for Proposal (RFP) by Results for Development (R4D) to conduct an external evaluation of the R2K programme with an explicit focus on the intermediate outcomes of attitude and behaviour change (as opposed to long-term outcomes such as reading outcomes). Read to Kids (R2K) programme aimed to provide caregivers access to a free digital library of high quality, locally relevant books, and educational materials, via mobile phones. R2K was launched in India with the partnership of World reader and implementing partners namely, Katha, Society for All Round Development (SARD). CECED conducted the evaluation using quantitative and qualitative methods. The three broad research questions for the purpose of evaluation were:

1. What is the impact of R2K activities on caregivers' behaviors and attitudes related to reading with young children?
2. In what contexts do R2K activities have



A facilitator reading stories to children from the mobile app

the most impact on these behaviors and attitudes?

3. To what extent is the dosage of exposure of mobile reading to children related to impact on caregiver behaviors and attitudes towards reading?

A mixed method approach has been adopted for the evaluation. This will involve both quantitative and qualitative research methods. For the quantitative component

comparisons will be drawn across and within four groups. There will be two intervention groups and two control groups. The two agencies delivering the mobile app – Katha and SARD – form the two intervention groups. For qualitative component case studies will be conducted to elicit a more nuanced understanding of the different dimensions and impact of the interventions



Children engaged in a small group activity in a model anganwadi centre

Capacity Building & Quality Promotion

6. Standardization of Assessment Tools

In the absence of culturally relevant assessment tools in the area of early childhood education for children and quality of programmes, CECED developed a number of tools for the research projects, which were used within and out of CECED for different research/evaluation projects. In 2016, with financial support from CSF, CECED embarked on an activity to standardise the existing assessment tools developed in the Centre for assessment of learning levels of young children (5-8 year olds) and quality of the early childhood programmes. The purpose was to establish reliability, validity and norms of the learning and create quality assessment tools with copyright. The tools to be standardised are Early Childhood Education Quality Assessment Scale (ECEQAS), School Readiness Instrument (SRI) and Achievement Test(AT) for grade 1, 2 and 3. The exploratory phase of the study will be launched in April, 2017 followed by the confirmatory phase in September. In the exploratory and confirmatory phases, the tools will be tried out on the population in six different states of the country. In order to have regional representation, one state from each zone of the country is selected. The states selected for the exploratory and the confirmatory phase are Jammu and Kashmir, Madhya Pradesh, Maharashtra, West Bengal and Tamil Nadu.



Dr. Sunita Singh during a classroom session with MA ECCE students

7. Academic Programmes: MA Education (Early Childhood Care and Education) and PG Diploma ECCE programmes

There is currently a critical need for trained personnel in the field of Early Childhood Care and Education (ECCE) in India. The Centre for Early Childhood Education and Development (CECED) responded to this, by developing academic programmes in collaboration with the School of Education Studies (SES). The MA Education (ECCE) and PG Diploma programmes have been offered in SES since July 2014. The project 'Developing and Launching Academic Programme in Early Childhood Care and Education' is in collaboration with Sir Ratan Tata Trust and Ambedkar University Delhi. The objective under this project is to develop and offer academic and

professional programmes in ECCE with a view to create capacities and effective leadership in this area of critical importance.



Workshop on 'Play, Learning and Creativity' course

The first cohort of students graduated in May 2016. The programme has shown a steady increase in terms of numbers of applications received and total number of students who finally continued in the programme.

Enrolment of Students over the Years

Year	Total No. of applications received		Candidates enrolled into the programme		Total candidates who continued in the programme	
	MA	PG	MA	PG	MA	PG
2014	90	17	21	1	18	1
2015	144	17	29	3	20	5
2016	234	33	27	4	23	4

Apart from lectures, pedagogy is planned in various modalities such as workshops, tutorials, field visits, reflection groups and seminars. Constant mentoring is a critical part of the programme. Field Attachments are an essential part of the first three semesters in the MA programme and are designed to link theory and practice. Field Attachments have enriched the students as

well as the faculty. SES has been actively networking with NGO's, government schools and private agencies to give students the opportunity to learn from existing practices and connect with the concepts presented in the literature.

