

EXPLORING CHALLENGES IN IMPLEMENTATION OF EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN UTTAR PRADESH

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INDIAN INSTITUTE OF PUBLIC ADMINISTRATION
NEW DELHI

CERTIFICATE

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I have the pleasure to certify that Ms. Rashi Sharma has pursued her research work and prepared the present dissertation titled, “Exploring challenges in implementation of Early Childhood Care and Education (ECCE) in Uttar Pradesh” under my guidance and supervision. The same is the result of research done by her and to the best of my knowledge, no part of the same has been part of any monograph, dissertation, or book earlier. This is being submitted to the Panjab University, Chandigarh, for the purpose of Master of Arts in Public Administration and Public Policy, in partial fulfillment of the requirement for the Advanced Professional Programme in Public Administration (APPPA) of Indian Institute of Public Administration (IIPA), New Delhi.

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Executive Summary

Early Childhood Care and Education (ECCE) is globally acknowledged as an essential basis for learning, development, and social well-being. Research demonstrates that the early years of a child's life are vital for cognitive, emotional, and social development, and that high quality early education can produce lasting advantages for both the individual and the community. The United Nations Sustainable Development Goal (SDG) 4.2 stipulates that by 2030, all children shall have access to high-quality early childhood development, care, and pre-primary education. Countries globally are prioritising the reform of their ECCE systems, as this is regarded as the most efficacious approach to address inequality, break the cycle of poverty, and promote economic and social advancement.

Review of Literature

The significance of Early Childhood Care and Education (ECCE) has been well established through extensive research, particularly in the domain of early brain development. Studies highlight that brain growth is most rapid before the age of six, with environmental factors and caregiver interactions playing a crucial role in shaping neural connections (Shonkoff & Phillips, 2000). Decades of neuroscience and behavioral research emphasize that early childhood development, particularly from birth to age five, forms the foundation for a thriving and sustainable society. The brain's architecture develops through continuous processes that begin before birth and extend into adulthood, with early experiences shaping its strength and efficiency. In the first five years, approximately one million neural connections form per second, followed by a pruning process that refines brain circuits for optimal functioning. Sensory pathways for vision

and hearing emerge first, followed by language and higher cognitive functions, each building upon earlier neural structures. A key element in this process is the "serve and return" interaction, where children instinctively engage with caregivers through sounds, expressions, and gestures, and receive responsive feedback. When these interactions are absent or inconsistent, brain development is compromised, affecting learning and behavior. Early emotional, social, and cognitive-linguistic skills are critical, as they lay the groundwork for future academic success, career achievements, and overall societal well-being.

Recognizing its importance, global frameworks such as the Universal Declaration of Human Rights (1948), the United Nations Convention on the Rights of the Child (1989), and the Education for All movement have emphasized ECCE as a fundamental right. Despite its benefits in enhancing school readiness and long-term learning outcomes, disparities in access persist worldwide, with many children entering primary education without prior exposure to structured early learning. International commitments, including the Dakar Framework (2000) and the Incheon Declaration (2015), have advocated for quality, free, and compulsory pre-primary education. UNESCO's 2021 report underscores the need for robust legal frameworks to ensure universal access to ECCE, particularly for marginalized populations, aligning with the Sustainable Development Goals (SDG 4.2). Moving forward, equitable investment in ECCE programs remains a global priority to foster holistic child development and lifelong learning outcomes.

Purpose and Rationale of the Study

India has a complex system of pre-school education wherein two government departments both at the national level and States/UT level are involved, i.e. Ministry of Women and Child Development and Department of School Education and Literacy. Currently, preschool education is one of six services delivered through the Anganwadi under Integrated Child Development Services (ICDS) of M/o WCD. The ICDS Scheme started in 1975 is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. As per POSHAN tracker dashboard, around 4.41 crore children aged 3 to 6 are enrolled in 13.95 lakh Anganwadis.

At the same time, since the launch of Samgra Shiksha scheme in 2018, D/o School Education and Literacy is also providing support for preschool education and the number of government primary schools having pre-school section has been increased. According to UDISE+ (Unified District Information System for Education plus) 2023-24, there are 1228911 primary schools out of which around 446186 schools have pre-primary sections and 13082797 lakh children are enrolled at pre-primary level in schools. Furthermore, a total of 290959 anganwadis are co located within the school. Also, as per NEP 2020, universal access to quality ECCE should be ensured by 2030. Despite the extensive network of Anganwadis and primary schools, still a considerable number (more than 50 percent) of children in 3 to 6 age group have no pre-school experience.

The study was conducted in the state of U.P., being the most populous state of India and having the largest number of Anganwadis, the state also started co-location of anganwadis in nearby primary schools as a conscious policy decision since 2017. Uttar

Pradesh has 1,89,147 anganwadi centres with 90,28,105 children of 3 to 6 age group enrolled in them, around 95,000 anganwadis are co-located in schools. As per UDISE Plus 2023-24, U.P. also has 1,91,984 primary schools out of which 1,12,519 are government primary schools. The localized research on challenges of convergence, parental awareness and to evaluate the effectiveness or lack of awareness programs provides useful insights to policy makers.

The Study was conducted to explore

- How effectively are two government departments converging to implement ECCE in Uttar Pradesh, the barriers and their impact on effective convergence?
- How does the co-located Anganwadis and Balvatika(preparatory class for 5 to 6 year of age group) are functioning in Uttar Pradesh?
- To evaluate the extent of parental awareness and understanding regarding the significance of Early Childhood Care and Education (ECCE) and its influence on implementation in Uttar Pradesh.
- What is the current status of availability and competence of preschool teacher/instructor at Anganwadis and Schools and the challenges faced by the state for implementation of ECCE?
- What strategies can be developed to enhance the implementation of ECCE, considering the identified challenges?

Design of the Study

This study was conducted using a mixed-methods approach to gather a more comprehensive dataset. By integrating both qualitative and quantitative methods, this strategy allowed for a richer understanding of the subject matter. The state was divided into four geographical regions: Bundelkhand, Central, Western, and Purvanchal. This stratification ensures that the sample represents distinct socio-economic, demographic, and developmental characteristics. A comprehensive list of ICDS projects was obtained from the Department of Women and Child Development, Uttar Pradesh. Within each region, these ICDS projects were sorted block wise and an alphabetical list of blocks along with ICDS projects was prepared, and a random number was generated to select one block per region. Accordingly, Birdha block, (Distt: lalitpur, Region: Bundelkhand, ICDS Project: Talbehat) Khirabad Block (Distt: Lucknow, Region: Central, ICDS Project: Khairabad), Razapur block, (Distt: Ghaziabad, Region: Western, ICDS Project: Razapur) and Araziline block, (Distt: Varanasi, Region: Purvanchal, ICDS Project: Araziline) were selected. The selection of block followed a simple random sampling method, ensuring that every block has an equal chance of being chosen, thereby minimizing selection bias. Once a block was selected, all AWCs within that project and block were included in the sample.

Furthermore, in addition to the selected AWC, one primary school located either co-located with or near the AWC was also included in the sample. This approach ensured comprehensive representation of early childhood education and care services within the sampled areas.

Sample Size

Two surveys were designed to collect the primary data, i.e. one was for anganwadi workers/teachers/officials/NGOs and other one was for parents. A total of 1450 anganwadi workers/teachers/NGO workers/Head Masters and 631 Parents participated in the study, distributed as follows:

- 1097 Anganwadi workers (From 4 selected blocks)
- 283 teachers/administrators (From 4 selected blocks)
- 70 NGO workers and others (From 4 selected blocks)
- 631 parents (From 4 selected blocks)

Policy Recommendations

The implementation of ECCE in Uttar Pradesh, however, faces multiple systemic challenges that require strategic policy interventions. Addressing these issues necessitates a comprehensive approach that focuses on teacher training, infrastructure enhancement, curriculum reform, parental involvement, interdepartmental coordination, and resource allocation. The recommendations based on data analysis for effective implementation of ECCE are as follows:

I. Universal Access to ECCE

- Ensure inclusive, equitable, and quality ECCE, prioritizing disadvantaged communities.

- Strengthen integration of ECCE with health, nutrition, and early intervention services.

II. Availability of Qualified ECCE Instructors

- Considering the lower number of seats in DPSE course, NCTE may revise minimum qualifications for pre-school teachers and allow D.El.Ed. graduates with a six-month pre-school certification to teach at pre-school level. States to engage with DoSEL and NCTE for immediate instructor availability.
- Accelerate the rollout of Integrated Teacher Education Program (ITEP) for wider participation.

III. Awareness and Training on pedagogy of ECCE

- Conduct intensive training for Anganwadi (AW) workers on play-based learning methodologies.
- Discourage rote learning practices and align ECCE pedagogy with NEP 2020 and NCF-FS 2022. Shift from rote learning to experiential, play-based approaches using tools like 'Jadui Pitara'.
- Ensure ECCE integration with healthcare, nutrition, and physical development programs.

IV. Enhancing Professional Development of Educators

- Implement structured training programs like 6 months or one year online diploma for AW workers via SCERT/DIET as recommended in NEP 2020.

- Develop digital learning modules, peer-learning networks.

V. Infrastructure and Learning Resources

- Upgrade AW centers with child-friendly facilities, learning materials, and proper sanitation.
- Ensure seamless transition from Anganwadis to primary schools through co-located facilities.

VI. Setting Up of Balvatika

- Establish Balvatikas with dedicated space in schools and trained ECCE educators.
- Align Balvatika learning with play-based approaches for cognitive and social development.

VII. Effective Monitoring Mechanism for ECCE

- **Multi-Tiered Monitoring System** – Involves SMCs, Anganwadi supervisors, block/district officials, and third-party assessments.
- **Technology-Driven Tracking** – Mobile-based monitoring, real-time data dashboards, and digital attendance tracking for transparency.
- **Regular Classroom Observations** – Periodic evaluations of teaching practices, learning environments, and child engagement.
- **Parental & Community Feedback** – Involves parents in monitoring through structured surveys and engagement programs.

- **Capacity Building for Educators** – Training programs on monitoring tools, performance benchmarks, and self-assessment techniques.
- **Grievance Redressal System** – Mechanism for addressing concerns of teachers, parents, and other stakeholders.
- **Data-Driven Policy Interventions** – Evidence-based decision-making to identify gaps and implement real-time corrective measures.

VIII. Parental Engagement

- Introduce a blended model of digital and offline parental involvement.
- Conduct regular parental orientation sessions and provide home-learning resources.

XI. Interdepartmental Coordination and Governance

- Strengthen collaboration between DoSEL, MWCD, and state education and WCD departments.
- Establish a unified ECCE Coordination Task Force for streamlined policy implementation.

X. Expanding Financial Support

- Increase budgetary allocations for ECCE infrastructure, training, and pedagogy.
- Promote CSR and PPP initiatives to enhance funding and innovative interventions.

XI. Addressing Overcrowding in AW Centres

- Conduct resource mapping before co-locating AW centers in schools.

- Optimize Anganwadi-children and promote shared resources for improved learning environments.

XII. Bridging the Digital Divide

- Provide multi-modal ECCE content delivery (print, radio, TV) to reach remote areas.
- Ensure equitable access to digital learning tools while leveraging community-based solutions.

Implementing a well planned ECCE strategy with effective convergence between WCD and basic shiksha in accordance with the National Education Policy (NEP) 2020 will yield long-term advantages, such as enhanced learning outcomes, decreased dropout rates, and increased workforce preparedness. Furthermore, the establishment of robust collaborations among government entities, private organizations, and local communities is essential for the success and sustainability of ECCE initiatives.

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Acronyms

ANGANWADI(AW)– Rural childcare center under ICDS

AW WORKER: Anganwadi Worker

BALVATIKA – Preparatory class as per NEP 2020 for the age group of 5 to 6 years

CABE – Central Advisory Board of Education

CBSE – Central Board of Secondary Education

CCE – Continuous and Comprehensive Evaluation

DECCE – Developmentally Appropriate Early Childhood Care and Education

DIET – District Institute of Education and Training

DoBE – Department of Basic Shiksha

DoSEL- Department of School Education and Literacy

ECCE – Early Childhood Care and Education

ECCE Policy 2013 – National Policy on Early Childhood Care and Education 2013

FLN – Foundational Literacy and Numeracy

FLS – Foundational Learning Study

ICDS – Integrated Child Development Services

KVS – Kendriya Vidyalaya Sangathan

LOs – Learning Outcomes

MoE – Ministry of Education

MWCD – Ministry of Women and Child Development

NAS – National Achievement Survey (conducted by NCERT)

NCERT – National Council of Educational Research and Training

NCF-FS – National Curriculum Framework for Foundational Stage (2022)

NCF-SE - National Curriculum Framework for School Education (2023)

NCTE – National Council for Teacher Education

NEP 2020 – National Education Policy 2020

NIEPA – National Institute of Educational Planning and Administration

NIPUN Bharat – National Initiative for Proficiency in Reading with Understanding and Numeracy

NISHTHA – National Initiative for School Heads’ and Teachers’ Holistic Advancement

NP-ECCE – National Policy on Early Childhood Care and Education

PM POSHAN – School meal scheme under MWCD

PM SHRI – Pradhan Mantri Schools for Rising India

POSHAN Abhiyaan – Prime Minister’s Overarching Scheme for Holistic Nutrition

PRABANDH – Project Appraisal, Budgeting, Achievements, and Data Handling System

RTE Act 2009 – The Right of Children to Free and Compulsory Education Act

SAMAGRA SHIKSHA – Integrated Scheme for School Education

SCERT – State Council of Educational Research and Training

SRI – School Readiness Instrument

TLM – Teaching Learning Materials

Chapter 1

Introduction

Early Childhood Care and Education (ECCE) is internationally recognised as a crucial foundation for learning, development, and social well-being. Evidence indicates that the formative years of a child's life are crucial for cognitive, emotional, and social development, and that high-quality early education can yield enduring benefits for both the person and the community. The United Nations Sustainable Development Goal (SDG) 4.2 mandates that by the year 2030, all children would have access to quality early childhood development, care, and pre-primary education. Countries worldwide are focussing on reforming their ECCE systems, as this is perceived as the most effective method to combat inequality, disrupt the cycle of poverty, and enhance economic and social development. Countries like Finland, Sweden, and New Zealand have successfully developed comprehensive early childhood education systems that guarantee universal access for all children, setting global benchmarks for ECCE implementation.

1.1 Background context of the Study

Realising the need and significance of ECCE, a number of initiatives have been taken by the Government of India in the form of policies, plans, constitutional amendments, acts, standards and schemes to ensure ECCE for all children. The first education policy released in 1968 was based on the recommendations of Kothari Commission (1964), although it did acknowledge the importance of ECCE, but its most crucial recommendation was for adopting 10 +2 structure. Thereafter, Ministry of Women and Child development launched Integrated Child Development Service (ICDS), 1975 which is one of the world's largest community-based programme. Under this programme, six

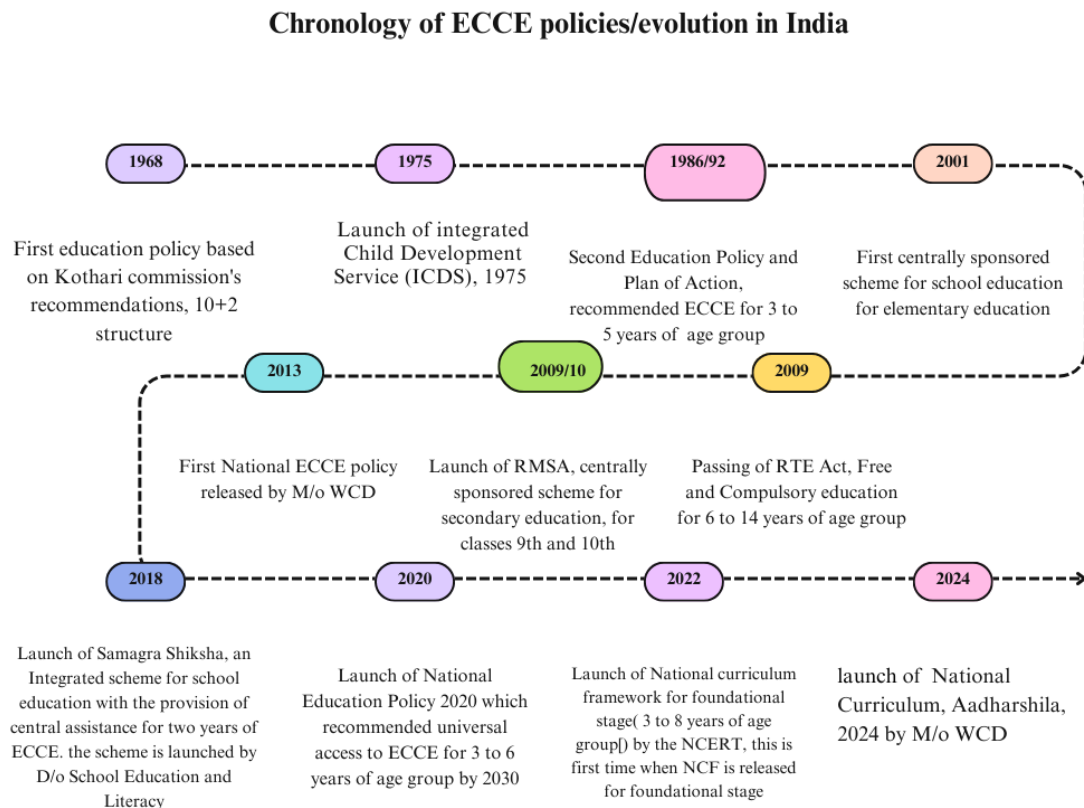
services are being offered, out which one of the services is Pre- school and non- formal education for the age group of 3- 6 years covering the ECCE aspect through anganwadis. The major focus of this ECCE service is psycho-social development of children for school readiness.

The second National Policy of Education 1986/92 highlighted the need for early childhood care and education (ECCE) for children age group 3-5 years. In 2001, Department of School Education and Literacy (DoSEL) launched its first centrally sponsored scheme called” Sarva Shiksha Abhiyan” for providing targeted interventions for universal access to elementary education (classes 1 to 8), it did not have any intervention for pre-school education.

The Right of children for compulsory education (RTE) act passed in the year 2009, made provision for free and compulsory elementary education for the children of 6 to 14 years of age covering classes from 1 to8, however, it did not include ECCE as a compulsory provision, but it urged the states to provide preschool education. As per section 11 of the RTE Act, “The appropriate government may make necessary arrangements for providing free preschool education for all children until they complete the age of six years.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) launched in 2009-10 by Department of School Education and Literacy was again a centrally sponsored scheme which provided financial assistance to the States and UTs for classes 9th and 10th.

Figure 1 : Chronology of ECCE policies in India: The Evolution Process



Source: Prepared by the author based on existing/previous policies

The Samagra Shiksha launched in 2018 which is the Integrated Scheme on School Education subsumed the previous schemes, i.e. SSA, RMSA and Teacher Education. It envisaged 'school' as a continuum from pre-school, primary, upper primary, secondary to Senior Secondary levels. The Scheme provides financial support to States and UTs to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education. This is the first centrally sponsored scheme of Department of School Education and Literacy which provided financial support for two years of pre-school. Before that, DoSEL was

only making education policies and curriculum without providing any support for pre-school education.

Thereafter, The National Education Policy (NEP) 2020 emphasizes the universal provision of quality early childhood development, care, and education (ECCE) by 2030, aiming to achieve optimal outcomes in physical, cognitive, socio-emotional, ethical, and cultural/artistic development, as well as early language, literacy, and numeracy. ECCE is expected to be delivered through an expanded system of early-childhood education institutions, including stand-alone Anganwadis, Anganwadis co-located with primary schools, pre-primary sections covering ages 5 to 6 co-located with primary schools, and stand-alone pre-schools. All these institutions to have teachers specially trained in ECCE pedagogy. Children under 5 years of age are to attend a “Preparatory Class” or “Balavatika” with ECCE-qualified teachers before entering Class 1. Current Anganwadi workers and teachers would need to undergo specialized training; those with a 10+2 qualification will complete a 6-month certificate program, while those with lower qualifications will pursue a one-year diploma program. These training programs may be offered via digital or distance learning modes to minimize disruption to their ongoing work.

The NEP 2020 also prioritized the formulation of a National Curriculum Framework for Early Childhood Education (NCF-ECCE) to ensure the implementation of a structured and consistent curriculum that promotes holistic growth. In addition, NEP 2020 emphasises the need of involving parents and communities in the educational process to facilitate children's learning and growth. The recommendations of NEP 2020 call for effective convergence between M/o WCD and D/o School Education & Literacy.

Notwithstanding these lofty ambitions, Early Childhood Care and Education in India encounters numerous hurdles throughout States and Union Territories. This study was conducted in the state of Uttar Pradesh, India's most populous state, which contains large number of Anganwadis, co-located Anganwadis, and children. Uttar Pradesh faces challenges in delivering effective Early Childhood Care and Education (ECCE) programs on a large scale due to socio-economic disparities, rural-urban divides, and infrastructural deficiencies. Moreover, entrenched socio-cultural factors such as inadequate parental comprehension of early childhood education, significant issues including infrastructure, deficiencies in policy execution, the role and capacity building of Anganwadi workers, teacher training, the availability of qualified educators, and community engagement complicate the implementation of ECCE in the state of Uttar Pradesh. Inadequate collaboration between ECCE institutions, such as Anganwadis and primary schools, may disrupt the transition for children from pre-primary to primary education.

The study offers insights into convergence issues between two Departments, i.e. Woman and Child Development and School Education, parental awareness, effectiveness of co-located anganwadis, issues in setting-up of Balvatika, availability of trained ECCE teachers/instructors. It also provides evidence-based recommendations ensuring equitable access to quality early childhood education for all children in the state, thereby facilitating their lifelong success.

1.2 Statement of the Problem

This study evaluates how Uttar Pradesh may surmount its problems by placing them within the wider global and national framework to achieve the Early Childhood Care and Education ambition articulated in the NEP 2020. The problems identified are as follows:

- i. Lack of synchronization between Ministry of Women and Child's Development (MWCD) and Department of School Education & Literacy (DoSEL), Ministry of Education (MoE) at National, State, District and village level is affecting the quality and access of Early Childhood Care and Education (ECCE).
- ii. Parent's lack of adequate awareness and understanding about the importance of early childhood education may result in low enrollment rates and limited support at home for ECCE.
- iii. The shortage of qualified and trained pre-school teachers and instructors is a critical issue. This shortage affects the quality of early childhood education further exacerbating the challenges faced in implementing effective ECCE programs.

1.3. Objectives

The major objectives of the study were:

- i. To explore the challenges in achieving convergence between MWCD and MoE involved in Early Childhood Care and Education (ECCE) implementation in Uttar Pradesh.
- ii. To examine the functioning of co-located anganwadis in schools in Uttar Pradesh and Balvatika (preparatory class prior to class I) for children of 5 to 6 years of age group in Uttar Pradesh.
- iii. To evaluate the extent of parental awareness and understanding regarding the significance of Early Childhood Care and Education (ECCE) and its influence on implementation in Uttar Pradesh.

- iv. To assess the availability and competence of preschool instructors/teachers and its possible impact on the quality of Early Childhood Care and Education (ECCE) in Uttar Pradesh.
- v. To recommend strategies for effective implementation of ECCE.

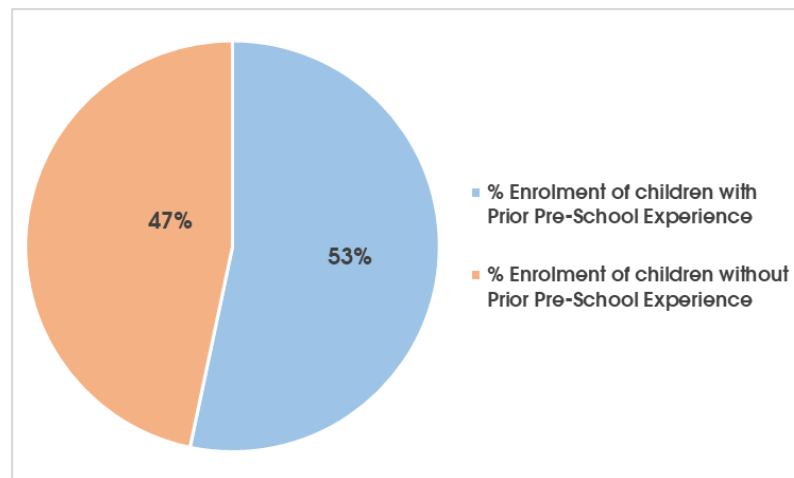
1.4. Rationale of the Study

India has a complex system of pre-school education wherein two government departments both at the national level and States/UT level are involved, i.e. Ministry of Women and Child Development and Department of School Education and Literacy. Currently, preschool education is one of six services delivered through the Anganwadi under Integrated Child Development Services (ICDS) of M/o WCD. The ICDS Scheme started in 1975 is one of the flagship programmes of the Government of India and represents one of the world's largest and unique programmes for early childhood care and development. As per POSHAN tracker dashboard, around 4.41 crore children aged 3 to 6 are enrolled in 13.95 lakh Anganwadis.

At the same time, since the launch of Samgra Shiksha scheme in 2018, D/o School Education and Literacy is also providing support for preschool education and the number of government primary schools having pre-school section has been increased. According to UDISE+ (Unified District Information System for Education plus) 2023-24, there are 1228911 primary schools out of which around 446186 schools have pre-primary sections, and 13082797 lakh children are enrolled at pre-primary level in schools. Furthermore, a total of 290959 anganwadis are co located within the school. Also, as per NEP 2020, universal access to quality ECCE should be ensured by 2030. Despite the extensive

network of Anganwadis and primary schools, still a considerable number (more than 50 percent) of children in 3 to 6 age group have no pre-school experience; figure 2 depicts the same.

Figure 2: Enrolment of children with Prior Pre-School Experience



Source: UDISE+ 2021-22

As per NEP 2020, ECCE will be provided through an enhanced and reinforced system of early-childhood education institutions (a) standalone Anganwadis; (b) Anganwadis co-located with primary schools; (c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE. It further states that the integration of Anganwadis into school complexes/clusters will be complete, with the inclusion of Anganwadi children, parents, and teachers in school/school complex programs, and vice versa. It is expected that every child will attend a "Preparatory Class" or "Balavatika" (before Class 1) with a teacher who is qualified in Early Childhood Care and Education (ECCE) before the age of 5. The curriculum in the Preparatory Class will predominantly utilise play-based learning

methods, with an emphasis on fostering cognitive, affective, and psychomotor skills, as well as early reading and numeracy development. The responsibility for ECCE curriculum and pedagogy will be of Ministry of Education to ensure continuum from pre-primary to primary school. Therefore, in order to ensure universal access to quality ECCE by 2030, it is imperative that both the government departments converge effectively at national, state and ground level.

Parental understanding on Early Childhood Care and Education (ECCE) is essential for a child's development and academic achievement. When parents are educated on the importance of early education, they are more inclined to actively participate in and encourage their child's learning, thereby establishing a supportive atmosphere that promotes cognitive, emotional, and social development. Parental awareness enables informed decision-making regarding the enrolment of their children in high-quality preschool programs, guaranteeing access to crucial resources and assistance. Furthermore, active parents can strengthen the basis for lifelong learning by fostering learning at home and bridging the gap between school and home.

There is a need for detailed study on how convergence challenges among various stakeholders particularly the two departments of Government, i.e. School Education (DoSEL) and Women and Child Development (MWCD), parental awareness and availability of pre-school teachers impact the implementation of ECCE. It is an effort to study these crucial factors of ECCE in the state of Uttar Pradesh being the most populous state in India.

Uttar Pradesh faces unique challenges due to its large population, diverse socio-economic conditions, and varying levels of literacy. Understanding the barriers in convergence, parental awareness, and the availability of preschool instructors is crucial for improving ECCE implementation in the state. The study was conducted in U.P. being the most populous state of India and having the largest number of Anganwadis, the state also started co-location of anganwadis in nearby primary schools as a conscious policy decision since 2017. Uttar Pradesh has 1,89,147 anganwadi centres with 90,28,105 children of 3 to 6 age group enrolled in them, around 95000 anganwadis are co-located in schools. As per UDISE Plus 2023-24, U.P. also has 1,91,984 primary schools out of which 1,12,519 are government primary schools. The localized research on challenges of convergence, parental awareness and to evaluate the effectiveness or lack of awareness programs provides useful insights to policy makers. The availability and distribution of qualified preschool teachers and its impact on delivering quality ECCE is also a major factor of research. Finding out about these provides a comprehensive view of the challenges in ECCE implementation and inform targeted strategies and policies for improvement.

1.5 Research Questions and Hypothesis

The Research questions and hypothesis are as under:

- How effectively are two government departments converging to implement ECCE in Uttar Pradesh, the barriers and their impact on effective convergence?
- How does the co-located Anganwadis and Balvatika (preparatory class for 5 to 6 year of age group) are functioning in Uttar Pradesh?

- What is the level of awareness and understanding of parents regarding ECCE programs in Uttar Pradesh and its effect on implementation of ECCE programs in the state?
- What is the current status of availability and competence of preschool teacher/instructor at Anganwadis and Schools and the challenges faced by the state for implementation of ECCE?
- What strategies can be developed to enhance the implementation of ECCE, considering the identified challenges?

1.6 Hypothesis

Effective convergence heightened parental awareness, and the availability of trained preschool teachers/instructor are key to strengthening the implementation of Early Childhood Care and Education (ECCE) programs in Uttar Pradesh.

1.7 Scope/Limitations of the Study

The limitations of the study are as follows:

- i. The time available for the study and primary data collection was short.
- ii. The sample size, number of FGDs, field visits was restricted due to limited time available.
- iii. Necessary permissions from Government Departments took considerable time.
- iv. Variability in participant responses and potential biases from self-reporting may have impacted the data accuracy and reliability.

1.8 Design of the Thesis

This study was conducted using a mixed-methods approach to gather a more comprehensive dataset. By integrating both qualitative and quantitative methods, this strategy allowed for a richer understanding of the subject matter. The qualitative aspect offers in-depth insights into the experiences and perspectives of participants, while the quantitative component provides measurable, statistical data to support these findings. Data collection is structured concurrently and in case of interviews sequentially, depending on the needs of the study, ensuring that both methods complement and inform each other. This combination of approaches enhanced the overall validity and reliability of the research, allowing for a more thorough exploration of the research questions than could be achieved using a single method alone.

Chapter 2

Review of Literature

The criticality of early childhood care and education (ECCE) has clearly been established by various research including the science of early brain development. Brain development progresses swiftly before the age of 6, and the quality of this growth is influenced by our surroundings and experiences. Similarly, this can be improved by implementing suitable measures and interventions, such as ensuring proper nourishment and excellent health, promoting safety, offering early learning opportunities, and encouraging positive child relationships. The collective implementation of these endeavours establishes a robust groundwork for the future advancement of young children. In their report "from neurons to neighborhoods: the science of early childhood development," *Shonk off & Phillips (2000)* detail how early brain development is profoundly influenced by interactions with caregivers, the environment, and early experiences. The study highlights the importance of stimulating, nurturing environments in shaping neural connections, particularly in the first few years of life when synaptic growth is most rapid.

ECCE has long been present in several aspects of life worldwide. However, in the 21st century, its relevance was formally acknowledged by the global community, prompting the establishment of international commitments towards it. Children's access to early education opportunities at home or in high-quality center-based contexts is crucial for their holistic development during the essential early childhood period beginning at birth. Providing young children access to caring, stimulating, and secure surroundings establishes the groundwork for their healthy cognitive, linguistic, socio-emotional, and physical development. Although these chances originate and thrive within the family, it is

widely acknowledged that all children can gain developmental advantages from access to high-quality early childhood care and education (ECCE) settings, encompassing pre-primary education. Entering social education networks prior to primary school enhances children's readiness for primary education, improves learning results, and increases the likelihood of attaining higher levels of education. However, numerous children globally commence primary school without prior exposure to a formal educational environment.

The Universal Declaration of Human Rights 1948, the United Nations Convention on the Rights of the Child (UNCRC) 1989, and the Education for All (EFA) movement served as significant milestones in this endeavour. The Jomtien World Conference on Education for All in 1990 accepted the 'World Declaration on Education for All' and the 'Framework for Action to Meet Basic Learning Needs,' while the World Education Forum in 2000 endorsed the 'Dakar Framework for Action, Education for All,' marking significant milestones in the worldwide Education for All movement. UNESCO launched the successive Education for All Global Monitoring Reports (EFA GMR) to bolster these initiatives. The EFA GMR 2008 states that programs for children under three that incorporate nutrition, health, and cognitive elements positively influence child well-being. However, hardly 53 percent of the world's nations possess an official Early Childhood Care and Education (ECCE) program aimed at this age demographic. In numerous nations, governments frequently perceive the care and education of young children as the obligation of families and/or private entities. Nonetheless, the most recent data from 2015 indicated that, since 2000, the emphasis on Early Childhood Care and Education (ECCE) has intensified in both affluent and impoverished nations.

This growth gradually shifted the emphasis towards enhancing the quality of ECCE and rendering it free and mandatory, particularly for underprivileged students. Consequently, equitable and timely investment in the quality of ECCE services and programs has become a critical priority. In response, the World Education Forum 2015(*Education-2030-Incheon-Framework-for-Action-Implementation-of-Sdg4-2016-En_2.Pdf*, n.d.) endorsed the ‘Incheon Declaration for Education 2030’, which advocated for the “provision of at least one year of free and compulsory quality pre-primary education and access to quality early childhood development, care and education for all children”. Ensuring excellence in Early Childhood Care and Education (ECCE) is a priority in numerous countries.

As per UNESCO report(2021)(*UNESCO_right to Pre-Primary education_Global Study_2021_en.Pdf*, n.d.), facilitating global advancement towards the Sustainable Development Goals (SDGs) Target 4.2 necessitates the establishment of legal frameworks to guarantee the implementation of the right to Early Childhood Care and Education (ECCE). Monitoring this right will facilitate a more accurate assessment of Target 4.2.5 on the implementation of at least one year of free and obligatory pre-primary education.

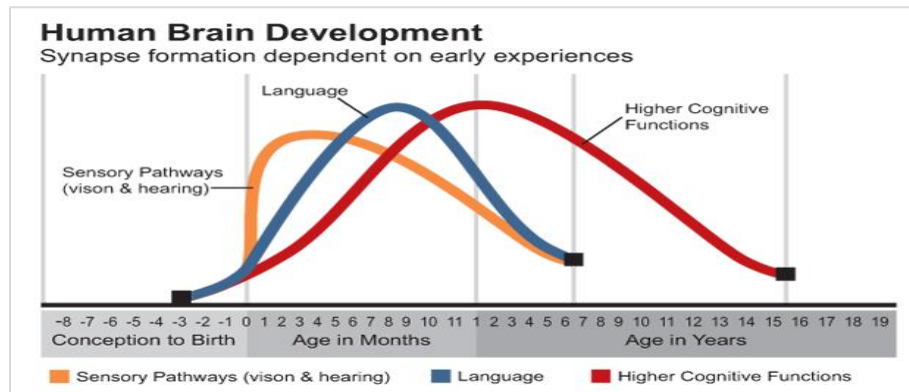
2.1. ECCE and Early years of Brain Development

These basic concepts, established over decades of neuroscience and behavioral research, help illustrate why child development—particularly from birth to five years—is a foundation for a prosperous and sustainable society. The fundamental architecture of the brain is established through an ongoing process that commences before to birth and persists into adulthood. Initial experiences influence the quality of that architecture by

creating either a robust or a tenuous foundation for subsequent learning, health, and behaviour. During the initial years of life, around 1 million new brain connections are established per second. Subsequent to this phase of fast growth, connections are diminished via a process known as pruning, thereby enhancing the efficiency of brain circuits. The sensory pathways for fundamental vision and hearing are the initial ones to emerge, succeeded by early language abilities and advanced cognitive processes. Connections expand and diminish in a systematic sequence, with subsequent, more intricate brain circuits developed from preceding, simpler circuits.

