



CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

Annual Report 2017-18



CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT
AMBEDKAR UNIVERSITY DELHI

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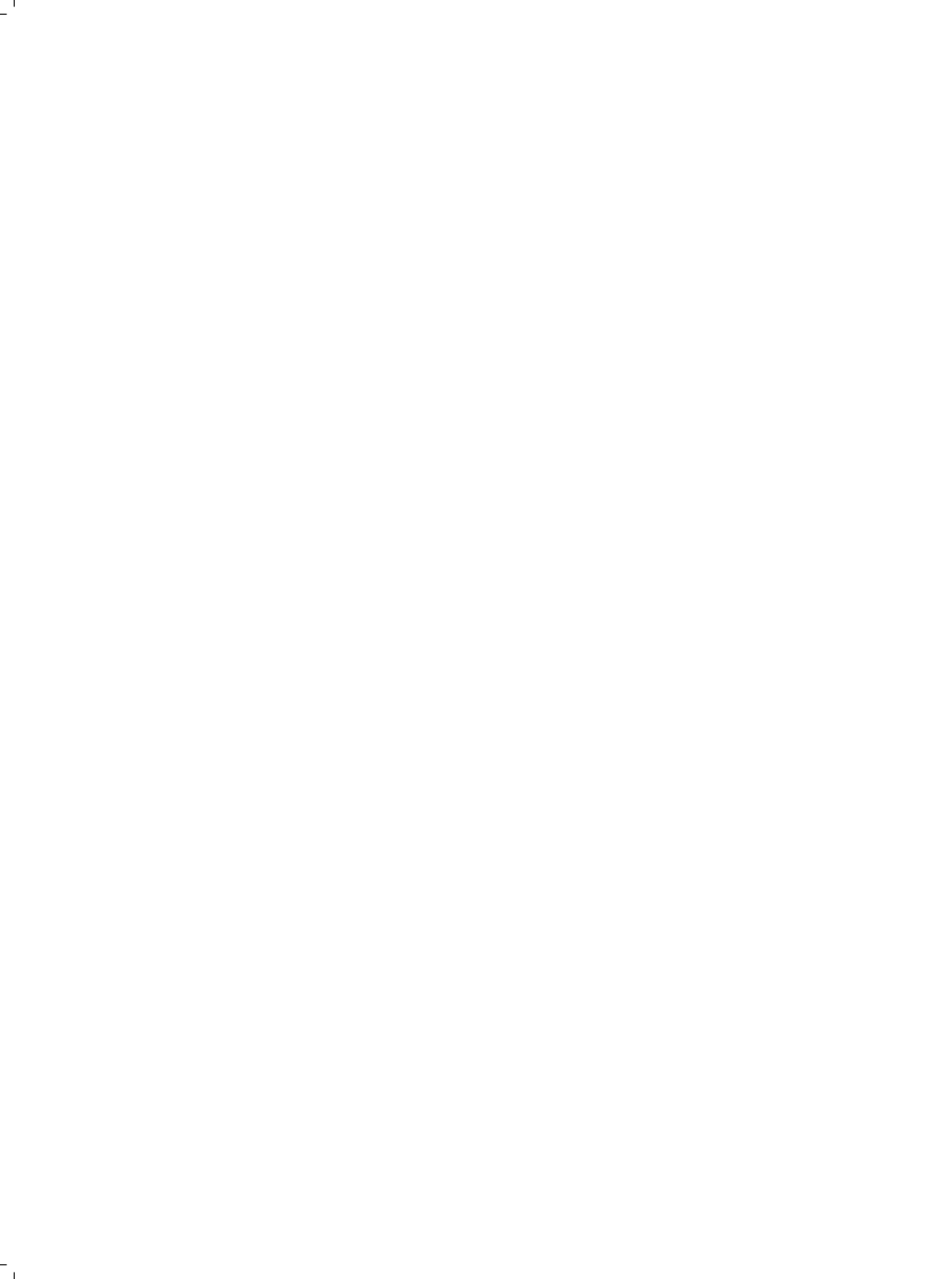
Centre for Early Childhood Education and Development



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A. Research and Evaluation				
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2.	Early Childhood Development and Pre-school Programs in Odisha	Yale University/IFS	September 2017 to 31 December 2018	09-10
3.	Early Literacy Initiative (ELI)	Tata Institute of Social Sciences, Hyderabad	November 2017 to December 2019	11-12
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B. Technical Support to the States				
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6.	Technical Assistance on Early Childhood Education (ECE) to UNICEF West Bengal	UNICEF West Bengal	August 2016 to July 2017	22
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FROM THE VICE CHANCELLOR'S DESK



Since its inception, the Centre for Early Childhood Education and Development (CECED) has played a significant role in strengthening the momentum for Early Childhood Education and Development in India. Each year, CECED expands its reach and excels in its mission, and transforming knowledge into action. The sturdy progress of CECED is quite evident in its remarkable achievements over the last eight years.

Within the time span of eight years, CECED has established its credibility as a knowledge and technical resource in the area of Early Childhood Education and Development (ECED). This is clearly evident from the successful partnerships it has been able to forge with other organizations, both within and outside the country and the nature of work it has been undertaking.

Last year witnessed CECED's expansion in manifold ways from geographical expansion to pioneering into diverse research areas in the field of ECED. Early Learning and Development Standards (ELDS) for children from Birth to Eight years in Indian context was one of the major achievements. The ELDS can be seen as a major milestone in the history of ECCE in India and a platform for providing a direction to contextualizing initiatives in the area of ECCE.

CECED has also been conducting several research projects on various critical areas/issues in the area of ECED namely; Strengthening Quality in Early Childhood Care and Education (ECCE) in Support of Achieving Sustainable Development Goals, Effects of Early Stimulation and Nutrition, Development of ECCE Centers in Delhi, Standardization of Assessment Tools, Preparing a framework for ECE, and curriculum review,

Policy Briefs, White Paper on ECE, and Development of ECE trainer's package, etc.

CECED's efforts in expanding and strengthening technical support to various states, institutions and stake holders in the area of ECCE are commendable. Its advocacy efforts, through organisation of lectures by international and national experts and seminars on themes of topical interest, have been greatly appreciated by the professional community.

The nature of researches undertaken by CECED have helped in creating indigenous knowledge in the field ECED and had significant implications for policy and programming in ECED. Realizing the important need for capacity strengthening at the systemic level, it is also offering some academic and professional development programs in the area of ECED through a Masters Programme in Early childhood Care and Education under the School of Education Studies and the Early Childhood Centre Management Programme in the School of Vocational Studies.

I congratulate the CECED team for their unrelenting passion and commitment which undoubtedly reflect on the achievements of CECED over the years.

I wish CECED all success in the coming years, as it continues on its journey towards the landscape of indigenous research and creating a conducive learning environment for young children in India.

Prof. Shyam B. Menon
Vice Chancellor, Ambedkar University Delhi

FOREWORD



I am very delighted to be able to present CECED's Annual Report 2017-18. This report incorporates the achievements of the centre in its ninth year, with regard to its efforts in the areas of research and evaluation, technical support to states, capacity building and quality promotion, academic programmes and advocacy for the young children.

This year, we have been able to contribute significantly to the domain of ECE in India. The report of India Early Childhood Education Impact study (IECEI) was launched at national and regional levels. The launch was followed by a technical round table on how the results of the study can be carried forward to influence policy and programme implementation. In addition, we have completed the Early Learning and Development Standards (ELDS) which was initiated in 2014 in collaboration with UNICEF India. ELDS can provide the base for curriculum development and review, instructional assessments, and monitoring and evaluation. In this regard, a framework for the use of ELDS was also developed.

A major research project titled "Strengthening Quality in Early Childhood Care and Education (ECCE): In Support of Achieving Sustainable Development Goals" was initiated in collaboration with UNICEF India. This includes preparing a Framework and ECE Curriculum Review, Policy Briefs, White Paper on ECE, and Development of ECE Trainer's Package. The outcome from these activities can give direction to the pursuit of strengthening Early Childhood Education (ECE) in India.

With the expertise of CECED in research, evaluation and advocacy in early childhood care and education, the centre has also been conducting several research

projects in various critical areas in the field of Early Childhood Education and Development (ECED) namely; Effects of Early Stimulation and Nutrition, Development of ECCE Centers in Delhi, Standardization of Assessment Tools, Early Literacy Initiative (ELI), and Capacity Building Programme for Scaling up of Mother Tongue based Multi-lingual Early Learning & Parents (MTELP) etc.

CECED continued to provide technical assistance to the states and generating field evidences to inform and develop strategies for systemic capacity building. These efforts are enhancing and enriching the quality of early childhood education in the states.

CECED reached new heights in terms of collaborative research endeavours. The project titled 'Effects of Early Stimulation and Nutrition: A Study in Odisha' was a collaborative effort with Yale University (USA), The Institute for Fiscal Studies (UK), University College London (UK), University of Pennsylvania (USA), Pratham Education Foundation- ASER Centre (India) and the Abdul Latif Jameel Poverty Action Lab (India). Similarly, CECED explored collaboration with World reader, Results for Development, DISHA and Bernard van Leer Foundation (BvLF) on similar research projects.