The project supported by SRTT was coming to an end on 31st March 2017 and needed continuity, hence, a proposal was

presented at the Academic Council for AUD's approval to support and assimilate the programme. AUD has agreed to include the MA in Education (ECCE) Degree and PG Diploma as a regular programme.

8. Developing Early Learning and Development Standards (ELDS) for children from Birth to Eight years in Indian context

Early Learning and Development Standards (ELDS) are statements of what children from birth to age eight should know and be able to do at various ages across their earliest years of development. The Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi, brought together professionals and organizations in the area



An ELDS project team member doing child assessment test at Pune, Maharashtra

of early childhood education and development in order to generate a validated set of national early learning and development standards (ELDS) for children from birth to eight years (but initially validate ELDS for 3-6 years) for India. This project began in 2014 and will continue till December, 2017.

The major objectives of ELDS are:

- To track the age and context specific developmental needs of children;
- To provide information which parents, educators, and policy makers can use to better understand developmentally appropriate needs of their children;
- To promote healthy child growth and development, good quality Early Childhood Care and Education for all children from birth to 8 years;
- To identify the areas which need improvement to ensure positive learning outcomes.

Progress in 2016-17:

1. *Revision of the ELDS assessment tool (February-April 2016):* Based on the findings of the pilot, ELDS assessment tool was revised.
2. *Field Validation of ELDS assessment tool in multiple states (May-December 2016):* it was conducted in five states— Delhi, Maharashtra, Telangana, West Bengal and Meghalaya to gather data for exploratory and confirmatory factor analysis with the help of local state partners. The data was collected in

different phases with each phase pertaining to one kind of factor analysis followed by item selection and tool refinement.

Way Forward: The tasks envisaged for 2017 include:

1. *Reliability and Validity Studies:* Small scale studies in five states—Uttar Pradesh, Gujarat, Kerala, Nagaland and Jharkhand will be conducted to construct the reliability and validity of the ELDS assessment tool.
2. *Establish Norms (Gathering normative data):* During this phase ELDS assessment tool will be administer on the representative sample in multiple states to develop separate norms for each indicator/domain and whole tool.
3. *Development of the final validated version of the ELDS:* After the data collection and analysis is complete, the final validated ELDS (3-6 years) will be presented to the core group.
4. *National/international level seminar/conference/workshop organised by the project:* International Step by Step Association in conjunction with the Centre for Innovative Education organized a conference on Early Childhood in Times of Rapid Change on 11-13 October 2016, Vilnius, Lithuania. Meenakshi Dogra, Senior Project Associate from CECED presented the paper in the conference which has been conceptualized from the project on Early Learning and Development Standards (ELDS).



A story telling session in progress at a model anganwadi centre in Madhyamgram, West Bengal

9. Technical assistance on Early Childhood Education to states: West Bengal and Rajasthan.

In year 2016, the Centre for Early Childhood Education and Development (CECED), Ambedkar University, Delhi in collaboration with UNICEF West Bengal and Vikramshila Education Resource Society (VERS) planned a situational analysis to assess the selected MLTCs and 3AWTCs in West Bengal. The aim of this study was to document the existing training capacities by focusing on: infrastructure, training method, processes and capacity of trainers with regards to ECE in order to understand the strengths, gaps, opportunities and needs of these training institutions. In the state of Rajasthan, the second phase of feasibility assessment for implementation of National ECCE policy was converted into a technical assistance activity which involved reviewing activity books and to conduct a rapid assessment of the ECE pilot programme launched in Rajasthan.

Way Forward:

- The State of West Bengal scaled up the model anganwadi centres to 1000 centres. There is a further need to conduct process documentation of these model centres. In this context, CECED, in collaboration with UNICEF West Bengal and Vikramshila is planning to document the process of development of the Model Anganwadi Centres in three ICDS projects from June 2017 onwards.
- A detailed set of technical assistance activities for three years i.e., 2017-2019 have been planned for the state of Rajasthan which includes capacity building of 17 AWTCs and MLTC, capacity building of master trainers and impact evaluation of the ICDS programme.

