

SUMMARY

You have learnt about developmentally and age appropriate activities that appeal to young children prompting them to engage, explore and enjoy. After the home ECCE centre is the place where child try to organize the visual images and concrete objects in their environment into meaningful systems. Hence, An ECCE centre should be a place for joyful learning for children between the ages of three to eight years.

In this lesson, you learnt about qualities of the ECCE centre which makes ECCE centre an inviting, stimulating and engaging learning place.

IDENTIFICATION OF LOCATION**Build Your Understanding**

Since surroundings have such a powerful influence on pre-schoolers, there are few things you need to keep in mind when locating an ECCE centre/pre-school.

Easy Accessibility	<ul style="list-style-type: none"> ▪ An ECCE centre is best located adjacent to or co-located with schools or adjacent to parks or centrally located in the community.
Cleanliness, Hygiene and Pollution Free Environment	<ul style="list-style-type: none"> ▪ Dirty rooms and compounds can cause skin diseases and worm infections ▪ Hence, ECCE centre should always be away from the sources of infection like stagnant water pools, garbage dumps and open drains. ▪ The floor and toilets should be cleaned with disinfectant. ▪ Noise pollution can cause lack of concentration and headaches among children; should be controlled through the use of sound absorbing materials ▪ To ensure the provision of adequate light and ventilation as all have an impact on the development of children's health.
Safety and Security	<ul style="list-style-type: none"> ▪ Includes - Developmentally appropriate equipment made up of non-toxic materials; Non-slippery floors; Stable shelves; objects and fixtures with rounded corners; Walls rounded at the corners; Safely located electricity fittings and plug point
Barrier-Free Environment for Children with Disabilities	<ul style="list-style-type: none"> ▪ Infrastructure of ECCE centre should be disable friendly i.e. should have ramps, wide doors, toilets equipped with supporting bars, flexible furniture, planned traffic passages (routes) in and outside the centre.

PHYSICAL FACILITIES – Includes Outdoor as well as Indoor facilities**OUTDOOR FACILITIES**

- Playgrounds** - Includes open area to run and play
 - Quiet areas also like areas of low vegetation, trees, landscaping, vegetable garden, sand area etc
 - Active area includes swings, see-saw, jungle gyms, slides, rope ladders etc.
- Sandpit** - should be filled to a suitable depth, clean, washed and non-staining

INDOOR FACILITIES

- Size** - The indoor space should be large enough to accommodate a desirable number of children.
 - If not, children can be divided into groups and can be engaged in different activities.
- Ventilation** - Can be provided through low-height windows, electric fans, exhaust fan etc.
- Lighting** - Can be enhanced by proper placement of windows and ventilators and use of lightshades of color

- Storage Space** - Should have enough storage space for teaching learning material and play equipments.
- Floor Covering** - Should be of material that can easily be cleaned and maintained.
- Walls and Roofs** - Should be strong, safe and durable.
- Water Facility** - Availability of safe drinking water is a basic requirement to avoid water borne infectious diseases among children.
- Toilet Facility** - Should have separate toilets of suitable size and height for boys and girls for. Wash basins and soap must be at a level which is easily accessible to children.
- First Aid Facility** - Should have suitably equipped first-aid box and arrangements to call medical assistance in an emergency.
- Disaster Management** - Should be equipped with arrangements such as fire extinguishers, sand buckets, provision for first-aid etc.
- Caregivers, teachers and other staff should be trained to deal with emergencies and disasters.

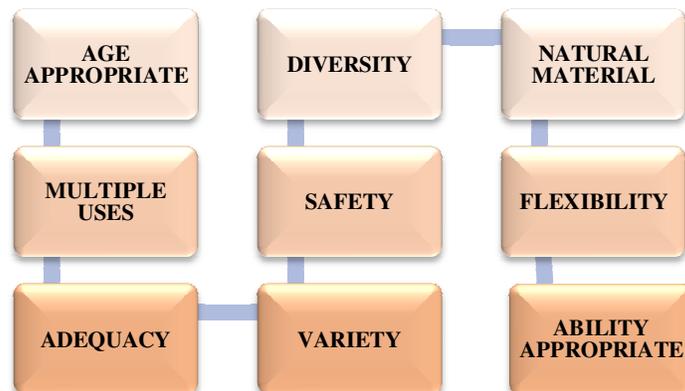
INDOOR EQUIPMENT AND LEARNING MATERIALS

	<p>It consists of blocks, toy utensils and other materials for pretend play. It also includes puzzles, manipulative toys/games, materials for art activities etc</p>
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OUTDOOR EQUIPMENT AND LEARNING MATERIALS