This year also marked some great advocacy efforts by organizing lectures and seminars on themes of topical interest. CECED organized a two days National Conference on the theme "Early Language and Literacy" in collaboration with Early Literacy Initiative (ELI, TISS, Hyderabad) and Children's Investment Fund (CIFF) as the funding partner. Similarly, a special lecture by Prof Kathy Sylva from the Department of Education, Oxford University, and the public lecture by

Prof. Hirokazu Yoshikawa, Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and a University Professor at NYU, and Co-Director of the Global TIES for Children center at NYU were also organized. All these enriching efforts were greatly cherished by the professional community.

CECED continues to support the academic and professional development programmes in the area of ECED through Masters Programmes in Early childhood Care and Education under the School of Education Studies and the Early Childhood Centre Management Programme in the School of Vocational Studies. This effort is yielding substantial results in terms of enrolment and appreciation from the professional community.

I have a strong belief that the core strength of CECED lies in its immense teamwork and the support it has received from a large number of stakeholders and network partners associated with CECED. I am thankful for the invaluable support we have continued to receive from our Partners, particularly UNICEF, World Bank, CARE India, SRTT, BVLf, Aga Khan Foundation, Central Square Foundation, Directorate of Higher Education (DHE), Government of National Capital Territory (NCT) of Delhi, Tata Institute of Social

Sciences (TISS) Hyderabad & Mumbai, University of Jammu, Aide et Action International, Durgabai Deshmukh Mahila Sabha (AMS), Vikramshila Education Resource Society, Yale University/IFS, Results for Development (R4D), World reader, DISHA and Bernard van Leer Foundation (BvLF), and for the trust they have reposed in CECED.

Each year, we are able to share more facts about where and how CECED excels in its journey as an advocate for the young children. I would like to thank our esteemed Vice Chancellor, for his generous appreciation of our work and constant encouragement. I would like to place on record my deepest appreciation for the CECED team for their unrelenting passion and commitment. I am thankful to AUD management, finance and administration who have consistently supported in all our ventures and facilitated our work.

I am also thankful to Dr. Payal Sahu, and Ms. Bharti Shandilya, for compiling this voluminous report and to Mr. S. P. Mahla, our Finance Consultant for providing the financial details of the projects for the year 2017-18.

Prof. Vrinda Datta
Director, CECED, Ambedkar University Delhi

CENTRE FOR EARLY CHILDHOOD EDUCATION AND DEVELOPMENT

About CECED

The Centre for Early Childhood Education and Development (CECED) is envisaged as an institution that brings together research, policy and practice in the area of Early Childhood Education and Development (ECED). CECED's vision is to promote systemic understanding of developmentally and contextually appropriate and inclusive ECED with a focus on early learning. The centre's mission is to contribute to the national goals of social justice and equity by advocating and promoting every child's right to a solid foundation for life through ECED. The centre aims towards evidence-based quality promotion in ECED through research, capacity building and advocacy. Since 2009, CECED has actively procured funding from several national and international agencies for its projects related to research and evaluation, quality promotion, capacity building, advocacy and communication in the area of ECED. The CECED team comprises of 30 persons including the Director, faculty, project personnel and administrative staff.

CECED Funding Partners

1. Central Square Foundation (CSF)
2. DHE, Govt. of NCT of Delhi
3. Disha- BvLF
4. Tata Institute of Social Sciences (TISS)
5. UNICEF- India, Delhi Office
6. UNICEF- West Bengal
7. World Bank
8. Yale University

CECED Mission & Objectives

CECED was established at AUD with a mission to contribute to the national goals of social justice and equity by advocating for every child's right in the first eight years of life, to a sound foundation for learning and development through developmentally and contextually appropriate early childhood care and education (ECCE).

CECED has consistently worked towards this mission in the last eight years through its key functional areas viz., research & evaluation, technical support to states, capacity building & quality promotion, academic programme, advocacy & communication with a planned effort to bring research, policy and practice within a convergent frame in the field of early childhood care and education, with particular focus on early learning.

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

- Expand the landscape of indigenous knowledge on ECED and narrow the gap between theory, research, policy and practice.
- Strengthen the momentum for good 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.

KEY FUNCTIONS



FOCAL AREAS

INFANCY (Birth to 3 years)

- Curriculum on Early Stimulation
- Responsive Care & Early Stimulation Framework & Manual

PRESCHOOL (3 to 6 years)

- Early Learning and Development Standards, Curriculum Framework, Assessment Tools, ECE package, Capacity Building of States
- Research Studies

EARLY PRIMARY (6 to 8 years)

- Position Paper on Early Language and Literacy
- Assessment Tools

CECED Funding Partners



CENTRAL SQUARE
FOUNDATION



THE WORLD BANK



Yale University



RESULTS FOR
DEVELOPMENT



सत्यमेव जयते
Government of the National
Capital Territory of Delhi

Research and Evaluation

UNICEF India

Project Title: Early Learning and Development Standards (ELDS) for Children from 3-6 Year Old

Project duration: September 2014 - December 2017

Location: Delhi, Uttar Pradesh, Jharkhand, West Bengal, Meghalaya, Nagaland, Kerala, Telangana, Karnataka, Maharashtra, Gujarat

Funding Partner: UNICEF India

Budget Sanctioned: INR 1,44,49,338

Description and Objective

Early Learning and Development Standards (ELDS) are regarded as expectations to specify what children should know and be able to do at a particular age, along the developmental continuum (Kagan, Moore & Bredekamp, 1998). Their purpose is to support development of children and promote their learning, both at home and in preschool setting. Given the significance of ELDS, the idea of developing ELDS was put into place to promote developmentally appropriate practices in India. The conceptualization of developing ELDS in Indian context instigated with following purpose in consideration:

1. To provide a comprehensive and validated set of expectations for children's development and learning;
2. To facilitate a holistic and shared understanding of these expectations among people who play a significant role in the child's life; and
3. To guide the design and implementation of curriculum, assessment and instructional practices with young children in order to improve child outcome

The development of validated ELDS was initiated by Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi in partnership with UNICEF in September, 2014. Development of ELDS followed a long process including- an extensive review of literature, participation from all the experts and other stakeholders through a series of consultations and field testing for validation of the content and age appropriateness of the standards. The cultural, linguistic and socio-economic diversity in India was taken into consideration while developing the ELDS for the whole nation. For developing the ELDS in India, CECED, AUD adhered to the guidelines suggested by NAEYC (2002) and lessons learnt from the cross country analysis of UNICEF's Going Global project (Kagan & Britto, 2005).

Current Status

The development and validation process of ELDS were officially completed in December, 2017 and have been one of the significant initiatives which can be used for broadening the understanding of teachers, parents and other ECE stakeholders on how children learn and develop and about the skill development that takes place in early years.

Team Involved

Mentor : Dr. Sunita Singh

Team : Ms. Meenakshi Dogra, Dr. Aneesh Kurian, Ms. Komal Khanna, Ms. Kriti Sharma

Project Title: Early Childhood Development and Pre-school Programs in Odisha, India

Project duration: September 2017 to December 2018

Location: Odisha, India

Funding Partner: Yale University

Budget Sanctioned: Rs.49,03,346 (USD 73184)

Objective:

The goal of the research study is to address the question of when it is best to start early education programs and whether children who have not been exposed to early stimulation program before the age of three are able to catch up during the preschool years. CECED is responsible for curriculum modification and adaptation of tools to be used in the study.

Project Description:

This project is an extension of project titled "**Early Childhood Education for Poor: Impacting at Scale**" which was started in 2013 and ended in 2017. During this study, infants between the ages of 7-16 months received early stimulation using a prototypical ECD program for a period of two years. A RCT (Randomized Control Trial) was conducted in 192 villages of Balasore (Soro), Bolangir (Bolangir) and Cuttack (Salipur) to determine the developmental gains from the intervention.

In a second phase of this program "**Early Childhood Development and pre-school programs in Odisha, India**" the researchers proposed to continue a high quality pre-school education program (based on the ICDS curriculum) with about half the children from the original study. This involved use of the ICDS curriculum and intensifying some aspects of it as well as on site coaching of the Anganwadi workers. The entire study required about 100 Anganwadi centers in the intervention arm and another 100 where only measurements of child achievement will be collected. The research team was a unique collaboration of research teams from India (CECED at Ambedkar University and Pratham), the USA (University of Pennsylvania and Yale), and the UK (University College London and IFS).

During 2017, the CECED team was engaged in developing a group and individual curriculum for children in the ages of 6 months to 3 years, which was implemented in the treatment villages of Odisha. The team was also responsible for adaptation of assessment tools (ASQ), which was completed as per the schedule. All activities related to the early stimulation program were successfully completed by August 2017.