Researchers have identified that a crucial component in this developmental process is the "serve and return" interaction between children and their parents or other carers within the family or community. Young children instinctively seek interaction by babbling, facial expressions, and gestures, while adults reciprocate with similar vocalisations and movements. In the absence of such answers, or if the responses are inconsistent or unsuitable, the brain's structure fails to develop as anticipated, resulting in discrepancies in learning and behaviour. Further, the emotional and physical well-being, social competencies, and cognitive-linguistic abilities developed in early childhood are essential foundations for success in education and subsequently in professional and community settings.

Figure 3 : Brain Development: Neural connections for different functions develop sequentially



Source:(García et al., n.d.)

The development of the brain involves a dynamic process of neural connection proliferation and pruning, which is particularly active during early childhood. The summary of the process:

Proliferation: In the first few years of life, the brain experiences a period of rapid growth where more than 1 million new neural connections are formed every second. This massive creation of connections lays the initial groundwork for brain architecture. Sensory pathways, like those for basic vision and hearing, are among the first to develop, followed by early language skills and higher cognitive functions.

Pruning: Following the rapid proliferation of neural connections, the brain undergoes a process called pruning, where some of these connections are reduced. This pruning process is essential because it makes the brain's circuits more efficient. The connections are not pruned randomly but rather based on experience. Connections that are frequently used and strengthened by repeated experiences are preserved, while those that are rarely

used are eliminated. This process refines the brain's structure and function, ensuring that the most relevant connections are maintained.

Timing and Order: The formation of neural connections follows a specific order. Simpler connections form first, followed by more complex circuits. This means that earlier, simpler circuits serve as the foundation upon which later, more complex circuits are built. This hierarchical development is essential for the brain to function effectively.

Role of Experience: The timing of connection formation is genetically determined, but early experiences play a key role in whether the circuits will be strong or weak. The "serve and return" (*InBrief: The Science of Early Childhood Development*, n.d.) interactions between children and their caregivers are critical in this process. When a child reaches out for interaction, and an adult responds appropriately, the brain's circuits develop as expected. Conversely, a lack of responsive or inappropriate interactions can hinder this process.

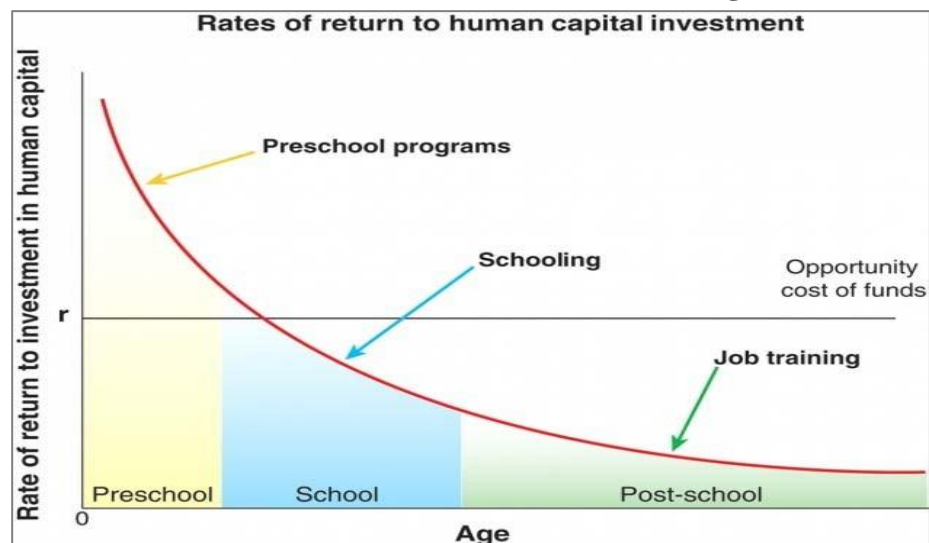
Impact of Toxic Stress: Toxic stress can disrupt the normal process of neural connection proliferation and pruning. Brains subjected to toxic stress can have underdeveloped neural connections in the areas most important for learning and behavior. This can lead to long-term problems in learning, behavior, and physical and mental health.

In summary, neural connection proliferation and pruning are essential processes that shape the brain's architecture and function during early development. The initial surge of connections is followed by selective pruning, which strengthens the connections most vital for an individual's development and adaptation to their environment. The quality of early experiences significantly influences this process, highlighting the importance of positive interactions and supportive environments for healthy brain development.

2.2. Global Perspective on ECCE

The centrality of Early Childhood Development (ECD) in global development underscores the alignment of compelling policy analysis and research findings, asserting that every young child has the right to survival, development, and education. This early stage is pivotal not only for the individual growth of children but also for the attainment of social justice and the prosperity of societies. Heckman and associates have significantly impacted the articulation of the rationale for early childhood development investment in economic terms (Heckman, 2008; refer to Figure 4 below).

Figure 4 : The ‘Heckman Curve’ – the earlier the investment, the greater the return.



Source: (Heckman 2008).

Empirical studies demonstrate the substantial influence of Early Childhood Care and Education (ECCE) on sustained academic achievement. An illustrative case is the High/Scope Perry Preschool Study, which monitored participants throughout their adult lives. The study revealed that individuals who attended preschool programs of superior quality attained superior academic outcomes, had higher rates of high school graduation,

and earned more income over their lifetimes in comparison to those who did not attend (Heckman et al., n.d.).

The analysis conducted by Yoshikawa, Weiland, and Brooks-Gunn(2016) and Foundation for Child Development, (2020) highlights the significance of Early Childhood Care and Education (ECCE) in promoting equity in education and enhancing life achievements, particularly in nations with lower and moderate-income levels.

The Abecedarian Project also found that children from low-income backgrounds who received high-quality early education achieved superior academic performance, obtained higher scores on cognitive assessments, and had a greater likelihood of pursuing further education (Campbell et al., 2002). Barnett's (2013) analysis provides more evidence to substantiate these results, demonstrating that ECCE programs of superior quality enhance preparedness for school and diminish disparities in achievement, hence promoting superior academic outcomes across a child's educational journey(Barnett, n.d.).

Early childhood interventions are crucial for improving long-term outcomes, especially for disadvantaged children, and should be a priority for research, policy, and programming. The sources highlight the significance of these interventions on cognitive development, academic success, and overall well-being, with a specific focus on literacy and the impact of poverty.

The Jamaica study (Walker et al., 2022) further demonstrates the impact of early interventions. The study showed that early childhood stimulation, with or without nutritional supplementation, had a lasting positive impact on various outcomes, including **increased IQ scores and cognitive flexibility, reduced depressive symptoms, and lower substance use and risk-taking behaviors.** The intervention involved weekly

home visits by community health workers who demonstrated play activities for mothers and children, emphasizing responsive interaction, language, and praise. The study included disadvantaged children with stunted growth. These findings, along with those of the Perry Preschool Project, highlight the importance of early childhood stimulation for optimal development.

Another key focus of early childhood intervention is **early literacy**. According to Annie E. Casey foundation study(2011) ((*Annie G Foundation Study 2011*, n.d.), **mastering reading by the end of third grade is a critical milestone**, and children who are not proficient by this time are at a significantly higher risk of dropping out of high school. Poverty significantly hinders access to the resources and opportunities needed for early development, resulting in weaker academic skills. The combination of poverty and poor reading skills creates a "double jeopardy," significantly increasing the risk of dropping out. The sources also note that racial and ethnic disparities exist, with Black and Hispanic students more likely to experience poverty and attend lower performing schools.

A study of an integrated PreK-3rd approach implemented in Chicago found improved educational outcomes leading to a long-term societal return of \$8.24 for every \$1 invested in the first four to six years of school, including the PreK years((Reynolds et al., 2011). The study advocate for an **integrated PreK-3rd grade approach** that includes aligned curriculum and standards, consistent instructional approaches, universal Pre-K and full-day kindergarten, qualified teachers, small class sizes, and partnerships between schools and families. Additionally, it is essential to address chronic absenteeism and implement two-generation strategies that improve outcomes for children by focusing on both school programs and strengthening families through parental education, employment

opportunities, and health insurance coverage. Addressing stunting through nutrition interventions is also important.

Early childhood development (ECD) is a broad and complex field, encompassing multiple policy sectors, and diverse research traditions. It has interconnections between a nation's development goals and the quality of education for all young children and their families. The most effective approaches to ECD consider the dynamic nature of childhood, encompassing multiple phases from before conception through the early school years. Overall, these studies emphasize that investing in early childhood development programs is essential to mitigate the effects of poverty and improve long-term outcomes. These programs should be high-quality, comprehensive, and integrated to promote the holistic development of all children, particularly those from disadvantaged backgrounds.

2.3. Parental awareness for ECCE

Parents and caregivers may not fully understand their role in their child's education, how to effectively support their children's development throughout their schooling, or access the necessary resources to fulfill this role (*Realizing-the-Future-of-Learning-From-Learning-Poverty-to-Learning-for-Everyone-Everywhere.Pdf*, n.d.). Parents may fail to acknowledge the significance of engaging in verbal communication with infants to promote oral language development, providing access to books at home, ensuring quality interactions between carers and children, and cultivating an early interest in reading. This may result in significant, enduring inequities; longitudinal studies indicate that children who experience delays in oral language and literacy development prior to formal schooling are less likely to succeed as beginning readers, and their achievement gap is

likely to continue throughout the primary grades and beyond (Cunha et al., n.d.). Furthermore, certain parents may experience a sense of disengagement from the educational system and may not perceive the need to hold it accountable for student learning outcomes. Parents and carers are essential in facilitating children's learning and must be engaged and supported in the educational process from the earliest stages (Shonkoff & Fisher, 2013). Parents should be encouraged to engage in their children's education, and educational institutions must convey the significance of their involvement, highlighting its potential impact on their children's lives and futures. Parents and carers must acknowledge the importance of education and commit resources to it. It is essential to provide information on evidence-based practices that support children's learning. This knowledge enables the creation of stimulating learning environments in early childhood, assists children during their school years, and facilitates their transition from school to the workforce. High-quality resources for the home should be provided, along with support for parents and carers on their effective utilisation. Efforts must also prioritise the wellbeing of parents and other carers, as this has both direct and indirect effects on children's wellbeing (Newland, 2015).

Recent years have seen increased attention on parental involvement in Early Childhood Care and Education (ECCE). Parental perceptions of the value of their children's attendance at ECCE centres are crucial, as parental involvement plays a significant role in children's academic and social outcomes. Researchers emphasise that educators must develop an understanding of the family dynamics within the school community to improve educational outcomes and the emotional and social well-being of children. Early childhood care and education establish a foundational relationship between schools and

homes, recognising the roles of parents and teachers in a child's life. Parental involvement framework emphasizes the role of schools as initiators of interactions that facilitate parental engagement. When parents cannot engage with school-initiated opportunities, they may experience feelings of exclusion, while the school may perceive them as disinterested (Connelly et al., 2024). This perspective is a deficit view and should be contested by creating opportunities for cooperation and communication that recognise the cultural wealth of families, while also acknowledging the challenges parents may encounter. In economically disadvantaged regions parents depend on ECCE centres for the care and support of their children while they are at work. Parents may also perceive a lack of necessity for involvement due to insufficient knowledge of educational matters.

As per the research conducted with the parents and teachers in one ECCE centre in Lavender Hill, Cape Town, South Africa (Connelly et al., 2024), Facilitating parent participation necessitates fostering an understanding of the factors that shape parents' and teachers' perceptions regarding the empowerment and inclusion of voices, thereby cultivating a supportive community within the Early Childhood Care and Education (ECCE) centre. Parents seek to influence the ECCE facility and are invested in their children's experiences inside the environment. Significant engagement and cooperation empower individuals as a community of practice, potentially impacting the larger community adjacent to the centre.

Parental engagement in early care and education (ECE) settings is an essential aspect of high-quality childcare; however, the mechanisms underlying parental involvement in center-based care remain largely unexplored. Parents were more involved in early childhood education centres that exhibited elevated engagement practices, accepted

subsidies, were not preschool programs, and employed teachers who advocated for early reading instruction in kindergarten. Further research is required to ascertain the factors that influence the variability in the implementation of ECE engagement practices and policies(Cutshaw et al., 2022).

2.4. Indian Perspective on ECCE

The above studies emphasise the crucial significance of Early Childhood Care and Education (ECCE) in promoting cognitive, social, and emotional growth, as well as its wider socio-economic advantages. These research/studies clearly establish the vitality of early childhood care and education which plays a pivotal role in shaping the future educational trajectory of a kid. **However, in Indian context, there is not enough literature/ research/studies available which delve into the unique issue or challenges which India faces in implementation of ECCE.**

The UNESCO Global Report on “Early Childhood Care and Education: The Right to a Strong Foundation (2024)(*UNESCO_right to Pre-Primary education_Global Study_2021_en*, n.d.)” provides a thorough analysis of the global status of early childhood education and underscores the necessity for accessible, high-quality ECCE to facilitate children's holistic development, especially during their formative years. This analysis indicates that the demand for access is particularly acute in developing nations due to rapid population expansion and insufficient investment and infrastructure development. The situation is exacerbated by a growing scarcity of ECCE instructors, hitting both emerging and wealthy nations, hence hindering the capacity of systems to provide quality services universally. This report fails to offer insights into the specific challenges encountered by India.

Research studies undertaken in India have also demonstrated the positive impact of preschool education on the primary level of learning. A research assessment undertaken by NCERT(1993) on the influence of Early Childhood Care and Education (ECCE) on the retention of children in 8 states has shown that children who engaged in ECCE achieved 15 to 20 percent higher rates of retention through primary grades compared to those who did not participate (GEM Report UNESCO, 2007). A separate study undertaken by NCERT revealed that a high-quality pre-mathematics curriculum throughout early childhood had a lasting effect on enhancing conceptual comprehension and academic achievement in mathematics till the fifth grade (Kaul et.al. 1998). The Indian Early Childhood Education Impact Study (IECEI) undertaken by Ambedkar University in 2017(*IECEI Study Report 2017*, n.d.) found that participation in high-quality preschools is associated with improved early grades outcomes. The study also revealed a positive correlation between children's participation in ECE programmes and their school readiness levels at age 5, underscoring the significance and substantial influence of ECE experience on children. However, the research is before the launch of Samagra Shiksha, 2018 and NEP 2020 and do not delve into the convergence issue.

The 2021 report by Save the Children titled “Cost of Universalising Early Childhood Education in India”(World Bank Report(2014), *Early Childhood Education In India*, n.d.) aimed to evaluate the financial requirements for ensuring quality early childhood education (ECE) across the country. The report focused on determining the costs involved in running effective ECE models, estimating the total budgetary allocation needed to provide quality ECE nationwide, and identifying the gap between current budgetary provisions and the actual financial requirement. By calculating this shortfall,

the report intended to provide evidence-based recommendations to address the funding gap and advocate for increased investment in early childhood education. The report does not focus on the issues/ challenges of implementation of ECCE comprehensively.

A research conducted by Akshaya E. and Dr. Nisha Vikraman (2023) on “A study of Anganwadi Children's parents regarding their knowledge of ECCE”(A *STUDY OF ANGANWADICCHILDRENSPARENTS REGARDING 2018*, n.d.) in Kannur district, Kerala, focused on examining parents' knowledge and awareness regarding Early Childhood Care and Education (ECCE). The research aimed to assess general parental awareness about ECCE and to explore how factors such as location, education, and profession influence this awareness. The study found that overall parental awareness about ECCE stood at 75 percent in the district. However, the research was limited in scope, as it did not address important issues such as the convergence of services and the availability of trained ECCE instructors or teachers, leaving significant gaps in understanding the broader challenges of ECCE implementation.

India ratified the UNCRC in 1992 and committed to Education for All nationwide, significantly aiding the Government of India's efforts in Early Childhood Care and Education (ECCE). Since 1951, ECCE has encompassed a holistic approach, integrating child welfare, education, health, and nutrition as essential component of all initiatives. The quality component of Early Childhood Care and Education (ECCE) is perceived to be at risk, particularly concerning the educational aspect for the age group of 3 to 6 years, as evidenced by various policies and plans.

The most significant initiatives in India include the Five Year Plans, the National Policy for Children (1974), the Programme of Action (1992) concerning the National Policy of

Education (1986), the District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), the 86th Amendment Act under Article 45 of the Directive Principles of State Policy in Part IV, the National Plan of Action (NPA) (2005), the Right of Children to Free and Compulsory Education Act (RTE) (2009) under Section 11, Chapter III, and the National Policy for Children (NPC) (2013). A study by the Centre for Early Childhood Education and Development (CECED) and the Annual Status of Education Report (ASER) in 2015 revealed that children enrolled in high-quality Early Childhood Care and Education (ECCE) programs benefited significantly more from one year of ECCE compared to those attending low-quality centres.

The Eleventh Five Year Plan indicated that the preschool education (PSE) component of Integrated Child Development Services (ICDS) in Anganwadi is significantly deficient, characterised by high repetition rates and low learning levels. The Twelfth Five Year Plan prioritises the provision and access to quality Early Childhood Care and Education (ECCE). The Government's primary initiatives for quality reforms in Early Childhood Care and Education (ECCE) are implemented through the Ministry of Women and Child Development (MWCD). The Ministry developed the National ECCE Policy in 2013, the National ECCE Curriculum Framework and established the National ECCE Council in 2014.

The National Education Policy (NEP) 2020 places strong emphasis on early childhood care and education (ECCE), recognizing it as a crucial foundation for lifelong learning and development. The policy highlights that over 85 percent of a child's brain development occurs before the age of six, making ECCE a pivotal stage in the education system. NEP 2020 proposes an integrated 5+3+3+4 curricular structure, where the first

five years constitute the foundational stage, covering ages 3 to 8 years, including pre-primary and Class 1 and 2. The policy envisions universal access to quality ECCE by 2030, ensuring that every child entering Grade 1 attains age-appropriate learning outcomes.

A key provision is the development of a national curricular and pedagogical framework for ECCE (NCPFECCE) by NCERT, focusing on play-based, activity-based, and inquiry-based learning. The framework will integrate 21st-century skills, including foundational literacy, numeracy, and socio-emotional development. The anganwadi system will be revamped through capacity building of anganwadi workers, ensuring they receive proper training in early childhood pedagogy. Additionally, balvatikas (pre-primary sections) will be introduced in schools to strengthen the transition from preschool to formal schooling.

The policy also emphasizes the convergence of ministries of education, women and child development, health and family welfare, and tribal affairs, ensuring a multidimensional approach to early childhood development. It promotes inclusivity, ensuring equitable access to ECCE for socio-economically disadvantaged groups (SEDGs). Overall, NEP 2020 aims to create a strong foundation for learning in the early years, ensuring holistic development and school readiness for every child in India.

2.5. Research Gaps Identified

Review of literature on early childhood care and education (ECCE) in context of India highlights several critical gaps that hinder effective implementation and quality outcomes. Despite policy directives under NEP 2020, limited research exists on how well

policies are being executed at the grassroots level, particularly in rural and remote areas. Another major research gap concerns the convergence between the Ministry of Women and Child Development (WCD) and the Ministry of Education. Although NEP 2020 emphasizes integrated and collaborative service delivery through anganwadis and schools, however, implementing agencies indicate a lack of coordination between these departments. Research is limited on effective models for inter-ministerial collaboration, leading to fragmented service delivery where health, nutrition, and early learning initiatives fail to complement each other.

The shortage of qualified ECCE instructors is another pressing issue. Existing system highlights gaps in pre-service and in-service training, with anganwadi workers receiving minimal pedagogical training. Studies on scalable models for teacher recruitment, professional development, and capacity building are scarce, contributing to a shortage of skilled ECCE instructors.

Additionally, there is a significant gap in parental awareness and involvement in ECCE. Studies reveal that many parents, especially from socio-economically disadvantaged groups, are unaware of the importance of early childhood education in cognitive and social development. Limited research exists on effective parental engagement models that can promote learning at home and strengthen the home-school connection.

The need for research in this area is urgent to bridge these gaps and support evidence-based policymaking. Focused studies on policy implementation, inter-ministerial convergence, capacity building of ECCE instructors, and parental engagement strategies are essential to ensure the success of ECCE programs and align them with NEP 2020

goals. Research can provide insights into region-specific challenges and solutions, helping to create more inclusive, efficient, and impactful early childhood education systems across India.

Chapter 3

Review of Existing Policies, Framework and Schemes on ECCE in India

The development of Early Childhood Care and Education (ECCE) in India is shaped by a range of policies and frameworks that aim to promote the holistic growth and development of children from birth to eight years. Major initiatives such as the National Education Policy (NEP) 2020, the Integrated Child Development Services (ICDS) scheme, and the Right to Education (RTE) Act address key aspects including early learning, health, and nutrition. These efforts underscore the importance of early childhood as the foundation for lifelong learning and development. Analyzing these would policies highlight both achievements and shortcomings, offering insight into areas requiring targeted reforms. Addressing these gaps through evidence-based research and policy innovation is vital for building a more inclusive and impactful early childhood education system in India.

The Forty-Second Amendment of the Indian Constitution in 1976 brought significant changes to the governance of education in India. Previously, education was solely a state subject, with the central government serving an advisory role. However, this amendment placed education on the Concurrent List, enabling both the central and state governments to legislate on educational matters from primary to university levels. This shift allowed the central government to implement policies directly within states, fostering greater coordination and uniformity in educational reforms.

At national level, two ministries namely Department of School Education & Literacy (DoSEL), Ministry of Education(MoE) and Ministry of women and Child Development(MWCD) are involved with the implementation of ECCE. Therefore, it

would be apt to study the policies, frameworks and schemes of both the ministries concerning ECCE.

3.1. Policies, Schemes and Framework of MoE on ECCE

As already mentioned in chapter one that before 2018, MoE was not actively involved in implementation of ECCE, the education policies of 1968 and 1986 pointed out the importance of ECCE but the implementation of this was the responsibility of MWCD. The RTE Act 2009 provided free and compulsory education to the children of age group of 6 to 14 (grades 1 to 8), however, providing quality ECCE was the responsibility of the appropriate Government (Section 11 of the RTE act) which was state/UT government in most of the cases. However, this scenario was changed in 2018 with the launch of Samagra Shiksha, an integrated scheme on school education which subsumed SSA, RMSA and CSSTE and provided financial assistance from two years of pre-school to higher secondary (grade 12th).

I. Samagra Shiksha

The Samagra Shiksha scheme acknowledges, “School as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels.” The vision of the Scheme is to ensure inclusive and equitable quality and holistic education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education 4 and the National Education Policy (NEP) 2020. Samagra Shiksha Scheme is implemented as a Centrally Sponsored Scheme by the Department through single State Implementation Societies (SIS) at the State/UT level.

In India, the young child has always been part of governments' policies and programmes since independence. However, the approach and perspective have evolved over the years and shifted from welfare to development to now being seen through a rights-based lens⁹. For the first time in 1975, through the Integrated Child Development Services Scheme (ICDS), Government of India acknowledged the need to invest in young children below the age of six years, by providing a comprehensive integrated service package including, health check-ups, referral services, immunization, supplementary nutrition, pre-school education and nutrition and health education, for pregnant and lactating mothers and children up to the age of 6 years. With the 86th amendment to the Constitution, in 2010, Article 45 was amended thereby ensuring that - "the State shall endeavour to provide early childhood care and education for all children until they complete the age of six years." With the inclusion of early childhood care and education in the Directive Principles of State Policy (DPSP), provisioning for ECCE became the duty of the state, however this could not be enforced by judiciary.

The samagra shiksha scheme envisages following goals to achieve universal access to ECCE by 2030:

- Every child of appropriate age has access to Pre School, is enrolled and attending.
- Every child achieves optimum health and fitness parameters.
- All teachers are qualified to deliver quality ECCE as per National Curriculum Framework (NCF)/State Curriculum Framework (SCF).
- Every child acquires all cognitive/transversal/affective/psychomotor skills required for being school/grade-1 ready.
- Every pre-school has an inclusive teaching and learning environment.

To achieve these goals, Samagra Shiksha provide financial assistance to state and UTs as per the funding pattern prescribed by the Ministry of Finance from time to time for following programmatic and financial norms:

Table 1: Programmatic and Financial Norms of Samagra Shiksha for ECCE

Activities	Proposed Norms		Key Performance Indicators (KPIs)*
	Programmatic Norms	Financial Norms	
EARLY CHILDHOOD CARE AND EDUCATION (ECCE)			
Support at Pre-school Education	<ul style="list-style-type: none"> Renamed as ‘Early Childhood Care and Education’ with the following interventions: <ul style="list-style-type: none"> Co-location of Anganwadis in Primary Schools Curriculum development in convergence with Ministry/Department of Women and Child 	<ul style="list-style-type: none"> Recurring Grant, including manpower deployment and other teaching learning aids/ materials of up to ₹ 2 lakh per school per annum for pre-primary sections in Govt. primary Schools. Provision of up to 500/ per child for Teaching Learning Materials, indigenous toys and games, play based 	<p>Enrolment and access</p> <ul style="list-style-type: none"> GER/NER for children in 3-6 age cohort Ratio of number of days that pre-school functioned to total number of working days in the year <p>Attendance and Health</p> <ul style="list-style-type: none"> Average

	<p>Development aligned to the National Curricular and Pedagogical Framework for Early Childhood Care and Education (SCPFECCCE) for children up to the age of 8 which will be developed by NCERT (NEP Para 1.3)</p> <ul style="list-style-type: none"> Numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, to be incorporated. (NEP Para 1.3) Requirement of additional Classrooms 	<p>activities per annum for pre-primary sections in Govt. Schools.</p> <ul style="list-style-type: none"> Non-recurring grant of up to ₹ 1 lakh per school for Bala Features, Child friendly furniture, outdoor play materials etc. for pre-primary sections in Govt. Schools and co-located Anganwadis (once in 5 years) 	<p>Attendance vs. enrolment ratio</p> <ul style="list-style-type: none"> Number of children whose annual health check-up is done and records are maintained vs. total enrolled <p>Pupil Teacher Ratio (PTR) and teacher qualification</p> <ul style="list-style-type: none"> Children to Teacher ratio <p>Teaching Learning Material</p> <ul style="list-style-type: none"> localized teaching learning materials available with pre-school for ECCE (including art, stories, poetry, games, songs etc.) in local language <p>Student</p>
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	<p>(ACR), Toilets, Drinking water facility etc. will be provided under the strengthening component for starting pre-primary classes.</p> <ul style="list-style-type: none"> • Training of Master Trainers for training of Anganwadi workers for pre-school education in line with the NCERT Framework. • In-service teacher training would also include training for ECCE teachers as per existing norms on art-integrated, sport integrated, story-telling, experiential and toy based 		<p>Performance</p> <ul style="list-style-type: none"> • Number of pre-schools where HPC is implemented
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	pedagogies (Admissibility for Govt. Schools)		
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Source: Samagra Shiksha Framework dated 12th October 2022

II. Co- Location of Anganwadis with Primary Schools

MWCD and DoSEL issued a joint letter dated 20th July 2017 (Appendix I) for examining the possibility shifting the anganwadi centres in rented buildings to the campus of nearby primary school located in the habitation of AWC’s catchment to facilitate the transition of children to primary stage to ensure universal enrolment. It also stated that this move would ensure child’s preparedness to go to school and help in increasing the efficacy of both Sarva Shiksha Abhiyan (SSA) and Integrated Child Development Scheme (ICDS). The States/UTs were also asked to examine the status of infrastructure of AWC vis- a - vis Primary schools and take all necessary steps to relocate AWCs in primary schools while ensuring that primary school is in the same habitation where the AWC was previously present. As per UDISE Plus (Unified District Information System for Education Plus) 2023-24, there are 290959 Anganwadis across the nation which are co-located in primary schools.

III. National Education Policy 2020(NEP 2020)

NEP 2020 recognizes Early Childhood Care and Education (ECCE) as the foundation of lifelong learning, emphasizing its critical role in shaping a child's cognitive, social, and emotional development. It highlights that over 85 percent of brain development occurs by the age of six, making quality ECCE essential for school readiness and future academic success. By integrating play-based, activity-driven learning, NEP 2020 aims to provide a

strong start for children aged 3-6 years, ensuring universal access to ECCE through Anganwadi Centres, pre-primary schools, and foundational learning programs. NEP 2020 recommended the following for ECCE:

- Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030. (Para 1.1)
- The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy. (Para 1,2)
- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT (Para 1.3)
- The numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated. (Para 1.3)
- ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of the following (Para 1.4)
 - ❖ stand-alone Anganwadis;
 - ❖ Anganwadis co-located with primary schools.
 - ❖ pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and
 - ❖ stand-alone pre-schools

- All above would have workers/teachers specially trained in the curriculum and pedagogy of ECCE. (Para 1.4)
- For universal access to ECCE, Anganwadi Centres will be strengthened. (Para 1.5)
- Prior to the age of 5 every child will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified teacher. (Para 1.6)
- Training of current Anganwadi workers/teachers: those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme (Para 1.7)
- These programmes may be run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. (Para 1.7)
- ECCE curriculum: The planning and implementation of early childhood care and education curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs. (Para 1.9)

IV. National Curriculum Framework for Foundational Stage

The National Curriculum Framework for Foundational Stage (NCFFS) 2022, launched in September 2022, is a landmark policy document aimed at transforming early childhood care and education (ECCE) in India. Aligned with the National Education Policy (NEP) 2020, it provides a structured and play-based approach to foundational learning for

children aged 3 to 8 years. Recognizing that over 85% of brain development occurs by the age of six, NCFFS underscores the importance of holistic, inclusive, and child-centered education to ensure every child receives a strong foundation for lifelong learning. One of the key provisions of the framework is its developmentally appropriate approach, which replaces traditional rote learning with experiential and activity-based learning. The curriculum is designed to cater to the unique needs of children by focusing on five developmental domains: physical well-being and motor development, cognitive development, socio-emotional and ethical development, language and literacy development, and aesthetic and cultural appreciation. These domains ensure that learning is not limited to academics but extends to social skills, ethical reasoning, physical health, and cultural awareness, fostering well-rounded development.

A distinctive feature of NCFFS 2022 is its continuum from preschool to early primary education, covering three years of pre-primary (ages 3-6) and grades 1 and 2 (ages 6-8). This integrated model ensures a smooth transition from early childhood education to formal schooling, reducing learning gaps and easing children into structured learning environments. The framework also highlights the role of multilingualism, recommending that children be taught in their mother tongue or home language to strengthen conceptual understanding and cognitive skills. The framework strongly emphasizes play-based and activity-driven learning, integrating storytelling, music, dance, arts, outdoor play, and exploration into everyday learning. By promoting inquiry-based learning and allowing children to interact with their surroundings, the curriculum fosters creativity, curiosity, and problem-solving skills. This approach aligns with international best practices in early childhood education, ensuring that Indian children receive education on par with global

standards. Assessment under NCFFS 2022 moves away from traditional examinations and focuses on formative, competency-based evaluations. Teachers assess children's progress through observations, anecdotes, and portfolios, ensuring that assessments are stress-free and developmentally appropriate. This helps educators understand children's strengths and areas requiring support without subjecting them to undue pressure.

A crucial aspect of NCFFS is its integration with Anganwadi Centres, Balvatikas (pre-primary sections), and government and private schools, ensuring universal access to quality ECCE. The framework provides structured guidelines for teachers, caregivers, and parents, helping them create inclusive, engaging, and nurturing learning environments. The professional development of Anganwadi workers and primary educators is also a major focus, with recommendations for continuous teacher training and capacity-building programs. By laying a strong foundation in literacy, numeracy, and life skills, NCFFS 2022 aims to reduce dropout rates and enhance long-term learning outcomes. It envisions a future where every child in India receives quality early education, fostering critical thinking, emotional intelligence, and a lifelong love for learning. This comprehensive framework is a significant step towards achieving the NEP 2020 vision of universal, equitable, and high-quality foundational education for all children.

V. Jadui Pitara and Vidya Pravesh

The NCF-FS describes how children at this stage learn best through play – activity and doing. Keeping this approach in mind, the ‘Jaadui Pitara’ has been launched on 20th February 2023 by the Ministry of Education and NCERT. The Pitara has been developed as an exemplar of content that should be used by schools for learning in the Foundational

Stage. For the first time, a separate ‘Learning Teaching Material’ for foundation stage particularly for Balvatika has been developed in the form of play and activity book along with teacher’s handbook. Indian knowledge system has been directly integrated into the curriculum and the learning teaching material of Foundation stage in an interesting manner.

The Pitara contains toys, games, puzzles, puppets, posters, flashcards, story cards, playbook for students, and handbooks for teachers. Digital versions of the handbooks, playbooks, posters, and flashcards are available at PM e-vidya Diksha (www.diksha.gov.in) for free download. Each of the handbooks has instructions for the teachers which further describes the spirit behind such content. State education departments are encouraged to develop similar set of materials which is context based and in mother tongue for the Foundational Stage. This Jaadui Pitara would further equip young minds with cognitive & linguistic competencies of the 21st century skills such as creativity and critical thinking. Further, a 3-month module named ‘Vidya Pravesh’ has been developed for students entering Grade 1, to familiarize children with the school environment and to ease their entry to the wide world of education. This would help bridge the gap for those children who had no earlier experience of pre-school.

VI. Minimum Qualifications for ECCE Instructors/Teachers

The National Council for Teacher Education (NCTE) is a statutory body established under the National Council for Teacher Education Act, 1993, with the primary mandate of regulating and improving teacher education in India. NCTE’s key functions include setting norms and standards for teacher education programs, granting recognition to teacher training institutions (TTIs), monitoring compliance with prescribed guidelines,

and promoting research and innovation in the field of teacher education. NCTE is responsible for regulating various teacher education programs such as B.Ed., M.Ed., D.El.Ed., and DPSE, ensuring the availability of well-trained and qualified educators at different levels of schooling. The National Council for Teacher Education (NCTE) functions through a well-structured system that includes its headquarters in New Delhi and four regional committees to ensure effective governance and regulation of teacher education institutions across the country. These regional committees were established to decentralize administrative and regulatory responsibilities, enabling better monitoring and implementation of policies at the grassroots level.

The four regional committees of NCTE are:

- ◆ **Eastern Regional Committee (ERC)** –It oversees teacher education institutions in states like Bihar, Jharkhand, Odisha, West Bengal, Sikkim, and the Andaman and Nicobar Islands.
- ◆ **Western Regional Committee (WRC)** – It manages institutions in Madhya Pradesh, Chhattisgarh, Maharashtra, Gujarat, Rajasthan, and the Union Territories of Dadra and Nagar Haveli and Daman and Diu.
- ◆ **Northern Regional Committee (NRC)** – It regulates teacher education programs in Haryana, Himachal Pradesh, Jammu & Kashmir, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Chandigarh, and Delhi.
- ◆ **Southern Regional Committee (SRC)** – It governs institutions in Andhra Pradesh, Karnataka, Kerala, Tamil Nadu, Telangana, Puducherry, Lakshadweep, and the Andaman and Nicobar Islands.

Each regional committee is responsible for granting recognition to teacher education institutions, ensuring compliance with NCTE norms, conducting inspections, and addressing grievances related to teacher education programs.

Apart from above, another crucial function of NCTE is to prescribe minimum qualifications for teachers. As per section 12(d) of the NCTE Act, the council may lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in recognised institutions; also, as per the RTE Act 2009, section 23(1), any person possessing such minimum qualifications, as laid down by an academic authority, authorised by the Central Government, by notification, shall be eligible for appointment as a teacher. NCTE has been authorized by the Central Government for prescribing minimum qualifications for teachers at elementary level (grade 1 to 8). For preschool and secondary stage teachers, NCTE prescribes minimum qualifications as per NCTE Act 1993 (section 12(d), as mentioned above) and NCTE regulations 2014.

As per NCTE regulations 2014(*NCTE Minimum Qualification_2015.Pdf*, n.d.), minimum academic and professional qualification for a person to be recruited as preschool/nursery teacher is as follows:

a. (i) Senior Secondary (Class XII or its equivalent) from recognized board with at least 50 percent marks.

Or

(ii) Senior Secondary (Class XII or its equivalent) from recognized board with at least 45 percent marks in accordance with the National Council for Teacher Education (Form of application for recognition, the time limit of submission of application, determination

of norms and standards for recognition of teacher education programmes and permission to start new course or training) Regulations, 2002 notified on 13.11.2002.