	<p>Includes climbers, slides, swings, jungle-gym, see-saw, balls (variety of sizes and textures), sports equipment (child-size basket ball hoop, plastic bats, hockey sticks), wheel toys (wagons, push/ pull toys, wheelbarrows, scooters), riding toys (variety of sizes with and without pedals, for use by one or two children), tumbling mats, jump ropes, wooden twigs, sand boxes, sandpit, measuring cups/spoons, variety of containers/pails, plastic bottles, natural items such as shells, pieces of wood, rocks etc.</p>
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SELECTION OF EQUIPMENT AND LEARNING MATERIALS



ALLOCATION OF EQUIPMENT AND MATERIALS

- ✓ Keeping in mind area of centre; divide it into different activity areas.
- ✓ Consider the types of activities that go well together.
- ✓ Should be organized and grouped together in a specific area so that children can find, use and return materials independently.
- ✓ clearly visible and accessible
- ✓ Create well marked pathways so that children can move easily from one area of the room to another without disturbing others.
- ✓ Special consideration may be made for children with special needs.
- ✓ Provide a large floor space for group activities
- ✓ Children's art should be displayed on walls attractively at their eye level.

MAINTENANCE AND UTILISATION OF EQUIPMENT & LEARNING MATERIALS

- ✓ Regular Dusting, cleaning and sterilising of all equipment to avoid the spread of germs
- ✓ Washable material should be washed and kept clean at all times to prevent spread of disease
- ✓ Enough storage space is necessary
- ✓ Space to store children's personal belongings is also essential
- ✓ All storage containers and shelves must be labeled with pictures or words.
- ✓ Organise storage of small items like beads, crayons, picture cards etc.
- ✓ Materials that have not been used for a long time may be rotated frequently
- ✓ New things added to sustain the interest of children.
- ✓ All electrical fittings and heating appliances should be out of the reach of children.

PROVISIONS MENTIONED IN QUALITY STANDARDS FOR ECCE APPROVED BY THE GOVERNMENT OF INDIA

- ✓ Duration of the ECCE programme should be three to four hours.
- ✓ One classroom measuring 35 square meters for a group of 30 children.
- ✓ Availability of 30 square meters of outdoor space for a group of 30 children.
- ✓ The building should be structurally safe, clean and surrounded by green area
- ✓ Clean drinking water should be available
- ✓ Separate toilets for girls and boys
- ✓ Immediate health service in terms of First Aid/ Medical Kit s
- ✓ Adequate trained staff
- ✓ Adequate developmentally appropriate toys and learning materials
- ✓ Space should be allocated for cooking meals and nap time for children.
- ✓ Adult-child ratio is 1:20 for three to six year and 1:10 for children under three years.

RECRUITMENT OF ECCE PERSONNEL

ECCE Teacher

- key person in classroom settings
- should be trained
- should have ability to embrace many roles

ECCE Helper

- to support ECCE teacher in conducting activities
- cares children under the guidance of ECCE teacher
- invaluable in a centre setting

CRITERIA FOR SELECTION OF STAFF

- ✓ Working with preschoolers requires certain skills and competencies. As early childhood is an important period, we need to employ personnel who are accordingly skilled and competent.
- ✓ ECCE personnel employed must comply with the prescribed norms and qualifications.
- ✓ Should be from the local community so that s/he is aware of the social values and customs of the community.
- ✓ Trained persons; who are not trained can be provided with the necessary orientation in the initial stages.
- ✓ The teacher/personnel must know how to:
 - Promote child development and learning
 - Create environment based on children's needs and development
 - Build relationships with family and community
 - Employ observation, documentation and assessment
 - Promote relationships with children and families
 - Plan and implement developmentally appropriate curriculum.
- ✓ Qualities of teacher/personnel:
 - ECCE personnel with pleasant personality
 - need to have patience and a sense of responsibility, enthusiasm, creativity, sensitivity and spontaneity
 - ECCE personnel should have a clean record

STAKEHOLDERS IN ECCE

A stakeholder refers to any group that is affected by the working and policies of an organization. A stakeholder in education is anyone who is concerned and interested in the success of a school or school system which includes government officials, school board members, administrators, and teachers, parents, students and community as a whole.

USERS	- Who will use the products of the project or a programme - children and their parents
GOVERNANCE	- Auditors, regulators, health and safety executives who have an interest in how things are managed in the programme
INFLUENCERS	- The rules, regulation, policies of the government and specific needs of the family and community among others, influence what they need for their children who have the ability to change the programme being run by the preschool.
PROVIDERS	- Which provides the structured facilities for promoting learning and development of children. - Providers include the management, staff and anyone else contributing to the services that benefit children.

EVALUATE YOURSELF

Q1. Describe essential features of ECCE centre.

Q2. Being a head of ECCE centre, what criteria you will opt for selection of the staff for ECCE centre.

PRACTICE YOUR KNOWLEDGE

Visit an ECCE centre in your surroundings and evaluate different features of the ECCE centre. Being an administrator of the ECCE centre what changes you want to incorporate.