

early scope

CECED'S QUARTERLY NEWSLETTER

NEWS HIGHLIGHTS

- ▶ Education department to recognise private play schools Page 2
- ▶ UNICEF with CECEd, Ambedkar University Delhi and ASER Centre launches India Early Childhood Education Impact (IECEI) Study Report at Guwahati Page 3
- ▶ CECEd celebrates eighth year of success Page 3
- ▶ Hundreds more places for special-needs children in SA public schools Page 4

NATIONAL WATCH

Children entering primary school without readiness: IECEI Study

Most children enter primary school at age five with little readiness for it, leading to low learning levels, according to a new report by UNICEF and three other institutions. The study, jointly conducted in Assam, Rajasthan and Telangana by UNICEF, Centre for Early Childhood Education (CECED) and the ASER Centre, found that a majority of four-year-olds were attending pre-school, either through government-run Anganwadi Centres or private pre-schools.

However, they did not necessarily participate in pre-school and primary school at the correct ages, and in the order that policies prescribe, it said. "Therefore, there are children below the age of six in primary school and children above age six in pre-school in some states," the report said. The five-year longitudinal research study on Indian Early Childhood Education Impact, was conducted on 14,000 children from ages four to eight in rural areas of the three states.

A key concern emerging is that most children entered primary school at age five with school readiness levels, which were far below expectations, according to the study. [Read more here...](#)

Going back to the basics



It is unconscionable that so many children are still out of school. On page 115 of the World Development Report 2018, the World Bank's new report which focuses for the first time on education, are two powerful images. They are MRI (magnetic resonance imaging) images taken in Dhaka, Bangladesh, of the brains of two infants aged two-three months.

The growth of one infant was stunted while the other was not. The images show the stark difference in brain development between the stunted child and the one who is not stunted.

The fibre tracts in the brain of the child who is not stunted are denser, and the connections more elaborate, than those in the brain of the stunted child. This is an example of how intense deprivation can hinder the brain development of young children. [Read more here...](#)

UPCOMING EVENTS

- ▶ CECEd Annual National Conference on 'Early Language and Literacy', 14-15 Dec 2017, Conference Centre, University of Delhi, North Campus, Delhi
- ▶ CECEd's Consortium on Early Childhood Care and Education in collaboration with UNICEF, India, 18 Dec. 2017, New Delhi

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Education department to recognise private play schools

In a first, UT education department has started the process of recognizing private play schools in Chandigarh, following guidelines shared by National Commission for Protection of Child Rights (NCPDR). Under the guidelines, department has prepared the form to be filled by play schools to get recognition. The six page form has various questions based on area of school, infrastructure, staff, teaching learning aids, library, play material, games, sports equipment, health and records of children will decide whether the schools will be granted recognition or not. [Read more here...](#)

Over 50% children attend anganwadis for food: Report

A little over 50% of the total students enrolled in anganwadi centres (AWC) in the state attend these centres only for food. This indicates that the mid-day meal scheme has been a grand success in attracting students to the early childhood education (ECE) programme. Another 16% students have been admitted so that they can play, according to a joint report prepared by UNICEF, the Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi, and the Annual Status of Education Report (ASER). [Read more here...](#)

Never Too Early To Learn

Stimulation and experiences in the early stages of a child's life are imperative. It instills in the young children a positive and progressive feeling that only grows as they learn. The role of early childhood education is unparalleled; it is responsible for developing the learning roots in children giving rise to inquisitive minds and future thinkers. Stimulation and experiences in the early stages of a child's life are imperative. It instills in the young children a positive and progressive feeling that only grows as they learn. [Read more here...](#)

Smt Maneka Sanjay Gandhi launches Scheme Implementation Guidelines of Pradhan Mantri Matru Vandana Yojana

The Minister of Women & Child Development, Smt Maneka Sanjay Gandhi released the Guidelines of Pradhan Mantri Matru Vandana Yojana in New Delhi today. The Prime Minister, Shri Narendra Modi had announced the pan-India implementation of this scheme w.e.f. 01st January, 2017. PMMVY is implemented by the Ministry of Women & Child Development in collaboration with State Governments.