The current project titled "Early Childhood Development and pre-school programs in Odisha, India" began in September 2017. CECED is responsible for developing a robust preschool program for the intervention Anganwadis by enhancing the existing Odisha curriculum from the perspective of current research, national ECCE policy and specifically the national ECCE curriculum framework. The team is also responsible for adaptation of tools related to this project. In addition, they will be providing training and conducting monitoring visits to the intervention Anganwadis.

Current Status:

The Project got approved and has received funds recently. The implementation of the modified curriculum was planned for March 2018, however due to delay in getting approval from ICDS the implementation of the modified curriculum was planned for July 2018. The following tasks were completed by the team during this year;:

- Strengthening the existing ICDS pre-school curriculum of Odisha

- Development of a training manual for the modified curriculum
- Adaptation of Debaron-2
- Training of the Supermentors, District Coordinators and Pratham Mentors on the modified ICDS curriculum
- Monitoring visits to the targeted Anganwadi centres in Odisha

Team Involved:

Mentor : Dr. Monimalika Day

Team : Dr. Rashim Pal, Ms. Prachi Gupta, Mr. Mohammad Saqib



Tata Institute of Social Sciences (TISS)

Project Name: Early Literacy Initiative (ELI)

Project duration: September 2017 to December 2019

Location: Delhi

Funding Partner: Tata Institute of Social Sciences, Hyderabad

Budget Sanctioned: INR 20,21,600.

Objective

This research project aims to add to the limited pool of researches done in the field of community literacy in India. It aims to highlight the ways in which children learn in their families and communities and the 'funds of knowledge' that they bring to the classroom. It further seeks to look at the disjunctures that are faced when they enter the formal school system.

The questions explored in this study are:

- I. What are the literacy practices of families and communities?
- II. How do families navigate schooling experiences for their young children?
- III. How do family and community literacy practices connect with children's schooling experiences?

Project Description:

This research project focuses on community literacies and the roles they play in the schooling of children. It is built on the understanding that literacy practices are shaped by the socio-cultural lives in the community and the power dynamics in the society.

The project is being carried out in Delhi within a community that is largely constituted by population from the eastern parts of the country. While the history of migration of individual families and their current lives are key in understanding how their identities are shaped- these also lend to multiple forms of literacy practices within the community and also from outside. However, as parents navigate schooling for their children, they are faced by the main stream normative discourse and forms of schooling that may or may not connect with the literacy practices in the community.

Given the complexities of the project in identifying community boundaries and contexts across school, qualitative methods are being used for data collection and analysis which include community visits, interviews with various stakeholders in the community and also mapping daily life of parents and children.

Highlights of Major work in 2017-2018

- A local NGO that runs schools/community centers in South Delhi was identified. A site visit was conducted in all the three centers run by the NGO to find the most suitable centre for this study. After looking at all the necessary parameters, a school which was located in the heart of the community was finalized.
- Initial protocols for the study were developed for interviews and focus group discussions with parents, teachers, community members and children.
- Data collection for the project began in January 2018.

Current Status:

The data collection for the project will continue till May, 2019. Data collected so far includes interviews with parents and teachers and observations at the local school. Data Analysis has been ongoing with the initial coding

of the observation and interview data. Simultaneously, we are also identifying relevant literature pertaining to the study.

Team Involved:

- Mentor** : Dr. Sunita Singh
- Team** : Ms. Aghna Sujan



Results for Development (R4D)

Project Title: Impact of the Read to Kids (R2K) Intervention on Caregivers' Behaviors and Attitudes

Project Duration: September 2016 to September 2017

Location: NCT of Delhi

Funding Partner: Results for Development (R4D)

Budget Sanctioned: INR 35,99,001

Objective:

Impact Evaluation of R2K Intervention on Caregivers' Behaviors and Attitudes

Description

Project Background

Read to Kids (R2K) project was based on the hypothesis that parents/caregivers will read regularly to their children if they understand the expected outcomes and if they are given access to high quality child friendly reading materials. Results for Development (R4D) was the evaluation and learning partner for the R2K programme. The Centre for Early Childhood Education and Development (CECED), Dr. B.R. Ambedkar University Delhi responded to the RFP by R4D to conduct an external evaluation of the R2K programme with an explicit focus on the intermediate outcomes of attitude and behavior change (as opposed to long-term outcomes such as reading outcomes). Based on this objective, three broad research questions were developed for the study.

Research Questions

- i. What is the impact of R2K activities on caregivers' behaviors and attitudes related to reading with young children?
- ii. In what contexts do R2K activities have the most impact on these behaviors and attitudes (e.g., for mothers/fathers/caregivers of a certain demographic, for children of a certain age group, for content of a specific type, what frequency of reading together leads to impacts)?
- iii. To what extents the dosage of exposure of mobile reading to children related to impact on caregiver behaviors and attitudes towards reading?

Design

A mixed method approach was adopted for the evaluation. This involved both quantitative and qualitative research methods. For the quantitative component, comparisons were drawn across and within four groups. There were two intervention groups and two control groups. The two agencies delivering the mobile app – Katha and SARD – formed the two intervention groups. For the qualitative component, case studies were conducted to elicit a more nuanced understanding of the different dimensions and impact of the interventions

Data collection and analysis approach

The quantitative analysis was based on the data collected from the baseline and end line survey with the selected caregivers on their attitude towards reading to younger children and reading behaviour. The collected data was analyzed through SPSS. Descriptive statistics – mean and standard deviation were used to understand the trends and variation among different groups. Besides descriptive analyses, data was analysed by using advanced statistical methods such as t-test and ANOVA for comparison among the groups. Coefficient of correlation was used to examine the relationship between the variables.

Four case studies were also conducted for the qualitative component of the project. These studies were undertaken as a collective case study and were evaluative in the approach. Two participants each from the both the implementing partners namely, – Katha and SARD – were chosen on the basis of high frequency of R2K application usage. Further, the children, their parents, teachers and the facilitators of the implementing organisations were also approached to get a holistic sense of the circumstances and conditions in which the R2K intervention was taking place.

Major Findings

The differences between the reading attitude of caregivers during baseline survey and end survey were calculated with the help of a test. The results indicated that positive attitude towards reading to younger children were higher among the caregivers in the end line in comparison with the baseline. The result shows that the difference in the reading attitude of caregivers during the baseline and end line was statistically significant beyond .001 level of significance.

The reading behavioral scores of respondents during baseline and end line were also calculated with the help of a test. Caregivers showed higher scores on reading behavior in the end line assessment as compared to baseline survey. The result shows that the difference in the reading behaviours of caregivers during the baseline and end line was statistically significant.

R2K intervention helped many caregivers and the children to get access to story books for the first time in their lives. The findings that emerged through case study indicated an increased interest in reading and a welcoming attitude to the availability of story books for reading. The case studies also found the need for an in-depth intervention and regular follow-up with the caregivers after introducing the R2K programme.

Team Involved:

- Mentor** : Dr. Sunita Singh
- Team** : Dr. Aneesh Kurian, Ms. Meenakshi Dogra, Ms. Kriti Sharma, Ms. Neha Singh, Ms. Anam Siddiqui, Mr. Adeb Bashar and Ms. Shruti Jain



Technical Support to the States

UNICEF INDIA (SDGs) - Rajasthan

Project Title: Strengthening quality in Early Childhood Care and Education (ECCE): In Support of Achieving Sustainable Development Goals (SDGs), State Project Rajasthan

Project duration: June 2017 - December 2017

Location: Rajasthan

Funding Partner: UNICEF India

Budget Sanctioned: INR 15,80,012

Objective

Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi is supporting the quality reforms in the area of Early Childhood Care and Education (ECCE) at the national as well state levels. CECED is working in the area of curriculum development, capacity building of the professionals, assessment tools, etc. which leads to informed advocacy and dissemination on different fronts for various stakeholders. Rajasthan is one of the states where CECED is working to strengthen the field of early childhood education and policy and practice at the field level.

Description

The major tasks accomplished by CECED in 2017 are as provided below:

- 1. Supporting the state NGO in developing the 3 distinctive 'Workbooks for 3-6 years'**- CECED team had been rigorously involved with the development and review of 'workbooks for 3-6 years age-group'.
- 2. Review of the implementation of the revised ECE curriculum, daily-routine and workbooks in centers-**

Method: A rapid assessment was conducted to review the implementation of the revised ECE state curriculum, daily-routine and workbooks in the field. Purposive sampling was done to sample one district each from all 7 administrative divisions in the state of Rajasthan. 5-6 AWCs were selected from different geographical and social settings i.e., urban, rural and tribal. Based on the discussions with the CDPOs and Supervisors in terms of quality of ECE in the centers, AWCs were selected on the basis of three categories, i.e., AWCs which are well-functioning, emergent and struggling. In addition to this, AWCs that are supported by NGOs/CSR Organisations/Communities were also included in the sample. The rapid assessment covered 43 AWCs across Rajasthan.