10. Capacity Building Programme for Scaling up of Mother Tongue based Multi-lingual Early Learning & Parents (MTELP)

A research was conducted for an assessment of successful upscaling and capacity building of the 'Mother Tongue Based Multi-lingual Early Learning & Parent +' programme initiated by the Odisha Government. The objectives of the project were:

- To assess ECCE status and transaction process in approximately 7000 AWCs in 12 districts and 10 tribal languages of Odisha.

- To assess the training needs of Anganwadi workers, supervisors and CDPOs on ECCE, MTELP pedagogy and Parent+ content.
- To undertake a stock taking of MTELP programme.
- To develop Training Modules for the training of State Level Master Trainers (SLMTs), training of AWWs, CDPOs and Supervisors.
- To conduct the Training of State Level Master Trainers (SLMTs)

CECED developed qualitative and quantitative tools and provided training to 120 field investigators on the use of tool in two batches at Rayagadha and Behrampur, Odisha. Those trained on tools further provided training to around 600 field investigators for data collection from 7058 AWCs, same number of AWWs, 21,174 parents, 12 CDPOs and 36 Lady Supervisors from 12 districts of Odisha. CECED team made field visits to monitor the data collection and data entry in all 12 districts. The team also worked on the training module for the training of SLMTs, AWWs, CDPOs and Supervisors. The project has been funded by DISHA and Bernard van Leer Foundation (BvLF).

The Way Forward:

The SLMTs trained by the CECED will further provide training to 7202 AWWs, and 220 Lady Supervisors from April- June, 2017. Based on the feedback received from the training of SLMTs, the project team is

in the process of modifying the draft module and preparing the final training modules for the training of SLMTs, AWWs, CDPOs and Supervisors. The project team is also working on the report for the assessment of the ECE status at 7078 AWCs

11. Development of Responsive Care & Early Stimulation Framework & Manuals

PLAN India in response to their Country Strategy Plan CSP-IV (2016-2020) aims to



A child completing a picture puzzle

enhance the accessibility to developmentally appropriate responsive care and learning opportunities for young children at home and child care centres. In this context, PLAN offered consultancy opportunity to CECED for developing Responsive Care & Early Stimulation framework and manuals which will eventually provide a way forward to responsive care, stimulation and learning as distinct and integrated interventions along with other components such as, nutrition, health, sanitation, participation and protection of young children which will ensure both survival and optimal development of children.

A participatory approach has been adopted for evolving and implementing the whole process with PLAN's technical advisor and working group at every step. One training manual related to core activities for birth to six years age group on Responsive Care and Early Stimulation will be developed for the PLAN programme team in the second phase.

Advocacy & Networking

12. CECED Clearing House: Communication

The CECED Communication team continued its goal of working in close coordination with the project coordinators and assisting them in the need for dissemination of research based findings in order to meet the objectives of the centre. Over the last year, it has been able to expand the reach of its advocacy portal, redesigned the CECED Website while keeping it updated with the latest web technology and dynamics.

The Communication Unit at CECED has continued to work with the objective of working in close coordination with the research project coordinators and assisting

in their dissemination needs to meet the greater objectives of the centre. Over the span of past seven years, it has been trying to expand the reach of its various advocacy and communication initiatives through a mix of dissemination tools and communication mediums.

Some of the activities undertaken in the past year (2016-17) have been as follows:

Early scope Web Portal

(<http://ecceportal.in>): The effort continues to create a space for initiating focused interactions across policy makers, practitioners, academicians, researchers, professionals, parents and ultimately the children themselves.