Smt Maneka Sanjay Gandhi also released an important training module for anganwadi workers called Early Childhood Care and Education Training Module. The training module is designed to provide the anganwadi workers a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psycho social development of children below the age of three years, to help anganwadi workers counsel parents/caregivers on early stimulation. [Read more here...](#)

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CECED EVENTS

UNICEF with CECEd, Ambedkar University Delhi and ASER Centre launches India Early Childhood Education Impact (IECEI) Study Report at Guwahati



UNICEF, in partnership with Centre for Early Childhood Education and Development (CECED), Ambedkar University Delhi and ASER Centre launched a report on the Indian Early Childhood Education Impact study, a five-year longitudinal research study that followed a cohort of 14,000 four year olds from age 4 to age 8 in rural areas of three states of India: Assam, Rajasthan and Telangana. A regional workshop was organized in Guwahati, Assam to spread awareness on the critical findings and recommendations from the study. The study report launched regionally in Guwahati, supports efforts to realize young children's developmental potential and set the right pathways for lifelong learning. This Eastern region workshop was conducted in Guwahati where invited participants from Arunachal Pradesh, Assam, Chhattisgarh, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and West Bengal were present. The workshop was organized by CECEd, Ambedkar University Delhi in collaboration with ASER and UNICEF India.

IN PHOTOS: Team CECEd, AUD Celebrates Eight Years of Success



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INTERNATIONAL WATCH

Hundreds more places for special-needs children in SA public schools



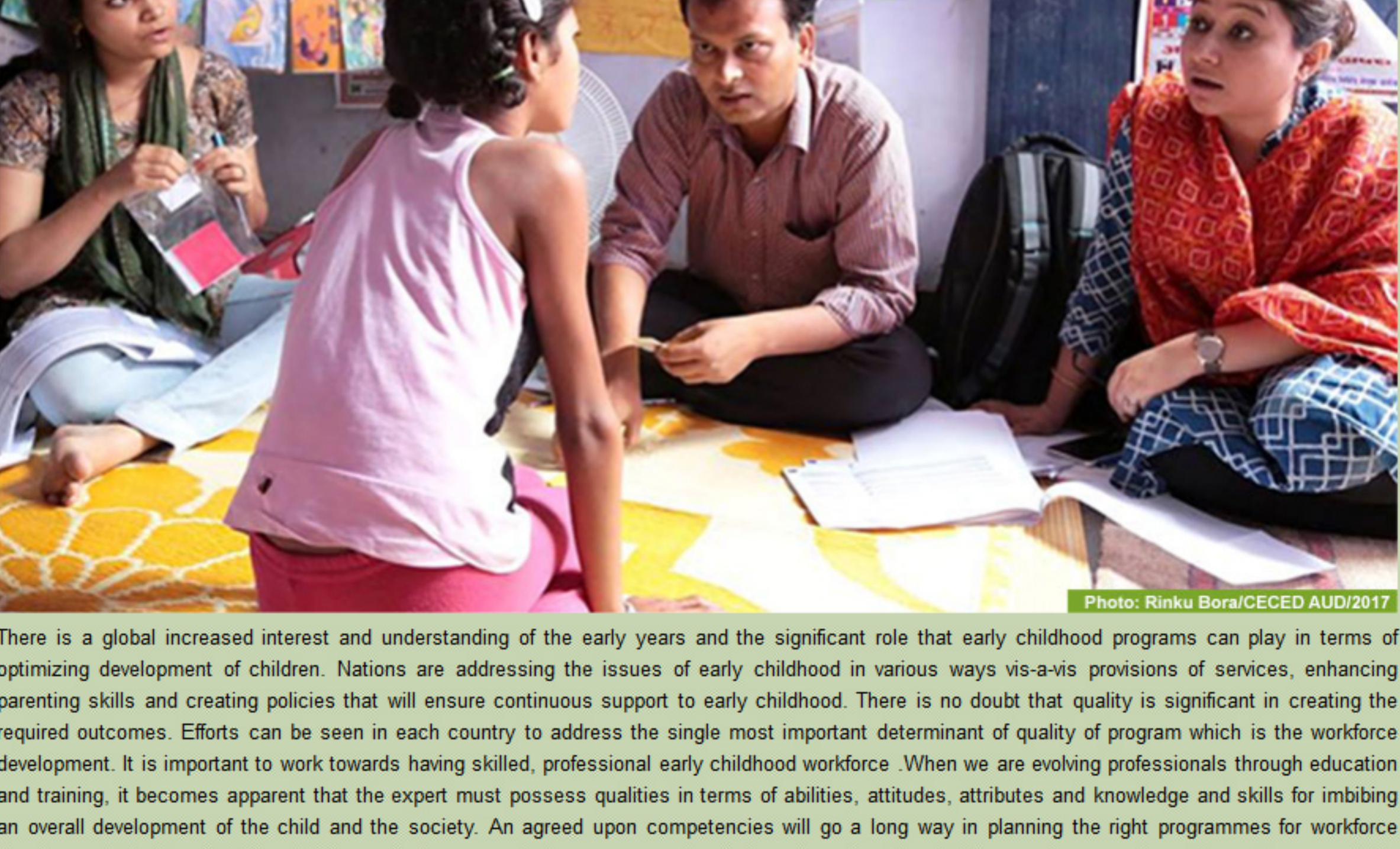
Hundreds more places for children with disabilities in special classes and units at mainstream public schools will be funded under a State Government pledge. Education Minister Susan Close will on Thursday unveil a policy to create 154 new places over the next two years. It comes on top of the state budget announcement of 100 places in each of three new schools to be built in the far northern and southern suburbs, opening in 2022. That takes the commitment to 354 new places over five years — a rise of 15 per cent on current numbers to more than 2600. [Read more here...](#)