Findings: The assessment indicated a positive shift from "no activity" to a "routine of activities" class-room. It was observed that AWCs have started implementing the revised curriculum, routine and seen as vibrant and active learning centers. It was evident that AWCs were putting efforts to execute the routine and working with workbooks. Children were also engaged with workbooks and enjoying the different activities. Parents also seemed satisfied with the positive changes in the AWCs occurred during the last few months. Also, it was reiterated by most of the field staff that workbooks and revised routine of AWCs are major factors which increased the enrollment and retention in AWCs.

Challenges: Findings also draw attention towards the concerns that need to be addressed to support the ECE reform in the state. It was found that Aanganwadi workers need ample training and support to facilitate age appropriate learning activities. As most of the AWCs are integrated with government schools, there is a dire need for an appropriate and contextual monitoring framework to help ICDS functionaries/ECE mentor teacher to carry out supportive monitoring/supervision. The training module need to be revised to visualize the ECE curriculum, routine and assessment in a larger context of child development and thus supporting the recent changes in the ECE programme in the state. One of the core issues in ECE reform is the lack of

demonstration or live labs to practice training skills and to showcase a full day ECE routine. CECED has proposed to develop Anganwadi centers into model Anganwadi centers both at the cluster level and in vicinity of training institutions to bridge the gap between the theory and practice.

3. Development of resources-

CECED team participated in a consultation for contextualizing the Preschool kit in accordance to the new guidelines issued by the Government of India.

4. Reviewing the Training Module-

CECED has reviewed the existing training module which was specifically developed to bring an understanding about the revised ECE curriculum, routine and assessment; and suggested for a more comprehensive training package that will help to prepare AWWs with the required skills and knowledge of ECE.

Team Involved

Mentor : Professor Vrinda Datta

Team : Ms. Shipra Sharma, Ms. Madhulika Jha



UNICEF INDIA (SDGs) - Maharashtra

Project Title: Strengthening quality in Early Childhood Care and Education (ECCE): In Support of Achieving Sustainable Development Goals (SDGs), State Project Maharashtra

Project duration: March 2017- February 2018

Location: Maharashtra

Funding Partner: UNICEF India

Budget Sanctioned: INR 11,04,813

Description

Providing technical assistance to the state of Maharashtra which involves generating field evidences so as to inform and develop strategies for systemic capacity building of ICDS functionaries in an order to improve the quality of early childhood education in the state of Maharashtra.

Status

- a. Preschool quality tool has been developed to measure the quality of Preschool education in Anganwadi centres which will be used by ICDS supervisors to provide constructive mentoring support to the Anganwadi workers for the improvement of preschool component in Anganwadi centres. Pre-pilot was conducted to test the feasibility of tool across Kolhapur and Pune which was followed with piloting of the tool across rural, urban and tribal districts of Maharashtra i.e. Pune, Satara and Nashik.
- b. Contextualized the tool with the help of experts and supervisors to evaluate the appropriateness of indicators of the tool and the relevance of the items to their context.
- c. Developed a framework for strengthening of Anganwadi worker training centres (AWTCs)
- d. **Developing Palghar as model district for improving quality of ECE implementation in AWCs:** CECEC along with UNICEF Maharashtra will work towards expanding and making the existing consortium active by encouraging participation from NGOs, institutions, universities at state, district and block level which can act as an 'ECE think tank'.

Team Involved

Mentor : Professor Vrinda Datta

Team : Ms. Shipra Sharma, Ms. Meenakshi Dogra

UNICEF INDIA (SDGs) - Bihar

Project Title: Strengthening quality in Early Childhood Care and Education (ECCE): In Support of Achieving Sustainable Development Goals (SDGs), State Project Bihar

Project duration: June 2017 - December 2017

Location: Bihar

Funding Partner: UNICEF India

Budget Sanctioned: INR 12,54,413

Objective

The objective towards which Centre for Early Childhood Education and Development (CECED) worked with UNICEF Bihar in 2017 was to provide recommendations for improvement and scaling up of the state ECE curriculum through desk review of the curriculum, field assessment of the curriculum pilot and training on curriculum. The project also focused on providing recommendations for improving the condition of Anganwadi training centers through situational analysis of selected AWTCs from nine Zones of Bihar. The assessments conducted in the year 2017 would further help CECED in providing technical assistance to the state ICDS for improvement in the quality of the services and capacity building of the ICDS staff.

Description

Following are the major activities completed in 2017 in partnership with UNICEF and ICDS, Bihar:

- 1. Assessment of the Field Pilot of ECE curriculum:** CECED conducted an assessment of the field pilot of the state ECE curriculum implemented by Pratham in 121 anganwadi centers in Sherghati Block of Gaya district, in Bihar. The assessment was conducted on a sample of 15 intervention and 5 control anganwadis with an objective to assess the strengths and challenges in implementation of the ECCE curriculum during pilot phase and to provide necessary recommendations for the scaling up of the programme at the state level.
- 2. Desk Review of ECE curriculum:** CECED conducted a desk review of the curriculum using the method of content analysis using ECCE curriculum framework. The desk review was conducted for three themes with an objective to identify the strengths and limitations of the curriculum and to provide recommendations to strengthen it.
- 3. Situational analysis of anganwadi training centers:** CECED conducted a situational analysis of nine AWTCs in Bihar with the aim to examine their infrastructure, training method, processes and capacity of trainers with regard to ECE so as to understand the strengths, gaps, opportunities and needs of these training institutions.
- 4. Assessment of the training on ECE curriculum:** CECED conducted an assessment of the training on ECE curriculum provided at the district and project levels with an objective to identify the strengths and weaknesses of the training and provide recommendations to enhance training programme.

Team Involved

Mentor : Dr. Monimalika Day

Team : Ms. Abhishweta Jha, Mr. Adeeb Bashar

World Bank, UNICEF India and Central Square Foundation

Project Title: Strengthening Quality in Early Childhood Care and Education (ECCE): In Support of Achieving Sustainable Development Goals (Standardization of Assessment Tools)

Project duration: January 2016 to June 2019

Location: National

Funding Partner: Central Square Foundation, UNICEF and World Bank

Budget Sanctioned: CSF: INR 35,00,000, World Bank: INR 89,70,720 UNICEF (SDG): INR 53,91,245.

Objective

- To standardize tools for assessment of Early Childhood Education Programmes, and learning outcomes of young children; establish their reliability, validity and norms,
- To develop training manuals to ensure appropriate and efficient use of the tools.

Description

Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi has been working on generating indigenous knowledge in the field of early childhood education and development. As a result, CECED has developed or adapted indigenous tools for program assessment and learning outcomes for children through its various research projects. In view of the SDGS and locus of attention on assessment, CECED initiated the work on refining the tools used in the research studies namely,

- Early Childhood Education Quality Assessment Scale (ECEQAS)
- ECE Quality Tool
- School Readiness Instrument (SRI)
- Achievement Test (AT) for grades 1 & 2

These tools could be used at the national level to assess if the children are developmentally on track and also assess the quality of programs available to the children as there is no or little evidence regarding how the national ECCE policy is being implemented in early childhood centers across the country. The long term objective of this project is to improve the quality of early childhood education services in the country by having assessment systems in place.

Highlights of Major work in 2017-2018

• Comparative Analysis of Assessment Tools

A comparative analysis of the tools for assessment of preschool children and quality of ECE programs such as the MELQO, IDELA, ECERS -R, ELDS and ABS were reviewed to understand the gaps in SRI, ECEQAS and Achievement Tests

• Inception Report

The inception report was shared to the funding partners. It included detailed literature review, objectives of the project, detailed methodology, sampling, detailed work plan with activities, and expected outcome.

- **Draft Version of SRI, ECEQAS and Achievement Tests (AT) Grade 1 & Grade 2**

Draft versions of SRI, ECEQAS and Achievements Test were developed based on consultation with experts, literature review and usability studies. The Modified versions of the tools are being used for the exploratory phase

- **Exploratory Phase data collection**

The exploratory phase data collection was successfully completed in five states namely, Jammu and Kashmir, West Bengal, Madhya Pradesh, Tamil Nadu and Telangana.

- **Consultation with Subject Experts**

The consultation with subject experts was conducted to discuss the findings from exploratory phase and to modify the assessment tools.

Team Involved

Mentor : Prof. Vrinda Datta

Team : Ms. Aparajita Bhargarh, Dr. Aneesh Kurian, Ms. Jyoti Rana,
Ms. Shreya Bhardwaj, Mr. Monu Lal Sharma

UNICEF WEST BENGAL

Project Title: Technical Assistance on Early Childhood Education (ECE) to UNICEF West Bengal

Project duration: August 2017 - December 2017

Location: West Bengal

Funding Partner: UNICEF West Bengal

Budget Sanctioned: INR 12,11,240

Description and Objective

Centre for Early Childhood Education and Development (CECED) has been working with UNICEF West Bengal to provide technical assistance on Early Childhood Education (ECE) to the Integrated Child Development Scheme (ICDS) programme in the state of West Bengal since 2012, through several activities including trainings, capacity building workshops, conducting situational analysis of MLTC/AWTCs, preparing strategies for developing and scaling up of Model Anganwadi Centres (Shishu Aloy) and monitoring the centres.