A snapshot of the CECED advocacy webportal 'Early Scope'



Ambedkar University Delhi



CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT



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A snapshot of the CECEd website

CECED Website (www.ceed.net):

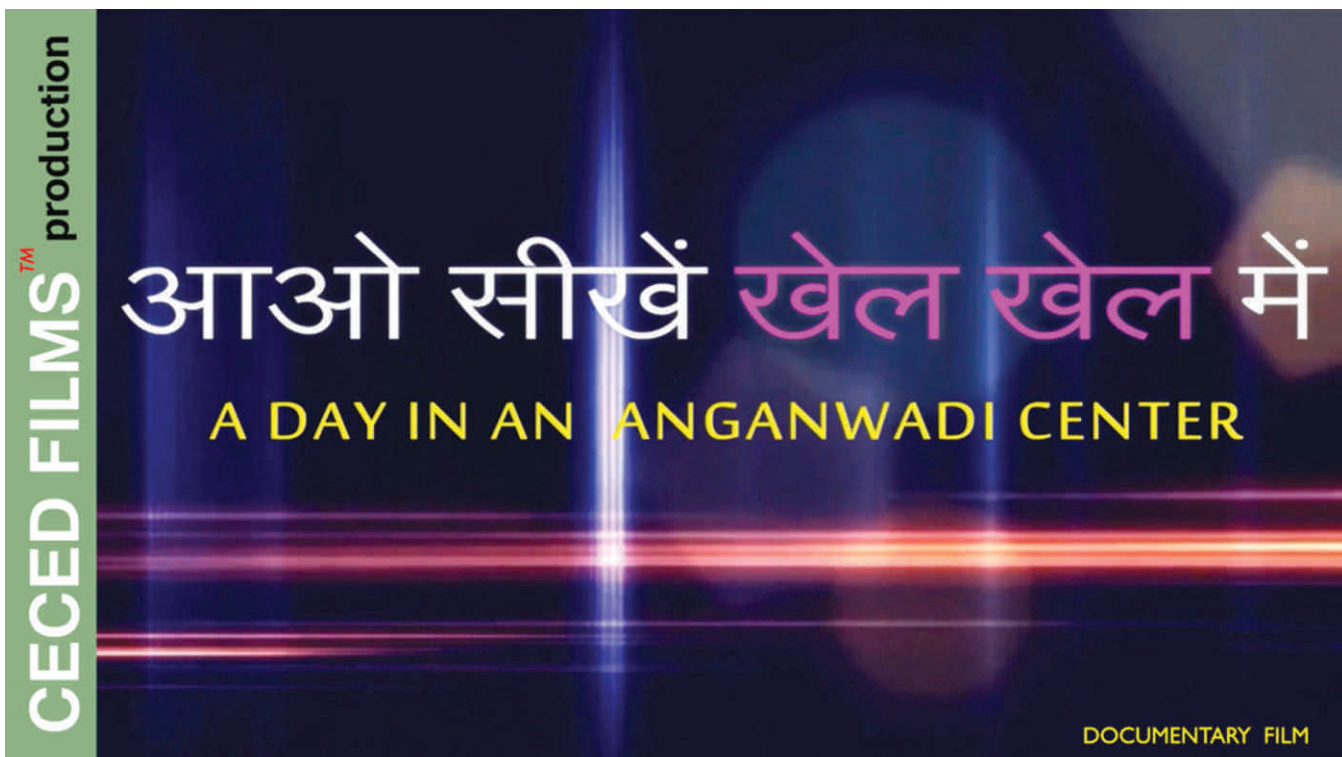
CECED website is updated regularly and provides information regarding the projects, staff, events and even job opportunities. The website serves as a 24x7 frontend interface for our internal and external audience to access the resource bank of CECEd including various study reports, executive summaries, policy briefs and much more. The website also provides information on various activities and events hosted by CECEd and its networking partners. A new page was added titled 'MERI AWAAZ MERE ALFAAZ'. This is a dedicated platform for students, ECE practitioners and also the internal team members at CECEd to share their views and opinions on ECCE.

