

**DIRECTOR SCHOOL EDUCATION
CHANDIGARH ADMINISTRATION**

1st Floor, Additional Deluxe Building, Sector-9, Chandigarh-160009

Reference No. 7233-34

Dated: 23/11/2022

To

The Principals
Govt/Govt. Aided/ Private Schools

Subject:- Guidelines for implementation of Early Childhood Care and Education in schools of UT Chandigarh.

New Education Policy highlights the purpose of education applicable for all Stages of school education with special focus to Foundational Stage for children between the ages of 3 to 8 years. There has been a long tradition of inquiry both in India and other cultures on the various domains of development that have been observed in young children that are both natural and desirable.

Early Childhood Care and Education lays attention on Health, Safety, Care, and Nutrition; and also on self-help skills (motor skills, hygiene, the handling of separation anxiety, physical development through movement and exercise) expressing and communicating thoughts and feelings to parents and others, being comfortable around one's peers, sitting for longer periods of time in order to work on and complete a task, ethical development, and forming all-round good habits. Supervised play-based education in groups and individually, is particularly important during this age range to nurture and develop the child's innate abilities and capacities (curiosity, creativity, critical thinking, cooperation, teamwork, social interaction, empathy, compassion, inclusiveness, communication, cultural appreciation, playfulness, awareness of the immediate environment) as well as the ability to successfully and respectfully interact with teachers, fellow students, and others.

In the New Education Policy 2020, pedagogical structure has been changed to 5+3+3+4. The first five years comprise of 03 years of preschool /Anganwadi/ Balvatika corresponding to the age group of 3-6 years and 02 years of class 1 & 2 corresponding to the age group of 6-8 years.

The Curricular Goals for the Foundational stage as per NCF for Foundational Stage (NCERT)-2022 are detailed below being reviewed periodically, with the sharing of experiences of implementation of the NCF, development and changes in national aspirations. The Curricular Goals have been numbered as CG 1, CG 2 and so on (National Curriculum Framework for Foundational Stage by NCERT, 2022).

Domain	Curricular Goals
Physical Development	CG-1 Children develop habits that keep them healthy and safe
	CG-2 Children develop sharpness in sensorial perceptions
	CG-3 Children develop a fit and flexible body
Socio-Emotional and Ethical Development	CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms
	CG-5 Children develop a positive attitude towards productive work and service or 'Seva'
	CG-6 Children develop a positive regard for the natural environment around them
Cognitive Development	CG-7 Children make sense of the world around through observation and logical thinking
	CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.

Language and Literacy Development	CG-9 Children develop effective communication skills for day-to-day interactions in two languages
	CG-10 Children develop fluency in reading and writing in Language 1
	CG-11 Children begin to read and write in Language 2
Aesthetic and Cultural Development	CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

Guiding Principles for the Foundational Stage based on NEP 2020 are as under:-

- Every child is capable of learning regardless of the circumstances of birth or background.
- Each child is different and grows, learns, and develops at their own pace.
- Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- Child's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.
- Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.
- Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.
- Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- Family and community are partners in this process and are involved in multiple ways.
- Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

The NEP 2020 and Rights of Children to Free and Compulsory Education (RTE) 2009 further points out that there is a need for the uniformity in age criteria that every child of the age of 6-14 years shall have the right to free and compulsory education in a neighbourhood school till completion of elementary education (defined as education from Class-1 to class-8 under RTE Act). In the view of the provision of NEP 2020 and RTE Act 2009, the age of admission has to be aligned with NEP 2020 and the admission to class 1 in the age 06+ years has to be made in Chandigarh in order to bring uniformity in the age of admission in Chandigarh and the country. Accordingly, the provision of 03 years of pre-schooling facility in all the schools of UT Chandigarh for children in the age group of 3 to 6 years to be initiated as per following age criteria:-

Age limit (as per NEP, 2020)	
Classes	Age criteria
Pre-Primary level- I	3 to 4 years
Pre-Primary level- II	4 + to 5 years
Pre-Primary level- III	5 + to 6 years

Creation of Child Friendly Learning Environment (Source: Pre-School Curriculum by NCERT): Children are active and curious learners hence, their safety and learning at the centre becomes the most challenging task. Designing physical space for young children blended with pedagogy and safety helps in their process of learning. Physical space for young children's activities can vary from centre-to-centre and setting-to-setting depending upon the availability of space and number of children in each school. Given below are some of the important considerations while designing indoor and outdoor physical environment.