Activities completed in **2017** in partnership with UNICEF West Bengal are as following:

- i. Conducted *situational analysis* of one MLTC and three AWTCs in West Bengal with the aim to examine their infrastructure, training method, processes and capacity of trainers with regard to ECE so as to understand the strengths, gaps, opportunities and needs of these training institutions.
- ii. There was a consultation meeting in Delhi with experts on ECE to discuss and develop the framework of *strategy paper on strengthening the ability of training institutions (AWTCs and MLTCs) in West Bengal state*.
- iii. Conducted *process documentation* on scaling up of Shishu Aloy (model Anganwadi centers) in three districts of West Bengal, i.e., Howrah, Purulia and Cooch Behar. The study was conducted in three phases. The first phase focused on detailed study of three categories of model Anganwadi centers i.e. well-functioning, emerging and challenging centers. In the second phase, the experts from UNICEF, Vikramshila and DWCD were interviewed to understand how the concept of model centers emerged and was scaled up. In the third phase, information was gathered from two projects, which emerged as examples of innovative practices.

Team Involved

Mentor : Dr. Monimalika Day

Team : Dr. Preeti Rani, Ms. Anandita Medhi

Directorate of Higher Education(DHE), Government of National Capital Territory (NCT) of Delhi

Project Title: Development of Early Childhood Care & Education centers in Delhi

Project duration: Project was initiated in October, 2016 and would be ongoing till the functional centers are provided to the Delhi government

Location: Delhi

Funding Partner: Directorate of Higher Education (DHE), Government of National Capital Territory (NCT) of Delhi

Budget Sanctioned: INR 4,00,00,000

Objectives

The Government of National Capital Territory of Delhi, proposed to the Centre for Early Childhood Education and Development (CECED), AUD to set up 10 pilot Early Childhood Education and Development Centers (preschools) across Delhi, specifically in slum clusters and unauthorized colonies. These centers will be housed in Basti Vikas Kendras (BVKs) managed by the Delhi Urban Shelter Improvement Board (DUSIB).

- a) The focus of these preschools will be to provide developmentally and contextually appropriate play-based learning for 3-6 year-old children.
- b) The centers will impact approximately 400 children and their families and communities in Delhi.
- c) The centers will have a "demonstration" effect. i.e., for teachers, parents, tutors, siblings and for others to observe how effectively the activities are conducted to enhance learning of children.
- d) The centers would also impress upon the academic, professional and research programmes. These centers would provide sites for faculty and student research, observation and teaching practice for students, documentation of good practices and thus forging deeper interactions between the classroom and the field of practice in ECCE.

Description

With the expertise of CECED in research, evaluation and advocacy in early childhood care and education, CECED indicated its concurrence to help set up these model centers as an action research project to validate developmentally and contextually appropriate program content. CECED envisages this intervention as an instrument to address the gaps in social equity.

The pilot development of ECE centers would offer a variety of services, some of them include,

- Early learning and development, fostered through developmentally and contextually appropriate practices. The programme content will take into account the social and cultural contexts in which children grow and develop. Thus, it will enable children to develop their own identities, and respect social, economic, cultural, linguistic and religious diversity.
- Health and Hygiene: The centers will connect families with existing medical, dental, and mental health services to ensure that children are receiving the services they need.
- Community well-being: The centers will support and strengthen parent-child relationships and engage families around children's learning and development.
- Sustainability and Community ownership: To encourage ownership of the centers for sustainability, the ECCE

centers will engage families and communities in various initiatives so that they see themselves as partners in the development and learning of their children and the well-being of the community.

- Mentoring Relationship: Mentors working across centers would enable the center staff to develop their practices organically and connect with the community and families. Their role will be that of supporting teachers on planning, classroom instruction and resource development.

Current Status

S.No.	Activity	Status
1	Recruitment of the project staff for the vacant positions	Staff positions are filled and rest will be recruited as per project requirement
2	Situational Analysis	Tool development, data collection, data compilation, and data analysis is completed and report writing is in process
3	Content/Curriculum Development	Work is in process
4	Training and Capacity building	Work has been initiated.
5	Implementation of the project which includes selection of teachers and other center staff, training of center staff, action research, community engagement	Not yet started. The same will be done after the completion of the renovation of the centers and handing over by DUSIB
6	Rapid Assessment	Work needs to be initiated

Team Involved

Mentors	:	Professor Vrinda Datta, Dr. Sunita Singh, Dr. Payal Sahu, Dr. Sheetal Nagpal (till March 2018)
Team	:	Ms. Abhidha Seth, Ms. Ruchi Singh, Mr. Dishanka Gogoi, Ms. Priyadarshani, Ms. Geetanjali Kumari, Ms. Rupjyoti Konwar, Ms. Hritika Dudeja, Ms. Priyanka Karjee, Ms. Mansi Malhotra and supported CECED team members

Capacity Building and Quality Promotion

DISHA and Bernard van Leer Foundation (BvLF)

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

Project Duration: August 2016-April 2017

Location: Odisha

Funding Partner: Disha and BvLF

Budget Sanctioned: INR 38,52,800

Objective:

A research was conducted for an assessment of successful up scaling and capacity building of the 'Mother Tongue Based Multi-lingual Early Learning & Parent +' (MTELP) programme initiated by the Odisha Government. The objectives of MTELP were (a) to scale a model of mother tongue based multilingual early childhood education in 6681 angawadi centres, so that children experience improved learning environments, demonstrate better language proficiency, and make successful transitions to primary school; (b) To strengthen the skills and capacity of government policymakers, managers and frontline workers to deliver high quality mother tongue based early learning programmes; (c) To strengthen the use of angawadi centres as platforms for parental and community engagement focused on the holistic development of children under six in Odisha; (d) To monitor, evaluate and share learnings. Additionally, parent+ bundles services that improve the family's overall wellbeing - such as healthcare, education, income and housing with opportunities for parents to learn and implement proven ways to nurture babies' and toddlers' healthy development. The bundling is what is critical. It delivers convenient opportunities to learn new knowledge and skills through services already working to make family life easier.

The objectives of the project conducted by CECED 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)

Description & Results:

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 SLMTs trained by the CECED further provided 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 modified the draft module and prepared the final training modules for the training of SLMTs, AWWs, CDPOs and Supervisors. The project team has also completed the report for the assessment of the ECE status at 7078 AWCs.

Team Involved:

Mentor : Dr. Shivani Nag, Dr. Sunita Singh

Team : Ms. Abhishweta Jha, Ms. Aghna Sujjan, Mr. Sudershan Behra

Advocacy
&
Communication

CECED Clearing House: Communication

Project Title: Advocacy and Communications

Duration: 2017-18

Location: National

Funding Partner: Advocacy and Communication budget heads from various projects.

Objectives

CECED is a fast growing resource center for knowledge and capacity building and it needs to reach a larger audience. For this it requires the constant flow and exchange of information with its internal and external audience. Connecting new horizons and taking forward support to the next level, the communication unit at CECED is always looking for ways to strategize the reach of CECED to a wider target audience using a mix of traditional and evolving digital communication platforms.

Some of the strategic communication channels used by the CECED communication unit include;

- CECED National conference and quarterly event forums
- Early Scope Advocacy Portal (www.eceportal.in)
- CECED website (www.ceced.net)
- CECED advocacy films and videos
- CECED publications and IEC material
- Social media engagement and online communication



Highlights of 2017-18

Some of the significant activities undertaken in the past year (2017-18) have been outlined as following:

A. CONFERENCE AND QUARTERLY EVENTS

- ***CECED National Conference on Early Language and Literacy, New Delhi, Dec 14-15 2017***

The Center for Early Childhood Education and Development (CECED), Ambedkar University Delhi organized a two days National Conference on the theme "Early Language and Literacy". The conference was held on 14-15 December at the Conference Centre, University of Delhi, Chhatra Marg, North Campus, New Delhi. This conference was organized by CECED in collaboration with Early Literacy Initiative (ELI, TISS, Hyderabad) and Children's Investment Fund (CIFF) as the funding partner. The chief guest of the conference was Prof. Krishana Kumar, (Former Director, NCERT). Approximately, 220 participants attended this event. The conference was held with the objective of bringing together researchers and practitioners from academic institutions and civil society organizations to examine and understand the literacy acquisition process by young children and develop some recommendations in order to create an enabling environment for young children as they transition from home to preschool and from preschool to school. Some of the themes discussed in the conference include 'language and literacy practices in preschools and schools, teacher beliefs and practices for language and literacy pedagogy, multilingualism and literacy, home and school literacies and children's literature in classrooms'.

The CECED communication unit worked closely with the various project coordinators in organizing the event and also facilitated a live webcast of the two days event to ensure the discussion reaches audiences across the globe.