Social Media: CECEd and Early Scope

Facebook page has reached over 6000 followers. Followers get regular updates about CECEd. The CECEd Twitter handle (CECEd_AUD) was also activated recently. All the CECEd films and thematic training videos produced in-house by CECEd are posted regularly on the CECEd Youtube channel and can be watched for free.



A snapshot of the CECEd Facebook page



A digital poster of the film titled 'Aao Seekhe Khel Khel Mei: A Day in an Anganwadi Centre'

CECED Films: Four advocacy films have been produced by CECED, AUD in collaboration with various state and funding partners. The title of the films produced during 2016-17 are as follows:

In-house production:

- Aao See khein Khel Khel Me: A Day in an Anganwadi Centre (Documentary Film; 13 Mins, Year of Release: 2016)

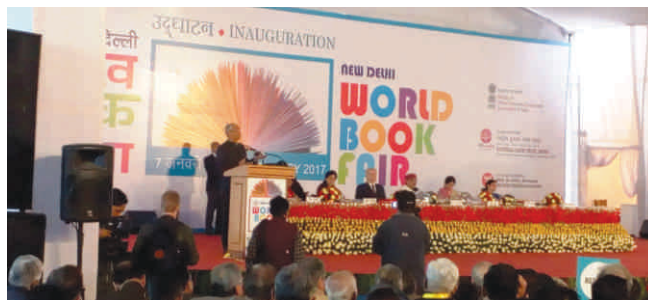
- “Delhi Speaks on School Readiness” (vox-pop short film; 9 Mins, Year of Release: 2016)
- “Seven Years Together” (Celebrating 7 Years of CECECED; short film; 10 Mins, Year of Release: 2016)

External Production

- “We Can” (on People’s Rural Education Movement (PREM), Odisha; short film; 8 Mins, Year of Release: 2017)

Participation in New Delhi World Book Fair 2017: Jan 7-14, 2017

CECED, Ambedkar University Delhi participated in the New Delhi World Book Fair (2017) for the third time with some of its recent publications, information booklets about its regular programmes exhibited in the book fair. The centre exhibited some of its latest publications and films produced under its in-house banner 'CECED Films' at Pragati Maidan, New Delhi from January 7-14, 2017.



Glimpses from the participation of CECEC at the AUD stall during New Delhi World Book Fair 2017

List of Publications

Aao Seekhein Kbel Kbel Me: A Day in an Anganwadi Centre, Film DVD (2016). Centre for Early Childhood Education and Development, Ambedkar University Delhi.

CECED Annual Report, (2015-2016), Centre for Early Childhood Education and Development, Ambedkar University Delhi.

Evaluation of PREM CBCD Center (2016), Report, English Version.

Early Learning and Development Standards (2017), Brochure, English Version.



A set of CECED policy briefs on display at the New Delhi World Book Fair 2017

Presentations, Seminars, Conferences, Consultations, Workshops organized by CECED, AUD

Release of Position Paper on Early Language and Literacy in India, June 22, 2016

The Position Paper on “Early Language and Literacy in India” created in collaboration with CARE India (supported by USAID) was released on June 22, 2016 at the India Habitat Centre by Chief Guest, Dr. Subash Chandra Khuntia, Secretary, School Education & Literacy, MHRD, Government of India; Emeritus Prof. A.K. Jalaluddin and Mr. Rajan Bahadur, MD & CEO, CARE India. The position paper was presented by Dr. Sunita Singh, Ambedkar University Delhi and Dr. Shailaja Menon, Azim Premji University. The presentation emphasized that one of the key ideas that sets apart this Position Paper from other documents is the articulation and advocacy of a “principle based approach” as opposed to advocating for one “method” over another. This position paper is envisioned as a document that will enable policy makers and

educators (practitioners and academicians) to develop a set of informed actions based upon the principles of language and literacy development in young children.