- **Seating Arrangement:** Different activities take place in preschool classrooms which require different types of seating arrangements, thus, it is important that the seating arrangement in preschool be flexible and adaptable to different arrangements like use of carpets, durries and adjustable tables help in providing the flexibility and room for a wheelchair user. The teacher should also be sitting at a height which is easily visible to children.
- **Furniture:** The furniture in the preschool should have child-sized tables and chairs, so that their feet are touching the floor to provide them stability. The furniture should be arranged in such a way that it provides ease of access and space for the teacher and children.
- **Indoor Environment with Activity Areas:** Activity areas, also known as learning centres, are established places in the classroom with resources that actively engage children and they may change according to the themes or topics. A large indoor area can be divided into learning/activity corners with an appropriate arrangement of shelves and furniture. The suggestive activity areas should be equipped with adequate material for children like Book Area, Toys and Dramatic Play Area, Discovery Area, Puzzles and Block Area, Creative Art Area, Music Corner etc.
- **Outdoor Environment with Activity Areas:** The outdoor environment plays an important role in the development of children as it provides a space for play, exploration and social interactions. It is mandatory that all children have the opportunity to engage in daily outdoor physical activity for their physical development. It will help children exercise their choices and explore what interests them. . Main considerations for setting up Outdoor Activity Areas: -
 - a) Outdoor area should be free from animals, poisonous plants, dangerous insects or any kind of harm to young children.
 - b) Play or activity area should be safe and cordoned-off with a gate or wall from road traffic, trespassers and any threat to life or security.
 - c) All drains, ditches, and pot-holes must be well covered and inaccessible to children.
 - d) Surface of the play area should not be hard and it should be well levelled and stone free.
 - e) The suggestive outdoor play areas which should be equipped with adequate material for children are Sand Pit area, Cycling Track, Small water pool / Water Table, Tent Houses / Picnic area, Music Wall etc.

Involvement of Parents : Parents are an integral part of the home and school in ECCE. It is very important to engage them in different activities of the classroom. Some of the suggestive ways are:

- a. Parents and family are co-partners with the school in the child's learning and development.
- b. Relationships with parents and families may be built and sustained with focus.
- c. Communication with parents needs to be frequent and ongoing, with parents being treated as equal partners in
- d. Parents need to be kept abreast of the child's progress. This could be done by inviting parents to school regularly for discussions about their child's learning, also provide space to elicit their views about the school's functioning. Parents may solicit meetings with Teachers as and when required.
- e. In special celebrations, important days of the school, and school events; help with organising and supervising small local field trips; share their knowledge and experience when particular topics are being studied (e.g., growing plants and controlling for pests, how to perform first aid for basic injuries, cooking a simple healthy meal, demonstrating basic woodwork, talking about animals or vehicles); help the Teacher to align aspects of school practices to the local context (e.g., local festivals, local food, local art forms); and be part of the classroom on designated days as an observer or co-teacher.
- f. Parents can also be part of the School Management Committee, and become the bridge between

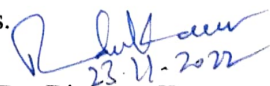
Methods/ tools for assessment:

Children in the Foundational Stage are very young and any unnecessary emotional strain caused due to the process of assessment is unethical to any good teaching-learning process. The following considerations need to be kept in mind:

- Assessment should not contribute to any additional burden for the child.
- Assessment tools and processes should be designed such that they are a natural extension of the learning experience for the child.
- Explicit tests and examinations are completely inappropriate assessment tools for this Stage.
- Assessment should be a reliable source of information. Since it is such crucial evidence of the learning of the child, the assessment should accurately reflect the intent of evaluating the achievement of a Competency or Learning Outcome. The connection between the intended Learning Outcome and the assessment should be clear and precise.
- Assessment should allow for diversity in children and in their learning. Children learn differently and express their learning differently too. There might be many ways to assess the achievement of a Learning Outcome or Competency. The Teacher should have the ability to design different kinds of assessment for the same Learning Outcome and use each assessment appropriately.
- Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation.
- Assessment should enable recording and documentation. Children's progress should be described and analysed through systematic collection of evidence.
- Assessment should not overly burden the Teacher. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained. While such autonomy is important, systematic record keeping of children's assessment should be seen as an important part of a Teacher's professional responsibilities.
- Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation.

It is important to maintain diversity and inclusion as an important principle and it should be ensured that each child has an equitable opportunity to participate in all school and classroom processes regardless of their individual differences. Holistic approach towards learning should be ensured.

The above mentioned guidelines are in accordance with the NIPUN Bharat and NCF document and to make ECCE implementation successful, it is requested that the above said guidelines may be adopted/ adapted in accordance to various circulars notifications at the school level from time to time to make it a success in the schools.

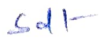

23.11.2022
Dy. Director -II

For Director School Education
Chandigarh Administration
Dated:- 23/11/2022

Endst No. SPD/SS/IE/2022/7233-34

A copy is forwarded to the following for information and further necessary action please:

1. District Education Officer, Chandigarh Administration
2. Cluster Resource Centre Co-ordinators, Samagra Shiksha, Chandigarh


Dy. Director -II
For Director School Education
Chandigarh Administration