And

b. Diploma in Nursery Teacher Education/Pre-School Education/Early Childhood Education Programme (D.E.C.Ed./DPSE) of duration of not less than two years, or B.Ed. (Nursery) from National Council for Teacher Education recognized institution.

Further, NEP 2020 has introduced significant reforms in teacher education, emphasizing a four-year integrated teacher education program (ITEP) as the preferred route for teacher recruitment by 2030. In response, the National Council for Teacher Education (NCTE) has developed the ITEP to align with the evolving educational landscape, the regulation of ITEP came in force in 2021. The introduction of ITEP is closely linked to the restructuring of the school education system under NEP 2020, which replaces the traditional 10+2 system with the 5+3+3+4 curricular structure. This new model aligns with the cognitive and developmental stages of children. The foundational stage spans five years, covering three years of preschool and grades 1 and 2, with a focus on play-based and activity-driven learning. The preparatory stage lasts three years, encompassing grades 3 to 5, and emphasizes discovery-based and interactive classroom learning. The middle stage, also lasting three years, includes grades 6 to 8 and introduces subject-specific learning with experiential methods. The secondary stage consists of four years, covering grades 9 to 12, allowing for multidisciplinary education and flexibility in subject choices. Under ITEP, the candidate can choose the stage he wants to specialize in as per above.

At present, ITEP is offered in 64 Institutions with the intake capacity of 6400 students and it will take substantial time to increase its popularity. The minimum qualifications are still as per NCTE 2014 regulations and DPSE is the professional qualification required for the pre-school teachers. It would be pertinent to mention here that in Uttar Pradesh, out of more than 2,300 teacher training institutions recognized by the National Council for Teacher Education (NCTE)(*National Council for Teacher Education*, n.d.), only 52 institutions offer the Diploma in Preschool Education (DPSE), with a total intake capacity of 2,700 seats. Additionally, three government universities offer the Integrated Teacher Education Program (ITEP) with a combined intake capacity of 350 seats.

As per NCTE annual report 2022-23, NCTE had recognized 23378 courses in 15896 institutions out of which 204 courses are for DPSE with total intake of 11320 seats across the country. This showcases a huge gap in demand and supply as U.P. has 191984 primary schools with 10580994 enrollments.

However, enrollment at pre-primary is only of 997775 children, (as per UDISE plus 2023-24) in UP and total 13082797 children in India. As per data of Poshan tracker, 4.49 crore children of 3 to 6 years are enrolled in anganwadis which is a way less than the projected population of 3-6 age group.

Further, NEP 2020 outlines specific provisions for ECCE teachers to ensure quality learning at the foundational stage. It mandates that Anganwadi workers and ECCE teachers undergo professional training through a 6-month certification or a one-year diploma program, depending on their educational qualifications. These training programs can be delivered through digital or distance learning, with continuous mentorship and

assessment by Cluster Resource Centres. However, all these certification programmes are required to be recognized by the NCTE as it is the statutory authority to prescribe minimum qualifications to be recruited as teacher at any stage. At present many states and MWCD are running their own certification courses. Non- recognition by NCTE may attract legal complications in future. Therefore, NCTE needs to take a holistic view and review its policies to ensure that these complications can be avoided, and sufficient numbers of ECCE teachers/instructors can be made available.

3.2. Policies, Schemes and Framework of MWCD on ECCE

The Ministry of Women and Child Development (MWCD) plays a crucial role in shaping Early Childhood Care and Education (ECCE) in India through various policies, schemes, and frameworks aimed at ensuring the holistic development of children under six years of age. The National Early Childhood Care and Education (ECCE) Policy, 2013, provides a structured approach to delivering quality early childhood education, care, and development by integrating health, nutrition, and learning. The Integrated Child Development Services (ICDS) scheme, a flagship program of the MWCD, delivers ECCE services through Anganwadi centers across the country. Additionally, initiatives like the Poshan Abhiyaan aim to improve nutrition and early stimulation for young children.

I. Saksham Anganwadis and Mission Poshan 2.0

Saksham Anganwadi, formerly known as the Umbrella Integrated Child Development Services (ICDS) Scheme, was launched in 1975 and has now been revamped as Saksham Anganwadi and Poshan 2.0. This initiative reflects the government's commitment to addressing child malnutrition and maternal under-nutrition through a strategic shift in

nutrition content and delivery. The objective is to create an ecosystem that fosters health, wellness, and immunity, focusing on the well-being of children, pregnant women, lactating mothers, and adolescent girls. The scheme was developed in response to concerning findings from the National Family Health Survey (NFHS)-5, which highlighted the severity of malnutrition in India. Through the Supplementary Nutrition Program, the scheme aims to improve the quality and delivery of food while strengthening grassroots implementation through local governance structures such as Poshan Panchayats, Mothers' Groups, and Village Health Sanitation and Nutrition Committees.

Objectives of Mission Poshan 2.0: The key objectives of Mission Poshan 2.0 include contributing to human capital development, addressing malnutrition, promoting nutritional awareness and healthy eating habits, and tackling nutrition-related deficiencies. To achieve these goals, the scheme has been structured around four key components: nutrition support for Poshan and adolescent girls, early childhood care and education for children aged three to six years, upgrading Anganwadi infrastructure, and implementing the Poshan Abhiyan. The initiative is designed to overcome governance challenges by introducing transparent and accountable systems, with new guidelines issued to ensure quality assurance and clearly define the roles and responsibilities of duty holders.

Scope and Coverage: Anganwadi Services is one of the government's flagship programs and among the largest early childhood care and development programs in the world. It plays a crucial role in providing non-formal preschool education while simultaneously breaking the cycle of malnutrition, disease, reduced learning capacity, and child

mortality. The program operates on a self-selection basis, allowing any eligible beneficiary to enroll. It covers children from six months to six years, pregnant and lactating women, and adolescent girls in aspirational districts and the northeastern region. As of February 2, 2025, nearly 100 million beneficiaries have been verified through Aadhaar, including children across various age groups, pregnant women, lactating mothers, and adolescent girls.

Key Services Provided: A comprehensive package of six services is delivered through Anganwadi Centers under the Mission Poshan 2.0 scheme. These include supplementary nutrition, pre-school non-formal education, nutrition and health education, immunization, health check-ups, and referral services. While immunization, health check-ups, and referral services are facilitated through the National Health Mission (NHM) and public health infrastructure, the Anganwadi Centers focus on nutritional support and early childhood education.

To address malnutrition, the scheme provides supplementary nutrition for 300 days a year, adhering to the nutritional standards set by the National Food Security Act, 2013. Infants up to six months are encouraged to be exclusively breastfed, while children between six months and three years receive take-home rations providing 500 calories and 12–15 grams of protein. Severely malnourished children in this age group receive enhanced nutritional support, providing 800 calories and 20–25 grams of protein. For children aged three to six years, the program includes a morning snack and a hot-cooked meal, with additional energy and protein for severely malnourished children.

Pregnant and lactating mothers receive micro-nutrient fortified food and energy-dense rations to support their health and that of their babies. The type of food varies across regions, depending on local dietary habits and food availability. Food items such as khichdi, rajma rice, eggs, chapati, green gram, seasonal fruits, and jaggery-based snacks are commonly distributed. In recent revisions, the government has recommended incorporating essential micronutrients, animal-source foods like milk, and eggs to improve diet diversity and nutritional quality. For those who do not consume eggs, equivalent protein sources such as milk, nuts, and seeds are provided.

Early Childhood Care and Education (ECCE): Early Childhood Care and Education (ECCE) is another critical component of the program, aimed at fostering cognitive, social, and emotional development in children before they enter formal schooling. Anganwadi Centers provide preschool education kits, activity books, and structured learning materials.

The program aligns with the National Education Policy (NEP) 2020, which emphasizes universal access to quality early childhood education by 2030. In line with this policy, Anganwadi Centers have been co-located with schools to facilitate a smooth transition from early childhood education to primary schooling. Joint efforts between the Ministry of Women and Child Development and the Department of School Education and Literacy ensure seamless integration and monitoring of ECCE.

To further strengthen early childhood learning, the government has launched "Poshan Bhi Padhai Bhi," a comprehensive initiative to develop India's largest high-quality preschool network at Anganwadi Centers. This program focuses on two key categories—early

stimulation for children aged zero to three years and structured ECCE for children aged three to six years. The initiative also promotes the use of indigenous toys and folk stories for learning, with states paired under the "Ek Bharat Shreshtha Bharat" initiative to exchange cultural resources. Guidelines have been provided to develop do-it-yourself (DIY) toy kits, and digital repositories of traditional toys have been made available for reference. Monthly ECCE days have been introduced at Anganwadi Centers, involving parents and community members in children's early education.

Training and Capacity Building: Training and capacity building for Anganwadi workers are key components of the scheme. The government has developed a cascading training model, wherein master trainers at the state and district levels receive training through the National Institute of Public Cooperation and Child Development (NIPCCD), and they, in turn, train Anganwadi workers in the field. Training covers essential topics such as ECCE curriculum, child development, malnutrition management, and the use of digital tools like the Poshan Tracker Application. As of now, over 31,114 state-level master trainers and 1,45,481 Anganwadi workers have been trained under the "Poshan Bhi Padhai Bhi" initiative. Additionally, mass awareness programs such as Poshan Maah and Poshan Pakhwada have engaged millions of people in activities promoting early childhood education, nutrition, and health awareness.

II. Upgradation of AWCs as Saksham Anganwadis

Under Saksham Anganwadi and Poshan 2.0, two lakh selected AWCs (40,000 AWCs) per year would be strengthened and upgraded for improved nutrition delivery for stimulating the creative, social, emotional, cognitive and intellectual development of

children under 6 years of age in convergence with education development programmes, providing/ adding more services with better infrastructure including internet/wifi connectivity to be provided wherever possible through BharatNet, LED screens, water purifier/installation of RO Machine and Early Childhood Care and Education with smart learning aids, audio-visual aids and child-friendly learning equipment's, Art Work (Educational painting, practice board for children, information board) and wall painting (cleaning, sanding, repairing).

III. Aadharshila and Navchetna

To empower the dedicated Anganwadi workers and ensure optimal learning for all children, the Ministry of Women and Child Development has launched the “Navchetna- National Framework for Early Childhood Stimulation for Children from Birth to Three Years, 2024” and “Aadharshila- National Curriculum for Early Childhood Care and Education for Children from Three to Six Years 2024”.

Navchetana aims to help children from birth to three years develop holistically, based on the principles of serve and return, caregivers' three acts: love, talk, play, and positive guidance. Special focus has been given for the screening, inclusion, and referrals of Divyang children. The framework provides a steppingstone for children for their long-term development, aiming to ensure that all children start their learning journeys on an equal footing. It aims to empower Anganwadi functionaries with greater knowledge and capabilities for early childhood stimulation.

Aadharshila (translated as foundation stone) is a detailed 48-week curriculum meant for learning in the age-group of three to six-year-olds in anganwadis. Aadharshila is driven

by the pressing need for a contextual curriculum that specifically offers Anganwadi educators a guide grounded in Indian and international ECCE research. It aims to improve the quality of early childhood education transacted at the Anganwadi Centre, by prioritising competency-based lesson plans and almost 150 activities, covering all learning domains. Special focus has been given for the screening, inclusion and referrals of Divyang children in every activity.

The curriculum features a weekly play calendar comprising four weeks of introductory activities designed to facilitate children's transition from home to anganwadi centres through enjoyable and unstructured play. The subsequent 36 weeks involve exploration, free play, conversation, creation, and appreciation, along with reflection through various activities such as storytelling, singing rhymes, and art and craft. Themes in storytelling focus on conflict resolution, personal responsibility, collaboration, and assisting others. Children acquire knowledge of colours, shapes, numbers, sensory experiences, body parts, familial and social relationships, as well as skills in listening and responding to instructions, basic counting, sound imitation and recognition, and thematic concepts such as seasons, festivals, and food. The final eight weeks are dedicated to reviewing and reinforcing the concepts learnt in prior weeks through worksheets and the observation of children's performance.

It would be pertinent to mention here that DoSEL and NCERT had already released National Curriculum Framework for Foundational Stage (for 3 to 8 years of age) in line with the recommendations of NEP 2020, although aadhashila is a activity based curriculum but having two curriculums at national level is enough to create confusion among stakeholders at grass-root level as awareness about government policies and

programmes is not adequate at that level and one cannot really expect them to understand the technicalities/difference between the two. Both DoSEL and MWCD are propagating their policies and programmes which are not contradictory but indicates towards the lack of effective convergence.

The lack of coordination between the Ministry of Education (MoE) and the Ministry of Women and Child Development (MWCD) poses a significant challenge to the effective implementation of early childhood care and education (ECCE) in India. While the MWCD oversees the Integrated Child Development Services (ICDS), which includes Anganwadi Centers (AWCs) catering to preschool-aged children, the MoE is responsible for formal schooling and the National Education Policy (NEP) 2020, which emphasizes the importance of a strong ECCE foundation. However, the absence of a unified strategy leads to fragmented policy implementation, two curriculum frameworks, and gaps in teacher training. Anganwadis, which primarily focus on nutrition and health, often lack trained educators, while primary schools may not have the necessary resources for play-based early learning. Additionally, data-sharing issues between the two ministries hinder effective monitoring of children's learning and development. The NEP 2020 calls for Anganwadis and pre-primary sections in schools to work in tandem, but without synchronized efforts between the MoE and MWCD, there is a risk of overlapping responsibilities, resource inefficiencies, and gaps in coverage, ultimately affecting the quality of foundational learning for millions of children. A structured framework ensuring inter-ministerial coordination, shared accountability, and integrated capacity building is crucial for realizing ECCE's full potential in India.

Chapter 4

An Overview of the ECCE Scenario in Uttar Pradesh

UP has 1,89,021 functional AWCs catering to nearly 90 lakh+ 3-6 years old children receiving ECCE services. These centers play a pivotal role in delivering pre-school education and supporting the cognitive, social, and emotional development of young children. In alignment with the National Education Policy (NEP) 2020, the state has undertaken significant steps toward the universalization of preschool education across all AWCs, recognizing its critical role in shaping a strong foundation for lifelong learning.

4.1. Co-location of Anganwadis

Uttar Pradesh has been working on rationalising the resources by co-locating the AWCs across the state. Prior to NEP 2020, in 2017, the Government of India (GoI) instructed all States and Union Territories (UTs) to explore the feasibility of co-locating AWCs within school premises offering Grade 1, particularly those situated within the habitation catchment area of the Anganwadi Center. This initiative aimed to improve children's preparedness for formal schooling and ensure a smooth transition from pre-school education. In recent years, in collaboration with various States, the GoI has been working on updating guidelines for the co-location or re-location of AWCs. These guidelines evaluate feasibility based on factors such as adequate classroom space, essential facilities like outdoor play areas, child-friendly toilets, access to drinking water, and the school's proximity to the AWC's habitation. The State of Uttar Pradesh (UP) has been widely recognized for its proactive approach in implementing the co-location model. UP has 1,89,021 functional AWCs,

and according to data from the Integrated Child Development Services (ICDS) department, approximately 60 percent of these AWCs have been successfully co-located within schools. 95,000 of the 1.89 lakh Anganwadi centres operated by the Department of Women and Child Development are located in 67,179 primary and composite schools and will be referred to as Balvatikas or pre-primary grade(*Streamlining Academic Resources to Improve Early Childhood Education in Uttar Pradesh*, n.d.).

4.2. ECCE implementation in UP

In alignment with NEP 2020 and the State Curriculum Framework developed by SCERT, ICDS UP has embraced a play-based and experiential approach to teaching and learning in Anganwadi Centers (AWCs). As part of this initiative, ICDS UP has introduced several key measures, including the development of a teaching manual called Pahal and an annual activity calendar to assist Anganwadi Workers (AWWs) in conducting ECCE activities using pedagogically appropriate methods. Additionally, the department has equipped its centers with pre-school kits containing age-appropriate activity books, and storybooks designed to foster children's physical, cognitive, socio-emotional, creative, and language development. Furthermore, the Department of Basic Education has contributed to ensuring that all co-located AWCs in the State are equipped with pre-school resources aligned with the State Curriculum Framework, Pahal, and the annual activity calendar.

In addition to the Government of India's Poshan Tracker, the department has developed mobile applications to enhance the governance of pre-school activities, including Bal Pitara and Ek Sang. The Bal Pitara APP enables the department to

track children's learning outcomes throughout their three years of pre-school education and monitor their transition from Anganwadi Centers (AWCs) to Grade 1 upon reaching six years of age. The department has taken initiatives to enhance community participation in improving ICDS services through the Ek Sang mobile APP. This application serves as a link between AWCs and the community, encouraging individuals and corporate social responsibility (CSR) contributors to support AWCs by donating age-appropriate books, stationery, toys, and infrastructure upgrades. Additionally, the GoI run Poshan Tracker APP consists of an e-Learning module, which is a repository of audio and video instructions for AWWs to conduct the daily routine PSE activities as per MWCD developed ECCE curriculum.

To further strengthen AWC infrastructure, the WCD has launched Operation Anganwadi Kayakalp, a joint initiative with the Department of Basic Education. Under this program, AWCs have been assessed based on 18 parameters, including WASH (Water, Sanitation, and Hygiene) facilities, building renovations, and child-friendly classrooms. As part of this effort, the department has begun establishing Learning Labs, with one in each ICDS project, serving as model AWCs in terms of infrastructure and service delivery.

The Department of Basic Education has been working in these co-located Anganwadi Centres. The state of Uttar Pradesh has been focusing on enhancing co-located AWCs as pre-primary sections based on the various quality components outlined below:

- **Infrastructural development:** It is vital for early childhood education, ensuring

safe, child-friendly spaces that foster learning and holistic growth. Age-appropriate classrooms, play areas, and sanitation facilities support health, creativity, and inclusivity. Aligning with SDG 4.2 and NEP 2020, quality infrastructure enhances teacher effectiveness, encourages enrollment, and builds a strong foundation for lifelong success.

- **Child Friendly Furniture-** To enhance group activities and peer learning, Samagra Shiksha is introducing child-friendly tables designed by the National Institute of Design (NID), Ahmedabad and approved by the state-level committee.
- **Outdoor Play Material-** Outdoor play is essential in the early years, fostering physical development by enhancing motor skills, strength, and coordination. It also promotes social skills, teamwork, creativity, and problem-solving in a natural environment. To support holistic development, outdoor play materials, including swings, rowboats, roundabouts, see-saws, and slides, have been provided to 6,222 schools with co-located AWCs.
- **BaLA Feature:** Building as a Learning Aid (BaLA) features play a vital role in enhancing students' learning experiences by transforming the physical environment into an engaging and innovative space that supports academic, social, and emotional development. To promote holistic learning, BaLA features have been implemented in 449 schools with co-located AWCs.

4.3. Academic Support

Early childhood education fosters foundational literacy, numeracy, and cognitive skills through age-appropriate, play-based methods. It nurtures curiosity, critical

thinking, and problem-solving while addressing individual learning needs. It promotes holistic development, ensuring children build strong foundations for lifelong learning, emotional well-being, and future academic success.

- a. **Academic Materials:** To support emergent literacy and numeracy among children aged 4-6 years, SCERT designed the Chahak and Parikalan workbooks, which have been distributed across all co-located Anganwadi Centers (AWCs). Additionally, the Khushi Ki Chaupal, a community engagement guide developed by the ICDS department, and National Book Trust (NBT) workbooks for 3-4-year-old children have been provided to 52,836 co-located AWCs as informed by Basic Shiksha officials during the visit to Lukhnow. SCERT has also developed academic materials, activity kits, and the Calendar Nirdeshika, a revised ICDS activity calendar, to these centers. The Nirdeshika serves as a comprehensive resource for Anganwadi workers, helping them plan, track, and implement daily activities using materials provided by ICDS and Samagra Shiksha, ensuring a structured and effective approach to early childhood education.
- b. **Teacher Learning Material (TLM):** SCERT has developed a range of Teaching-Learning Materials (TLM) to enhance early childhood education. Big books and textbooks on Hindi, English, and Early Numeracy, along with the art book Kalaankur, were introduced to foster foundational learning and creativity. As informed by the officials of basic shiksha during the visit to lucknow, primer cards have been created to support early literacy, and guidelines for procuring and installing Learning Corners were issued for 52,836 AWCs. Additionally, the

WonderBox, a comprehensive pre-primary TLM kit featuring 26 toys and puzzles designed by Center for Creative Learning and IIT Gandhinagar, promotes creative, play-based learning. These resources have been distributed to 52,836 schools with co-located Anganwadi Centers, significantly strengthening ECE initiatives statewide.

- c. **Community Engagement:** Community engagement in early childhood education is strengthened through initiatives like Mothers' Meetings & Orientation and Humara Angana, Humare Bache. Monthly Mothers' Meetings at co-located Anganwadi Centers (AWCs), supported by Nodal Teachers and Head Teachers, equip mothers with home-based learning strategies, with a YouTube Live session providing prior guidance. Each school with co-located AWCs receives ₹500 per meeting. Humara Angana, Humare Bache, conducted in February and March 2024, engaged parents and local officials across 880 blocks to promote responsive parenting, recognize outstanding children and educators based on NIPUN Lakshyas, and spread awareness on early literacy, numeracy, and preschool initiatives. It also highlighted resources provided by the Basic Education Department, including books, activity kits, and the 12-week School Readiness Program, ensuring a strong foundation for early learning.

4.4. Capacity Building of Anganwadi Workers

Over the past three years, Anganwadi Workers (AWWs) have received continued mentoring and training support in the form of face-to-face training programs as well as online courses. Nearly, 1,56,000 AWWs have received 4 days' intensive training by State and district level master trainers by functionaries from ICDS and

Department of Basic Education. As intimated by WCD officials, more than 1.13 lakhs AWWs have completed ECCE e-certificate course on UNilearn mobile app, which is supported by UNICEF (Appendix II). The app consists of 14 comprehensive modules of total duration of 8 hour 15 minutes on various aspects of ECCE including classroom set up, disability inclusive pre-school practices, responsive parenting and learning assessment of children. Under GoI's recent "Poshan Bhi, Padhai Bhi" initiative and guideline, UP state is conducting state and district level trainings of ICDS functionaries, wherein, all CDPOs and supervisors of the state are being capacitated as Master Trainers. These Master Trainers are, thereafter, conducting training programs with the AWWs of their respective districts.

4.5 Availability of ECCE Educators

The National Education Policy (NEP) 2020 recommends universal access to quality early childhood care and education (ECCE) for strong foundation in later classes. It also states that all children under the age of five be enrolled in preparatory classes or Balvatikas with ECCE-qualified teachers trained in specialized pedagogy and curriculum. To support this, the Ministry of Education, Government of India, under its centrally sponsored Samagra Shiksha scheme, has established programmatic and financial norms for Balvatikas, allocating ₹1 lakh as a non-recurring fund, ₹2 lakh as recurring support (including manpower deployment), and up to ₹500 per child for teaching learning material at each Balvatika or pre-primary unit.

In Uttar Pradesh, approximately 95,610 co-located Anganwadi Centers (AWCs) operate within the premises of 67,179 primary and composite schools. With the consensus of the Integrated Child Development Services (ICDS) and the Department

of Basic Education (DoBE), these co-located AWCs have been formally declared as Balvatikas through a government order (Letter No. 68-5099/72/2023-5()-I/544916/2024) dated April 22, 2024(Appendix III), However, Anganwadi workers, due to multiple responsibilities and limited training, struggle to effectively deliver ECCE services.

To address this, Samagra Shiksha UP has initiated the hiring of ECCE-qualified educators for 10,684 schools(*UP to Recruit over 10,600 Contractual Educators for Anganwadi Centres, 2024*), including 842 PM Shri Schools across all 75 districts, ensuring effective pre-primary education in Balvatikas. Government orders (No. 68-5099/178/2024-Section 5-Basic Education Department/I/701861/2024) dated 26th July 2024 and Pre-primary/ECCE educators/4834/2024/25 dated 24th August 2024 were issued (Appendix IV), to facilitate the district-level selection and hiring of these educators, reinforcing the state's commitment to enhancing early childhood education.

Details of Hiring of ECCE Educator

- Number: 10684 educators
- Honorarium: ₹10,313/month
- Contract Duration: 11 months.
- Age Limit: <40 years
- Educational Qualifications: Graduate with more than 50 percent in Bachelors Home Science OR a 2-year diploma in NTT/DPSE/CT Nursery from NCTE recognized institute.
- The hiring of third-party HR agency via GeM at district level under the leadership of

DM

- These ECCE educators will be working under the guidance of the headmasters of the primary/composite school.
- Working Days and holidays will be as per the schoolworking norms and as the Department of Basic Education decides.
- The key responsibilities of the ECCE Educator is to ensure attainment of the learning level prescribed under the NIPUN Bharat Mission by paying special attention to children in the age groups of 5 to 6 years.

Selection and Hiring Process at District Level

- Formulation of GeM bid committee under the leadership of District Magistrate
- Selection of third-party HR agency
- Outreach of applicants at the district level
- Screening of applicants based on the educational qualifications.
- Preparing merit list of selected candidates
- Counselling of candidates and selection of schools based on merit list.
- Final Deployment to schools

4.6. Issues in Implementation of ECCE

The renewed focus on ECCE by NEP 2020 and involvement of two departments, i.e. DoSEL and WCD in its implementation at national and state level has created a unique situation in India. The reach of Anganwadi with around 13.8 lakh centres across the country has made it an integral part of the community where pregnant and lactating mothers along with their children of 0-6 years are taken care off. At the time

of start of ICDS in 1975, the focus was on nutrition aspect which is now shifting towards early childcare and education.

Anganwadi workers and helpers are working on contractual basis, and they are paid honorarium by the government and their level of educational qualifications differs from 5th pass to postgraduate. They have been given induction training at the time of appointment and thereafter short trainings on annual basis but till date there has been no online recognized diploma/certification course as recommended by NEP 2020 has been made available for them. It is crucial that AW workers/caregivers/ECCE instructors are aware about the informal and unstructured nature of ECCE. NEP 2020 clearly states that ECCE ideally encompasses flexible, multifaceted, multilevel, play-based, activity-based, and inquiry-based learning, including alphabets, languages, numerals, counting, colours, shapes, indoor and outdoor play, puzzles and logical reasoning, problem-solving, drawing, painting and other visual arts, crafts, drama and puppetry, as well as music and movement. It also emphasises the cultivation of social competencies, empathy, decorum, ethics, personal and public hygiene, collaboration, and teamwork. The primary objective of ECCE is to achieve optimal results in the areas of physical and motor development, cognitive development, socio-emotional and ethical development, cultural and artistic development, as well as communication, early language, literacy, and numeracy development. NEP 2020 put lot of emphasis on conceptual understanding rather than rote learning or learning for exams, this makes quality ECCE programme more important as this lays the foundation for future. Without proper training of ECCE, it would be unrealistic to think that AW workers/caregivers/ECCE instructors are

providing quality intervention. Extra care is required to be taken to ensure that rote learning is not promoted on the name of ECCE.

Also, basic infrastructure at anganwadis also require significant augmentation for them to be developed as ECCE centres. At present, ICDS scheme does not have any intervention/component which provides funding for infrastructure. The number of anganwadis to be upgraded as Saksham AWs is only 2 lakhs across the nation.

On the other hand, DoSEL is having its own share of issues. Till 2018, the focus was on free and compulsory education upto elementary level for the age group of 6 to 14 years and secondary education. Preschool was totally left to states/UTs. Further as per UDISE Plus 2023-24, there are 623026 government primary schools with 1765068 teachers. Despite having PTR of 21(*UDISE_Report_2023_24_Existing_Structure (1)*, n.d.) at primary level, multi-grade teaching is happening in many primary schools particularly in rural areas. Also, there are 110971 single teacher schools across the country out of which 8866 are in U.P. The learning level of children at class 3 is also low as reported by National Achievement Survey(NAS) 2017 and 2021. In NAS 2017(*REPORT-CARD*, n.d.), only 47 percent and 53 percent students were found proficient in language and maths, this further declined in 2021(*NAS(2021) Report Card*, *NCERT*, n.d.), only 39 percent and 43 percent students were found proficient in language and math in grade III. The situation is no better in U.P. wherein in 2021 NAS(*National Achievement Survey, NCERT(2021)*, n.d.), only 33 percent and 38 percent students at class 3 were found proficient in language and maths.

There are infrastructural issues too, as per UDISE Plus 2023-24, the status of basic infrastructure in schools across the country is as follows:

Table 2 : Status of Basic Infrastructure in schools across the country

Infrastructure facilities	
Percentage of schools having electricity connection	91.8%
Percentage of schools having drinking water facility	98.3%
Percentage of schools having toilet facility	98.6%
Percentage of schools having boys' toilet facility	95.7%
Percentage of schools having girls' toilet facility	97.2%
Percentage of schools having hand wash facilities	94.7%
Percentage of schools having playground facility	82.4%
Percentage of schools having computer facility	57.2%
Percentage of schools having internet facility	53.9%
Percentage of schools having CWSN friendly toilets	34.4%
Percentage of schools having ramps with handrail facility for CWSN students	52.3%
Percentage of schools having Kitchen Gardens	36.2%
Percentage of schools having Rainwater Harvesting System	28.4%
Percentage of schools having Libraries/Reading Corner/Book Bank facilities	89%

Source: UDISE Plus 2023-24

The availability of ECCE teachers/instructors is also the biggest problem which requires attention at national level. U.P. government is going to appoint 10,684 ECCE instructors/teachers on contractual basis and the qualification kept is not as per NCTE norms. There is already a court case in High Court of Allahabad namely, Smt. Kiran Verma & others versus Union of India and others(Civil Misc Writ Petition No. 43/9/24) wherein AW workers have challenged the recruitment of ECCE educators by D/o Basic Shiksha on the basis that it does not provide any preferential treatment to AW workers and While they are paid less, the said ECCE educator will be paid more which is discriminatory and against the natural justice. This also has raised questions about the qualifications of such educators. This court case in U.P has made both the departments, i.e. WCD and Basic Shiksha pitted against each other and the judgment in this case is still awaited. This shows clear lack of coordination and convergence between both the departments.

Further, in 2017, U.P. had faced a major court case related to Shiksha Mitras (State Of U.P vs Anand Kumar Yadav) which went upto Supreme Court of India wherein Hon'ble Supreme Court did not agree for absorption of Shiksha Mitras as they did not possess minimum qualifications for appointment as teachers as per NCTE Act 1993. The similar situation may occur again in future if state does not have a long-term plan to ensure that all ECCE instructors/teachers appointed do acquire minimum academic and professional qualifications as prescribed as prescribed in the NCTE regulations 2014.

Both departments, despite their individual challenges, are striving to collaborate and converge. However, overlapping efforts, resource duplication, and a domain-centric

mindset are hindering progress. This research provides ground-level insights and evidence-based recommendations to enhance implementation efficiency.

Chapter 5

Research Methodology

This chapter outlines the methodological framework employed to investigate the challenges in implementing Early Childhood Care and Education (ECCE) in Uttar Pradesh. The methodology has been specifically designed to address the research questions concerning inter-departmental convergence between WCD and Basic Shiksha, functioning of co-located Anganwadis, Balvatika implementation, parental awareness, and ECCE teacher's availability and competence. The research design, data collection methods, sampling procedures, and analytical approaches have been carefully selected to provide comprehensive insights into how Uttar Pradesh can overcome implementation challenges within the framework of NEP 2020.

5.1 Research Design

The study employs a pragmatic mixed-methods research design that combines both descriptive and exploratory approaches. This design was selected for its effectiveness in examining complex educational phenomena that involve multiple stakeholders, institutional frameworks, and implementation processes.

The descriptive component documents existing conditions of ECCE implementation, including the current state of departmental coordination, operational status of co-located Anganwadis, progress in Balvatika establishment, levels of parental awareness, and teacher availability. The exploratory component investigates the underlying factors

contributing to implementation challenges and identifies potential strategies for improvement.

This dual approach facilitates both breadth and depth of understanding, allowing for a comprehensive assessment of the multifaceted challenges affecting ECCE implementation in Uttar Pradesh and the formulation of evidence-based recommendations for improvement.

5.2 Mixed-Methods Approach

A mixed-methods approach was adopted to facilitate comprehensive data collection and analysis. This approach involves collecting both quantitative and qualitative data simultaneously, analyzing them separately, and then integrating the findings to develop a more complete understanding of the research problem.

5.3. Quantitative Component

The quantitative component focuses on measurable aspects of ECCE implementation, including:

- Assessment of inter-departmental coordination between WCD and D/o Basic Shiksha.
- Operational indicators for co-located Anganwadis and Balvatikas.
- Measuring Parental awareness and engagement levels.
- ECCE instructor/Anganwadi worker/Teacher qualification profiles and distribution patterns.

- Barriers in effective implementation of ECCE.

5.3.1 Qualitative Component

The qualitative component explores the contextual, experiential, and process-related aspects of ECCE implementation, including:

- Review of existing policies, frameworks, and schemes at both National and State level.
- Institutional mechanisms and barriers to convergence between MWCD and DoSEL
- Stakeholder experiences with co-located Anganwadis and Balvatika implementation
- Perceptions and attitudes of parents toward ECCE programs
- Challenges faced by anganwadi workers/teachers and administrators in ECCE delivery.
- Decision-making processes affecting implementation at various administrative levels.
- Cultural and contextual factors influencing ECCE acceptance and utilization.

Qualitative data provides rich, detailed insights into the complexities of implementation processes, allowing for a deeper understanding of the "how" and "why" behind implementation challenges.

The integration of these approaches enhance the validity and comprehensiveness of findings and provide a more nuanced understanding of the complex interplay between administrative, social, and educational factors affecting ECCE implementation.

5.4 Population and Sample

5.4.1 Target Population

The target population for this study comprises all stakeholders involved in ECCE implementation in Uttar Pradesh, including:

- Officials from WCD and Basic Shiksha at state, district, and block levels
- Anganwadi workers and supervisors in both co-located and standalone centers.
- Teachers and administrators of Balvatika classes and primary schools
- Parents of children aged 3-6 years.
- NGO representatives involved in ECCE programs.

5.4.2 Sampling

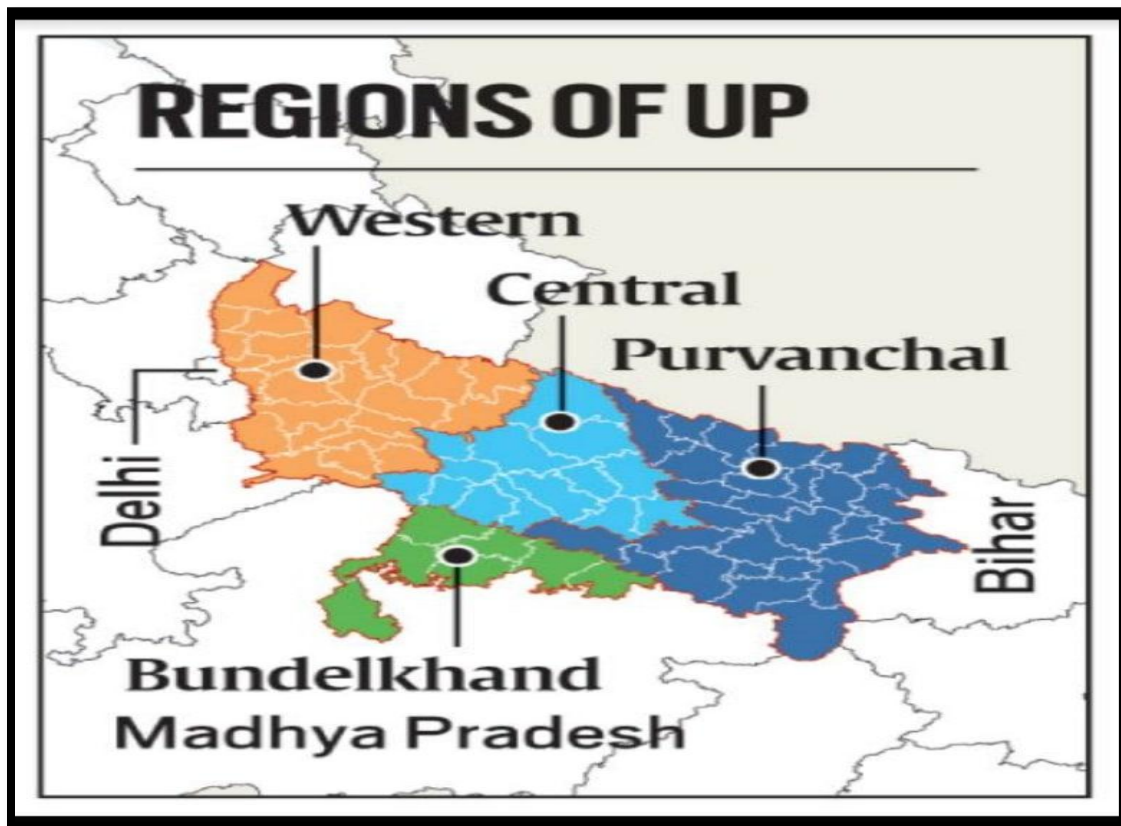
To ensure accurate estimates, a multi-stratified sampling method has been used to make the sample representative across different geographical regions and administrative divisions.

i. Unit

The Anganwadi Centre (AWC) serves as the primary sampling unit. To obtain a representative sample, at least 400 AWCs were required. Once an AWC is selected, the Anganwadi Worker (AWW) associated with that AWC becomes part of the sample. Additionally, one primary school, either co-located with or situated near the selected AWC, is included in the sample.

ii. Stratification and Geographical Grouping

The state was divided into four geographical regions: Bundelkhand, Central, Western, and Purvanchal. This stratification ensures that the sample represents distinct socio-economic, demographic, and developmental characteristics. The quality-of-service delivery may also vary across these regions, making stratification crucial for capturing regional disparities.