Panel Discussion on ‘What Works in Girl’s Education: Issues and Challenges’ July 13, 2016

The panel discussion on the theme “What Works in Girl’s Education: Issues and Challenges” was organized at the India International Center Annex, New Delhi, India on July 13, 2016 by the Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi in collaboration with CARE India. Rebecca Winthrop (Director, Centre for Universal Education, The Brookings Institution) who was an invited panelist for the event shared her ideas from her book, “What Works in Girls’ Education”. Ms. Rina Ray, Additional Secretary,



Dr. Sunita Singh at the release of the position paper



Panelists during the open discussion session on 'What Works Girl's Education: Issues and Challenges'

Ministry of Human Resources & Development chaired the panel discussion. Other panelists on board included Dr. Vimala Ramachandran, Director, ERU Consultants Private Limited, Prof. Venita Kaul, AUD and Mr. Dayaram, Secretary, Aspire India. The panel discussion was planned to place Girls' education in India and the issues around it as an agenda for public discourse. It was envisioned as a step towards bringing in the academia, youth, civil society organizations, government, corporate and a diverse group of actors together to understand the most important issues around girls' education in India and place the issues on Girls' education in India as an agenda for urgency.

conference was organized by CECED in partnership with UNICEF and Children's Investment Fund (CIFF). For the first time, the CECED communication unit organized and facilitated a live webcast of the two days event to ensure the discussion reach audiences across the globe.



Prof. Shyam Menon, Sri Manish Sisodia and Louis Georges Arsenault at the inaugural session



Sri Manish Sisodia giving his inaugural speech at the conference

CECED National Conference 2016

The Center for Early Childhood Education and Development (CECED), Ambedkar University Delhi has organized a two days National Conference October 20-21, 2016 on the theme “Enhancing Readiness Ensuring Learning: A Conference on School Readiness”. This

The theme of School Readiness was specially identified for this conference to mark the closing of the first phase of the longitudinal research (IECEI) 2011-2016) undertaken by CECED and ASER Center in partnership with UNICEF, CIFF and many other agencies within and outside the country.

The conference aimed at initiating a discussion based on some compelling research evidence emanating from the study, on the key importance of ensuring school readiness for enhancing school learning in children. It also brought together policy, research and pedagogical perspectives for reconceptualizing “readiness” in the Indian context. It located this concept in the global discourse of Education for All, the RtE Act (2009) and the reforms in



Participant's during an interactive session at the National Conference on School Readiness

policy and curriculum related to ECCE projected by the MWDC (2013). The sessions were planned around three interlinked themes—Are children ready for schools? Are preschools/schools ready for children and Are families and communities ready for school?.

Workshops for Indian Early Childhood Education Impact study

Dissemination workshops on Indian Early Childhood Education Impact study (IECEI) were organized on November 8, 2016 at Warangal, Telengana; November 22, 2016 at



Aparajita Bhargarh presenting at the dissemination workshop of IECEI study

NIPCCD Regional Office, Guwahati, Assam and December 8, 2016 at Hyderabad. The dissemination workshops were organized on findings of the Indian Early Childhood Education Impact study (IECEI). The workshop was hosted by CECED, Ambedkar University Delhi. These were attended by various professionals, CDPOs and invited anganwadi workers from several districts of the respective state where the workshops were organized.

Presentations

Bhargarh, A (October, 2016). Indian Early Childhood Education Impact Study. Paper presented in “Enhancing Learning Ensuring Foundation - National Conference on School Readiness” organised by the Centre for Early Childhood Education and Development, Ambedkar University Delhi, and UNICEF, New Delhi.

Bhargarh, A (June, 2016). Indian Early Childhood Education Impact Study. Paper presented in “National Conference Early Childhood Development” organised by Ministry of Education, Early Child Development Council and UNICEF Nepal, Kathmandu.

Dogra, M (October, 2016). Early Learning and Development Standards: Process and Challenges.

Paper presented in conference “Early Childhood in Times of Rapid Change” organized by International Step by Step Association in conjunction with Centre for

Innovative Education, Vilnius, Lithuania.