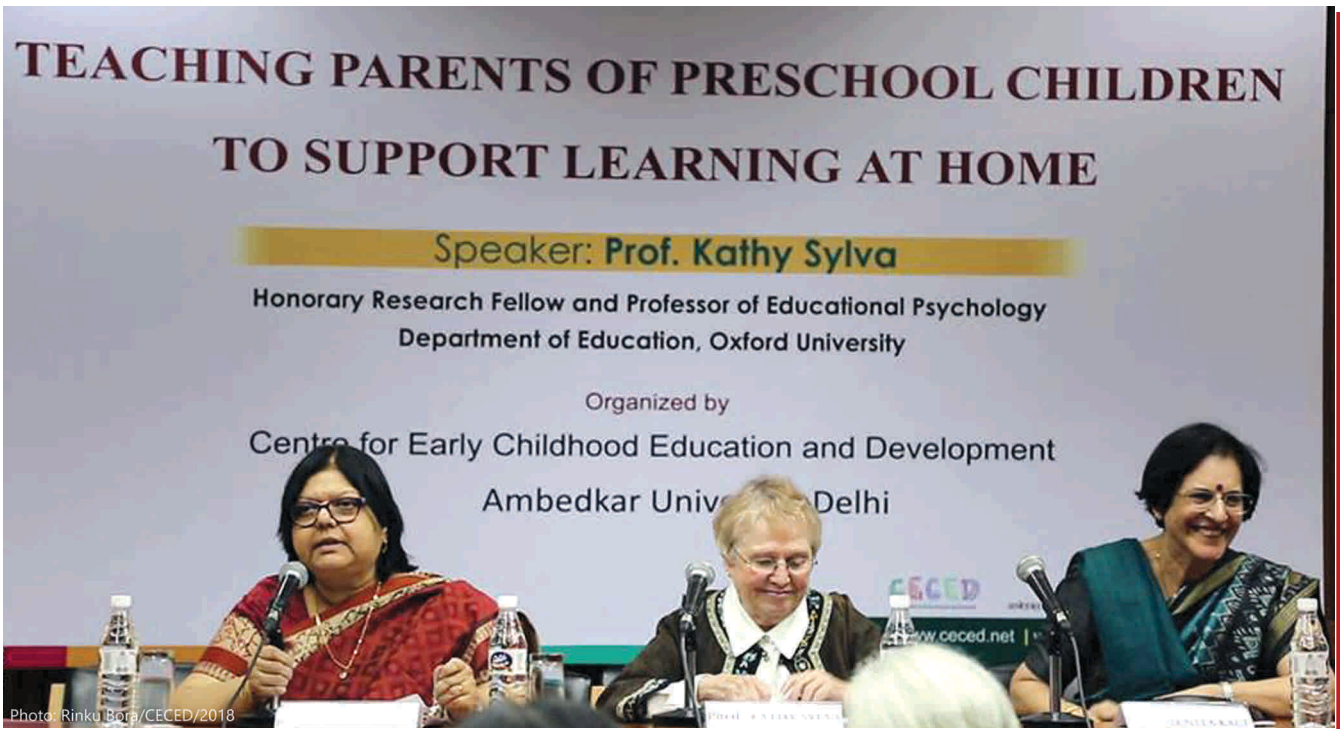


CECED National Conference on Early Language and Literacy, New Delhi, Dec 14-15, 2017

- ***A Special lecture by Prof. Kathy Sylva, 20 Nov 2017, Indian International Centre, New Delhi, India***

To converse about the appropriate approaches and policies regarding Early Childhood Education, Centre for Early Childhood Education and Development CECED AUD organized a special lecture by Prof Kathy Sylva at

Indian International Centre Annexe, New Delhi, India. Professor Kathy Sylva was specialist advisor to house of commons Select Committee on Education and employment during their inquiry into Early Education(2001). The lecture titled 'Teaching Parents of Preschool Children to Support Learning at Home' aimed to highlight the involvement and contributions of parents in the early years of their children. Along with Professor Kathy Sylva from the Department of Education, Oxford University, CECED AUD members and several invited experts shared some deep-seated thoughts on Early Childhood Education and Development.



Special lecture by Prof. Kathy Sylva, 20 Nov 2017, Indian International Centre, New Delhi

- **Public lecture by Prof. Asha Singh, 15 Nov 2017, Ambedkar University Delhi, Delhi, India**

Literacy is a valued competence in the contemporary world. Social interactions influence and are basic in shaping young children's development. Children's physical and social ecology comprises children's early



Public lecture by Prof. Asha Singh, 15 Nov 2017, Ambedkar University Delhi, Delhi, India

linguistic environment and impact emergence of literacy. Conversations, phrases, words, rhymes, songs, rituals and practices embedded in social contexts define the universe for communication. To promote public discourse on this, CECED organized a public lecture by Prof. Asha Singh on the theme 'Cultural Context as Tools for Children's Literacy' at Ambedkar University Delhi, Kashmere Gate Campus. Prof. Asha Singh has been in the area of ECCE for over three decades and has numerous contributions to the field in form of publications, researches and audio-visual contents.

- **A Public lecture by Prof. Hirokazu Yoshikawa, 10 Jan 2018, Ambedkar University Delhi, Delhi, India**

Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi organized a public lecture by Prof. Hirokazu Yoshikawa on the theme 'Quality in Early Childhood Education in Latin America'. Prof. Hirokazu Yoshikawa is the Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and a University Professor at NYU, and Co-Director of the Global TIES for Children center at NYU. He is a core faculty member of the the Psychology of Social Intervention and Human Development and Social Intervention programs at Steinhardt.



Public lecture by Prof. Hirokazu Yoshikawa, 10 Jan 2018, Ambedkar University Delhi, Delhi, India

- **A Public screening of a film titled 'City's Step Child' and interaction with the film maker, 15 Sept 2017, Ambedkar University Delhi, Kashmere Gate Campus**

Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi organized a public screening of the film titled 'City's Step Child' on 15 Sept 2017 at the Faculty Lounge, AUD, Kashmere



Gate Campus. The screening was followed by an open discussion with the Director of the film, Pranab Kumar Aich.

- **National Report Launch and Regional Dissemination Workshops of the Indian Early Childhood Education Impact Study (IECEI) done by Unicef India**

The India Early Childhood Education Impact longitudinal study (IECEI) is a landmark in ECE research in India done by CECEd, Ambedkar University Delhi and its results have allowed for a focused campaign on raising the profile of early childhood education. The findings of this 5 year flagship study were presented at a national launch on 28th July 2017 in New Delhi at a public event organised by Unicef India that was followed by a technical round table on how the results of the study can be carried forward to influence policy and programme implementation.

In addition to the National launch, the study results were presented at 4 regional workshops at Guwahati, 12 September (Eastern Region), Hyderabad, 18 September (Southern Region), Lucknow, 6 October (Northern Region) and Jaipur, 12 October (Western Region) to share the study findings and discuss potential implications of the findings and recommendations on state wise plans for policy, technical and managerial actions to improve participation, and quality in ECE programmes. The report launch and workshops were organized in collaboration with UNICEF.



- **Celebrating 8 Years of CECEd, 12th Oct, 2017**

CECEd completed 8 years on October 12, 2017. A wonderful journey which began on October 12, 2009 with just four passionate team members and one research project, now CECEd has a team of over 30 members, working on more than 12 funded projects with an outreach spreading across Rajasthan, Gujarat, Delhi, Telangana, Karnataka, Tamil Nadu, Assam, Orissa, Maharashtra, and many other states of India. On this happy note, team CECEd celebrated its eight anniversary and hosted an anniversary celebration event at AUD, Kashmere



Gate campus to reflect on some of the milestones and achievements of CECED. Closing remarks were given by the Director CECED Prof. Vrinda Datta.

- ***Participation in New Delhi World Book Fair 2018: Jan 6-14, 2018***

CECED, Ambedkar University Delhi participated in the New Delhi World Book Fair 2018 for the fourth 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 advocacy films, videos produced under its in-house banner CECED Films for the avid readers and film lovers at Pragati Maidan, New Delhi from Jan 6-14 2018.



B. EARLY SCOPE WEB PORTAL ([HTTP://ECCEPORTAL.IN](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. The forum has been helpful in facilitating exchange of ideas, arguments and discussion on various issues related to ECCE. The portal is also being used to raise pertinent issues by its users through submission of blogs, articles, news stories that are updated on regular basis.

C. WEBSITE ([WWW.CECED.NET](http://www.cecед.net))

The CECED website is an important interface between CECED and its stakeholders as it presents crucial information about the nature of research work that the centre takes up. The website is also pivotal when it comes to dissemination of various digital publications, research reports, executive summaries, policy briefs, event updates, etc. The website serves as a 24x7 frontend support for our internal and external audience to access the resource bank of CECED. Keeping in mind the evolving online technologies, the CECED website is being redesigned to improve the experience of users who visit the website, to accommodate new project details and make the web pages up-to-date, visually appealing, optimized for multiple devices and most

importantly install latest encryption technologies to ensure data security of the CECED website. The redesigning of CECED website is under process and will be launched in 2019.