Mental health gap divides rich and poor children

The first three years of primary school sees a dramatic inequality gap open up when the mental health difficulties experienced by the poorest Scottish children are compared with the richest. The widening gap has been identified for the first time in a major new study of thousands of pupils aged between four and seven and has led to calls for "routine monitoring" of the mental health of children at primary schools. [Read more here...](#)

EDITORIAL

Early Childhood Professional : An Emerging Need - Prof. Vrinda Datta



There is a global increased interest and understanding of the early years and the significant role that early childhood programs can play in terms of optimizing development of children. Nations are addressing the issues of early childhood in various ways vis-a-vis provisions of services, enhancing parenting skills and creating policies that will ensure continuous support to early childhood. There is no doubt that quality is significant in creating the required outcomes. Efforts can be seen in each country to address the single most important determinant of quality of program which is the workforce development. It is important to work towards having skilled, professional early childhood workforce. When we are evolving professionals through education and training, it becomes apparent that the expert must possess qualities in terms of abilities, attitudes, attributes and knowledge and skills for imbuing an overall development of the child and the society. An agreed upon competencies will go a long way in planning the right programmes for workforce development. Further, in India, staff is required across varied programs and varied auspices therefore training needs vary and so also pedagogy, yet the larger canvas of competencies has to be same. If we are creating professionals then we need to give them their recognition and opportunities for growth. If we take the lifelong learning approach the professional development can happen by reskilling and relearning. The vibrant field of early childhood in India is seen through the many programs and practices that have emerged in ECCE. All of them require workforce and here we see a variety of innovations in creating program specific training and also to create large number of trained workforce. On one hand there are university programs like vocational education and Master's program and on the other you have examples of ICDs training being relooked at, or others who started as training for their own workers but today reach out to all sectors with their training. There is so much to learn and imbibe from the field and yet we have a long way to go before we create a trained professional early childhood workforce.

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