Singh, S (October, 2016). Enhancing Learning Ensuring Foundation-Concept Note. Paper presented in “Enhancing Learning Ensuring Foundation - National Conference on School Readiness” organised by the Centre for Early Childhood Education and Development, Ambedkar University Delhi, and UNICEF, New Delhi.

Singh, S (February, 2017). Session Moderator for Panel Discussion on “Early Childhood Learning” organized by Indian Education

Congress. JW Marriott, Aerocity, New Delhi.

Singh, S (November, 2016). Early Learning and Development Standards. Paper presented at the panel “Building Research and sharing practices: CECED experience” at the conference “Comprehensive early childhood care and development: Health care and learning,” organized by ICANCL group -IAP in partnership with Dept of Human Development and Childhood Studies, Institute of Home Economics, University of Delhi at All India Institute of Medical Sciences, New Delhi.



CECED field investigators conducting a child assessment test



CECED Team

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CEECED Team Members with Prof. Venita Kaul and Prof. Shyam Menon pose for a photograph at the National Conference on School Readiness

Advisory Committee Members

1.	Professor Venita Kaul (Executive Chair)	Former Director, School of Education Studies (SES) and CECED, Ambedkar University Delhi (AUD)
2.	Dr. Sunita Singh (Convenor)	Associate Professor & Director (offg.) CECED, Ambedkar University Delhi (AUD)
3.	Dr. Monimalika Day (Member)	Visiting Associate Professor, CECED, Delhi
4.	Professor Honey Oberoi Vahali (Member)	School of Human Studies (SHS) and Director, Centre for Psychotherapy and Clinical Research (CPCR), Ambedkar University Delhi (AUD)
5.	Professor Anup Kumar Dhar (Member)	School of Human Studies (SHS) and Director, Centre for Development Practices (CDP), Ambedkar University Delhi (AUD)
6.	Dr. Rajan Krishnan (Member)	Dean (offg.) School of Culture and Creative Expressions (SCCE), Ambedkar University Delhi (AUD)
7.	Mr Surajit Sarkar (Member)	Coordinator (programmes) Centre for Community Knowledge (CCK), Ambedkar University Delhi (AUD)
8.	Professor Veena Mistry (Member)	Formerly PVC, MS University of Baroda
9.	Dr. Zakiya Kurrien (Member)	Formerly Director, Centre of Learning Resources, Pune
10.	Ms Mridula Bajaj (Member)	Formerly Executive Director, Mobile Creches, New Delhi
11.	Dr. Neerja Sharma (Member)	Formerly Associate Professor, Lady Irwin College, New Delhi
12.	Dr. Shobha Sinha (Member)	Associate Professor, Centre Institution of Education University of Delhi, Delhi

Project-wise Income-Expenditure Statement as on 31/03/2017

Sl. No.	Project/Scheme Name	Supported/ Funded by	Total Amount Received(Rs.)	Total Expenditure (Rs.)	Balance (Rs.)	Remarks
1	IECEI	CIFF	15213625	6772945	8440680	In progress
2	Developing and launching of academic programme	SRTT	7000000	6940827	59173	In progress
3	Feasibility Assessment/ Early Learning Development Standards (ELDS)	UNICEF	14702045	14582195	119850	Completed
4	IECEI	UNICEF	9027014	9027014	Nil	Completed
5	Baseline Study of ECCE Component	CARE India	169525	87041	82484	In progress
6	Technical Assistance on ECCE	UNICEF (WB)	1821268	903092	918176	In progress
7	Early Childhood Development for the poor - Impacting at Scale	NIH-YALE	1675004	753048	921956	In progress
8	Evaluation of PREM CBCD	BVLF	2057000	2057000	Nil	Completed
9	Standardisation of Assessment Tools	CSF	1750000	1808312	(-)58312	In progress
10	A baseline study of Early Childhood Education Component of Early Start: Read in Time	Disha/BvLF	1926400	795982	1130418	In progress
11	Intervention on Caregivers' Behaviors and Attitudes	R4D	2034825	424487	1610338	In progress
		Total	57376706	44151943	13224763	







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