Source: Indian Express Article on 'The sum of UP's four parts' (9 March 2022)

iii. Sampling Framework

A comprehensive list of ICDS projects was obtained from the Department of Women and Child Development, Uttar Pradesh. Within each region, these ICDS projects were sorted

block wise and an alphabetical list of blocks along with ICDS projects was prepared, and a random number was generated to select one block per region. Accordingly, Birdha block, (Distt; lalitpur, Region: Bundelkhand, ICDS Project: Talbehat) Khirabad Block (Distt: Lucknow, Region: Central, ICDS Project: Khairabad), Razapur block, (Distt: Ghaziabad, Region: Western, ICDS Project: Razapur) and Araziline block, (Distt: Varanasi, Region: Purvanchal, ICDS Project: Araziline) were selected. (Appendix V)

The selection of block follows a simple random sampling method, ensuring that every block has an equal chance of being chosen, thereby minimizing selection bias. Once a block was selected, all AWCs within that project and block were included in the sample.

Furthermore, in addition to the selected AWC, one primary school located either co-located with or near the AWC was also included in the sample. This approach ensures comprehensive representation of early childhood education and care services within the sampled areas.

iv. **Sample Size**

A total of 1450 anganwadi workers/teachers/NGO workers/ Headmasters and 631 Parents participated in the study, distributed as follows:

- 1097 Anganwadi workers (From 4 selected blocks)
- 283 teachers/administrators (From 4 selected blocks)
- 70 NGO workers and others (From 4 selected blocks)
- 631 parents (From 4 selected blocks)

The sample size was determined based on statistical power calculations for the quantitative components (margin of error $\pm 5\%$ at 95% confidence level) and theoretical saturation considerations for the qualitative components.

Purposive sampling was used to select officials from WCD and D/o Basic Shiksha based on their roles and responsibilities in ECCE implementation, ensuring representation across hierarchical levels and functional areas.

For ECCE Providers

All available Anganwadi workers, helper, supervisors, teachers at primary schools having co-located AWCs, and administrators of selected block were included in the sample. A purposive sampling was used to identify and include NGO representatives involved in ECCE activities.

For Parents

A purposive sampling was used to identify and include parents whose children were enrolled in ECCE centers of selected blocks.

This multi-layered approach ensured representation across departmental, institutional, geographic, and socioeconomic dimensions while maintaining appropriate randomization to enhance generalizability.

5.5 Data Collection Methods

Multiple data collection methods were employed to gather comprehensive information addressing the specific research questions.

5.5.1 Surveys

Two specialized surveys (Appendix VI) were developed and administered to different stakeholder groups:

A structured questionnaire administered to Anganwadi workers/teachers/NGO, consisting of:

Teachers/AW workers/others Survey:

- Role and responsibility mapping
- Professional background and qualification information
- Training history and perceived competence
- Status of Infrastructure and resources
- Functioning of Co-located Anganwadis
- Resource sharing mechanisms
- Perceived barriers to effective convergence and implementation of ECCE
- Open-ended questions about strategies for improving coordination.

Parental Awareness and Engagement Survey

A structured questionnaire administered to parents, consisting of:

- Demographic and socioeconomic information

- ECCE knowledge assessment
- Enrollment decision factors
- Home-based educational support practices
- Perceived barriers to ECCE participation
- Satisfaction with available ECCE services
- Suggestions for improving accessibility and quality.

All surveys were developed in both English and Hindi, however, Hindi version was used as preferred by the stakeholders, pilot-tested with 10 respondents not included in the final sample, and refined based on feedback to ensure reliability, validity, and contextual appropriateness.

5.5.2 Focus Group Discussions

2 focus group discussions (FGDs) were conducted with different stakeholder groups:

- One with officials from both WCD and Basic Shiksha (mixed groups)
- One with parents from different socio-economic backgrounds

Each FGD included 8-10 participants and lasted approximately 60-80 minutes. The discussions were guided by semi-structured protocols developed specifically for each stakeholder group, focusing on their unique perspectives on ECCE implementation challenges. Key areas explored included:

- Inter-departmental coordination mechanisms and barriers
- Operational challenges in co-located facilities

- Balvatika implementation processes
- Parental awareness and engagement factors

All FGDs were held with participant consent, transcribed verbatim, and translated into English where necessary for analysis.

5.5.3 Interviews

Semi-structured interviews were conducted with:

- 4 senior officials from WCD (state and district levels)
- 1 senior officials from Basic Shiksha (state level)
- 2 with NGO representatives

These interviews focused on policy implementation processes, governance structures, inter-departmental coordination mechanisms, resource allocation decisions, and strategic approaches to addressing implementation challenges.

All interviews lasted 45-60 minutes, were conducted in the preferred language of the participant, recorded with consent, and transcribed for analysis.

Due to time constraints structured observations were conducted at 5 ECCE centres including 4 co-located and one standalone anganwadi centres.

A standardized observation protocol was used to assess:

- Physical infrastructure and learning environment.
- Evidence of inter-departmental coordination (joint activities, shared resources)

- Teaching-learning materials availability and usage
- Teacher-child interactions and pedagogical approaches
- Implementation of age-appropriate curriculum
- Parental engagement mechanisms
- Health, nutrition, and safety practices

5.5.4 Document Analysis

A systematic review of policy documents, implementation guidelines, meeting minutes, and administrative records was conducted, including:

- NEP 2020 implementation guidelines
- National and State-level ECCE policy documents/frameworks/schemes etc.
- Relevant government orders.
- Departmental circulars related to co-located Anganwadis and Balvatikas
- Teacher recruitment and training protocols
- Parental awareness campaign materials

5.6 Data Analysis

In this study, both **qualitative and quantitative data analysis** were employed to ensure a comprehensive evaluation of the findings. **Quantitative analysis** was conducted using Microsoft Excel, where data was systematically organized, percentages were calculated, and various graphs and charts were generated to visualize trends and patterns. This approach provided a clear, numerical representation of key variables, allowing for objective insights and comparisons.

Simultaneously, **qualitative analysis** played a crucial role in interpreting non-numerical data, such as open-ended responses, observations, and thematic patterns. By examining narratives, participant feedback, and contextual information, it was possible to uncover underlying themes and insights that numerical data alone could not capture.

Specific attention was given to identifying themes related to:

- Inter-departmental convergence mechanisms and barriers
- Co-located Anganwadi functioning and challenges.
- Balvatika implementation processes
- Factors affecting parental awareness and engagement.
- Teacher recruitment, training, and retention issues
- Contextual adaptations for effective implementation

Given the short duration of the study, findings from both data types were naturally synthesized during the interpretation phase, where statistical trends were explained and enriched by corresponding qualitative insights. This practical approach allowed developing a comprehensive understanding of ECCE implementation challenges by combining the measured patterns from surveys with the contextual explanations from stakeholder interviews, providing both breadth and depth to the findings without requiring extensive methodological procedures.

5.7 Ethical Considerations

This research adhered to strict ethical guidelines to protect participants and ensure research integrity.

5.7.1 Institutional Review and Approval

The research protocol was reviewed and approved by the Indian Institute of Public Administration (IIPA) and Panjab University, and permissions (Refer to Appendix VII) were obtained from:

- Department of Women and Child Development, Uttar Pradesh.
- Department of Basic Shiksha, Uttar Pradesh.

5.7.2 Informed Consent

The survey forms were provided, clearly explaining:

- The purpose and scope of the research
- The nature of participation and time commitment required.
- The voluntary nature of participation
- The right to withdraw at any time without consequences.
- Measures to protect confidentiality and anonymity.
- Potential uses of the research findings
- Contact information of the Researcher

For observations in ECCE centers, consent was obtained from center administrators and parents of children present.

5.7.3 Mitigating Potential Risks

Steps were taken to minimize any potential risks to participants:

- Scheduling interviews and focus groups at convenient times and locations.
- Ensuring discussions of implementation challenges did not adversely affect participants' professional standing.
- Using culturally sensitive and non-judgmental language in all interactions
- Providing opportunities for participants to review and validate their contributions.
- Respecting hierarchical structures within government departments
- Ensuring findings were presented constructively to avoid institutional blame.

5.7.4 Cultural Sensitivity and Respect

The research approach was designed with sensitivity to local cultural norms:

- All materials were available in both Hindi and English
- Local cultural practices regarding gender, age, and status were respected.
- Research assistants from local communities were employed and trained.
- Fieldwork scheduling accommodated the convenience of stakeholders.
- Appropriate protocols for engaging with government officials were followed.

5.8 Limitations of the Study

Despite careful planning, several limitations should be acknowledged:

1. **Temporal Limitations:** The cross-sectional design captured implementation challenges at a specific point in time, potentially missing evolutionary aspects of policy implementation processes.

2. **Geographic Coverage:** Time and resource constraints limited the sample to four selected blocks, which may not fully represent the heterogeneity of conditions across all 75 districts of Uttar Pradesh.
3. **Response Bias:** Officials from WCD and Basic Shiksha may have been hesitant to fully disclose inter-departmental challenges due to professional concerns, despite confidentiality assurances. Hierarchical structures within government departments may have influenced the openness of responses.
4. **Language and Cultural Translation:** Despite careful translation protocols, some nuances in participant responses may have been affected by translation between Hindi and English.

Appropriate care has been taken to design the above comprehensive methodological approach which was employed to investigate challenges in ECCE implementation in Uttar Pradesh. The mixed-methods design combining quantitative and qualitative approaches was deliberately chosen to address the complexity of the research problem and the specific objectives related to inter-departmental convergence, co-located Anganwadi functioning, Balvatika implementation, parental awareness, and ECCE instructor/ teacher availability and competence.

The multi-stage sampling approach, diverse data collection methods, and rigorous analytical techniques were designed to yield valid, reliable, and contextually rich insights that can inform policy and practice. Ethical considerations were prioritized throughout the research process to ensure participant protection and research integrity.

This methodological framework provides a solid foundation for exploring the multifaceted challenges affecting ECCE implementation in Uttar Pradesh and developing evidence-based recommendations for achieving the ECCE ambitions articulated in NEP 2020.

Chapter 6

Functioning of Co-Located Anganwadis in Schools and Balvatika and Convergence between WCD and Basic Shiksha in Uttar Pradesh

Co-location refers to the physical integration of multiple services within a single facility or campus, enabling shared resources and improved service delivery coordination. In early childhood education contexts, co-location involves situating Anganwadi centers within school premises to create a continuum of care and education. This approach is grounded in ecological systems theory, which recognizes that child development is optimized when different Microsystems (home, early childhood center, school) are well-connected (Bronfenbrenner, 1979). The success of co-location depends on the effective convergence and efficient integration of resources.

This chapter examines the functioning of co-located Anganwadis in schools and Balvatika, along with the level of convergence between the Department of Women and Child Development (WCD) and Basic Shiksha in Uttar Pradesh. The co-location of Anganwadis within school premises aims to create a seamless transition from early childhood education to primary schooling by integrating foundational learning with the school environment. Balvatika, introduced as a preparatory class before Grade 1, further strengthens this transition by focusing on play-based and developmentally appropriate learning.

A critical aspect of the effective implementation of these initiatives is the coordination between WCD and Basic Shiksha. Convergence between these departments ensures better monitoring, resource-sharing, and alignment of early childhood education with national policy goals such as the National Education Policy (NEP) 2020. However,

challenges such as inadequate infrastructure, gaps in teacher training, curriculum integration, and parental awareness continue to affect the smooth implementation of these programs.

This chapter presents an analysis of survey data to assess the current status of co-located Anganwadis and Balvatika in schools, the extent of interdepartmental coordination, and the barriers to effective implementation. The findings highlight key trends, challenges, and opportunities to strengthen ECCE in Uttar Pradesh through improved policy measures and administrative efforts.

6.1. Co-location of Anganwadis

Research by Kaul et al. (2017)(*IECEI Study Report 2017*, n.d.) demonstrates that co-location facilitates smoother transitions between pre-primary and primary education, reduces infrastructure costs, promotes resource sharing, and creates opportunities for professional collaboration between Anganwadi workers and primary school teachers. This model aims to strengthen the link between early childhood education and formal schooling by ensuring a smoother transition for children from preschool to primary education. By sharing infrastructure, resources, and services, co-location fosters a more cohesive learning environment that supports the holistic development of children.

The rationale behind co-location is based on several key factors. First, it helps in optimizing the use of resources by reducing the need for separate facilities while enhancing the quality of early education. Second, it improves service delivery by facilitating better coordination between the Integrated Child Development Services and the formal school system. This alignment ensures that children not only receive

foundational learning support but also benefit from improved nutritional and healthcare interventions. Third, co-location encourages a seamless learning continuum, which is essential for reducing dropouts and enhancing school readiness.

Additionally, co-location creates opportunities for more effective monitoring and supervision of Anganwadi centers by integrating them within school systems, leading to better accountability and improved outcomes in early childhood education. Teachers and Anganwadi workers can collaborate to provide age-appropriate learning experiences, ensuring that children develop essential cognitive, social, and emotional skills before they enter primary school.

As per world bank report on ECCE in India(2014)(*ED647444.Pdf*, n.d.) a heightened integration of Early Childhood Education (ECE) with the formal education system will provide a seamless transition for children from pre-primary to primary schools, ensuring they are adequately prepared for school. The report further states that India's extensive network of anganwadi centres within the Integrated Child Development Services (ICDS) situated within primary schools present a distinctive opportunity for these institutions to engage more significantly in Early Childhood Education (ECE) services at the anganwadis. This system must be enhanced to facilitate successful integration between anganwadis and regular primary schools for early childhood education provision. of preschool education within the official primary system may be enhanced and adopted by additional interested states for expansion.

6.2 Context for Co-location of Anganwadis and Schools

The policy framework for co-location of Anganwadis and schools in India has evolved significantly over the past two decades. The National Policy on Education (1986, modified 1992) first recognized the importance of pre-school education and its linkage with primary schooling. The Right to Education Act (2009) further emphasized the importance of early childhood care and education, the National Early Childhood Care and Education (ECCE) Policy (2013) provided a comprehensive framework for integrated services and recommended "convergence between Anganwadis and primary schools to ensure continuity of learning experiences". The National Education Policy 2020 represents the most explicit policy support for co-location, directing that "to maximize the benefits of ECCE, Anganwadis shall be co-located with primary schools wherever possible" and recommending the establishment of "joint task force". Subsequently, the Operational Guidelines for Implementation of ECCE under ICDS (MWCD, 2022) provided specific directives for state governments to facilitate co-location, including shared governance structures, resource allocation mechanisms, and monitoring frameworks to ensure effective implementation.

As per UDISE Plus 2023-24, out of 1228911 primary schools, 290959 schools have AWC co-located in their premises. Uttar Pradesh has been very proactive in co location of AWCs at primary schools and 95,000 of the 1.89 lakh Anganwadi centres operated by the Department of Women and Child Development are located in 67,179 primary and composite schools.

6.3 Current Functioning of Co-located Anganwadis

The survey designed for ECCE providers had a dedicated section on co- location of Anganwadis, also views from parents were also asked in survey designed for them.

Response highlights are as follows:

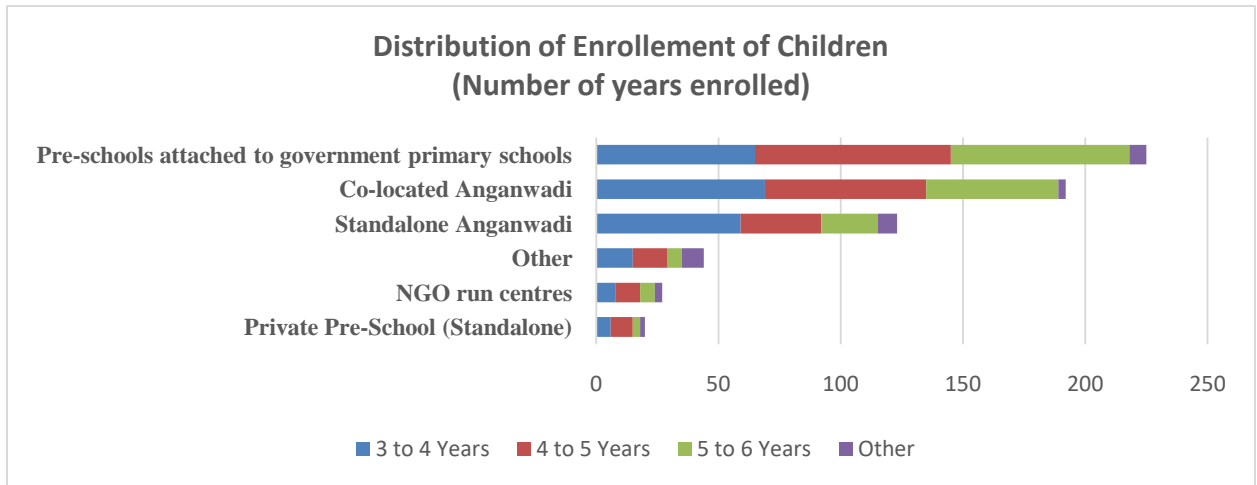
A) Response from Survey of Parents: Distribution of enrollment of children (Number of years enrolled) in Early Childhood Care and Education (ECCE) Centres in Uttar Pradesh age wise based on the response of total 632 parents is as follows:

Table 3 : Type of ECCE Centre- As per Parents

Type of ECCE Centre	3 to 4 Years	4 to 5 Years	5 to 6 Years	Other	Grand Total
Pre-schools attached to Government primary schools	65	80	73	7	225
Co-located Anganwadi	69	66	54	3	192
Standalone Anganwadi	59	33	23	8	123
Other	15	14	6	9	44
NGO run centres	8	10	6	3	27
Private Pre-School (Standalone)	6	9	3	2	20
Grand Total	222	212	165	33	632

Source: data collected through survey

Figure 5 :Distribution of Enrollment of Children



Source: data collected through survey

The above data represents the distribution of enrollment of children (Number of years enrolled) across various types of Early Childhood Care and Education (ECCE) centers in Uttar Pradesh. It categorizes children into different age groups: 3 to 4 years, 4 to 5 years, 5 to 6 years, and others. The grand total provides a comprehensive view of the total number of children enrolled in each type of ECCE center.

- i) There is total 225 children have been enrolled in **‘Pre-schools attached to Government primary schools’** centers, which have the highest overall enrollment, indicating they play a significant role in ECCE.
- ii) Under **Co-located Anganwadi**, we have seen consistent enrollment across 3 to 6 years of age groups. These centers are crucial for early childhood care, especially in rural areas.
- iii) **Standalone Anganwadi**, which have total 123 children enrolled, has decreasing trend with age, which signifies that their need for better infrastructure and resources to retain older children.

iv) Private Pre-School (Standalone) have the lowest enrollment among all categories, shows limited access or preference for standalone private pre-schools in Uttar Pradesh State.

The above data suggests that pre-schools attached to government primary schools and co-located Anganwadis are the most significant providers of ECCE in Uttar Pradesh. However, FGDs, interviews, visits and interaction with both WCD and Basic Shiksha officials revealed that there are no separate pre-schools attached with government schools, it is only co-located anganwadis which are catering to 3 to 6 years of age group. It has been a consistent policy of U.P. government to co-locate anganwadis in government primary/composite schools since 2017 and there are no separate pre-school sections available in schools as reported in UDISE Plus data and in this survey. There seems to be misconception with regard to pre-school attached with primary school at ground level, this misunderstanding has resulted in inaccurate data reporting. To prevent further confusion, proper training is required before the next UDISE Plus data collection. For analysis purposes, both attached pre-schools and co-located Anganwadis have been categorized under co-located Anganwadis.

Lower-income families in the state rely more on government-run or Standalone Anganwadis or NGO-run centers, which play vital roles but require more support to increase their impact. In addition, Private pre-schools have the least enrollment, indicating a potential area for growth or need for better accessibility. Key findings are as follows:

- i. 63 percent parents reported that their anganwadis centre has been co-located in

government primary schools.

- ii. 60 percent reported that their ECCE centre has adequate teaching learning material available.
- iii. 99.4 percent reported that children are taught in their mother tongue.
- iv. 51.4 percent parents rated present infrastructure as very good whereas 35.8 percent rated it as good.
- v. 95 percent parents reported that they are receiving guidance about the activities to be done at home with children.

Overall, the focus of Government should be on improving infrastructure, resources, and awareness to ensure all children have access to quality ECCE.

B) Response from Teacher/Anganwadi: Brief analysis on distribution of years of experience of Teacher/Anganwadi in Early Childhood Care and Education (ECCE) Centres in Uttar Pradesh.

Table 4 : Types of ECCE Centre –As per Teacher/ AW worker

Type of ECCE Centre	Less than 1 year	1-3 years	3-5 years	Above 5 years	Others	Grand Total
Standalone Anganwadi	65	0	55	392	17	529
Co-located Anganwadi	148	4	117	333	70	572
Other	15	0	14	103	19	151
NGO-run centres	4	0	2	44	0	50
Private Pre-School (Standalone)	6	0	4	38	0	48
Grand Total	238	4	192	910	106	1450

Source: data collected through survey

Key Findings

The Early Childhood Care and Education (ECCE) survey designed for anganwadi workers/teachers/officials was aimed to assess the effectiveness of ECCE implementation in Uttar Pradesh. The survey focused on policy convergence, infrastructure, functioning of co-located anganwadis, parental engagement, teacher competence, and key challenges. The findings provide insights for improving ECCE services. The survey had a dedicated section on functioning of co located anganwadis, key findings are stated below:

- i. 92.2 percent participants from teachers/AW workers group reported that co-location has improved access for ECCE.
- ii. 88.3 percent participants reported that it has improved attendance in their co-located centres.
- iii. 69.2 percent reported that co-location improved access to sharing of resources while 20.2 percent were partially agree to this and in separate question, 49.4 percent participants reported challenges in sharing of resources.
- iv. 49.7 percent participants reported that co-location had improved interaction with teachers and other community members while 38.5 percent reported slight improvement in interaction and 11.8 percent reported no change at the level of interaction.
- v. With regard to the satisfaction level with co-location, 54.3 percent reported high level of satisfaction while 25.9 percent were satisfied. However, 74.7 percent participants wanted more anganwadis to be co-located with primary schools.
- vi. Balvatika for children of 5 to 6 age group is reported to be located in anganwadi as per 85.6 percent participants, this fact was also corroborated during the

interviews with WCD officials wherein they mentioned that state government has decided to set-up balvatikas in co- located anganwadis.

When asked about challenges in co-location, the participants (teachers/AW workers) reported following challenges:

Table 5 : Challenges in co-location of Anganwadis

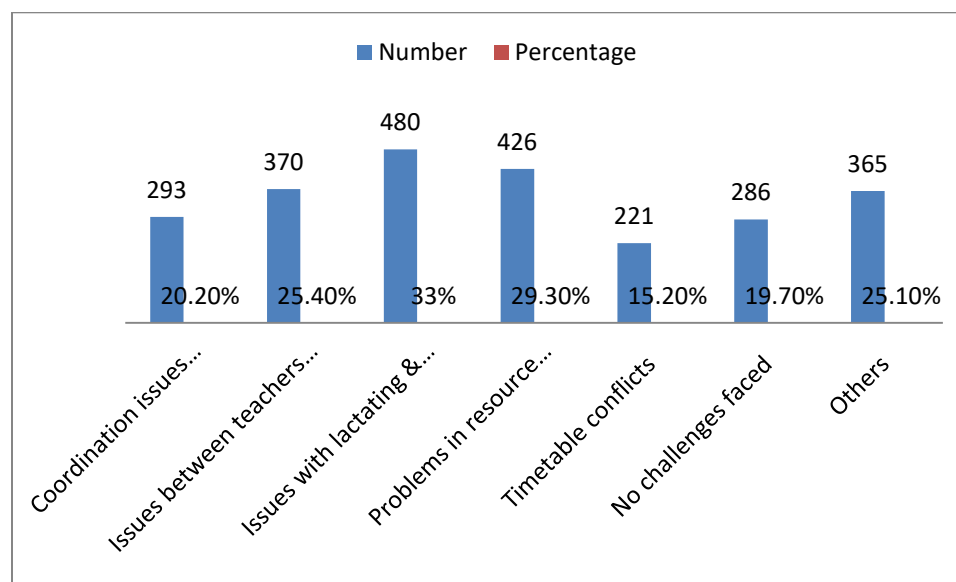
Challenges in co-location	Number of participants	Percentage
Coordination issues between WCD & Education Deptt	293	20.2%
Coordination issues between teachers & Anganwadi workers	370	25.4%
lactating & pregnant mothers cant visit co-located angnawadis	480	33%
Problems in resource sharing	426	29.3%
Timetable conflicts	221	15.2%
No challenges faced	286	19.7%
Others(include coordination between wcd and education, teachers and AW workers)	365	25.1%

Source: Data collected through survey

Participants were free to choose more than one option, the data in above table and figure 6 also revealed that coordination issues between WCD and Basic shiksha, teachers and anganwadi workers and issues in sharing of resources are basically pointing out the need

for better coordination between the two departments both at state and ground level. Also lactating & pregnant mother’s visit to co-located angnawadis require better facilitation.

Figure 6 : Challenges in co-location



Source: Data collected through survey

The data at figure 7 provides insights into various challenges faced by the government in setting up classes Balvatika (preparatory class prior to class I) for children of 5 to 6 years of age group (enrolled for 3 years) in Uttar Pradesh state. The challenges are categorized as insufficient facilities, lack of communication with teachers, inadequate educational resources, and other reasons.

(i) Insufficient Facilities in School: A significant portion of the responses (36 percent) indicates that schools face challenges related to insufficient facilities. This includes a lack of proper classrooms, furniture, and other necessary infrastructure to create a conducive learning environment for young children.

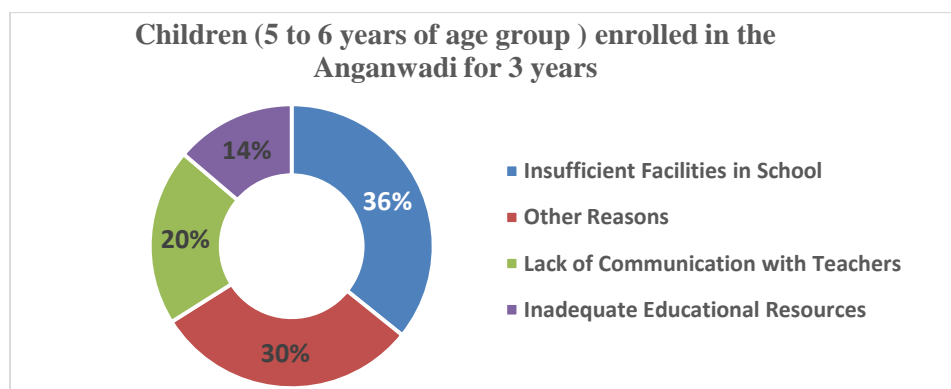
(ii) Lack of Communication with Teachers: This challenge represents 20 percent of the responses and highlights issues in effective communication between parents, teachers, and ECCE administrators. Effective communication is essential for addressing concerns and ensuring a smooth educational experience.

(iii) Inadequate Educational Resources: With 14 percent of the responses pointing to this issue, there is a clear need for more educational materials such as books, toys, and learning aids. Adequate resources are critical for providing engaging and effective learning experiences for young children.

(iv) Other Reasons: This category, accounting for 30 percent of the responses, includes various unspecified challenges. These involve administrative issues, policy gaps, or other local factors that hinder the effective setting up of ECCE classes.

Addressing these challenges requires a concerted effort to improve school infrastructure, enhance communication channels, and provide adequate educational materials.

Figure 7 : Challenges in setting-up of Balvatika



Source: Data collected through survey

6.4 Convergence between WCD and Basic Shiksha

The effective implementation of early childhood care and education relies on strong coordination between the Women and Child Development Department and the Education Department, as both play crucial roles in shaping a child's foundational years. The Women and Child Development Department, through the Integrated Child Development Services, manages Anganwadi centers that provide critical services such as nutrition, immunization, and health monitoring, ensuring the physical well-being of young children. On the other hand, the Education Department is responsible for early learning, foundational literacy, and preparing children for formal schooling. Without proper collaboration, there can be a disconnect between these essential services, leading to gaps in learning outcomes, inadequate school readiness, and inefficiencies in service delivery. One of the key aspects of convergence is the co-location of Anganwadi centers within government primary schools, a policy initiative aimed at integrating health, nutrition, and early education.

However, challenges such as lack of coordination between Anganwadi workers and schoolteachers, infrastructure constraints, and differences in pedagogical approaches need to be addressed to maximize the benefits of this model. Joint training programs for Anganwadi workers and schoolteachers can help create a more aligned approach to early learning, ensuring that children receive consistent and age-appropriate education. Moreover, data-sharing mechanisms between the two departments can help in tracking the progress of children, allowing for timely interventions in cases of malnutrition, developmental delays, or learning difficulties. A unified curriculum framework that bridges early childhood education with primary schooling can create a smoother

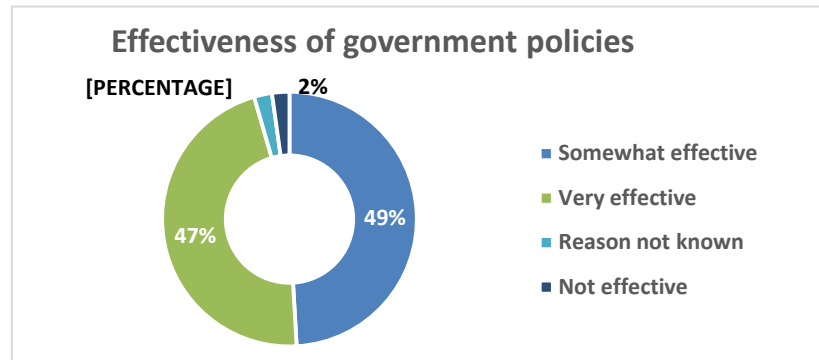
transition for children and prevent learning loss. Regular joint monitoring and review mechanisms can also enhance accountability and service efficiency. Effective convergence between the Women and Child Development Department and the Education Department can ensure a holistic and integrated approach to early childhood care and education, enabling children to grow in an environment that supports their cognitive, social, and emotional development while also addressing their health and nutritional needs.

A) Both surveys had specific questions to find out the level of convergence between both the departments. Key findings from teacher/AW worker/others survey are as follows:

- i. When asked about the effectiveness of the government policies and support for ECCE, Figure 8, the data represents the perceived effectiveness of ECCE (Early Childhood Care and Education) policies by the teachers/ AW workers. The largest segment, **49 percent**, indicates that nearly half of the respondents believe the initiative is **somewhat effective**. The second-largest segment, **46 percent**, suggests that a significant portion of respondents find it **very effective**. A very small percentage, **3 percent**, believe it is **not effective**, while **1.5 percent** are **unsure** about its impact. This analysis suggests that while most respondents recognize some level of effectiveness, a considerable proportion (49 percent) see room for improvement. The small percentage that finds it ineffective highlights potential gaps in implementation, requiring further exploration. The **low percentage of uncertainty (1.5 percent)** indicates that most respondents have a clear opinion on the matter. For better outcomes, addressing concerns of those

who see only partial effectiveness and examining reasons for dissatisfaction could help enhance the initiative's impact. Below pie chart depicts the analysis:

Figure 8 : Effectiveness of Govt. Policies and Support on ECCE

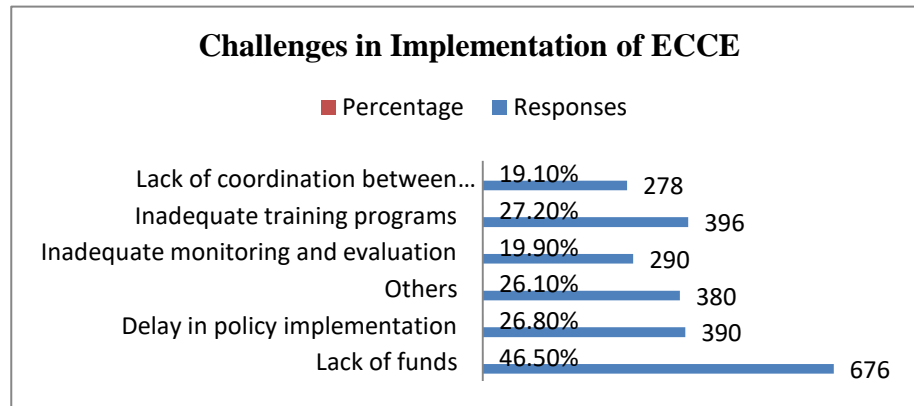


Source: Data collected through survey

- ii. The below bar chart in figure 9 presents various challenges affecting the implementation of ECCE. The most significant challenge, cited by **46.5 percent (676 respondents)**, is **lack of funds**, indicating financial constraints as a major barrier. The second-highest issue, identified by **27.2 percent (396 respondents)**, is **inadequate training programs**, highlighting gaps in capacity building. Other key challenges include **delays in policy implementation (26.8 percent)**, **lack of coordination between government agencies (19.1 percent)**, and **inadequate monitoring and evaluation (19.9 percent)**, which suggest systemic inefficiencies. Additionally, **26.1 percent (380 respondents)** mentioned **other issues**, indicating additional unaddressed concerns. This analysis suggests that while financial constraints are the most pressing issue, other factors such as poor coordination, delays, and insufficient training also significantly hinder effective implementation. Addressing these challenges through improved policy execution,

better inter-agency collaboration, and enhanced monitoring mechanisms could lead to more effective outcomes.