D. CECED FILMS/VIDEOS

Advocacy based on evidence forms a core function of CECED for which the medium of videos has been explored through our in-house production 'CECED Films' and through other agencies. CECED in collaboration with UNICEF West Bengal and Vikramshila Education Resource Society (VERS) will be engaged in the development of 4 set of training videos addressing four different topics covered within the ECE curriculum, West Bengal. These training videos will be used for training and capacity building purpose at various levels in the state of West Bengal. CECED is engaged as the technical partner by Unicef (WB) and will be leading this assignment with necessary inputs from its state resource partner Vikramshila Education Resource Society (VERS). The four identified topics will broadly cover the following on which the training videos are being produced;

1. Use and Importance of the PSE (pre-school education) Kit
2. Material development for the Aanganwadi Centre
3. Conversations with Children in the Anganwadi Centre
4. Story Telling with Children in the Anganwadi Centre

Apart from this, following is a list of videos that have already been released by CECED during 2017-18:

1. Special Lecture by Prof. Kathy Sylva (2017, English, Youtube Release)
2. Public Lecture by Prof. Hirakazu Yoshikawa (2018, English, Youtube Release)
3. CECED National Conference 2017 (2018, English, Youtube Release)
4. In Conversation with Prof. Hirakazu Yoshikawa (2018, English, Youtube Release)

E. CECED PUBLICATIONS AND IEC MATERIAL

The following is a list of publications released during 2017-18:

1. CECED Annual Report 2016-17 (English)
2. EARLYSCOPE Newsletter (Four Quarterly Edition, English)
3. CECED National Conference 2016 Report, English
4. IECEI Policy Brief (2017, English and Hindi)
5. ELDS Project Brochure (2017, English)
6. CECED Brochure (2018, English)
7. CECED Annual Calendar (2018, English)

F. SOCIAL MEDIA ENGAGEMENT AND ONLINE COMMUNICATIONS

CECED has carved out a space for itself in the social media sphere as it becomes imperative to connect with the growing social media and online users. CECED official Facebook page has been used as a strategic online communication platform and it has currently over 12000 social media followers and active engagements. Followers get regular updates about the release of latest CECED publications, quarterly events, job openings at CECED, National and International conferences on regular basis. The CECED Twitter handle (CECED_AUD) is also actively used to create brand awareness about CECED and its advocacy roles of promoting early childhood education.

G. CECED STAFF DEVELOPMENT

a. Publications by CECED Project Staff

1. Dogra, M., & Kaul, V. (Unpublished). Positioning Early Childhood Development as a Sustainable Development Goal target: Challenges and Opportunities in the South Asian Context. In S. Verma & A. Petersen (Eds.), *Sustainable Development Goals: Using Developmental Science to Improve Young Lives Globally*. New Delhi, India: Springer.
2. Kaul, V., & Dogra, M. (2017). *Social Policy and Research Interface: Challenges and Prospects*. In T. S. Saraswathi, S. Menon, & A. Madan (Eds.), *Childhoods in India: Traditions, transitions, and transformations*. New Delhi, India: Routledge.
3. Kaul, V., & Sharma, S. (2018). *Early Childhood Policies in India: A Historical Analysis*. In Miller, L., Cameron, C., Dalli, C. & Barbour, N. (Eds.), *The SAGE Handbook of Early Childhood Policy*. London, UK: SAGE Publications.

b. Global Recognition of CECED Project Staff

- Ms. Meenakshi Dogra is a national representative (India) for ECD at **Asia-pacific Regional Network on Early Childhood (ARNEC)**.

CECED Team

S. No.	Name of Employee	Designation	E Mail ID
1	Ms. Abhidha Seth	Senior Project Associate	abhidha@aud.ac.in
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12	Ms. Mansi Malhotra	Senior Project Assistant	mmalhotra@aud.ac.in
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20	Mr. Rajeev Bhardwaj	Admin, HR and Secretarial Assistant	rbhardwaj@aud.ac.in

S. No.	Name of Employee	Designation	E Mail ID
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24	Ms. Rupjyoti Konwar	Mentor	rupjyoti@aud.ac.in
25	Mr. S. P. Mahla	Consultant (F&A)	mahla@aud.ac.in
26	Ms. Saanchi Marwaha	Programme Manager	saanchi@aud.ac.in
27	Ms. Shipra Sharma	Senior Project Associate	shipra@aud.ac.in
28	MS. Shreya Bhardwaj	Senior Project Assistant	shreya@aud.ac.in

AUD SUPPORTED STAFF LIST

S. No.	Name of Employee	Designation	E Mail ID
1	Professor Vrinda Datta	Director, CECED	vrinda@aud.ac.in
2	Dr. Sunita Singh	Associate Professor	sunitasingh@aud.ac.in
3	Anil Singh Rawat	Office Assistant	asrawat@aud.ac.in

Advisory Committee Members

S.No.	Name	Designation	Affiliation
1.	Professor Venita Kaul (Executive Chair)	Professor Emeritus, CECED, AUD	AUD
2.	Dr. Sunita Singh (Convenor)	Associate Prof. School of Education Studies	AUD
3.	Dr. Monimalika Day (Member)	Associate Prof. School of Education Studies	AUD
4.	Professor Honey Oberoi Vahali (Member)	Director (CDP) Centre for Development Practise	AUD
5.	Professor Anup Kumar Dhar (Member)	Chair, ACRPM	AUD
6.	Dr. Rajan Krishnan (Member)	Dean, School of Culture & Creative Expressions	AUD
7.	Shri Surajit Sarkar (Member)	Coordinator (Programmes), Centre for Community knowledge	AUD
8.	Professor Veena Mistry (Member)	Formerly PVC	MS University of Baroda
9.	Dr. Zakia Kurrien (Member)	Formerly Director	Centre for Learning Resources, Pune
10.	Ms. Mridula Bajaj (Member)	Executive Director	Mobile Creches, New Delhi
11.	Dr. Neerja Sharma (Member)	Formerly Associate Prof.	Lady Irwin College, New Delhi
12.	Dr. Shobha Sinha (Member)	Associate Prof.	Central Institute of Education, University of Delhi, Delhi

Project wise Income Expenditure Statement of CECED as on 31.03.2018

SI No.	Project Name	Supported/ Funded by	Total Amount Received INR	Total Expenditure INR	Balance INR	Remarks
1	IECEI	CIFF	15213625	15098895	114730	Closed Dec 2017
2	Developing and launching of academic programmes	SRTT	7120132	7120132	NIL	Closed Aug 2017
3	Baseline study of ECCE component	CARE	212969	212969	NIL	Closed. Short term study
4	Technical Assistance on ECCE	UNICEF WB	1821268	1821268	NIL	Closed July 2017
5	ECD for the poor- Impacting at scale	NIH-YALE	3010993	3010993	NIL	Closed. Oct 2017
6	Standardisation of Assessment Tools	CSF	3500000	3146792	353208	In Progress. Finally closed in Aug 2018
7	A baseline study of ECE component of Early Start : Read Intime	DISHA/BVLF	3467520	3467520	NIL	Closed. Aug. 2017
8	Intervention of Caregivers Behaviour and Attitude	R4D	3599001	3599001	NIL	Closed Dec. 2017
9	Development of ECCE in Delhi	Govt. of Delhi	10000000	2753158	7246842	In Progress
10	Quality in ECCE-SDGS	UNICEF India	19763081	19763081	NIL	Closed. April to Dec 2017
11	Development of evaluation tools for ECCE	World Bank	2242680	1681011	561669	In progress. Aug 2017 to June 2019
12	Technical Assistance on ECCE	UNICEF Maharashtra	1625000	74650	1550350	In progress. Feb 2018 to Aug 2019
13	Technical Assistance on ECCE	UNICEF West Bengal	600000	84280	515720	In progress. Jan 2018 to Feb 2019
14	Early Literacy Initiative	TISS, Hyderabad	308000	-	308000	In progress. Sept 2017 to Dec 2019
		Total	72484269	61833750	10650519	

Glimpses of CECED Events



Consultation to finalize ELDS Meeting at Visaya Hotel, Delhi, 30-1 November, 2017



Special Advisory Committee Meeting 2017, 3rd October 2017 at Ambedkar University Delhi