Figure 9 : Challenges in Implementation of ECCE

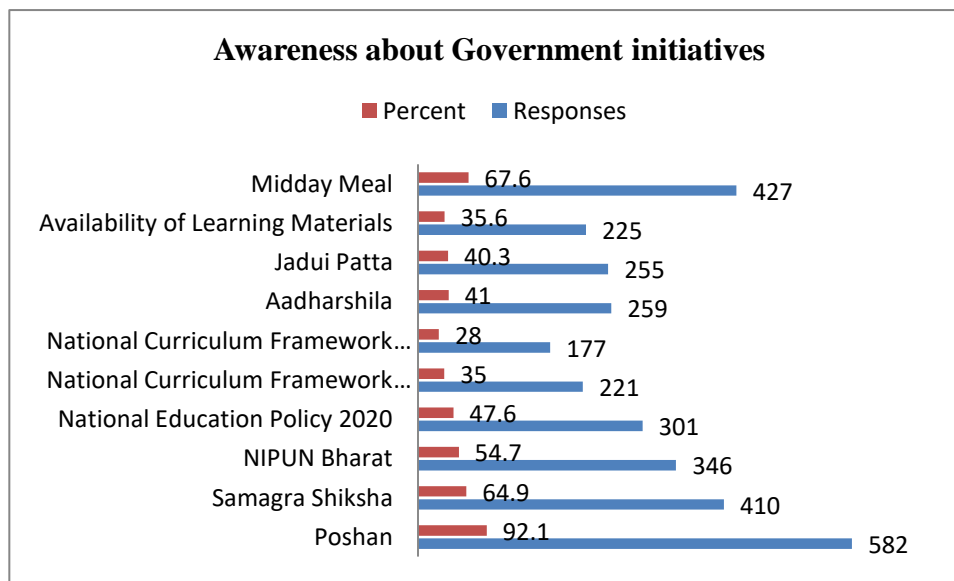


Source: Data collected through survey

- iii. The data at figure 10 collected through survey provides insights into the recognition and implementation of various government educational and child development initiatives. Poshan has the highest recognition, with 84.5 percent (1168) responses, indicating its critical role in early childhood development. Educational programs such as NIPUN Bharat (63.2 percent), Samagra Shiksha (61.4 percent), and the National Education Policy 2020 (64.9 percent) have substantial awareness, showing that major policy initiatives are being acknowledged. However, the National Curriculum Framework 2023 is recognized by only 37.7 percent (521), suggesting the need for greater dissemination and implementation efforts. Foundational learning initiatives like Aadharshila (65.2 percent) and Jadui Patta (44.4 percent) have varying levels of awareness, with Aadharshila receiving more recognition. Access to teaching-learning materials remains a challenge for 48.9 percent (676) of respondents, highlighting gaps in

resource distribution. The Midday Meal scheme is well recognized (63.1 percent), reflecting its significance in student retention and well-being. NISHTHA teacher training has the lowest awareness at 31.3 percent (432), pointing to the need for stronger promotion and participation in teacher professional development. Vidya Pravesh, an initiative designed to support school readiness, is recognized by only 36 percent (504), indicating the need for more awareness and integration at the ground level. While key policies and programs have gained visibility, there are areas that require targeted efforts, especially in teacher training, foundational learning awareness, accessibility of learning materials, and early childhood school readiness programs like Vidya Pravesh.

Figure 10 : Awareness about Government Initiatives among teachers/AW workers.

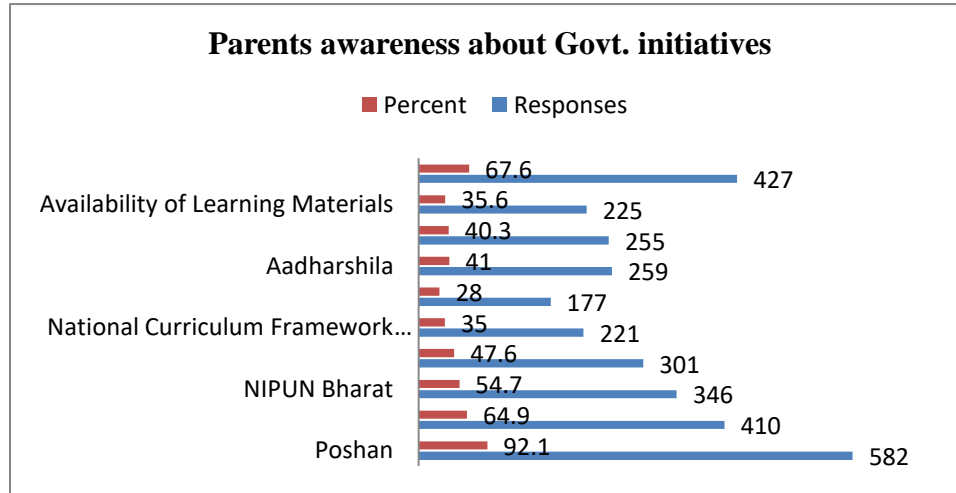


Source: Data collected through survey

C) Parents were also asked about the satisfaction from government policies on ECCE, 79.4 percent parents reported satisfaction. When asked about the awareness of various

government policies, it revealed that Poshan has the highest recognition, with 92.1 percent (582 responses), highlighting its crucial role in child development. Samagra Shiksha (64.9 percent), NIPUN Bharat (54.7 percent), and the National Education Policy 2020 (47.6 percent) have significant awareness, indicating the acknowledgment of major policy efforts. However, the National Curriculum Framework for the foundational stage is recognized by only 35 percent (221 responses), and for school education by just 28 percent (177 responses), suggesting the need for improved dissemination and implementation. Foundational learning initiatives such as Aadharshila (41 percent) and Jai Pata (40.3 percent) have moderate awareness levels. Access to learning materials is acknowledged by 35.6 percent (225 responses), showing a gap in the availability of resources. The Midday Meal program has a strong recognition at 67.6 percent (427 responses), reflecting its importance in student retention and well-being. However, NISHTHA teacher training has the lowest awareness at 24.5 percent (155 responses), indicating the need for better promotion and engagement in teacher professional development. Vidya Pravesh, an initiative supporting school readiness, is recognized by only 33.7 percent (213 responses), suggesting that further efforts are needed to integrate it into early education practices. While key policies and programs are gaining visibility, focused efforts are required to enhance awareness in foundational learning, curriculum frameworks, teacher training, and school readiness initiatives. The following bar graph (figure 11) depicts the above findings.

Figure 11 : Parents awareness about Govt. initiatives



Source: Data collected through survey

6.5 Focus Group Discussion (FGD) with Anganwadi Workers, Supervisors, Headmaster, and District-Level Functionaries in Razapur Block, Uttar Pradesh

A focus group discussion was conducted with key stakeholders, including Anganwadi workers, supervisors, the headmaster of the co-located PM SHRI school, and district-level functionaries such as the Child Development Project Officer (CDPO) and the District Programme Officer (DPO), total 15 people participated in the FGD. The discussion aimed to assess the challenges, opportunities, and overall functioning of the Anganwadi centers in Razapur Block, Uttar Pradesh. Key areas of discussion included workforce shortages, financial constraints, infrastructural challenges, curriculum implementation, coordination between Anganwadi centers and schools, and the effectiveness of community engagement programs. The insights gathered from this discussion are crucial in understanding the current state of early childhood education and suggesting policy recommendations for improvement.



Workforce and Honorarium Challenges

One of the most pressing concerns raised during the discussion was the shortage of Anganwadi workers in the block. The limited workforce has placed an excessive burden on the existing workers, affecting their ability to focus on their core responsibilities related to early childhood care and education. In addition to their primary duties, Anganwadi workers are frequently assigned various verification tasks for different government departments, including health, water, electricity, and election-related duties as Booth Level Officers (BLOs). While they receive incentives for these additional responsibilities, the extra workload often hampers their ability to dedicate sufficient time to child development activities. Furthermore, the honorarium for Anganwadi workers remains extremely low at Rs. 5500 per month, which is not commensurate with the volume of work they undertake. The participants of the discussion emphasized the need for an increase in honorarium and a more structured approach to distributing additional responsibilities to ensure that the primary focus remains on child welfare and education.

Financial and Infrastructure Constraints

The discussion revealed significant financial constraints in maintaining and upgrading the infrastructure of Anganwadi centers. Many Anganwadi centers lack sufficient funds for regular maintenance, leading to deteriorating buildings and inadequate learning environments for young children. A major concern raised was the inability of many centers to pay for basic utilities such as electricity and water due to funding shortages. In contrast, it was noted that in Ghaziabad, Corporate Social Responsibility (CSR) funds have been successfully utilized for infrastructure strengthening in Anganwadis, leading to better facilities and improved learning conditions. However, such initiatives have not yet been effectively explored in other Blocks.

Another critical issue discussed was the non-utilization of the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) scheme for Anganwadi infrastructure development in Ghaziabad. The high prevailing labor rates in the market have made it financially unfeasible to engage workers under this scheme, further limiting options for infrastructural improvements. The participants stressed the need to explore alternative funding mechanisms, including CSR partnerships, increased government allocations, and community-driven initiatives to bridge the gap in infrastructure funding.

Curriculum and Early Childhood Education

In terms of curriculum, the state government has introduced an activity-based book called *Pahal*, which is currently being implemented in Anganwadi centers. Additionally, the *Aadharshila* framework, developed by the Women and Child Development (WCD)

department, is being followed to ensure structured early childhood learning. The discussion highlighted the importance of activity-based learning in engaging young children and preparing them for formal schooling. However, it was also noted that while these frameworks provide structure, the shortage of trained Anganwadi workers often results in inconsistent implementation. Some participants suggested that periodic training programs should be conducted to ensure that Anganwadi workers are well-equipped to deliver the curriculum effectively.

Community Engagement Programs

Anganwadi centers play a crucial role in community engagement, particularly in promoting maternal and child health awareness. Two key initiatives discussed were *God Bharai* (baby shower ceremony) and *Annaprashan* (first solid food ceremony), both of which are organized to educate mothers and caregivers about maternal health and infant nutrition. These programs have been instrumental in building awareness and encouraging community participation in early childhood development. Additionally, the *Poshan Tracker* is being regularly updated to monitor child nutrition and growth parameters, ensuring that malnourished children receive appropriate interventions. The participants expressed satisfaction with the implementation of these programs but emphasized the need for increased community outreach to ensure that more families benefit from these initiatives.

Coordination with PM SHRI School

The co-located PM SHRI school in Razapur Block has classes from 1 to 8, with a total enrollment of 374 children. The school has a robust infrastructure, including smart classrooms, a library, a playground, an eco-club, and a kitchen garden, all of which contribute to a conducive learning environment. The school has received funding under the PM SHRI scheme, further strengthening its facilities.

Despite the co-location, there is no formal involvement of school teachers in Anganwadi education. The discussion revealed that while the Anganwadi children (aged 3 to 6 years) are accommodated in a separate room, there is no structured integration with the primary school system. The preparatory *Balvatika* program for 5 to 6-year-old children is currently conducted within the Anganwadi itself, rather than being integrated into the primary school. Furthermore, no school teachers visit or provide teaching support to the Anganwadi children, which limits their exposure to a structured learning environment. The participants agreed that greater collaboration between Anganwadi workers and school teachers could facilitate a smoother transition for children into formal schooling.

Challenges Faced by Children and Attendance Trends

The discussion also highlighted the socio-economic background of the children enrolled in the Anganwadi and PM SHRI school. Most children come from lower-income households where there is little to no parental support for education at home. This lack of parental involvement often affects children's learning outcomes and reinforces the need for a strong foundation during early childhood education. The school currently has an

attendance rate of 70 percent, which, while moderate, suggests the need for further efforts to improve regularity in attendance. A positive development noted during the discussion was that Anganwadi children also receive mid-day meals from the school, ensuring better nutrition and encouraging attendance.

Overall Coordination and Functionality

Despite the challenges discussed, there are no major coordination issues between the Anganwadi center and the co-located school. The stakeholders acknowledged that cooperation at the ground level has been smooth, allowing for effective implementation of programs and services. However, the lack of structured collaboration between schoolteachers and Anganwadi workers remains an area that requires attention to enhance early childhood education outcomes.

Recommendations

The focus group discussion provided valuable insights into the current challenges and opportunities in the functioning of Anganwadi centers in Razapur Block. The shortage of Anganwadi workers and their low honorarium were identified as major concerns, requiring urgent policy intervention. Additionally, financial constraints, particularly in infrastructure maintenance and utility bill payments, have hindered the development of a conducive learning environment. The successful use of CSR funding in Ghaziabad presents a potential model that could be replicated in Razapur Block to address infrastructure gaps.

While the state has introduced structured curricula such as *Pahal* and *Aadharshila*, their effective implementation is hindered by workforce shortages and inconsistent training. Increasing training opportunities for Anganwadi workers could significantly enhance the quality of early childhood education. The discussion also underscored the importance of community engagement programs like *God Bharai* and *Annaprashan*, which have been effective in raising awareness about maternal and child health. However, expanding outreach efforts could further strengthen community participation.

The co-location of the Anganwadi with the PM SHRI school provides an excellent opportunity for integrating early childhood education with formal schooling. However, the absence of teacher involvement from the primary school in Anganwadi activities limits the potential benefits of this arrangement. Strengthening collaboration between schoolteachers and Anganwadi workers could facilitate a smoother transition for children into primary education.

In conclusion, addressing workforce shortages, increasing financial support, leveraging CSR funding, enhancing teacher-Anganwadi collaboration, and expanding community engagement efforts are crucial steps toward improving the effectiveness of Anganwadi centers in Razapur Block. Implementing these recommendations could significantly enhance early childhood education outcomes and ensure better preparedness for formal schooling among young children.

Summary of Key Points

Co-location of anganwadis in schools has become an accepted policy and practice in the state of U.P. and almost all stakeholders are in favour of this, and accepted the fact that it has improved access for ECCE. However, there is an issue in sharing of resources and the interaction between AW workers and Headmaster/teachers was found to be minimal. When asked about the effectiveness of the government policies and support for ECCE, the data represents the perceived effectiveness of ECCE (Early Childhood Care and Education) policies. The largest segment, 49 percent, indicates that nearly half of the respondents believe the initiative is somewhat effective. The second-largest segment, 46 percent, suggests that a significant portion of respondents find it very effective. Among the parents, Poshan has the highest recognition, with 92.1 percent (582 responses), highlighting its crucial role in child development. Samagra Shiksha (64.9 percent), NIPUN Bharat (54.7 percent), and the National Education Policy 2020 (47.6 percent) have significant awareness, indicating the acknowledgment of major policy efforts.

As per the response received from teachers/instructors survey, the primary challenge, cited by 46.5 percent (676 respondents), is a lack of funds, indicating financial constraints as a major barrier. Inadequate training programs were identified by 27.2 percent (396 respondents), highlighting gaps in capacity building. Delays in policy implementation (26.8 percent), lack of coordination between government agencies (19.1 percent), and inadequate monitoring and evaluation (19.9 percent) suggest systemic inefficiencies. Additionally, 26.1 percent (380 respondents) mentioned other concerns. While financial constraints remain the most pressing issue, addressing gaps in training, coordination, and

monitoring could improve overall implementation effectiveness. The data also suggest that although co-located anganwadis in composite schools have been identified as Balvatikas in the state for the age group of 5- to 6-year-old children but there is a lack of infrastructure (36 percent respondents) and communication with teachers (20 percent respondents) in schools and there is no dedicated place available for balvatika at present.

Chapter 7

Parental Awareness, Teacher/Instructors Availability and Competence, and Challenges in ECCE Implementation in U.P.

Parental awareness is an essential factor in determining the extent to which children benefit from early education programs. When parents understand the importance of ECCE, they are more likely to enroll their children in early learning centers, actively participate in their learning, and create a supportive home environment. However, survey data indicates varying levels of awareness among parents, influenced by factors such as education, socioeconomic status, and access to information.

Another critical aspect is the availability and competence of ECCE teachers and instructors. Well-trained educators are fundamental to delivering quality early education, yet issues such as inadequate training, lack of specialized ECCE instructors, and resource constraints continue to affect the quality of teaching. Data from the surveys highlight gaps in teacher preparedness, with many educators requiring additional support in pedagogical approaches and classroom management for young children.

This chapter explores three key dimensions that influence the successful implementation of ECCE in Uttar Pradesh: parental awareness, the availability and competence of ECCE teachers or instructors, and the barriers or challenges affecting its effective execution.

Despite efforts to expand ECCE services, several challenges persist in ensuring effective implementation. These include infrastructural limitations, inadequate funding, lack of proper training facilities, and coordination issues between different government

departments. The survey findings reflect these difficulties, with stakeholders identifying key obstacles that need to be addressed to enhance the reach and quality of ECCE in Uttar Pradesh.

By analyzing these aspects based on survey data, this chapter provides a comprehensive understanding of the strengths and weaknesses in the current ECCE framework. The insights gained can help policymakers, educators, and stakeholders develop targeted interventions to improve early childhood education, ensuring that children receive the best possible start to their educational journey.

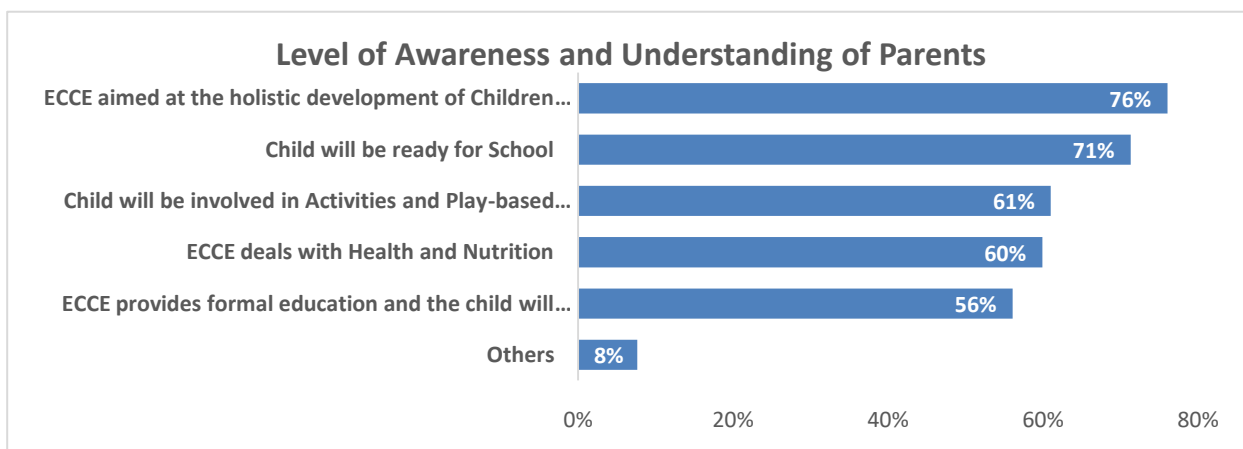
7.1. Parental Awareness about ECCE

A large set of questions were framed to assess the level of awareness of parents about ECCE in both the surveys. Key findings from the survey employed for parents are as follows:

A) Response from Parents: Brief analysis on level of awareness and understanding of

Parents regarding ECCE program in Uttar Pradesh is as depicted in table and graph:

Figure 12 : Level of Awareness and Understanding of Parent



Source: Data collected through survey

Table 6 : Level of Awareness and Understanding of Parent

Level of awareness and understanding of parents	Responses	% of Total
ECCE aimed at the holistic development of Children from birth to 6 years	480	76%
Child will be ready for School	450	71%
ECCE deals with Health and Nutrition	378	60%
ECCE provides formal education and the child will learn letters and counting	354	56%
Child will be involved in Activities and Play-based learning	385	61%
Others	48	8%

Source: Data collected through survey

The above data at figure 12 represents the level of awareness and understanding of parents regarding Early Childhood Care and Education (ECCE) program in Uttar Pradesh State. The responses are categorized into different aspects of ECCE, highlighting parents' knowledge about its various components and objectives.

- i) Holistic Development:** The majority of parents (76 percent) understand that ECCE is aimed at the holistic development of children from birth to 6 years. This indicates a good level of awareness about the comprehensive nature of ECCE, which encompasses physical, emotional, social, and cognitive development.

- ii) School Readiness:** A significant proportion of parents (71percent) recognize that ECCE helps prepare children for school. This shows that parents value the role of ECCE in ensuring that children are ready for formal education.
- iii) Health and Nutrition:** 60 percent of parents are aware that ECCE includes aspects of health and nutrition. This is crucial, as proper health and nutrition are foundational for effective learning and development in early childhood.
- iv) Formal Education:** More than half of the parents (56percent) believe that ECCE provides formal education, including learning letters and counting. While this is an important aspect, it also suggests that some parents may still view ECCE primarily in terms of academic learning.
- v) Activities and Play-based Learning:** 61percent of parents understand that ECCE involves activities and play-based learning. This indicates a growing recognition of the importance of play in early childhood development, which aligns with modern ECCE practices.

The data at figure 12 suggests that parents in Uttar Pradesh have a fairly good level of awareness and understanding of ECCE, particularly regarding its holistic development goals, school readiness, and the importance of health and nutrition. However, there is room for improvement in emphasizing the role of play-based learning and broadening the understanding of ECCE beyond just formal education.

This level of awareness is remarkable keeping in view that most of the participants were mothers who are home makers, and the largest proportion, 37.7 percent, reported no income of their own. The second-largest segment, at 18 percent, includes those earning

up to ₹5000 per month. Those earning between ₹5000 and ₹10000 per month make up 15 percent, while 16.9 percent of respondents fall into the ₹5000 or less per month category. Individuals earning between ₹10000 and ₹15000 account for a smaller share, followed by those earning ₹15000 to ₹20000, and above ₹20000 per month, which represent even smaller portions of the population. This data provides insights into the economic background of the surveyed individuals and helps in understanding financial constraints affecting their participation in different programs.

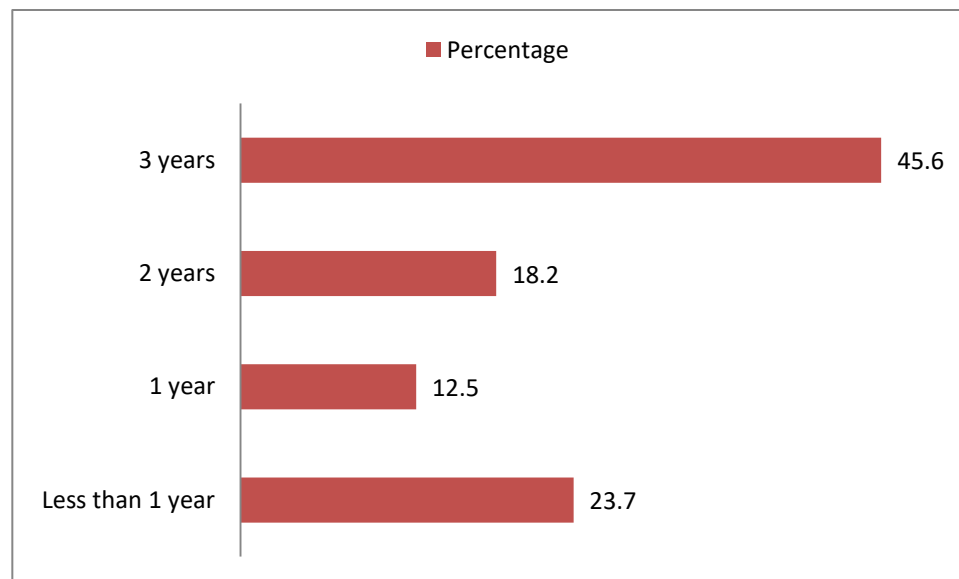
Uttar Pradesh government can develop and implement policies that prioritize play-based learning within the broader ECCE framework, including increased awareness campaigns and educational programs that could help bridge these gaps. They can organize community events, workshops, and seminars to demonstrate play-based learning activities and their impact on children's development. In addition, there is need to revise and update the ECCE curriculum to incorporate play-based learning activities and experiential learning methods. Government needs to ensure that the curriculum emphasizes the importance of social, emotional, cognitive, and physical development alongside exposure to early literacy and numeracy.

Enrollment Pattern in ECCE

The below pie chart at Figure 13, represents the enrollment duration of children in Early Childhood Care and Education (ECCE) programs. The largest segment, accounting for 45.6 percent, consists of children who have been enrolled for three years, indicating that nearly half of the enrolled children have had a sustained engagement with ECCE programme. The second-largest category, covering 23.7 percent, represents children who have been enrolled for less than one year, suggesting a considerable number of new

entrants. Enrollment for two years accounts for 18.2 percent, while the smallest segment, 12.5 percent, represents children who have been in ECCE programs for one year. This data highlights that while many children benefit from longer durations in ECCE, there is still a significant proportion with relatively shorter enrollment periods, which could impact their overall early learning experience.

Figure 13 : Enrollment Duration in ECCE



Source: Data collected by survey

Parents Participation in ECCE activities

The data illustrates the level of parental involvement in early childhood education activities. The data suggests a notable divide in engagement levels. When asked about the kind of activities parents are involved in, a significant portion (49.5 percent) of parents is actively involved in their child's early education on a regular basis. This includes activities such as storytelling, reading, and other learning exercises that contribute to the child's cognitive and social development.

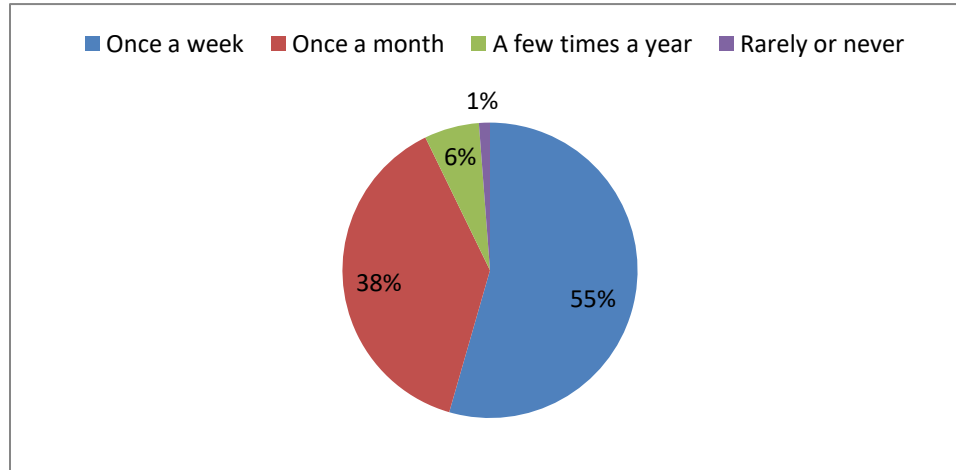
Another large group (47 percent) of parents participate only on special occasions, such as annual functions, parent-teacher meetings, or specific school-organized events. This indicates that while these parents do engage in their child's education, their involvement is limited to formal settings rather than continuous support at home.

A small fraction of parents is either not involved at all or consider participation inapplicable in their context. The reasons for this could range from lack of awareness, time constraints, or socio-economic factors that limit their ability to actively support early childhood education.

Further, the data at figure 14 also revealed that:

- A majority (54.4 percent) of respondents engage in the activity once a week. This suggests a strong commitment to regular involvement, which could be beneficial for learning and development.
- A significant portion (38.3 percent) participate once a month. This indicates engagement but at a lower frequency, possibly due to time constraints, lack of awareness, or lower perceived importance.
- A small fraction participates only a few times a year. This group, though minimal, highlights the need for strategies to encourage more frequent involvement.
- An even smaller percentage rarely or never engage in the activity. This suggests barriers that may include lack of resources, awareness, or interest.

Figure 14 : Parents involvement in ECCE.



Source: Data collected through survey

The above data suggests that while a good number of participants are regularly involved, efforts should be made to encourage those engaging only occasionally or not at all. Parental participation plays a crucial role in a child's early learning outcomes, and the data highlights the need for strategies to encourage more **consistent engagement from parents**, particularly for those who only participate occasionally or not at all. Schools and policymakers may consider outreach programs, awareness campaigns, and flexible engagement models to improve parental involvement in early learning stage.

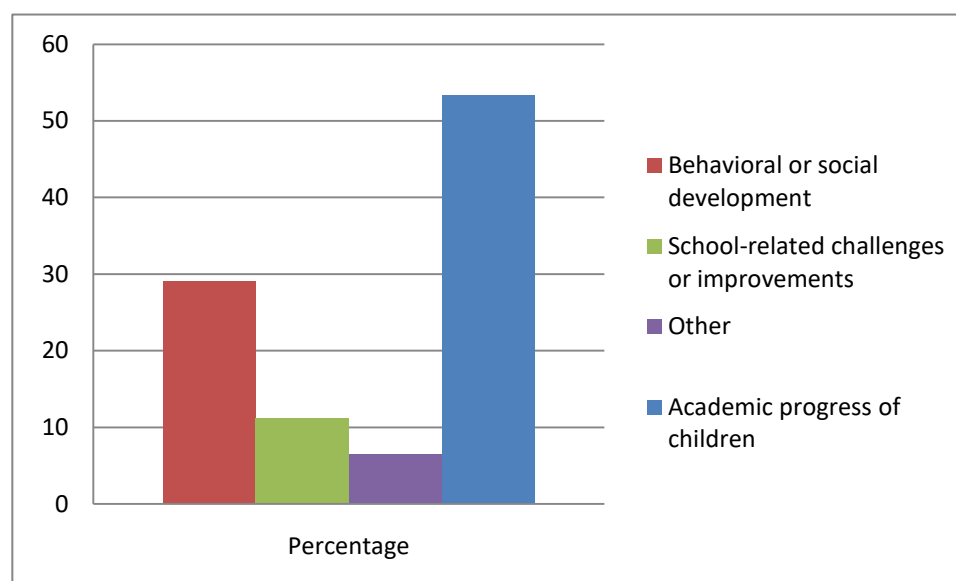
When asked about the issues discussed in parents' teacher/instructor meetings, as per figure 15, the participants reported the following:

- **Academic progress of children (53.3 percent)** is the primary concern, indicating that most respondents prioritize educational achievements.
- **Behavioral or social development (29 percent)** is also a significant area of focus, suggesting the importance of social skills and emotional well-being.

- **School-related challenges or improvements (11.2 percent)** receive attention but at a lower level, indicating that while school-related concerns exist, they are not as prominent as academic or behavioral factors.
- **Other concerns (small percentage)** form a minor category, reflecting additional issues that are not captured in the main categories.

This data suggests that while academic success is the foremost priority, behavioral development also plays a crucial role. Policymakers and educators should ensure a balanced approach that addresses both aspects effectively.

Figure 15 : Areas discussed in PTM.



Source: Data collected through survey

B) Response from Teachers/AW workers

The data illustrates the level of awareness and understanding among parents regarding Early Childhood Care and Education (ECCE) programs in Uttar Pradesh.

- 78.8 percent of parents are aware of informal nature of ECCE programs, indicating a significant level of familiarity and understanding about early childhood education initiatives.
- 21.2 percent of parents are not aware, suggesting that a notable portion of parents still lack awareness about these programs, which could hinder their participation in early education initiatives.
- 98.3 percent parents expect formal education like learning alphabets, numbers, reading and writing from ECCE which in contrast with the data where they reported awareness about the informal nature of ECCE programmes.
- 71.8 percent participants reported that they try to involve parents in ECCE activities on regular basis.
- However, when asked to describe the involvement of parents, 41.8 percent reported high level, 46.8 percent reported medium, and 10 percent reported no involvement of parents.

Challenges faced by ECCE teachers/instructors in involving parents.

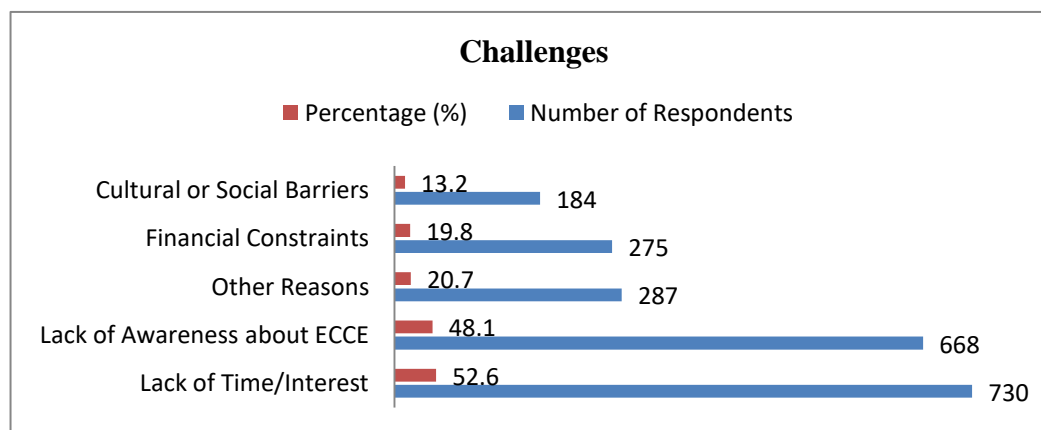
The data at figure 16 highlights various challenges faced by parents in engaging with Early Childhood Care and Education (ECCE) programs.

Key Observations:

1. Lack of Time/Interest (52.6 percent) – The most significant barrier, as many parents are unable to participate due to work commitments or a lack of awareness about the importance of early education.

2. Lack of Awareness about ECCE (48.1 percent) – Nearly half of the respondents are unfamiliar with ECCE programs, which suggests a need for better information dissemination and outreach initiatives.
3. Financial Constraints (19.8 percent) – A substantial number of parents struggle with financial limitations, which may prevent them from accessing quality early education programs.
4. Cultural or Social Barriers (13.2 percent) – Some families may face resistance due to traditional beliefs, gender roles, or societal norms, which can limit parental involvement.
5. Other Reasons (20.7 percent) – A significant proportion of respondents cited miscellaneous factors, indicating that multiple underlying challenges exist beyond the ones explicitly listed.

Figure 16 : Challenges in involving Parents in ECCE activities.



Source: Data collected through survey

The above findings highlight the need for targeted policy interventions to improve parental involvement in ECCE. Community engagement programs, including awareness drives, workshops, and counseling sessions, can help emphasize the importance of early

childhood education. Flexible parental involvement models should be encouraged by promoting work-friendly schedules that allow parents to participate actively in their children's education. Additionally, financial support schemes, such as scholarships or government aid, can assist economically weaker sections in overcoming financial barriers. Addressing cultural barriers through inclusive strategies will help engage diverse communities and reduce resistance. This data is crucial for policymakers, educators, and stakeholders to implement effective measures that enhance parental participation in ECCE programs.

7.2 Availability and Competence of ECCE Teachers/Instructors/ AW workers

The availability and competence of Early Childhood Care and Education (ECCE) instructors play a crucial role in shaping the foundational learning experiences of young children. A well-trained and adequately staffed workforce ensures that children receive quality education, emotional support, and cognitive stimulation during their formative years. However, challenges such as shortages of qualified instructors, lack of professional development opportunities, and inconsistencies in training standards often impact the effectiveness of ECCE programs. Addressing these issues through targeted policies, capacity-building initiatives, and continuous professional development can significantly enhance the overall quality of early childhood education, ultimately benefiting both educators and young learners.

A) Response received from AW workers/Teachers

The distribution of 1450 participants of the survey is as follows:

- The majority of ECCE involvement comes from Anganwadi workers, accounting for 75.7 percent, indicating a strong reliance on community-driven early childhood education.
- Teachers contribute 18.1 percent, showing their role in early learning but highlighting the need for greater integration into the formal education system.
- Government officials and educational administrators represented a small fraction, suggesting limited direct involvement in ECCE policy implementation.
- School principals have minimal participation, indicating a gap in administrative oversight and structured ECCE integration within schools.

The availability reported is as follows:

- A significant majority, 80.3 percent, indicate that AW workers/teachers are available for ECCE, suggesting a widespread presence of early childhood education services.
- Around 10.2 percent feel that AW workers/teachers are available to some extent but with noticeable gaps, highlighting potential issues in accessibility, quality, or coverage.
- A small yet notable 9.5 percent state that AW workers/teachers are not available, indicating certain areas or communities still lack adequate ECCE services.

Distribution of Teachers/Anganwadis based on Years of Experience in their respective roles.

Table 7 : Experience in Years

Role	Less than 1 year	1-3 years	3-5 years	Above 5 years	Grand Total
Anganwadi Worker	98	1	153	836	1097
Teacher	109	1	33	43	263
School Principal	19	2	3	14	51
Other	7	0	2	9	23
Government Officers/Administrators	3	0	0	3	8
NGO Activist	2	0	1	5	8
Grand Total	238	4	192	910	1450

Source: Data collected through survey

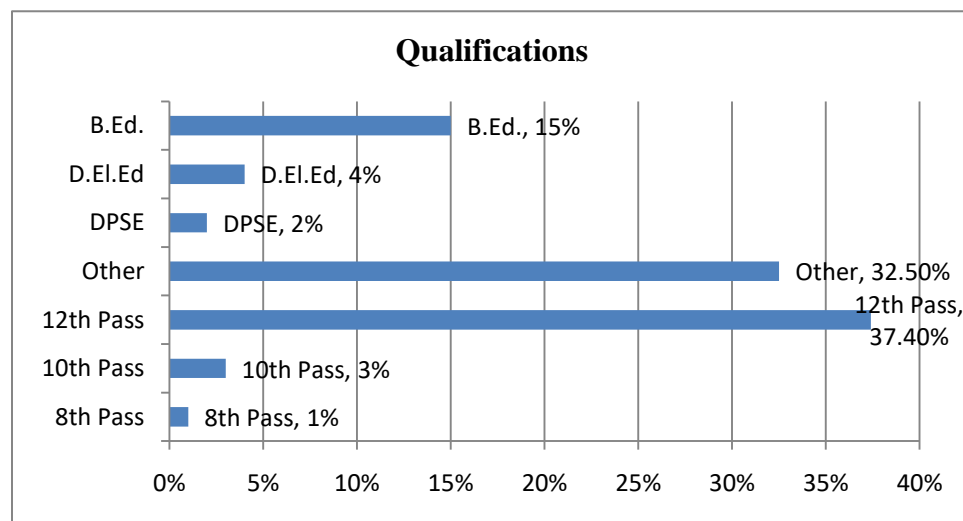
- **Anganwadi Workers:** The majority of Anganwadi Workers have over 5 years of experience, accounting for 76 percent (836 out of 1097) of the total. This indicates that high percentage of experienced Anganwadi Workers have stability and continuity in this role.
- **Teachers:** A significant number of teachers have less than 1 year of experience, representing 41 percent (109 out of 263), which suggests that high turnover rate or recent hiring, which may impact the consistency of education provided.
- **School Principals:** A considerable portion, 37 percent (19 out of 51), have less than 1 year of experience. The varied experience levels among School Principals highlight the need for leadership development programs to ensure effective school management.

Qualification and Training

The survey revealed the following findings regarding qualification and training of AW workers/teachers (Figure 17)

- The majority of Anganwadi workers and teachers have completed 12th grade (37.4 percent), indicating a basic educational qualification.
- A significant portion falls under the "Other" category (32.5 percent), this includes graduation, post graduation and other alternative qualifications.
- B.Ed. qualified individuals (15 percent) represent a considerable share, contributing to a more professionalized workforce.
- A small fraction has completed D.El.Ed.(4 percent) and DPSE (3 percent), which are minimum professional qualification for being appointed as primary and preschool teacher respectively.
- A very minimal percentage has only completed 8th or 10th grade, which may impact the quality of ECCE delivery.

Figure 17 : Qualifications of AW workers/Teachers.



Source: Data collected through survey

Further, in a separate question, 71.3 percent AW workers/teachers reported that they do not have any diploma in preschool while 28.7 percent reported to have preschool diploma.

Pre-Service training in ECCE

The findings of the survey are as follows:

- NGOs are the largest contributors to pre-service training, accounting for 26.6 percent of trained workers, highlighting their crucial role in capacity building for ECCE.
- SCERT/DIET (State Council of Educational Research and Training/District Institute of Education and Training) institutions have trained 25.7 percent of ECCE workers, showing strong government efforts in formal teacher training programs.
- Private institutions provide certification courses to 13.8 percent of ECCE workers, offering alternative pathways for skill acquisition.
- Government universities have trained 12.6 percent of ECCE workers, supporting formal higher education initiatives in early childhood education.
- ICDS (Integrated Child Development Services) has contributed to the training of a small proportion of ECCE workers, demonstrating government support through social welfare programs.
- NIOS (National Institute of Open Schooling) and other institutions account for a smaller percentage of trained workers, suggesting the need for expanding and promoting these avenues.
- The data highlights the need for standardized, structured, and universally accessible training programs to bridge the gaps in ECCE workforce preparation. Policymakers

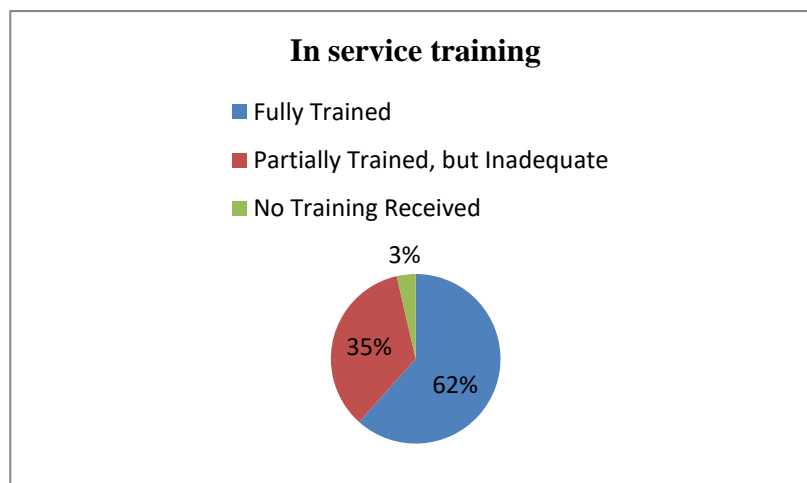
should prioritize increasing access to quality pre-service training, expanding institutional support, and ensuring uniformity in ECCE training across all providers.

In -service Training

With reference to in service training, (Figure: 18) the survey findings depict that:

- 62 percent of teacher/AW workers have reported to have full in-service training, indicating a strong foundation in early childhood education.
- 35 percent of teacher/AW workers have undergone partial training, meaning they have some knowledge but may lack essential competencies, which could impact the quality of early childhood education.
- 3 percent of teacher/AW workers have received no pre-service training, emphasizing the need for urgent interventions to ensure all workers are adequately trained.

Figure 18 : Status of in-service training.



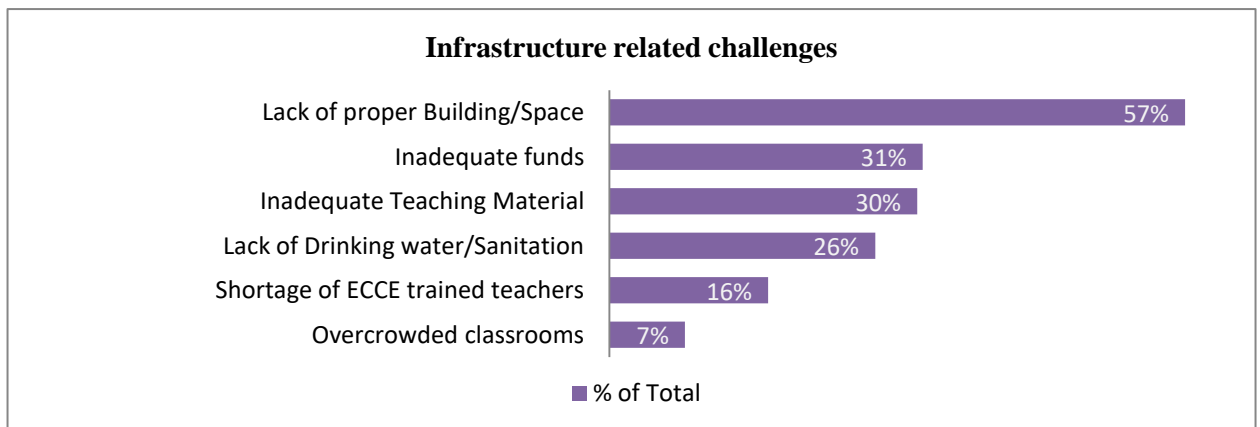
Source: Data collected through survey

7.3. Challenges and Barriers to the Effective Implementation of ECCE

A). Analysis of responses of AW workers/Teacher

The AW worker/teacher survey data at figure 19 presents various infrastructure-related challenges faced by Teacher/Anganwadi workers in Early Childhood Care and Education (ECCE) centers. A significant number of respondents (57 percent) reported the lack of proper building and space as a major challenge. Inadequate funding was cited by 31 percent respondents as a critical issue. This affects the ability to build and maintain facilities, purchase teaching materials, and hire qualified staff. Lack of Drinking Water/Sanitation facilities was also reported by 30 percent respondents, which can pose health risks to children. Shortage of ECCE Trained Teachers is also a concern for teachers/Anganwadi workers.

Figure 19 : Infrastructure Challenges



Source: Data Collected through Survey

Further, when asked about the adequacy of teaching learning materials and availability of other resources, the participants reported the following:

- 53.6 percent of respondents reported that ECCE centers are fully equipped with adequate teaching-learning materials, toys, and other resources, indicating a strong availability of essential educational tools.
- 43.5 percent indicated that the materials are partially available, suggesting that while some resources exist, there might be gaps in variety, quantity, or quality.
- A small percentage of respondents stated that no teaching-learning materials, toys, or related resources are available, highlighting concerns about resource deficiencies in certain ECCE centers.

ECCE Curriculum Implementation Challenges

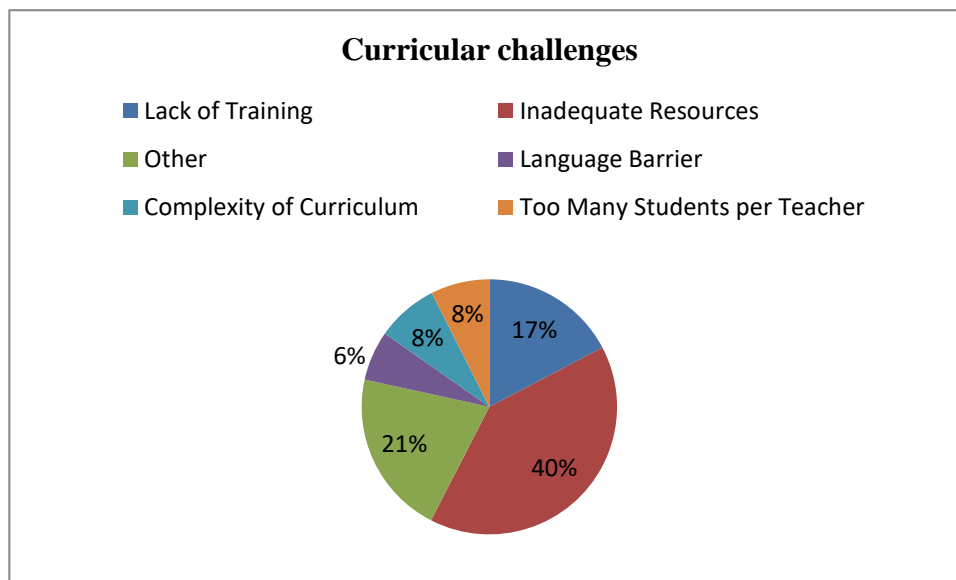
This below chart titled "Curricular Challenges" (Figure No: 20) represents the distribution of different obstacles faced in implementing the Early Childhood Care and Education (ECCE) curriculum. Here's an analysis of the data:

- Inadequate resources (40 percent) – This is the most significant challenge, indicating a major lack of necessary infrastructure, materials, and financial support to effectively implement the ECCE curriculum.
- Lack of training (17 percent) – A significant portion of the challenges arises from insufficient teacher training, affecting their ability to deliver the curriculum effectively.
- Complexity of curriculum (8 percent) – Some educators find the ECCE curriculum difficult to implement, possibly due to its structure, depth, or lack of alignment with local needs.

- Too many students per teacher (8 percent) – Large class sizes hinder personalized attention, which is critical in early childhood education.
- Language barrier (6 percent) – This suggests difficulties in delivering the curriculum in a language that both teachers and children are comfortable with, affecting comprehension and engagement.
- Other challenges (21 percent) – This represents a variety of additional obstacles not specifically categorized, which could include administrative issues, lack of parental involvement, or policy gaps.

The biggest challenge in ECCE implementation is the lack of adequate resources (40 percent), followed by teacher training (17 percent) and various other issues (21 percent). Addressing these challenges through improved funding, teacher training programs, and curriculum simplification could enhance the effectiveness of ECCE.

Figure 20 : Circular Challenges in implementing ECCE curriculum.



Source: Data collected through survey

General Challenges

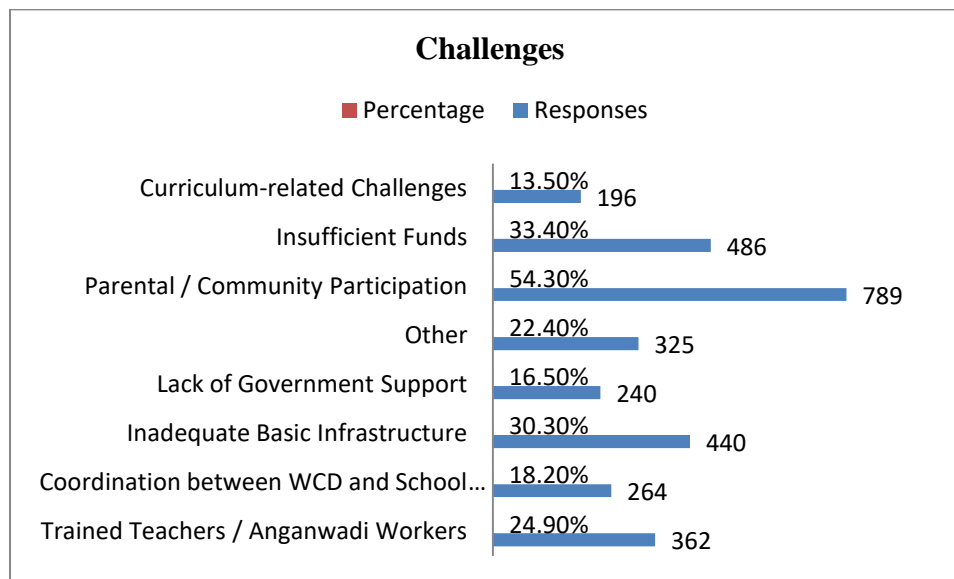
The AW worker/Teacher survey reported following challenges (Figure 21) in implementation of ECCE in U.P.

- **Parental / Community Participation (54.3 percent, 789 responses)**
 - The biggest challenge in implementing the ECCE curriculum is the lack of active involvement from parents and the community.
 - This suggests a need for better awareness programs and engagement strategies to encourage participation.
- **Insufficient Funds (33.4 percent, 486 responses)**
 - A major hurdle is the lack of financial resources, which affects infrastructure, teacher training, and availability of learning materials.
 - Increased government or private funding could help bridge this gap.
- **Inadequate Basic Infrastructure (30.3 percent, 440 responses)**
 - Many ECCE centers lack essential facilities such as classrooms, teaching materials, and sanitation.
 - Investments in infrastructure development are necessary to improve the quality of education.

- **Trained Teachers / Anganwadi Workers (24.9 percent, 362 responses)**
 - A significant portion of the workforce lacks proper training to implement the curriculum effectively.
 - Teacher training programs and capacity-building initiatives should be prioritized.
- **Other Challenges (22.4 percent, 325 responses)**
 - Various additional challenges, not specifically listed, also impact ECCE implementation.
 - These could include administrative inefficiencies, policy gaps, or socio-economic factors.
- **Coordination between WCD and School Education (18.2 percent, 264 responses)**
 - Poor collaboration between the Women and Child Development (WCD) department and the education sector affects policy implementation and resource allocation.
 - Strengthening inter-departmental coordination can improve efficiency.
- **Lack of Government Support (16.5 percent, 240 responses)**
 - Limited backing from government authorities slows down the implementation of ECCE initiatives.
 - Policy reforms and increased governmental commitment are required.
- **Curriculum-related Challenges (13.5 percent, 196 responses)**

- The complexity of the curriculum may pose difficulties for educators and students alike.
- Simplification and localization of the curriculum could make it more effective.

Figure 21 :General challenges in ECCE implementation according to teachers/AW workers.



Source: Data collected through survey

B). Analysis of responses of Parents

This data represents responses regarding whether a child is receiving worksheets or storybooks at home regularly as per the following.

- While 42.9 percent of children have regular access to worksheets and storybooks, 35.9 percent receive them inconsistently, which may hinder steady learning progress.
- A considerable number of children (35.9 percent) receive worksheets or storybooks occasionally.

- This suggests inconsistency in the distribution or use of these materials, which may affect learning continuity.
- 17.2 percent do not receive any learning materials at home, highlighting a critical gap that needs attention.
- There is a need to ensure consistent access to learning resources for all children, particularly for those in the "sometimes" and "not at all" categories.

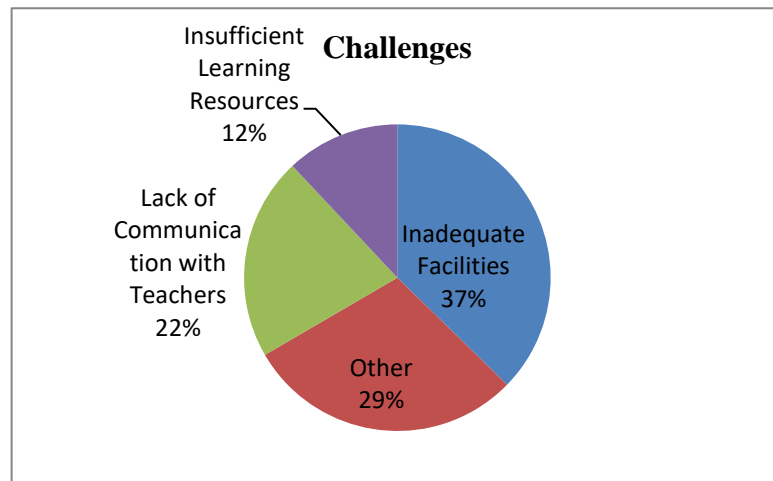
General Challenges of Parents with AW or ECCE centre

This data chart at figure 22 highlight the key challenges parents face with Early Childhood Care and Education (ECCE) centers. Below is a breakdown of the data:

- **Inadequate Facilities (37.3 percent)**
 - The biggest challenge reported by parents is the lack of proper facilities at ECCE centers.
 - This includes issues like poor infrastructure, sanitation, and basic amenities that affect the learning environment.
- **Lack of Communication with Teachers (21.4 percent)**
 - Many parents feel that there is insufficient interaction between them and the teachers.
 - This communication gap may lead to misunderstandings about the child's progress and development.
- **Insufficient Learning Resources (12 percent)**
 - A smaller but notable percentage of parents identified a lack of adequate educational materials as a concern.

- This may include a shortage of books, toys, and learning aids necessary for early childhood education.
- **Other Challenges (29.3 percent)**
 - A significant percentage of parents reported additional challenges beyond those listed.
 - These could include concerns like safety, quality of teaching, or administrative inefficiencies.

Figure 22 : Challenges faced by Parents in ECCE



Source: Data collected through survey

A focus group discussion was also held with fifteen parents of children enrolled in the Anganwadi center co-located with the PM Shri (Prime Minister’s School for rising India) Composite elementary school in Razapur Block, Uttar Pradesh.

7.4. Focus Group Discussion

The primary objective of the discussion was to understand parents' perceptions, expectations, and experiences regarding early childhood education and the functioning of the Anganwadi center. The discussion also aimed to explore parental involvement and satisfaction with the learning environment and infrastructure.



Objectives of the Focus Group Discussion

The specific objectives of the discussion were:

- I. To understand parents' expectations from the Anganwadi center regarding their children's education and development.
- II. To assess the level of parental involvement in their children's learning process.
- III. To explore the impact of infrastructure and resources on attendance and learning outcomes.
- IV. To identify any concerns or suggestions parents may have regarding Anganwadi services.

Composition of the Focus Group

The focus group consisted of parents from diverse educational backgrounds, ranging from those who had completed the 5th grade to graduates. All participants belonged to the lower economic group but did not face any access-related challenges in reaching the Anganwadi center. The group included both mothers and fathers who actively engage with the Anganwadi system.

Discussion Summary

Parental Expectations from the Anganwadi Center

Parents expressed clear expectations regarding their children's learning outcomes. They emphasized the importance of early year education, expecting their children to:

- Learn alphabets and basic counting.
- Develop school readiness skills.
- Acquire good habits and basic conversational abilities.
- Receive a structured introduction to formal education.

Mothers who had completed higher education (graduates) also highlighted the importance of socio-emotional development, stating that children should be encouraged to express their emotions, interact confidently, and develop social skills alongside academic learning.

Parental Involvement in Children's Education

Parents demonstrated an active role in their children's education. They reported:

1. Regular participation in Parent-Teacher Meetings (PTMs), which are conducted on the third Saturday of every month.
2. Visiting the Anganwadi center whenever called by the staff or when they had concerns regarding their children's progress.
3. Enrolling their children in **tuition classes** after Anganwadi hours to supplement their early education.

This indicates a high level of parental engagement and a strong commitment to their children's learning journey.

Impact of Infrastructure and Resources on Attendance

Parents acknowledged that the availability of a well-maintained infrastructure and learning resources had positively impacted their children's attendance. Specifically, they noted:

1. The presence of an LED screen in the Anganwadi center had made learning more engaging for children.
2. Improved infrastructure, including proper seating and a conducive learning environment, had encouraged higher attendance.

Satisfaction with Anganwadi Services and Co-Location with Elementary School

Overall, parents expressed satisfaction with the functioning of the Anganwadi center and its co-location with the elementary school. They highlighted the following benefits:

1. The co-location made the transition to formal schooling easier for children.
2. It facilitated better supervision and coordination between Anganwadi workers and primary school teachers.
3. It provided children with early exposure to a school-like environment, making them more comfortable with structured learning.

Challenges and Areas for Improvement

While parents were largely satisfied, some mothers who were graduates suggested that more emphasis be placed on activities that promote socio-emotional development. They expressed interest in structured play, storytelling, and interactive group activities to help children develop confidence and social skills.

The focus group discussion revealed that parents in Razapur Block have high aspirations for their children's early education and actively participate in their learning. They appreciate the efforts of the Anganwadi center, particularly the improved infrastructure and digital learning tools, which have enhanced attendance and engagement. While academic readiness is a priority for all parents, some also recognize the need for socio-emotional development. The co-location of the Anganwadi with the elementary school has been positively received, and parents remain actively involved through PTMs and regular visits.

7.5. Insights from Interviews

Seven individual interviews including Secretary Basic Shiksha, Director WCD, two DPOs (district project officer) and two NGO representatives from Rocket learning and Central Square Foundation (CSF) were held. The interview focused on convergence between WCD and Basic Shiksha, parental awareness, alignment of policy, curriculum and resources and availability of ECCE instructors. The insights gained are as follows:

The implementation of ECCE in Uttar Pradesh demonstrates a multifaceted approach encompassing policy alignment, infrastructure development, interdepartmental coordination, and workforce capacity enhancement. However, challenges persist in terms of resource mobilization, instructor availability, and parental engagement, necessitating strategic interventions to strengthen the ECCE ecosystem.

I. Convergence Between Basic Shiksha and WCD

- There was a consensus that the integration of early childhood care and education (ECCE) necessitates effective collaboration between the Department of Basic Shiksha and the Women and Child Development (WCD) Department. Uttar Pradesh has taken steps since 2017 to ensure interdepartmental synergy for the seamless implementation of ECCE.
- The state has followed a consistent policy of co-locating AWs in nearby primary schools and almost 60 percent of the AWs have been co-located. U.P. having the largest number of AWs is perhaps the first state to have the clear policy of co-location. In addition to co-location, the state has also issued an order dated 19th

October 2023 for school to provide mid day meal (MDM) to AWs who are located within the periphery of 200 mts of schools. Also, state has announced (Refer to Appendix III) co-located anganwadis of composite school as Balvatika (for 5 to 6 year of age group) for that school.

- AW workers are being provided training under initiatives such as Poshan Bhi Padhai bhi but any long term training has not been planned.
- Both the departments found co-location useful particularly it had improved the attendance in AW and AW are regularly opening wherever co-located. However, non opening of AW in rural/remote/distant area is still a problem for which state is looking for some digital solution. This is creating an issue of monitoring too.
- Despite policy advancements, the limited interaction between Anganwadi educators and schoolteachers in co-located institutions remains a concern, necessitating further initiatives to strengthen mentorship and pedagogical collaboration.

II. Parental Awareness and Community Engagement

- There is a consensus that Parental engagement is a critical determinant of ECCE outcomes, necessitating structured initiatives to enhance awareness and participation in early learning.
- The state has institutionalized monthly parent-teacher meetings (PTMs) to foster parental involvement in monitoring learning progress and reinforcing home-based educational practices. Every third Saturday of the month has been designated for PTMs.

- Community-driven awareness campaigns, including God Bharai (baby shower ceremony) and Annaprashan (first solid food ceremony), serve as culturally embedded platforms to advocate for the importance of early childhood education and nutrition.
- Partnerships with self-help groups, Panchayati Raj institutions, and non-governmental organizations (NGOs) are being leveraged to augment parental outreach efforts and support Anganwadi centers through resource mobilization and advocacy initiatives.
- However, socioeconomic disparities continue to hinder parental participation, particularly in economically marginalized communities, underscoring the need for targeted interventions and incentive-based engagement models.

III. Alignment of Policy, Resources, and Curriculum

- The implementation of ECCE in Uttar Pradesh is being done in line with the National Education Policy (NEP) 2020, which emphasizes experiential learning, play-based pedagogy, and the development of foundational literacy and numeracy (FLN) skills.
- Low awareness about the NCF-FS was noticed whereas Aadhashila, a National Curriculum prepared by the MWCD had higher level of awareness. State officials expressed difficulty in understanding and implementing two curriculums. It was told that training from central govt agencies are required for effective implementation.
- The introduction of the Pahal as a resource material to AW workers has made their understanding better about ECCE.

- The PM SHRI school and SAKSHAM AW scheme has facilitated infrastructure enhancements, ensuring that Anganwadi centers and primary schools are equipped with modern learning environments, including smart classrooms, libraries, and play areas.
- Financial constraints remain a challenge, prompting the adoption of alternative funding models, such as corporate social responsibility (CSR) partnerships, as demonstrated in Ghaziabad, where private sector contributions have significantly bolstered ECCE infrastructure.
- Duplicity in resource such as making training manuals, teaching learning material etc. was noticed.

IV. Availability and Capacity Building of ECCE Instructors

- The shortage of trained ECCE instructors remains a key barrier to effective implementation, with workforce deficits leading to an increased burden on existing Anganwadi workers.
- The low remuneration structure and lack of professional incentives have negatively impacted workforce retention, highlighting the need for policy interventions to improve service conditions and career progression pathways.
- Structured capacity-building initiatives have been introduced in collaboration with SCERT, focusing on child-centered teaching methodologies, classroom management, and early pedagogical interventions.

- Refresher training programs are being conducted periodically to equip Anganwadi workers with the necessary skills to implement the Aadharshila framework and Pahal curriculum effectively.
- The Basic Shiksha dept. of the state is in the process of hiring 10684 ECCE instructors despite a court case, these educators are expected to teach the students of Balvatika (5-to-6-year age group) in co-located AWs. However, when asked whether all these instructors are being hired as per NCTE prescribed qualifications, the answer was in negative.

7.6. Structured Observations

Due to time constraints, only 5 ECCE centres were visited which included 4 co-located and one stand alone AW. Following specific points were observed:

- i. The anganwadis had one separate room in schools, the walls were well painted with alphabets, numbers, pictures etc. One composite school had 4 AW centres co-located in it; however, only one room was made available to them. When asked school also reported shortage of classrooms. Therefore, before co-location the assessment of available resources and requirement is necessary. Small children require more attention and care, and their safety should be utmost priority.
- ii. During the interviews, officials of WCD department intimated that instructions have already been issued to gram panchayats for paying the electricity bill of AWs but at the ground level, it is not being followed.

iii. The ICDS scheme is facing fund crunch for maintenance/ repair of existing AWs, although Saksham AW scheme is being implemented but the number included in it is far less than the required.

iv. Two co-located centre had LED screen in their AW and it was told in the interviews that state would be providing LED screen to 18000 AWs included in Saksham AW. Parents, AW workers and children were found happy with the presence of screen and informed that it had increased the attendance and enrollment in the centre. When asked about the content being shown on the LED screen, it was informed that there is no specific content provided so far by the WCD. AW workers at both places showed some alphabet video downloaded with you tube which was teaching alphabets in a rote learning way like A for apple, B for Ball and so on, following pictures may please be seen. When children were asked other things which started from letter B, they were unable to reply. The issue is highly concerning and goes against the core principles of NEP 2020, which emphasizes a shift from rote memorization to conceptual understanding. Limiting the cognitive and critical thinking of children aged three to six through such learning practices undermines the very purpose of ECCE in fostering comprehensive brain development. The state must address this issue as a priority to ensure that early childhood education supports foundational learning and critical thinking skills effectively.



v. Although, co-location has become an accepted practice, there is an issue in sharing of resources. The interaction between AW workers and Headmaster/teachers was found to be minimal.

vi. There is a complete lack of qualified ECCE teachers/instructors, although, state is providing continuous training to AW workers, but they lack professional qualifications. At present, no long-term diploma/certificate course is provided by SCERT/NCERT/NIOS as recommended by the NEP 2020.

vii. AW workers were found to have close link with the community, but low honorarium and various incentive-based verification works may have been hindering their efficiency and the level of motivation.

viii. All the visited AWs were found to follow same routine and activities; it was informed that the day-to-day activities to be conducted are fixed and coming from top. Having totally structured ECCE program has its own benefits and perils; it does affect the autonomy and make it more mechanics in nature.

ix. The availability of teaching learning material (TLM) was not same in these centres, one of the centres had adequate TLM including jadui pitara/wonder box but other 4 centres lacked the material.

x. When inquiring about the distribution of worksheets, storybooks, and activity sheets for home-based learning, it was explained that these materials are shared via WhatsApp groups created for parents. Rocket Learning, an NGO, has facilitated the formation of these groups, where digital worksheets are sent, completed by children using their parents' smartphones, and subsequently uploaded. Regarding smartphone availability, it was reported that approximately 60 percent of parents own a smartphone, enabling their children to access these resources. However, children whose parents lack smartphones do not receive any worksheets, creating a digital divide. A comprehensive study is necessary to evaluate the extent to which digital exposure is appropriate and effective for children aged three to six.

Summary of the Key Points

The research indicates that parents in Uttar Pradesh possess a commendable degree of awareness of ECCE, especially concerning its holistic development objectives, school preparation, and the significance of health and nutrition. However, more than 50 percent of parents expect formal education for ECCE, and 53.3 percent parents reported to discuss the academic progress of children during the PTMs. Although there is a consensus to enroll children in ECCE centres, but the understanding about the informal nature of the programme needs more orientation for parents as well as teachers/AW workers. Nonetheless, there exists potential for enhancement in highlighting the significance of play-based learning and expanding the comprehension of Early Childhood Care and Education beyond mere formal instruction. The shortage of trained ECCE instructors remains a key barrier to effective implementation with only 3 percent

teachers/AW workers possessing DPSE which is the professional qualification prescribed by the NCTE. Apart from this, lack of adequate infrastructure, capacity building programmes, resources and space, rote learning and curricular complexities are hindering the effective implementation of ECCE in the state.

Chapter 8:

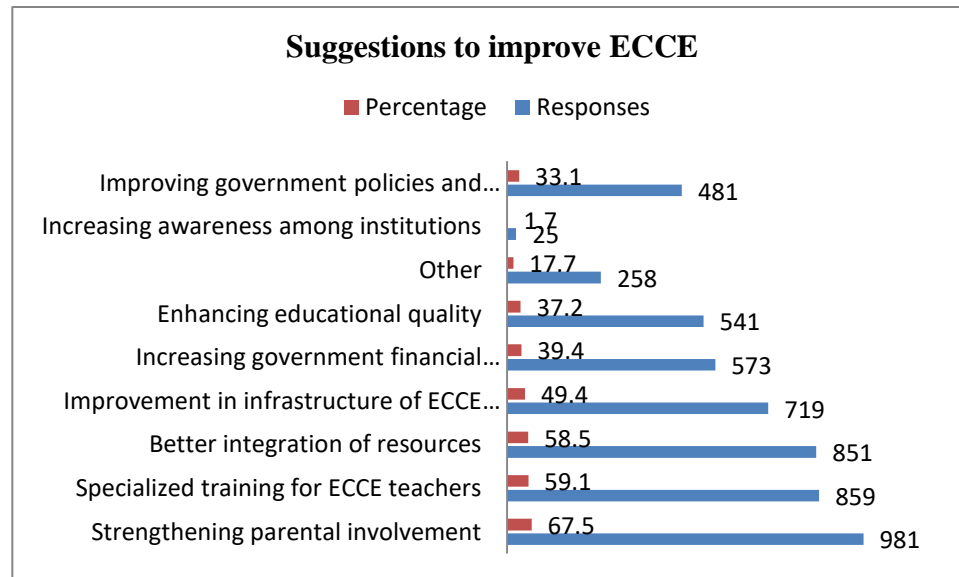
Policy Recommendations and Conclusion

The successful implementation of Early Childhood Care and Education (ECCE) in Uttar Pradesh faces several systemic and operational challenges, ranging from inadequate infrastructure and limited financial resources to gaps in teacher training, resource duplication, and interdepartmental coordination. This chapter synthesizes the key findings of the study and proposes policy recommendations aimed at addressing these challenges. The recommendations focus on strengthening institutional convergence, enhancing teacher capacity, improving parental engagement, and ensuring equitable access to ECCE services across rural and urban areas. The chapter concludes by emphasizing the need for a holistic, research-driven approach to policy reform, ensuring that every child in Uttar Pradesh receives a strong foundation for lifelong learning.

8.1. Response from teachers/AW workers

The data at figure 23 provides crucial insights into the key areas requiring attention for the effective implementation of Early Childhood Care and Education (ECCE) in Uttar Pradesh. The responses highlight several challenges that need to be addressed through targeted policy interventions, resource allocation, and stakeholder engagement.

Figure 23 : Suggestions of teachers/AW workers to improve ECCE.



Source: Data collected through survey

I. Strengthening Parental Involvement (67.5 percent, 981 responses)

One of the most significant concerns raised by respondents is the need to enhance parental involvement in their children’s early education. Research has consistently shown that active parental engagement contributes positively to a child's cognitive, social, and emotional development. However, many parents, especially in economically weaker sections, are either unaware of their role in ECCE or lack the necessary resources to support home-based learning.

II. Specialized Training for ECCE Teachers (59.1 percent, 859 responses)

A large proportion of respondents emphasized the need for specialized training for ECCE educators. Currently, many Anganwadi workers and pre-primary teachers have limited

exposure to child-centered pedagogical approaches. Their training often focuses on administrative tasks rather than innovative teaching techniques.

III. Better Integration of Resources (58.5 percent, 851 responses)

The need for a more coordinated approach between different departments handling ECCE was another major concern. Currently, both the Basic Shiksha Department and the Women and Child Development (WCD) Department play crucial roles in ECCE, but their activities often lack synchronization, leading to gaps in resource distribution.

IV. Improving Infrastructure of ECCE centres (49.4 percent, 719 responses)

The demand is high to upgrade existing **Anganwadi centers and pre-primary sections** in government schools, ensuring that they meet quality standards in infrastructure, teaching materials, and child-friendly environments.

V. Improving Government Policies and Support (33.1 percent, 481 responses)

A significant portion of respondents indicated that ECCE implementation could be strengthened through better government policies and institutional support. While Uttar Pradesh has made progress in aligning ECCE policies with the National Education Policy (NEP) 2020, challenges remain in execution.

VI. Increasing Government Financial Assistance (39.4 percent, 573 responses)

Funding constraints are one of the primary barriers to effective ECCE implementation, especially in rural areas where resources for infrastructure, learning materials, and teacher training are limited.

VII. Enhancing Educational Quality (37.2 percent, 541 responses)

Improving the quality of early childhood education was another key concern highlighted by respondents. Many existing ECCE programs still rely on rote learning rather than play-based and interactive teaching methods, which are essential for cognitive and socio-emotional development in young children.

VIII. Addressing Other Concerns (17.7 percent, 258 responses)

Some respondents provided additional suggestions for ECCE improvements, which need further examination. These might include localized solutions for unique challenges faced by different regions.

IX. Increasing Awareness Among Institutions (1.7 percent, 25 responses)

A small percentage of respondents pointed to the need for greater awareness about ECCE programs among educational institutions. Many schools and Anganwadi centers lack clear understanding of how to effectively implement the latest ECCE policies.

8.2. Response from Parents

The data highlights several key areas that require strategic intervention for strengthening ECCE implementation in Uttar Pradesh. The most critical aspects include increasing parental involvement, improving teacher training, enhancing resource integration, and securing better infrastructure.