Launch of IECEI Report, India Habitat Center, 28 July 2017

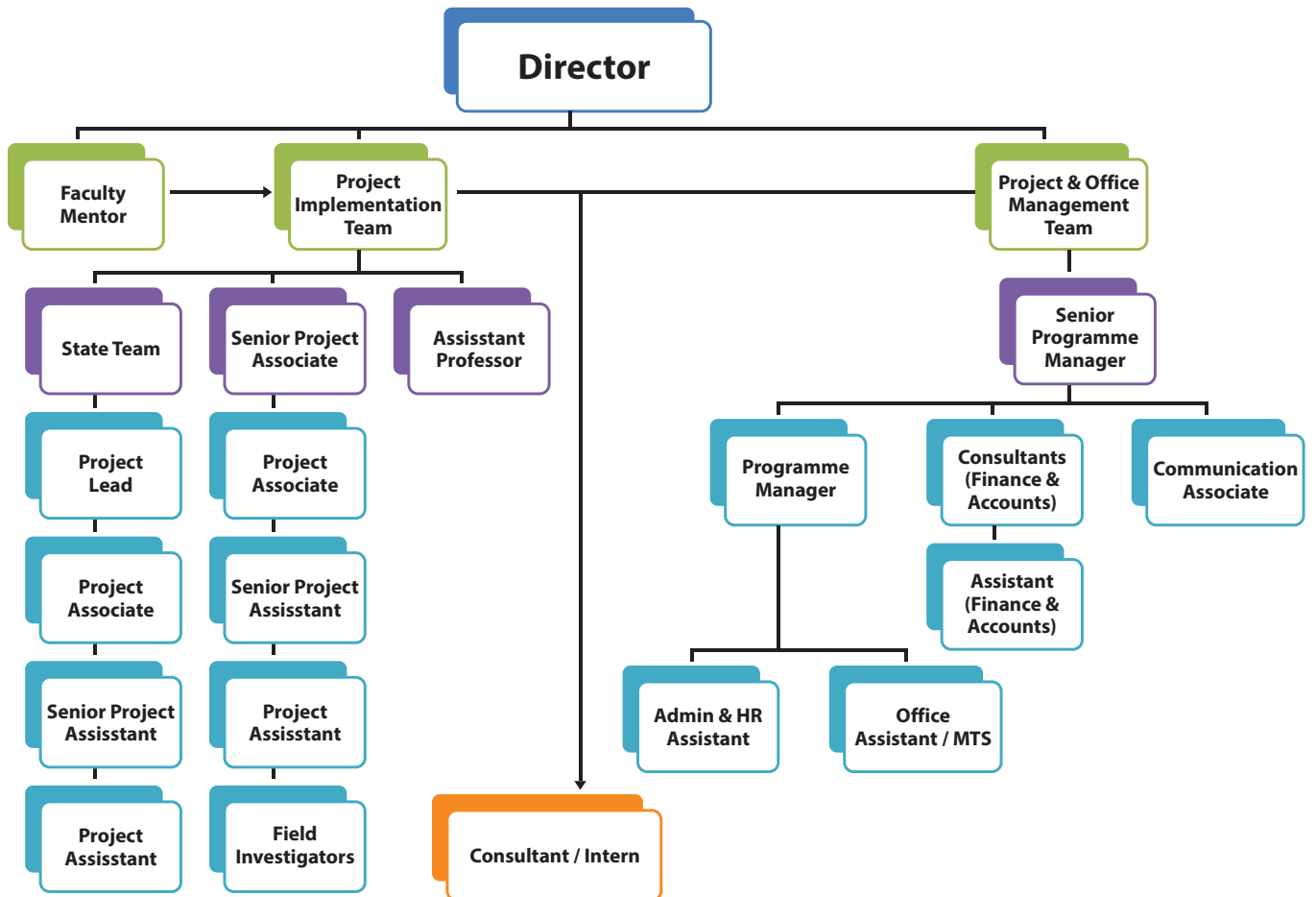


Celebration of 8th Foundation day of CECED, Ambedkar University Delhi, 12 October 2017

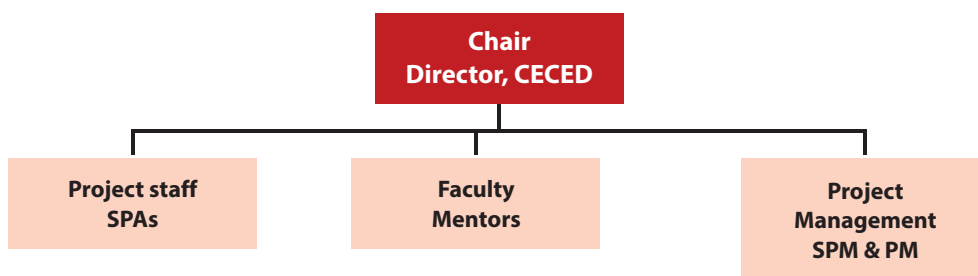
Glimpses from the Field



CECED Organogram



CECED Core Committee Members



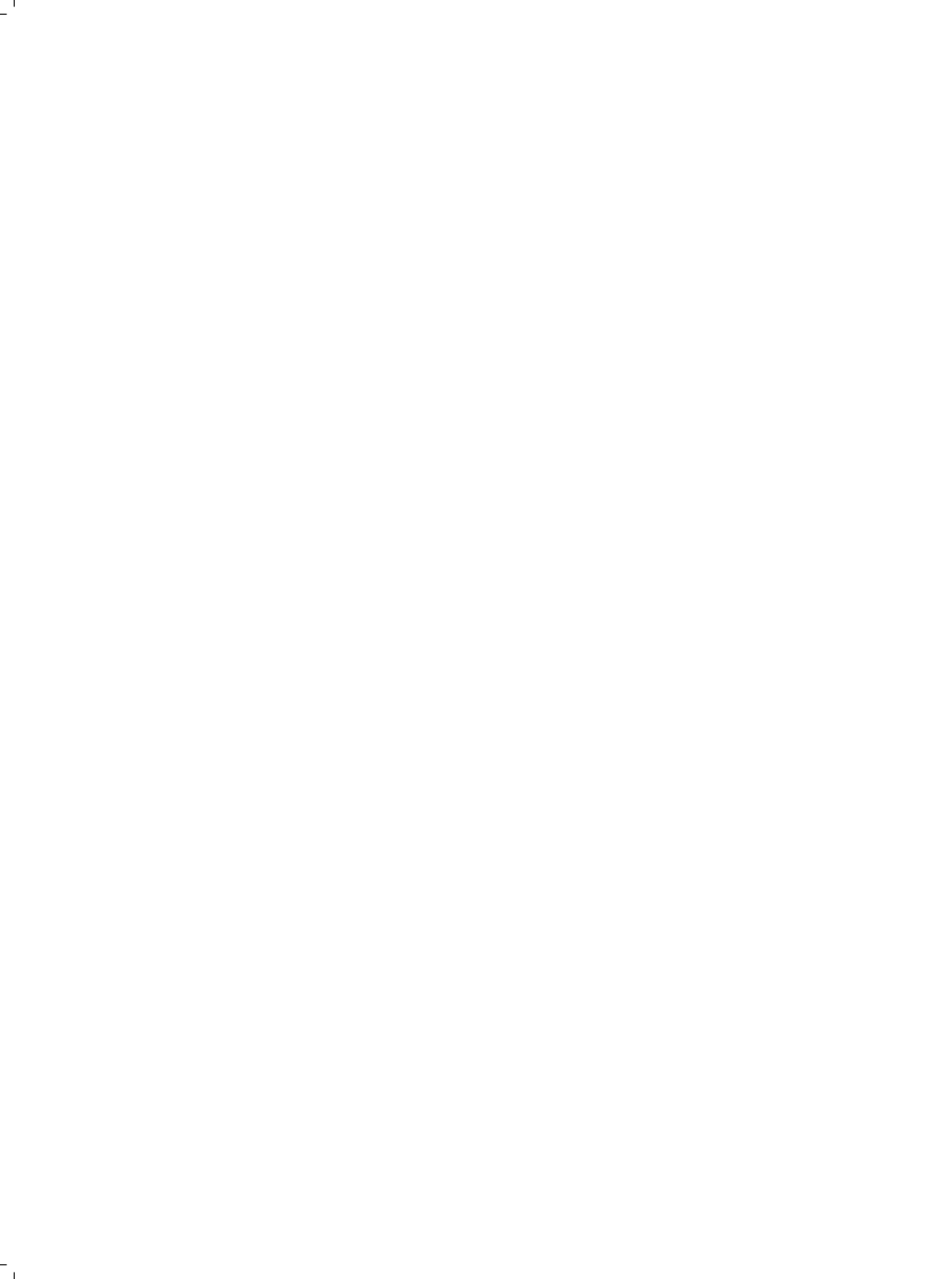
CECED Team





List of Abbreviations

CECED	:	Centre for Early Childhood Education and Development
AUD	:	Ambedkar University Delhi
ECED	:	Early Childhood Education and Development
ECCE	:	Early Childhood Care and Education
ELDS	:	Early Learning and Development Standards
ECED	:	Early Childhood Education and Development
IECEI	:	India Early Childhood Education Impact study
ELDS	:	Early Learning and Development Standards
ECE	:	Early Childhood Education
ELI	:	Early Literacy Initiative
SDGs	:	Sustainable Development Goals
MTELP	:	Mother Tongue based Multi-lingual Early Learning & Parents
ECEQAS	:	Early Childhood Education Quality Assessment Scale
SRI	:	School Readiness Instrument
AWCs	:	Aanganwadi Centers
AWW	:	Aanganwadi Worker
AWTCs	:	Anganwadi Worker Training Centers
SLMT	:	State Level Master Trainers
ICDS	:	Integrated Child Development Scheme
BVKs	:	Basti Vikas Kendras
DUSIB	:	Delhi Urban Shelter Improvement Board
SPM	:	Senior Project Manager
SPA	:	Senior Project Associate
PM	:	Project Manager
MTS	:	Multi-Tasking Staff





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