- A significant portion of parents, 66.3 percent, emphasized the need for better training and professional development of teachers and Anganwadi workers to improve the quality of education and care provided at ECCE centers.
- Around 61.6 percent of parents suggested that primary healthcare and nutrition services should be strengthened at Anganwadi and pre-primary school centers to ensure children's overall well-being.
- Regular health check-ups and medical support for children were recommended by 59.3 percent of parents, highlighting concerns about child health and nutrition in early childhood education settings.
- Nearly 58.5 percent of respondents emphasized the need for better infrastructure, learning materials, and overall improvements in Anganwadi, pre-primary school, and ECCE centers to create a more engaging and effective learning environment.
- About 48.3 percent of parents highlighted the importance of encouraging home-based learning for children, suggesting that additional resources, such as worksheets and learning materials, should be made available for continued learning outside the classroom.

- Approximately 36.7 percent of parents expressed concerns about overcrowding in Anganwadi and pre-primary school centers, calling for better teacher-student ratios and more institutions to accommodate growing enrollment.
- A smaller but notable group, 14.1 percent, provided other suggestions, including enhanced parental involvement in school activities, increased government support, and better coordination between different departments responsible for ECCE implementation.

8.3 Research Hypothesis and Data Insights

As mentioned in para 1.6 of chapter one, the research hypothesis was “Effective convergence, heightened parental awareness, and the availability of trained preschool teachers/instructor are key to strengthening the implementation of Early Childhood Care and Education (ECCE) programs in Uttar Pradesh.”

When asked about the suggestions for effective implementation of ECCE in U.P., the participants of teacher/anganwadis workers stated the following (Refer para 8.1):

- i. 67 percent of participants which is highest stressed on the need of strengthening of parental participation in ECCE.
- ii. 59.1 percent advocated for specialized training on ECCE for teachers/instructors.
- iii. 58.5 percent participants emphasized the need for better integration of resources between the two departments i.e. WCD and Basic Shiksha. And 33.1 percent wanted improvement in government policies and support.

Similarly, parents were also asked about their suggestion which are as follows (refer para 8.2):

- i. 66.3 percent of parents which is highest emphasized the need of better training of ECCE teachers/instructors.
- ii. 58.5 percent parents demanded for better infrastructure and resources for ECCE.
- iii. 48.3 percent parents underscored the need of worksheets and other learning materials for learning at home for ECCE.

The data strongly support the hypothesis that effective convergence, active parents participation and trained ECCE teacher/instructors are the key for effective implementation of ECCE.

8.4 Policy Recommendations for Improving ECCE

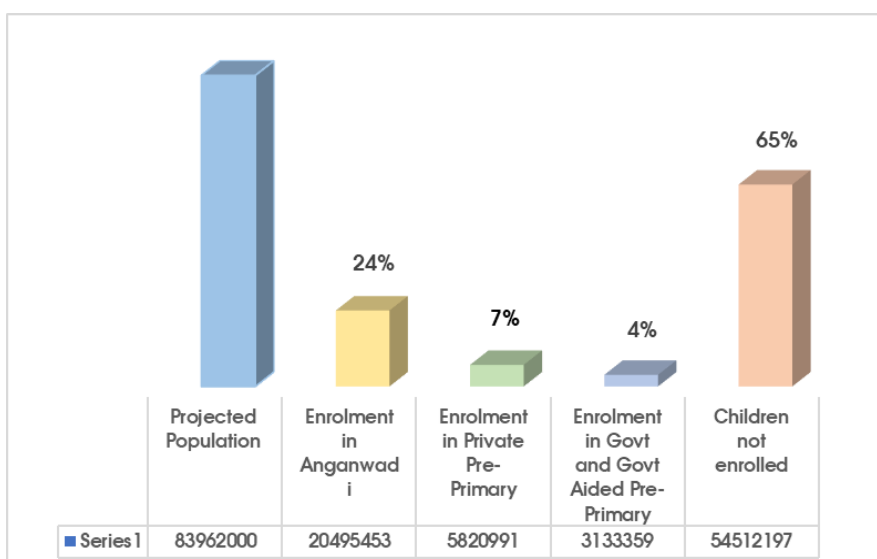
A well-structured and developmentally appropriate Early Childhood Care and Education (ECCE) system is critical for ensuring optimal cognitive, socio-emotional, and physical development in children. The implementation of ECCE in Uttar Pradesh, however, faces multiple systemic challenges that require strategic policy interventions. Addressing these issues necessitates a comprehensive approach that focuses on teacher training, infrastructure enhancement, curriculum reform, parental involvement, interdepartmental coordination, and resource allocation.

I. Ensuring access to inclusive, equitable and quality ECCE programme

The National Education Policy (NEP) 2020 emphasizes the critical role of Early Childhood Care and Education (ECCE) in ensuring foundational learning and holistic

development for all children. It envisions universal access to high-quality ECCE by 2030, particularly for children from socio-economically disadvantaged backgrounds, rural areas, and marginalized communities. As per UDISE Plus 2021-22, almost 65 percent children of 3 to 5 age group were not enrolled anywhere.

Figure 24 : Number of Children of age 3-5 enrolled in Anganwadi and Pre-Primary



Source: UDISE plus 2021-22

This situation requires a comprehensive approach that prioritizes inclusion, equity, and quality. ECCE must be designed to accommodate diverse learning needs, including children with disabilities, linguistic variations, and varying socio-cultural contexts. Equitable access necessitates investment in well-trained educators, age-appropriate curricula, and adequate infrastructure to create an enabling learning environment. Moreover, integrating ECCE with essential services such as nutrition, health care, and early intervention programs is crucial for holistic child development. Community engagement, teacher capacity building, and evidence-based policymaking must guide implementation efforts to ensure that every child benefits from a strong early learning

foundation. Effective execution of NEP 2020's vision requires sustained funding, interdepartmental coordination, and a commitment to bridging existing gaps in access and quality across different regions of India.

II. Ensuring availability of qualified ECCE teachers/Instructors.

As per teacher/AW worker survey, 59.1 percent respondents recommended for specialized training for ECCE while 66.3 percent parents also recommended the same. U.P. is in a process to hire 10684 ECCE instructors, they have prescribed B.SC. home science or DPSE as the minimum qualification to be hired as ECCE instructor. Whereas as per NCTE, the minimum qualification to be appointed as preschool teacher is passing of class 12th plus Diploma in Nursery Teacher Education/Pre-School Education/Early Childhood Education Programme (D.E.C.Ed./DPSE) of duration of not less than two years, or B.Ed. (Nursery) from National Council for Teacher Education recognized institution. However, total seats available for DPSE across the country in NCTE recognized institutions are only 11320 out of which 2700 are in U.P. ITEP, the flagship program of NCTE is yet to take off for wider availability and participation. There is no way that NCTE can fulfill the increasing demand of preschool teachers in present scenario.

The feasible option would be to revisit the minimum qualification and allow D.El.Ed. pass students with a 6-month certification course in preschool to allow working as preschool teachers. As per NCTE annual report 2022-23, total 617470 seats are available for D.El.Ed. across the country in 10495 institutions.

NCERT/NIOS/SIOS/IGNOU/SCERT/DIET can design an online six months certificate course for preschool for D.El.Ed. pass students. This step can enable the policymakers to meet the requirement of ECCE qualified instructors immediately and will avoid legal complications in future. U.P. and other states should raise this demand to DoSEL and NCTE so that availability of qualified ECCE instructors can be ensured.

III. Awareness about the character of ECCE

The National Curriculum Framework for Foundational Stage (NCF-FS 2022)(*NCF_for_Foundational_Stage_20_October_2022.Pdf*, n.d.)emphasizes that young children are natural learners, driven by curiosity and an eagerness to explore their surroundings. Play is central to this learning process, as it enables children to engage actively in their environment, fostering cognitive, social, emotional, and physical development. Through activities such as running, jumping, storytelling, and problem-solving, children develop essential skills that form the foundation for lifelong learning. The framework highlights that play-based learning enhances creativity, flexible thinking, and problem-solving abilities while also improving concentration and communication. Whether through free, guided, or structured play, children learn by making choices, exploring their interests, and interacting with peers and adults, ensuring a holistic and engaging educational experience.

Recognizing the importance of play in early learning, the framework advocates for a balanced approach where child-led exploration is complemented by teacher guidance to scaffold learning effectively. Free play allows children autonomy in their activities, while guided and structured play introduce learning objectives through playful experiences.

Engaging children with arts, music, storytelling, toys, and the natural environment nurtures their imagination, critical thinking, and social skills. Moreover, outdoor play supports physical development and emotional well-being. By integrating play into the curriculum, early childhood education ensures that learning remains joyful, meaningful, and developmentally appropriate, fostering a strong foundation for future academic and personal growth. However, the awareness level about the NCF-FS is found low among both teachers/AW workers and parents with only 36.9 percent and 35 percent reported knowledge about it respectively.

Also, the structured and traditional approaches of teaching alphabets and counting were observed during the visit of AW centres which promotes rote learning and totally opposite to the approach of NEP 2020 and NCF-FS 2022. In fact such practices are detrimental to the holistic development of children and affect their overall development negatively. SCERT/DIETs need to run intensive awareness training programmes about the character of ECCE and guide the AW workers about dos and don'ts of ECCE programme.

IV. Enhancing Professional Development of ECCE Educators

The effectiveness of ECCE largely depends on the competency of educators and caregivers. There is a pressing need to institutionalize structured teacher/AW workers training programs that equip educators As per NEP 2020, Anganwadi workers with 10+2 qualifications will undergo a six-month ECCE certification program, while those with lower qualifications will complete a one-year diploma covering early literacy, numeracy, and other key ECCE aspects. These programs will be delivered via digital and distance

learning, minimizing work disruptions. Cluster Resource Centres will mentor trainees, conducting monthly contact classes for continuous assessment. In the long term, states will develop a cadre of professionally trained ECCE educators through structured training, mentoring, and career mapping, alongside establishing necessary facilities for their initial preparation and continuous professional development.

In accordance with the recommendations of NEP 2020, the SCERT of the state may develop these programme on priority to ensure all AW workers are with skills in child-centric pedagogy, interactive learning methodologies, and socio-emotional development strategies. Regular capacity-building workshops, digital training modules, and peer-learning opportunities should also be integrated into professional development frameworks. Partnerships with educational research institutions and international organizations specializing in early childhood education can further enhance the quality of teacher training programs. At present, no such online diploma courses are available for AW workers.

V. Improving Infrastructure and Learning Resources

NEP 2020 envisions strengthening Anganwadi Centres to ensure universal access to high-quality ECCE by enhancing infrastructure, play-based learning resources, and teacher training. Every Anganwadi will be equipped with child-friendly facilities, fostering an enriched learning environment. To facilitate a seamless transition to primary school, children will participate in activity-based visits and interact with teachers and students. Anganwadis will be integrated into school complexes, encouraging collaboration among children, parents, and educators.

As per survey data received from parents, 40 percent parents reported lack of proper building and space, 25.9 percent reported lack of drinking water and sanitation and 26.3 percent reported lack of adequate teaching learning material, similar findings were reported by the teachers/AW workers. A conducive learning environment is essential for effective ECCE implementation. Many ECCE centers in Uttar Pradesh lack adequate infrastructure, learning materials, and child-friendly spaces. Investment in upgrading facilities, ensuring proper sanitation, and creating interactive and engaging classroom environments should be prioritized. Adequate supply of age-appropriate learning materials, such as storybooks, crayons, drawing sheets, etc. are necessary to enhance cognitive stimulation. Integrating play-based learning areas and sensory engagement activities can further contribute to the holistic development of young children.

VI. Setting-up of Balvatika

NEP 2020 gave a lot of importance on balvatika, it states all children will transition to a "Preparatory Class" or "Balavatika" before the age of 5, which will have a ECCE-qualified teacher. Learning in the Preparatory Class will primarily utilise play-based methods, emphasizing development of cognitive, affective, and psychomotor skills alongside foundational literacy and numeracy. Although, the state of U.P. has decided to have balvatika in co-located anganwadis of composite schools, however, no separate space is available for these children and no ECCE qualified teacher/educator is available. State may prioritise setting-up of proper balvatika for the children of age group of 5 to 6 years. It is recommended that balvatika may be set-up at a dedicated space/room in the

school and a ECCE qualified teacher should be made available to teach balvatika children.

VII. Effective Monitoring Mechanism for ECCE

A robust monitoring mechanism is essential to ensure the quality, equity, and effectiveness of Early Childhood Care and Education (ECCE) programs. Regular and data-driven monitoring can help track implementation gaps, assess learning outcomes, and ensure adherence to NEP 2020 and NCF-FS guidelines. A multi-tiered approach involving school management committees (SMCs), Anganwadi supervisors, block/district education officials, and independent third-party assessments should be established. Technology-driven solutions, such as mobile-based tracking systems and real-time data dashboards, can enhance transparency and accountability. Periodic classroom observations, structured teacher evaluations, and parental feedback mechanisms should be integrated to ensure continuous improvement. Additionally, interdepartmental coordination between the Department of Education and the Women & Child Development (WCD) Department can facilitate better oversight and resource optimization. Capacity-building programs for Anganwadi workers and ECCE instructors on self-assessment tools and performance benchmarks will further strengthen the monitoring system. A well-structured grievance redressal mechanism should also be in place to address challenges faced by educators, parents, and stakeholders. By ensuring evidence-based policy interventions and real-time corrective measures, an effective monitoring framework can significantly improve the quality and reach of ECCE services across the state.

36.7 percent parents advocated for effective grievance redressal and feedback system to enhance the efficiency of ECCE programme. The need for effective digital monitoring mechanism was also emphasized by the officials of both departments, i.e. WCD and Basic Shiksha.

VIII. Fostering Meaningful Parental Involvement

As per the data received from teachers/AW workers's survey, highest number of respondents around 67 percent emphasized for parental support for effective implementation of ECCE. 48.3 percent Parents also stressed upon the need for learning material to be provided for home learning. Parental engagement is a key determinant of successful early childhood education. While digital platforms have emerged as a means to involve parents in learning activities, accessibility remains a challenge for many households. A blended approach that combines digital and offline engagement strategies can ensure greater inclusivity. Regular parental orientation sessions, community-led workshops, and home-based activity guides can empower caregivers to support early learning at home. Strengthening communication channels between educators and parents can foster a collaborative approach to child development.

IX. Enhancing Interdepartmental Coordination and Governance Efficiency

The data received from teachers/AW workers survey revealed that almost 20.1 percent respondents cited lack of coordination between basic shiksha and WCD, 25.1 percent reported lack of communication between teachers and AW workers and 29.4 percent cited lack of integration of resources as the main challenges for delivery of ECCE. The

governance of ECCE requires seamless coordination between various government departments, including the Department of Basic Education, the Women and Child Development (WCD) Department, and other relevant agencies. Strengthening interdepartmental collaboration through a unified governance structure can improve policy coherence and implementation efficiency. Establishing a joint ECCE Coordination Task Force can facilitate dialogue, streamline decision-making, and address administrative challenges that hinder program execution. At national level too better coordination is required between DoSEL and MWCD and both the departments are required to move away from domain centric mindset and augment their resources for optimum utilization.

X. Expanding Financial Support for ECCE Programs

Adequate funding is fundamental to ensuring the sustainability and scalability of ECCE programs. Increased budgetary allocations for infrastructure development, teacher training, and learning resources are necessary. 39.5 percent teachers/Aw workers advocated for more funds for ECCE. Additionally, leveraging public-private partnerships (PPPs) and Corporate Social Responsibility (CSR) initiatives can provide supplementary funding to support innovative early learning interventions.

In Morati, the Anganwadi centers faced severe infrastructural challenges—there were no proper seating arrangements, and two centers operated without Anganwadi workers, relying solely on helpers. Due to the lack of facilities, children were forced to sit outside, leading to a decline in attendance and increased vulnerability to weather-related hazards.

Amid these challenges, the District Magistrate, during a meeting, expressed interest in utilizing Corporate Social Responsibility (CSR) funds to develop Anganwadi centers. Tata Agro responded positively and agreed to construct some centers, requesting land proposals. Upon learning this, DPO/CDPO of WCD explored the possibility of utilizing space within the local primary school. However, the education department initially resisted, citing their own future expansion plans.

Through continuous discussions and advocacy, DPO and CDPO convinced them that integrating the Anganwadi center within the school premises would enhance early childhood education and provide a seamless transition for young children into formal schooling. After persistent efforts, they agreed, and we presented the location to Tata Agro, who approved the site for development.

Tata Agro built a state-of-the-art Anganwadi center, ensuring compliance with all 18 indicators of a "Saksham Anganwadi." Additional efforts were made to improve sanitation facilities, including dedicated restrooms for women, children, and differently abled individuals.

Further, Rotary International showed interest in supporting Morati due to its geographical conditions and the exemplary infrastructure provided by Tata Agro. Recognizing the potential, they contributed by introducing the country's first AI-powered Anganwadi center, equipping it with smart boards and inverters to create an interactive and engaging learning environment.



This initiative transformed the Anganwadi center into a model for effective CSR utilization, demonstrating how strategic partnerships can enhance early childhood education and create a lasting impact on children's learning experiences.

XI. Ensuring High-Quality Pedagogy and child's nutrition and well-being

Early childhood education must shift from rote memorization to activity-based, experiential learning. The adoption of play-based methodologies, inquiry-driven approaches, and storytelling techniques can enhance cognitive and social skills in young children. Jadui pitara developed by the NCERT can be adapted and adopted by the states, it contains age and developmentally appropriate teaching learning material for children. UP has adapted it and made its own wonder box however, the same is required to be made available in all AW centres. Early childhood learning is closely linked to overall well-being, including nutrition and healthcare access. Integrating routine health check-ups, nutritional monitoring, and immunization services within ECCE centers can contribute to better learning outcomes. Collaborations between educational institutions and healthcare providers can facilitate the implementation of child-friendly nutrition programs and early

health interventions. Additionally, guided play and physical activity programs should be an integral part of ECCE centres to promote physical development.

XII. Addressing Overcrowded classroom and Sharing of Resources

It was seen during the visits of co-located AW centres that they have only one room and often more than one AW is co-located in school. Children of 3 to 6 years of age are sitting together and are doing same activities. 49.6 percent teachers/AW workers reported overcrowding of classrooms and conflict in time table. Whereas as per NEP 2020, children of 5 to 6 years of age group are suppose to be in balvatika which is a preparatory class for entering grade I. Resource mapping exercise before the co-location is must as the overcrowded classrooms pose a significant challenge to the effectiveness of early childhood education, often limiting individual attention, interactive learning, and the overall quality of engagement. To address this, strategic measures such as optimizing teacher-student ratios, expanding infrastructure, and adopting flexible learning spaces must be prioritized. Additionally, resource-sharing among schools and Anganwadi centers, including teaching aids, trained personnel, and outdoor play areas, can enhance learning experiences while ensuring efficient utilization of available facilities. Collaborative models, where institutions pool resources and expertise, can help mitigate the constraints of space and staffing, fostering a more inclusive and enriching early learning environment.

XIII. Bridging the Digital Divide in ECCE

While digital learning tools offer opportunities for engagement, disparities in technology access pose a barrier to equitable learning. ECCE interventions should incorporate multiple modes of content delivery to ensure inclusivity. Print-based learning kits, interactive community sessions, and locally developed educational materials can complement digital initiatives. The integration of radio and television-based early learning programs can also serve as an effective alternative in areas with limited internet connectivity.

The appropriate level of digital exposure for children aged 3 to 6 years is a critical area that requires the focused attention of policymakers and researchers. While digital tools can offer engaging and educational content, excessive screen time may have adverse effects on young children's cognitive development, motor skills, and overall well-being. Prolonged exposure to digital devices can lead to reduced attention spans, hinder the development of fine and gross motor skills, and limit opportunities for hands-on, exploratory learning, which is essential at this stage of development. Additionally, excessive screen time may contribute to issues such as sleep disturbances, behavioral challenges, and reduced social interactions.

To ensure a balanced approach, it is imperative to establish evidence-based guidelines that define appropriate digital engagement for this age group. Researchers must investigate the quality, duration, and context of digital interactions to determine how digital tools can be integrated into early learning environments without compromising essential developmental experiences. Furthermore, policymakers should prioritize

strategies that promote active, supervised, and purposeful use of digital media while encouraging a strong emphasis on play-based and experiential learning.

Conclusion

UNESCO (*UNESCO_right to Pre-Primary education_Global Study_2021_en*, n.d.) recognizes Early Childhood Care and Education (ECCE) as a fundamental right that supports children's cognitive, social, and emotional development, particularly benefiting vulnerable communities. Despite international commitments to expanding access, legal provisions for free and compulsory pre-primary education remain limited, with only 63 out of 193 countries ensuring free access and 51 making it compulsory. While enrolment has risen globally, legal frameworks have led to higher participation rates in some regions. However, challenges such as inadequate teacher training and resource constraints persist. Ensuring quality implementation alongside legal adoption is crucial for maximizing the long-term benefits of ECCE.

The Perry study (Barnett, n.d.) tracked 123 children from preschool through adulthood. The capacity of researchers to longitudinally examine the majority of the original cohort enhances the reliability of long-term results. The initial cognitive advantage gained from the preschool program diminished over time, in part due to the public-school experience facilitating the control group's catch-up upon entering kindergarten. The study indicated no lasting impact on IQ; however, it revealed a sustained effect on achievement tests through middle school, aligning with findings from the meta-analysis of pertinent research literature. The preschool group exhibited superior classroom and personal behaviour as reported by teachers, reduced engagement in delinquency and crime, fewer

placements in special education, and an increased high school graduation rate. The program demonstrated a correlation with enhanced employment and earnings, diminished welfare dependency, and a reduction in arrests up to age 40.

While the benefits of quality ECCE are undisputed, the state of U.P. has been pioneer in providing access to ECCE through co-located anganwadis. The sustained policy of co-location over the past seven years has gained widespread acceptance among all stakeholders, including officials, grassroots workers of WCD and Basic Shiksha, as well as parents—which is a commendable achievement. It has also helped in augmenting resources and optimal utilization of them. The use of CSR funds to enhance Anganwadi infrastructure serves as a model for other states to adopt. The involvement of CSOs is again a noteworthy paradigm which strengthens the efforts of government at ground level.

An effective and inclusive Early Childhood Care and Education (ECCE) framework is essential for providing equitable learning opportunities and promoting the holistic development of children in Uttar Pradesh. The policy recommendations presented highlight the necessity of a comprehensive strategy that encompasses the enhancement of teacher training, improvement of infrastructure, effective parental engagement, strengthening of governance mechanisms, focusing play based learning and the securing of sustainable financial investments. Implementing a well planned ECCE strategy with effective convergence between WCD and basic shiksha in accordance with the National Education Policy (NEP) 2020 will yield long-term advantages, such as enhanced learning outcomes, decreased dropout rates, and increased workforce preparedness. Furthermore,

the establishment of robust collaborations among government entities, private organizations, and local communities is essential for the success and sustainability of ECCE initiatives. Addressing challenges such as overcrowded classrooms, digital accessibility, and disparities in learning environments will enhance the effectiveness of ECCE policies. These measures will foster an environment conducive to the development of essential cognitive, social, emotional, and physical skills in young children, thereby ensuring their preparedness for formal education and lifelong learning.

Prioritizing early education as a fundamental right and enhancing its quality can enable Uttar Pradesh to establish a national benchmark for early childhood education, thereby ensuring a brighter future for its children and society.

Postscript

Reflections on Research Challenges

While choosing my dissertation topic, I was very enthusiastic to venture into the area of Early Childhood and Education (ECCE). During my tenure in DoSEL as Director, I have had the opportunity to work on NEP 2020 and NIPUN Bharat Mission. I happened to see the issues related to delivery of ECCE between DoSEL and MWCD, although a joint task force was constituted and co-location of AW in nearby primary schools was also started. But there was still duplicity of policy and resources. Therefore, I wanted to see how all these factors are impacting the implementation of ECCE at ground level. I decided to choose the state of U.P. being the most populous, having largest number of anganwadis and also co-located AWs.

However, my initial enthusiasm was lost when despite writing official letters from DG IIPA to the concerned officers to facilitate my research and help in data collection was met with no response. This was just the beginning of challenges. At my level too, I wrote emails to the concerned departments followed by reminders, but situation did not change. DG IIPA again intervened and wrote to Chief Secretary of the State to instruct the concerned departments to facilitate the study. One of the most prominent obstacles was obtaining official permission from the Basic Shiksha Department of Uttar Pradesh, which proved to be an arduous and time-consuming process. The topic of this study was perceived as controversial and a longstanding point of contention between WCD and Basic shiksha departments, leading to reluctance and delays in granting approval.

As it was mid-January and I was not getting any permission, I took the help of my friend/batch mate who was posted as Secretary in Health department of U.P. She facilitated permission and support from WCD, and my data collection started at the end of January, My service-mate posted as Director in M/oWCD also helped tremendously in data collection and organizing the visits. Thereafter, the willingness of WCD officials to engage with the study and provide necessary assistance helped alleviate the delay in obtaining permissions from the Basic Shiksha Department. Their support was instrumental in facilitating access to relevant information and ensuring that the research could be conducted despite institutional challenges.

However, permission from Basic Shiksha could only be secured with the persistent efforts of DG IIPA who emphasized the study's significance to the Chief Secretary. The instruction from Chief Secretary's office paved the way for permission from Basic Shiksha. By the time approval was granted, the research schedule had already been disrupted, forcing adjustments to timelines, visits and methodologies. The uncertainty surrounding the permission process also made it challenging to coordinate with participants and ensure consistency in data collection efforts.

This transpired despite my official position as a government servant and my dissertation being for a government institution like IIPA. These difficulties underscore a broader concern regarding the accessibility of research in policy-driven domains. When essential approvals are subjected to prolonged bureaucratic scrutiny—especially on topics related to governance and interdepartmental coordination—students and independent researchers might face significant barriers in conducting high-quality, empirical studies. The inability

to access timely permissions not only limits academic inquiry but also stifles the potential for evidence-based policymaking.

It is suggested that in order to foster an environment of quality research in the country, there should be a digitally enabled single window system within the Central and State Governments for granting all the necessary approvals for research that involve multiple Government organizations. This would go a long way in ensuring hassle free approvals to researchers, just like there is a single window for promoting investments in the States.

Without an enabling environment for research, meaningful academic contributions would not only get delayed and discouraged but would also adversely impact our progress in critical areas such as education reform, policy implementation, and social development.

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Appendices

Appendix I

Rakesh Srivastava
Secretary
Ministry of Women & Child Development
Shastri Bhawan
New Delhi



Anil Swarup
Secretary
D/o School Education & Literacy
M/o Human Resource Development
Shastri Bhawan
New Delhi

D.O. No.11-4/2017-CD.I & 12-19/2017/EE.8

Date: July 20, 2017

Dear Chief Secretary,

The Department of School Education and Literacy is implementing the Sarva Shiksha Abhiyan (SSA) Scheme which is the Government of India's flagship programme for universalization of Elementary Education all across the country, catering to children in the age group of 6-14 years.

2. The Ministry of Women and Child Development is implementing the flagship scheme of Integrated Child Development Services (ICDS) Scheme in all States and UTs. This is the world's largest and most unique outreach programme providing a package of services comprising supplementary nutrition, immunization, health check up, referral services, nutrition & health Education and pre-school non-formal education. These services are provided to children in the age group of 0-6 years of age and pregnant women & lactating mothers. The focal point for all activities under the ICDS is the Anganwadi Centre (AWC).

3. Both the Department of School Education & Literacy and the Ministry of Women & Child Development are committed to work together and converge their activities for the greater benefit of all the beneficiaries.

4. Government of India approved 14 lakh Anganwadi Centres, which have been sanctioned to all the States/UTs accordingly. Out of these 14 lakh AWCs, 13.53 Anganwadi Centres are operational as on date. Many of these AWCs are running in rented buildings. We would request you to examine the possibility of shifting the Anganwadi Centres to the campus of the nearby primary schools located in the habitation of AWC's catchment to facilitate the transition of the children to the primary stage and ensure universal enrolment. The location of the AWCs within the premises of schools would also facilitate child preparedness for going to school and help in increasing the efficacy of both the Schemes.

5. We hope that you will examine the status of AWCs vis-à-vis the infrastructure available in the primary schools in your State/UT and take all necessary steps to relocate the AWCs accordingly. ***It should be ensured that the Schools in which AWCs are to be co-located, should be present in the same habitation where the AWC was previously present.*** We look forward to an early report from you in this regard.

With regards,

Yours sincerely,

Sd/-
(Rakesh Srivastava)

Sd/-
(Anil Swarup)

Chief Secretaries of all States / UTs

Copy to :

Principal Secretaries/Secretaries in-charge of Women & Child Development in all States/UTs.

Principal Secretaries/Secretaries in-charge of School Education in all States/UTs


(Rakesh Srivastava)


(Anil Swarup)

Appendix -II



निदेशालय बाल विकास सेवा एवं पुष्ठाहार उ0प्र0, लखनऊ।

पत्रांक ६५९ / बा0वि0परि0 / ई0सी0सी0ई0 / 2022-23 दिनांक- 14 नवम्बर, 2022

समस्त जिला कार्यक्रम अधिकारी/प्रभारी
उत्तर प्रदेश।

विषय: आंगनबाड़ी कार्यकत्रियों के क्षमता वर्धन हेतु e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स के सम्बंध में।

आप अवगत हैं कि 3-6 वर्ष के बच्चों के समग्र विकास के लिए ई0सी0सी0ई एक महत्वपूर्ण घटक है। वर्ष 2020-21 में बेसिक शिक्षा, उत्तर प्रदेश के सहयोग से प्रदेश की कुल 1,56,000 आंगनबाड़ी कार्यकत्रियों का ई0सी0सी0ई पर 04 दिवसीय प्रशिक्षण पूर्ण किया गया था, जिसके दौरान उन्हें ई0सी0सी0ई के विभिन्न पहलुओं पर यथा डेवलपमेंटल डोमेंस खेल आधारित प्री-स्कूल शिक्षा का महत्व, आयु एवं विकास उपयोगी गतिविधियां, दैनिक दिनचर्या, आंगनबाड़ी केंद्र की व्यवस्था इत्यादि पर प्रशिक्षित किया गया था। केंद्रों पर ई0सी0सी0ई के प्रभावी क्रियान्वयन हेतु आंगनबाड़ी कार्यकत्रियों को निरंतर मेंटरिंग एवं सहयोग की आवश्यकता है, जिसका उल्लेख नई शिक्षा नीति, 2020 में भी किया गया है।

ई0सी0सी0ई के सुदृढीकरण के उद्देश्य से आंगनबाड़ी कार्यकत्रियों के क्षमतावर्धन के लिए महिला कल्याण एवं बाल विकास मंत्रालय, भारत सरकार द्वारा 14 माइयूल्स पर e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स बनाया गया है। जिसका विवरण निम्नवत् है-

1. माइयूल 01 - शुरुआती वर्षों का महत्व और मस्तिष्क का विकास।
2. माइयूल 02- प्रारंभिक बाल्यावस्था पाठ्यक्रम का परिचय।
3. माइयूल 03- तीन से छह वर्ष की आयु का विकास।
4. माइयूल 04- दैनिक और साप्ताहिक योजना।
5. माइयूल 05- बच्चों के लिए विकास की दृष्टि से उपयोग गतिविधि।
6. माइयूल 06- ऐक्टिविटी कॉर्नर्स के साथ स्थान की व्यवस्था और प्रबंधन।
7. माइयूल 07-बच्चों में विकलांगता की शीघ्र पहचान करना और रेफरल सेवाएं प्रदान करना।
8. माइयूल 08- आंगनबाड़ी की गतिविधियों में विशेष आवश्यकताओं वाले बच्चों का समावेशन।
9. माइयूल 09- कहानी सुनाना।
10. माइयूल 10- मुक्त और संचालित खेल आयोजित करना।
11. माइयूल 11 - मुक्त और संचालित वार्तालाप।
12. माइयूल 12- प्रारंभिक साक्षरता कौशलों का विकास और पढ़ने-लिखने की तैयारी।
13. माइयूल 13- बच्चों के सीखने और विकास का मूल्यांकन।
14. माइयूल 14- आंगनबाड़ी की गतिविधियों में अभिभावकों और समुदाय की भागीदारी।

उपरोक्त सभी माइयूल्स को पूर्ण करने के उपरान्त प्रतिभागी को ई-सर्टीफिकेट (प्रमाण पत्र) प्रदान किया जाएगा। वर्तमान में यह e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स यूनिसेफ के डिजिटल प्लैटफॉर्म "यूनिलर्न" पर होस्ट किया जा रहा है। आंगनबाड़ी कार्यकत्रियों को ई0सी0सी0ई के सम्बंध में समुचित रूप से मार्गदर्शन प्रदान करने एवं सकारात्मक पर्यवेक्षण के दृष्टिकोण से यह कोर्स कार्यकत्री के साथ-साथ अन्य विभागीय अधिकारियों (जिला कार्यक्रम

अधिकारी/बाल विकास परियोजना अधिकारी/मुख्य सेविका) के लिए भी अत्यन्त महत्वपूर्ण है।

आंगनवाड़ी कार्यकर्त्री द्वारा e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स को ऐक्सेस करने के सम्बंध में -

- आंगनवाड़ी कार्यकर्त्री द्वारा "गूगल प्ले स्टोर" से **UniLearn Uttar Pradesh** ऐप को डाउनलोड किया जाना है।
- आंगनवाड़ी कार्यकर्त्री के लिए यूजरनेम एवं पासवर्ड पूर्व से ही विकसित किए गए हैं, जो नीचे दिए गए गूगल शीट में उपलब्ध हैं-
<https://docs.google.com/spreadsheets/d/1UtRsdjctciaFWHzPIIEea8sTiOiknmTzcOYB1MOfsTA/edit?usp=sharing>

जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी एवं मुख्य सेविकाओं द्वारा e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स को ऐक्सेस करने के सम्बंध में -

- जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी एवं मुख्य सेविकाओं द्वारा e-ILA के वेब पोर्टल -<https://up.unilearn.org.in/login/index.php> के माध्यम से कोर्स में प्रतिभाग किया जाना है।
- उपर्युक्त के लिए भी यूजरनेम एवं पासवर्ड विकसित किए जा रहे हैं, जो नीचे दिए गए गूगल शीट में उपलब्ध होगा -
<https://docs.google.com/spreadsheets/d/1UtRsdjctciaFWHzPIIEea8sTiOiknmTzcOYB1MOfsTA/edit?usp=sharing>

अतः आपको निर्देशित किया जाता है कि दिनांक 30.11.2022 तक जनपद के समस्त आंगनवाड़ी कार्यकर्त्री द्वारा इस ऐप के माध्यम से e-ILA के समस्त कोर्स पूर्ण कराना सुनिश्चित करें। उक्त के साथ ही जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी तथा मुख्य सेविका का यूजरनेम एवं पासवर्ड उपलब्ध कराए जाने के उपरान्त एक माह में उक्त कोर्स पूर्ण किया जाना सुनिश्चित करें। आगामी मासिक बैठक में डैशबोर्ड के आधार पर जनपद की समीक्षा की जायेगी।

(सरनीत कौर ब्रोका)

निदेशक।

11/11/2022

पृष्ठांकन / तददिनांक:-

प्रतिलिपि:- निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित।

1. सचिव बाल विकास एवं पुष्टाहार उ0प्र0, शासन।
2. समस्त जिलाधिकारी, उत्तर प्रदेश।
3. समस्त मुख्य विकास अधिकारी, उत्तर प्रदेश।
4. श्री ऋत्विक् पात्रा, शिक्षा विशेषज्ञ, यूनीसेफ।
5. कार्यालय प्रति।

(सरनीत कौर ब्रोका)

निदेशक।

निदेशालय बाल विकास सेवा एवं पुष्ठाहार उ0प्र0, लखनऊ।

पत्रांक / बा0वि0परि0 / ई0सी0सी0ई0 / 2022-23 दिनांक- 14 नवम्बर, 2022

समस्त जिला कार्यक्रम अधिकारी/प्रगारी
उत्तर प्रदेश।

विषय: आंगनवाड़ी कार्यकर्त्रियों के क्षमता वर्धन हेतु e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स के सम्बंध में।

आप अवगत हैं कि 3-6 वर्ष के बच्चों के समग्र विकास के लिए ई0सी0सी0ई एक महत्वपूर्ण घटक है। वर्ष 2020-21 में बेसिक शिक्षा, उत्तर प्रदेश के सहयोग से प्रदेश की कुल 1,56,000 आंगनवाड़ी कार्यकर्त्रियों का ई0सी0सी0ई पर 04 दिवसीय प्रशिक्षण पूर्ण किया गया था, जिसके दौरान उन्हें ई0सी0सी0ई के विभिन्न पहलुओं पर यथा डेवलपमेंटल डोमेंस खेल आधारित प्री-स्कूल शिक्षा का महत्व, आयु एवं विकास उपयोगी गतिविधियां, दैनिक दिनचर्या, आंगनवाड़ी केंद्र की व्यवस्था इत्यादि पर प्रशिक्षित किया गया था। केंद्रों पर ई0सी0सी0ई के प्रभावी क्रियान्वयन हेतु आंगनवाड़ी कार्यकर्त्रियों को निरंतर मेंटरिंग एवं सहयोग की आवश्यकता है, जिसका उल्लेख नई शिक्षा नीति, 2020 में भी किया गया है।

ई0सी0सी0ई के सुदृढीकरण के उद्देश्य से आंगनवाड़ी कार्यकर्त्रियों के क्षमतावर्धन के लिए महिला कल्याण एवं बाल विकास मंत्रालय, भारत सरकार द्वारा 14 माड्यूल्स पर e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स बनाया गया है। जिसका विवरण निम्नवत् है-

1. मॉड्यूल 01 - शुरुआती वर्षों का महत्व और मरिटाष्क का विकास।
2. मॉड्यूल 02- प्रारंभिक बाल्यावस्था पाठ्यक्रम का परिचय।
3. मॉड्यूल 03- तीन से छह वर्ष की आयु का विकास।
4. मॉड्यूल 04- दैनिक और साप्ताहिक योजना।
5. मॉड्यूल 05- बच्चों के लिए विकास की दृष्टि से उपयोग गतिविधि।
6. मॉड्यूल 06- ऐक्टिविटी कॉर्नर्स के साथ स्थान की व्यवस्था और प्रबंधन।
7. मॉड्यूल 07-बच्चों में विकलांगता की शीघ्र पहचान करना और रेफरल सेवाएं प्रदान करना।
8. मॉड्यूल 08- आंगनवाड़ी की गतिविधियों में विशेष आवश्यकताओं वाले बच्चों का समावेशन।
9. मॉड्यूल 09- कहानी सुनाना।
10. मॉड्यूल 10- मुक्त और संचालित खेल आयोजित करना।
11. मॉड्यूल 11 - मुक्त और संचालित वार्तालाप।
12. मॉड्यूल 12- प्रारंभिक साक्षरता कौशलों का विकास और पढ़ने-लिखने की तैयारी।
13. मॉड्यूल 13- बच्चों के सीखने और विकास का मूल्यांकन।
14. मॉड्यूल 14- आंगनवाड़ी की गतिविधियों में अभिभावकों और समुदाय की भागीदारी।

उपरोक्त सभी मॉड्यूल्स को पूर्ण करने के उपरान्त प्रतिभागी को ई-सर्टीफिकेट (प्रमाण पत्र) प्रदान किया जाएगा। वर्तमान में यह e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स यूनिसेफ के डिजिटल प्लैटफॉर्म "यूनिलर्न" पर होस्ट किया जा रहा है। आंगनवाड़ी कार्यकर्त्रियों को ई0सी0सी0ई के सम्बंध में समुचित रूप से मार्गदर्शन प्रदान करने एवं सकारात्मक पर्यवेक्षण के दृष्टिकोण से यह कोर्स कार्यकर्त्री के साथ-साथ अन्य विभागीय अधिकारियों (जिला कार्यक्रम

अधिकारी/बाल विकास परियोजना अधिकारी/मुख्य सेविका) के लिए भी अत्यन्त महत्वपूर्ण है।

आंगनवाड़ी कार्यकर्त्री द्वारा e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स को ऐक्सेस करने के सम्बंध में -

- आंगनवाड़ी कार्यकर्त्री द्वारा "गूगल प्ले स्टोर" से **UniLearn Uttar Pradesh** ऐप को डाउनलोड किया जाना है।
- आंगनवाड़ी कार्यकर्त्री के लिए यूजरनेम एवं पासवर्ड पूर्व से ही विकसित किए गए हैं, जो नीचे दिए गए गूगल शीट में उपलब्ध हैं-
<https://docs.google.com/spreadsheets/d/1UtRsdjptclafWWhzPllEea8sTiOjknmTzcOYB1MOfsTA/edit?usp=sharing>

जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी एवं मुख्य सेविकाओं द्वारा e-ILA ई0सी0सी0ई सर्टीफिकेट कोर्स को ऐक्सेस करने के सम्बंध में -

- जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी एवं मुख्य सेविकाओं द्वारा e-ILA के वेब पोर्टल -<https://up.unilearn.org.in/login/index.php> के माध्यम से कोर्स में प्रतिभाग किया जाना है।
- उपर्युक्त के लिए भी यूजरनेम एवं पासवर्ड विकसित किए जा रहे हैं, जो नीचे दिए गए गूगल शीट में उपलब्ध होगा -
<https://docs.google.com/spreadsheets/d/1UtRsdjptclafWWhzPllEea8sTiOjknmTzcOYB1MOfsTA/edit?usp=sharing>

अतः आपको निर्देशित किया जाता है कि दिनोंक 30.11.2022 तक जनपद के समस्त आंगनवाड़ी कार्यकर्त्री द्वारा इस एप के माध्यम से e-ILA के समस्त कोर्स पूर्ण कराना सुनिश्चित करें। उक्त के साथ ही जिला कार्यक्रम अधिकारी, बाल विकास परियोजना अधिकारी तथा मुख्य सेविका का यूजरनेम एवं पासवर्ड उपलब्ध कराए जाने के उपरान्त एक माह में उक्त कोर्स पूर्ण किया जाना सुनिश्चित करें। आगामी मासिक बैठक में डैशबोर्ड के आधार पर जनपद की समीक्षा की जायेगी।

(सरनीत कौर ब्रोका)
निदेशक।

पृष्ठांकन C-959 / तददिनोंक:-

प्रतिलिपि:- निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित।

1. सचिव बाल विकास एवं पुष्ठाहार उ0प्र0, शासन।
2. समस्त जिलाधिकारी, उत्तर प्रदेश।
3. समस्त मुख्य विकास अधिकारी, उत्तर प्रदेश।
4. श्री ऋत्विक् पात्रा, शिक्षा विशेषज्ञ, यूनीसेफ।
5. कार्यालय प्रति।

(सरनीत कौर ब्रोका)
निदेशक।

Appendix -III

IS44916/2024

F:\B\BU,00-30331\2024-25\}

24

प्रेमक,

डा० एम० के० शन्मुगा सुन्दरम्,
प्रमुख सचिव,
उ० प्र० मामना

सेवा में,

संयुक्त सचिव (SS-1&AE)
स्कूल शिक्षा और साक्षरता विभाग,
शिक्षा मंत्रालय, भारत सरकार,
शाही भवन, नई दिल्ली-110115

वैसिक शिक्षा अनुभाग-5

संख्या: दिनांक: #ApprovedDate

विषय: परिषदीय विद्यालय के परिसर में अवस्थित आंगनवाड़ी केन्द्रों को बालवाटिका कक्षा घोषित करने के संबंध में।

महोदय,

उपर्युक्त विषयक अपने अर्द्धशा०प०सं०-01-08/2021 IS14/13, दिनांक 19.12.2023 का कृपया संदर्भ ग्रहण करने का कष्ट करें, जिसके द्वारा राष्ट्रीय शिक्षा नीति 2020 के सफलतापूर्वक शिथिलान्वयन हेतु शिक्षा मंत्रालय, भारत सरकार द्वारा जुलाई 2021 में निपुण भारत मिशन का शुभारम्भ करते हुए बालवाटिका (आयुवर्ष 5-6 वर्ष) से कक्षा-2 तक के प्रत्येक वर्गों को वर्ष 2026 तक भाषा एवं अक्षय्य दक्षता के अधिगम स्तर में सुधार हेतु "प्रारम्भिक कक्षा" या "बालवाटिका कक्षा" प्रारम्भ किये जाने की अपेक्षा की गयी है।

2- इस सम्बन्ध में सम्यक विचारोपरान्त दिनांक 07.03.2024 को लिए गये निर्णवोपरान्त "राष्ट्रीय शिक्षा नीति 2020 के सिद्धान्तों एवं शिक्षा-निर्देशों के परिप्रेक्ष्य में शिक्षा मंत्रालय, भारत सरकार की "पूर्व बाल्यावस्था देखभाल एवं शिक्षा (ईबीसीई) के लिए निर्धारित विनियम मानकों एवं संसाधनों के सुनिश्चित प्रयोग तथा नेहतर अन्तर्विभागीय सहयोग एवं समन्वय के साथ पूर्व प्राथमिक शिक्षा प्रदान करने के प्रयोजनार्थ राज्य में परिषदीय विद्यालयों के परिसर में अवस्थित एवं संस्थापित आंगनवाड़ी केन्द्रों अर्थात् को-लोकेटेड आंगनवाड़ी केन्द्रों को एतद्वारा तात्कालिक प्रभाव से संबंधित परिषदीय प्राथमिक/कम्पोजिट विद्यालय की बालवाटिका कक्षा घोषित किया जाता है। इन आंगनवाड़ी केन्द्रों में पूर्व प्राथमिक शिक्षा एवं पोषण से संबंधित गतिविधियों हेतु कार्यों एवं दायित्वों का निर्धारण वैसिक शिक्षा विभाग एवं महिला बाल विकास एवं पुष्टाहार विभाग द्वारा पृथक से किया जायेगा।"

3- अतः अनुरोध है कि परिषदीय विद्यालय के परिसर में अवस्थित आंगनवाड़ी केन्द्रों को बालवाटिका कक्षा घोषित करने के संबंध में उपर्युक्तानुसार लिये गये निर्णय के क्रम में अग्रतर आवश्यक कार्यवाही कराने का कष्ट करें।

भवदीय,

Digitally Signed by एम के
शन्मुगा सुन्दरम्
Date: 22-04-2024 09:07:46
Reason: Approved
(डा० एम० के० शन्मुगा सुन्दरम्)
प्रमुख सचिव

Appendix -IV



महानिदेशक, स्कूल शिक्षा
एवं



समग्र शिक्षा
Samagra Shiksha

राज्य परियोजना निदेशक कार्यालय,

समग्र शिक्षा, विद्या भवन, निशातगंज, लखनऊ-226 007



Website: www.basiceducation.up.gov.in, www.apefa.com Email: apcfago@gmail.com Phone: 0522-2780995

सेवा में,

जिला बेसिक शिक्षा अधिकारी,
समस्त जनपद, उत्तर प्रदेश।

पत्रांक:- प्री-प्राइमरी/ECCE Educator/4834/2024-25 दिनांक:- 24/08/2024

विषय: समग्र शिक्षा एवं पी0एम0 श्री के अंतर्गत प्री-प्राइमरी के आवर्तक मद में मानव संसाधन (ईसीसीई एजुकेंटर) हेतु प्रोजेक्ट अप्रुवल बोर्ड, शिक्षा मंत्रालय, भारत सरकार द्वारा वर्ष 2024-25 में स्वीकृत धनराशि से 10684 मानव संसाधन (ईसीसीई एजुकेंटर) को-लोकेटेड आंगनवाडी केन्द्रों में उपलब्ध कराये जाने के सम्बन्ध में।

महोदय,

कृपया उपर्युक्त विषयक शासनादेश संख्या 68-5099/178/2024-अनुभाग-5(बेसिक शिक्षा)-1/701861/2024 दिनांक 26 जुलाई 2024 (संलग्नक-1) का संदर्भ ग्रहण करने कष्ट करें, जिसके द्वारा वार्षिक कार्ययोजना एवं बजट 2024-25 में आवर्तक मद के अंतर्गत 10684 विद्यालयों (पीएम श्री विद्यालयों को सम्मिलित करते हुए) में संचालित को-लोकेटेड आंगनवाडी केन्द्रों में मानव संसाधन (ईसीसीई एजुकेंटर) उपलब्ध कराये जाने हेतु विस्तृत दिशा निर्देश निर्गत किये गये हैं।

उक्त के क्रम में प्रदेश के समस्त 75 जनपदों में 10684 विद्यालयों के परिसर में अवस्थित आंगनवाडी केन्द्रों (जनपदवार सूची संलग्न) हेतु प्रति केन्द्र 01 ईसीसीई एजुकेंटर सविदा पर (आउटसोर्सिंग के माध्यम से) मानदेय ₹0 10313/- प्रति माह के आधार पर एक वर्ष हेतु रखा जाना है। उक्त पर चयन हेतु निम्नवत् अर्हताएं निर्धारित हैं-

- पद का नाम :- ईसीसीई एजुकेंटर
- पदों की संख्या:- 10684
- नियुक्ति स्थान:-75 जनपद अवस्थित को-लोकेटेड आंगनवाडी केन्द्र युक्त 10684 विद्यालय
- नियुक्ति का प्रकार:- सविदा (आउटसोर्सिंग के माध्यम से)
- सविदा अवधि:- 11 माह
- मानदेय :- 10313/- प्रतिमाह (पीएफ+ईएसआई सहित)
- शैक्षिक योग्यता:-
 - विधि द्वारा स्थापित एवं यू0जी0सी0 से मान्यता प्राप्त विश्वविद्यालय से स्नातक परीक्षा गृह विज्ञान मुख्य विषय के साथ न्यूनतम 50 प्रतिशत के अंको के साथ उत्तीर्ण की

हो। आरक्षित वर्गों को नियमानुसार न्यूनतम अंकों में 5 प्रतिशत की छूट होगी।

अथवा

नर्सरी अध्यापक शिक्षा/एन0टी0टी0/सी0टी0(नर्सरी)/डी0पी0एस0ई0 का कम से कम दो वर्ष की अवधि का डिप्लोमा अथवा समकक्ष योग्यता, जो कि राष्ट्रीय अध्यापक शिक्षा परिषद् से मान्य हो।

- आवेदनकर्ता की अधिकतम आयु 1 जुलाई 2024 को 40 वर्ष से अधिक न हो।
- **ईसीसीई एजुकेटर्स का कार्य एवं दायित्व:-**
 - आयुवर्ग 3 से 6 वर्ष के बच्चों को औपचारिक शिक्षा हेतु तैयार करना।
 - आयुवर्ग 3 से 6 वर्ष के बच्चों के भौतिक, मानसिक, सामाजिक संवेगात्मक एवं अकादमिक विकास हेतु वातावरण सृजन एवं आंगनबाड़ी कार्यकर्त्री को उक्त की सम्प्राप्ति में सहयोग प्रदान करना।
 - आयुवर्ग 5 से 6 वर्ष के बच्चों पर विशेष ध्यान देते हुए निपुण भारत मिशन के अंतर्गत निर्धारित अधिगम स्तर की सम्प्राप्ति को सुनिश्चित करना।
 - बच्चों के संज्ञानात्मक विकास हेतु रंग, आकार, ध्वनि, वस्तु, वातावरण यथा पेड़-पौधे, पक्षी, जानवरों आदि से संबंधित गतिविधियों का प्रयोग करना।
 - आंगनबाड़ी कार्यकर्त्री को बच्चों के साथ अन्य क्रियाकलापों यथा खेल, नाटक, पिकनिक, क्षेत्र भ्रमण, संगीत, हाथ के कार्य आदि हेतु कार्ययोजना बनाते हुए कार्य करना।
 - अभिभावकों के साथ मुख्यतः माताओं के साथ बैठक करते हुए बच्चों की प्रगति से लगातार अवगत कराना। इसके साथ ही घर में बच्चों को सीखने का वातावरण उपलब्ध कराने हेतु माताओं का अभिमुखीकरण करना।
 - बच्चों के पृष्ठभूमि विकास आदि के इंडीकेटर्स से संबंधित चाइल्ड प्रोफाइल तैयार करना एवं उसके माध्यम से बच्चों के विकास के लक्ष्यों को प्राप्त करना।
 - आंगनबाड़ी कार्यकर्त्री के साथ मिलकर आयुवर्ग 3 से 6 वर्ष के बच्चों हेतु गुणवत्तापरक सीखने का वातावरण बनाना एवं गतिविधियों को सीखने को मुख्य आधार बनाकर कर कार्य करना।
 - शिक्षा विभाग द्वारा आयोजित विभिन्न बैठकों, प्रशिक्षण आदि में समय-समय पर प्रतिभाग करना।
 - ईसीसीई एजुकेटर विद्यालय के प्रधानाध्यापक के नियंत्रणाधीन एवं उनके मार्गदर्शन में कार्य करेंगे। प्रधानाध्यापक का यह दायित्व होगा कि संबंधित कर्मियों को ईसीसीई से संबंधित कार्यों में लगाया जाये। फलस्वरूप आंगनबाड़ी केन्द्रों में नामांकित बच्चों के साथ उपरोक्तानुसार दिये गये कार्यों को करना संबंधित कर्मियों द्वारा अनिवार्यता से किया जायेगा, जिसका अनुश्रवण प्रधानाध्यापक द्वारा किया जायेगा।
 - संबंधित कर्मियों की कार्यावधि विद्यालय समय सारिणी के अनुसार निर्धारित की जायेगी।
- **सामान्य निर्देश:-**
 - जनपद स्तर पर जिलाधिकारी की अध्यक्षता में निम्नवत् समिति गठित की जायेगी-
 - जिलाधिकारी - अध्यक्ष।
 - प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान - सदस्य।

- जिला कार्यक्रम अधिकारी - सदस्य।
- जिला सेवायोजन अधिकारी - सदस्य।
- वित्त एवं लेखाधिकारी, बेसिक शिक्षा - सदस्य।
- जिला बेसिक शिक्षा अधिकारी - सदस्य सचिव।

उक्त समिति शासनादेश संख्या- 8 / 2018 / 20 / 1 / 91-का- 2 / 2019 दिनांक 18 दिसम्बर, 2019, शासनादेश संख्या 717 / छत्तीस-5-2020-8 (26) / 2020, श्रम अनुभाग-5, लखनऊ दिनांक 18 अगस्त, 2020, शासनादेश संख्या-31 / 2020 / 273 / 18.02.2020-87 (ल०30) / 2016टी. सी. दिनांक 25 अगस्त 2020 तथा शासनादेश संख्या 42 / 2020 / ई-153 / 18-2-2020-97(ल०30) / 2016 टीसी, दिनांक 7 दिसम्बर 2020 एवं शासनादेश 01 / 2023 / 1 / 295497 / 2023 / छत्तीस-5-2023-36-5010(099) / 3 / 2020-5 दिनांक 29 मार्च 2023 में निहित प्राविधानों एवं दिये गये निर्देशों के अनुरूप जेम पोर्टल से सेवाप्रदाता एजेन्सी का चयन किया जायेगा। इस संबंध में एक मॉडल बिड का नमूना शीघ्र ही पृथक से प्रेषित किया जायेगा।

सेवाप्रदाता एजेन्सी के चयन के पश्चात् एजेन्सी द्वारा सविदा के आधार पर (आउटसोर्सिंग के माध्यम से) ईसीसीई एजुकेट/कर्मियों का शासनादेश में प्रदत्त व्यवस्था के अनुसार चयन किया जायेगा। उक्त सभी चयन किसी स्वीकृत पद के सापेक्ष नहीं किये जायेंगे। चयनित कार्मिक केवल कार्य की आवश्यकतानुसार अधिकतम 11 माह तक के लिए रखे जायेंगे।

● चयन प्रक्रिया एवं दक्षता प्रमाणीकरण:-

I. जनपद स्तर पर जिलाधिकारी की अध्यक्षता में गठित समिति को सहयोग प्रदान करने हेतु निम्नांकित उपसमिति को जिलाधिकारी के अनुमोदन से गठित किय जायेगा-

- ⊕ जिलाधिकारी द्वारा नामित मुख्य विकास अधिकारी/अपर जिलाधिकारी -अध्यक्ष
- ⊕ प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, संबंधित जनपद - सदस्य
- ⊕ जिला बेसिक शिक्षा अधिकारी, संबंधित जनपद - सदस्य सचिव
- ⊕ जिला कार्यक्रम अधिकारी, संबंधित जनपद - सदस्य
- ⊕ जिलाधिकारी द्वारा नामित अन्य दो सदस्य - सदस्य

II. उक्त समिति द्वारा सर्वप्रथम राज्य परियोजना कार्यालय द्वारा उपलब्ध करायी गयी जनपदवार संख्या (संलग्न) के अनुसार को-लोकेटेड आंगनबाडी वाले परिषदीय प्राथमिक/कम्पोजिट विद्यालयों का चयन जनपद स्तर से निम्नांकित बिंदुओं के अनुसार किया जाये-

- ✓ ऐसे विद्यालयों का चयन किया जायेगा जहां यू-आयस 2023-24 के अनुसार विद्यालय की छात्र-संख्या एवं को-लोकेटेड आंगनबाडी केन्द्र के बच्चों की संख्या का कुल योग सर्वाधिक हो।
- ✓ पीएम श्री विद्यालयों को अनिवार्यतः चयनित किया जायेगा।
- ✓ चयन के समय विद्यालयों में उपलब्ध भौतिक संसाधनों यथा-अतिरिक्त कक्षा-कक्ष, आउटडोर प्ले मैटेरियल हेतु पर्याप्त स्थान एवं बेहतर परिसर को भी ध्यान में रखा जायेगा।


उक्तानुसार चयन संबंधी किसी भी प्रकार की विसंगति/शिकायत संबंधी प्रत्यावेदन पर विचार एवं निर्णय हेतु जिलाधिकारी के सम्मुख जिला बेसिक शिक्षा अधिकारी के माध्यम से प्रस्तुत किया जायेगा एवं जिलाधिकारी द्वारा उक्त प्रत्यावेदन का निस्तारण कराया जायेगा।

यह भी उल्लेखनीय है कि शासनादेश दिनांक 26 जुलाई 2024 के अनुसार उपर्युक्त चयन किसी भी पद के सापेक्ष नहीं किये जायेंगे। चयनोपरांत तैनात किये जाने वाले अभ्यर्थियों की सूचना राज्य परियोजना कार्यालय को उपलब्ध कराये जाने के उपरान्त अभ्यर्थियों के मानदेय के भुगतान हेतु धनराशि की व्यय सीमा निर्धारित की जायेगी।

तदक्रम में निर्देशित किया जाता है कि शासनादेश संख्या 68-5099/178/2024-अनुभाग-5(बेसिक शिक्षा)-1/701861/2024 दिनांक 26 जुलाई 2024 में दी गयी व्यवस्था के अनुसार 10684 को-लोकटेड आंगनबाडी केन्द्रों (समिति द्वारा निर्धारित) हेतु मानव संसाधन (ईसीसीई एजुकेंटर) उपलब्ध कराये जाने हेतु कार्यवाही जेम पोर्टल के माध्यम से दिनांक 30 सितम्बर 2024 तक पूर्ण कराना सुनिश्चित करें।

संलग्नक-यथोक्त।

भवदीया


(कचन वर्मा)

महानिदेशक, स्कूल शिक्षा
उत्तर प्रदेश।

पुष्ठांकन संख्या: प्री-प्राइमरी/ECCE Educator/4837 /2024-25 तददिनांक।

1. प्रमुख सचिव, बेसिक शिक्षा, उ०प्र० शासन।
2. प्रमुख सचिव, बाल विकास सेवा एवं पुष्ठाहार विभाग, उ०प्र०।
3. निदेशक, बाल विकास सेवा एवं पुष्ठाहार विभाग, उ०प्र०।
4. समस्त जिलाअधिकारी एवं अध्यक्ष जिला शिक्षा परियोजना समिति, उ०प्र०।
5. समस्त मुख्य विकास अधिकारी, उ०प्र०।
6. शिक्षा निदेशक (बेसिक), उ०प्र० लखनऊ।
7. निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण, उ०प्र०।
8. समस्त प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, उ०प्र०।


(कचन वर्मा)

महानिदेशक, स्कूल शिक्षा,
उत्तर प्रदेश।

प्रेषक,

डॉ० एम० के० शन्मुगा सुन्दरम,
प्रमुख सचिव,
उत्तर प्रदेश, शासन ।

सेवा में,

महानिदेशक,
स्कूल शिक्षा,
उ०प्र०, लखनऊ।

बेसिक शिक्षा अनुभाग- 5,

लखनऊ: दिनांक 26 जुलाई
जून, 2024

विषय: मानव शिक्षा एवं पी०एम० श्री के अंतर्गत प्री-प्राइमरी के आवर्तक मद में मानव संसाधन (ईसीसीई एजुकैटर) हेतु प्रोजेक्ट एपूवल बोर्ड, शिक्षा मंत्रालय, भारत सरकार द्वारा वर्ष 2024-25 में स्वीकृत धनराशि से 10684 मानव संसाधन (ईसीसीई एजुकैटर) को-लोकेटेड आंगनवाड़ी केन्द्रों में उपलब्ध कराये जाने के सम्बन्ध में।

महोदय,

कृपया उपर्युक्त विषयक अपने कार्यालय के पत्रांक-प्री-प्राइमरी/ ईसीसीई एजुकैटर /1494/2024-25, दिनांक 21.05.2024 वरु संदर्भ ग्रहण करने वरु कष्ट करें, जिसके माध्यम से वार्षिक कार्ययोजना एवं बजट वित्तीय वर्ष 2024-25 में प्रोजेक्ट एपूवल बोर्ड, भारत सरकार से प्राप्त अनुमोदन के क्रम में परिषदीय विद्यालयों में अवस्थित 10684 को-लोकेटेड आंगनवाड़ी केन्द्रों हेतु बच्चों की पूर्व प्राथमिक शिक्षा हेतु मानव संसाधन (ईसीसीई एजुकैटर) का चयन जिला स्तर पर करने हेतु शासनवश निर्गत किये जाने वरु अनुरोध किया गया है।

2- सूच्य है कि प्रोजेक्ट एपूवल बोर्ड, शिक्षा मंत्रालय, भारत सरकार द्वारा आवर्तक मद के अंतर्गत 10684 विद्यालयों (पीएम श्री विद्यालयों को सम्मिलित करते हुए) में संचालित को-लोकेटेड आंगनवाड़ी केन्द्रों में पूर्व प्राथमिक शिक्षा में सहयोग देने हेतु 10684 मानव संसाधन/ईसीसीई एजुकैटर अवस्थापना हेतु कुल ₹० 14275.72256 लाख का अनुमोदन प्रदान किया गया है। (संलग्नक-1) उक्त मानव संसाधन/ईसीसीई एजुकैटर की उपलब्धता सुनिश्चित कराये जाने हेतु दिये गये प्रस्ताव पर निम्नवत् दिशा निर्देश निर्गत किये जा रहे हैं-

राज्य स्तर पर पूर्व प्राथमिक कक्षाओं हेतु शिक्षण प्रक्रिया, मानव संसाधन आदि से संबंधित बिंदुओं के निर्धारण हेतु राज्य स्तर पर निदेशक, राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, उ०प्र० की अध्यक्षता में 8 सदस्यीय समिति का गठन किया गया है। समिति की मुख्य संस्तुतियों के आधार पर मानव संसाधन के अवस्थापन आदि का निर्धारण करते हुए निविदा पर सेवाप्रदाता के माध्यम से चयन किया जाना है।

प्रदेश के समस्त 75 जनपदों में 10684 विद्यालयों के परिसर में अवस्थित आंगनबाड़ी केन्द्रों हेतु प्रति केन्द्र 01 ईसीसीई एजुकएटर संविदा पर (आउटसोर्सिंग के माध्यम से) मानदेय रु0 10313/- प्रति माह के आधार पर एक वर्ष हेतु रखा जाना है। उक्त पर चयन हेतु निम्नवत् अर्हताएं निर्धारित हैं-

- पद का नाम :- ईसीसीई एजुकएटर
- पदों की संख्या:- 10684
- नियुक्ति स्थान:- 75 जनपद अवस्थित को-लोकटेड आंगनबाड़ी केन्द्र युक्त 10684 विद्यालय
- नियुक्ति का प्रकार:- संविदा (आउटसोर्सिंग के माध्यम से)
- संविदा अवधि:- 11 माह
- मानदेय:- 10313/- प्रतिमाह (पीएफ+ईएसआई सहित)
- शैक्षिक योग्यता:-
- विधि द्वारा स्थापित एवं यूजीसीओ से मान्यता प्राप्त विश्वविद्यालय से स्नातक परीक्षा गृह विज्ञान मुख्य विषय के साथ न्यूनतम 50 प्रतिशत के अंको के साथ उत्तीर्ण की हो। आरक्षित वर्गों को नियमानुसार न्यूनतम अंको में 5 प्रतिशत की छूट होगी।

अथवा

- नर्सरी अध्यापक शिक्षा /एनटीटीटी/ सीटीटी(नर्सरी)/ डीपीपीएसओ का कम से कम दो वर्ष की अवधि का डिप्लोमा अथवा समकक्ष योग्यता, जो कि राष्ट्रीय अध्यापक शिक्षा परिषद् से मान्य हो।
- आयुदैनकर्ता की अधिकतम आयु 1 जुलाई 2024 को 40 वर्ष से अधिक न हो।
- ईसीसीई एजुकएटर्स का कार्य एवं दायित्व:-
 - आयुवर्ग 3 से 6 वर्ष के बच्चों को औपचारिक शिक्षा हेतु तैयार करना।
 - आयुवर्ग 3 से 6 वर्ष के बच्चों के भौतिक, मानसिक, सामाजिक संवेगात्मक एवं अकादमिक विकास हेतु वातावरण सृजन एवं आंगनबाड़ी कार्यकर्त्री को उक्त की सम्प्राप्ति में सहयोग प्रदान करना।
 - आयुवर्ग 5 से 6 वर्ष के बच्चों पर विशेष ध्यान देते हुए निपुण भारत मिशन के अंतर्गत निर्धारित अधिगम स्तर की सम्प्राप्ति को सुनिश्चित करना।
 - बच्चों के संज्ञानात्मक विकास हेतु रंग, आकार, ध्वनि, वस्तु, वातावरण यथा पेड़-पौधे, पक्षी, जानवरों आदि से संबंधित गतिविधियाँ का प्रयोग करना।
 - आंगनबाड़ी कार्यकर्त्री को बच्चों के साथ अन्य क्रियाकलापों यथा खेल, नाटक,

✓ यथा संभव प्रत्येक विकास खण्डों से समान संख्या में विद्यालयों को चयनित करने का प्रयास किया जायेगा।

- III. सेवाप्रदाता द्वारा उपलब्ध करायी गयी अभ्यर्थियों की सूची मेरिट के आधार पर उक्त समिति द्वारा तैयार की जायेगी। मेरिट सूची हाईस्कूल, इंटर, स्नातक/ डीपीएसई/एनटीटी एवं संबंधित डिप्लोमा (शैक्षिक योग्यता हेतु निर्धारित अर्हता के आधार पर) के प्राप्तांकों के प्रतिशत के योग के औसत के आधार पर प्रत्येक जनपद मेरिट सूची अवरोही क्रम में तैयार करेगा। यदि दो या दो अधिक अभ्यर्थियों की परीक्षाओं में प्राप्तांकों के योग का औसत समान होने की स्थिति में अधिक आयु वाले अभ्यर्थी को वरीयता दी जायेगी। यदि आयु में भी समानता होगी तो ऐसी दशा में अंग्रेजी वर्णमाला के क्रम में वरीयता प्रदान की जायेगी। प्रत्येक परीक्षा के प्रतिशत को दशमलव के दो अंकों में पूर्णांकित (Roundoff) किया जायेगा।
- IV. उक्त समिति द्वारा सेवाप्रदाता द्वारा उपलब्ध करायी गयी अभ्यर्थियों की सूची में अंकित अभ्यर्थियों की शैक्षिक योग्यता संबंधी प्रमाणपत्रों का मूल अभिलेखों से मिलान करते हुए सत्यापन किया जायेगा। सत्यापन के पश्चात् विसंगति की स्थिति में बिंदु संख्या III में दी गयी मेरिट सूची में यथावश्यक संशोधन किया जायेगा।
- V. विद्यालय चयन हेतु काउंसलिंग:- इस प्रकार तैयार मेरिट लिस्ट में कम संख्या 1 पर अंकित अभ्यर्थी के सम्मुख जनपद के उन सभी चयनित विद्यालयों की सूची जिनमें तैनाती की जानी है, चयन हेतु प्रस्तुत किया जायेगा। संबंधित अभ्यर्थी द्वारा विद्यालय चयन करने के पश्चात् वह विद्यालय सूची में लॉक करते हुए अगले अभ्यर्थी के सम्मुख अवशेष विद्यालयों की सूची प्रस्तुत करते हुए विद्यालय का चयन कराया जायेगा। उक्त काउंसलिंग का कार्य भी उपरोक्तानुसार बिंदु संख्या-1 में गठित समिति द्वारा किया जायेगा।
- VI. उक्तानुसार चयनित अभ्यर्थियों को ऑफर लेटर मूल समिति के अध्यक्ष, जिलाधिकारी संबंधित जनपद से अनुमोदन प्राप्त करते हुए सदस्य सचिव, जिला बेसिक शिक्षा अधिकारी की उपस्थिति में उसी दिन सेवाप्रदाता एजेन्सी द्वारा प्रदान किया जायेगा।
- VII. चयन प्रक्रिया विभाग द्वारा निर्धारित किये जाने के संबंध में सेवाप्रदाता संस्था द्वारा सहमति प्रदान की जायेगी।

पिकनिक, क्षेत्र भ्रमण, संगीत, हाथ के कार्य आदि हेतु कार्ययोजना बनाते हुए कार्य करना।

- अभिभावकों के साथ मुख्यतः माताओं के साथ बैठक करते हुए बच्चों की प्रगति से लगातार अवगत करना। इसके साथ ही घर में बच्चों को सीखने का वातावरण उपलब्ध कराने हेतु माताओं का अभिमुखीकरण करना।
- बच्चों के पृष्ठभूमि विकास आदि के इंडीकेटर्स से संबंधित चाइल्ड प्रोफाइल तैयार करना एवं उसके माध्यम से बच्चों के विकास के लक्ष्यों को प्राप्त करना।
- आंगनवाड़ी कार्यकत्री के साथ मिलकर आयुवर्ग 3 से 6 वर्ष के बच्चों हेतु गुणवत्तापरक सीखने का वातावरण बनाना एवं गतिविधियों को सीखने को मुख्य आधार बनाकर कर कार्य करना।
- शिक्षा विभाग द्वारा आयोजित विभिन्न बैठकों, प्रशिक्षण आदि में समय-समय पर प्रतिभाग करना।
- ईसीसीई एज्यूकेटर विद्यालय के प्रधानाध्यापक के नियंत्रणाधीन एवं उनके मार्गदर्शन में कार्य करने। प्रधानाध्यापक का यह दायित्व होगा कि संबंधित कर्मों को ईसीसीई से संबंधित कार्यों में लगाया जाये। फसस्वरूप आंगनवाड़ी केन्द्रों में नामांकित बच्चों के साथ उपरोक्तानुसार दिये गये कार्यों को करना संबंधित कर्मों द्वारा अनिवार्यता से किया जायेगा, जिसका अनुश्रवण प्रधानाध्यापक द्वारा किया जायेगा।
- संबंधित कर्मों की कार्यवधि विद्यालय समय सारिणी के अनुसार निर्धारित की जायेगी।
- सामान्य निर्देश-

जनपद स्तर पर जिलाधिकारी की अध्यक्षता में निम्नवत समिति गठित की जायेगी-

- | | |
|--|---------------|
| • जिलाधिकारी | - अध्यक्ष। |
| • प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान | - सदस्य। |
| • जिला कार्यक्रम अधिकारी | - सदस्य। |
| • जिला सेवायोजन अधिकारी | - सदस्य। |
| • वित्त एवं लेखाधिकारी, बेसिक शिक्षा | - सदस्य। |
| • जिला बेसिक शिक्षा अधिकारी | - सदस्य सचिव। |

उक्त समिति शासनदेश संख्या- 8 / 2018 / 20/1/91-क- 2/2019 दिनांक 18 दिसम्बर, 2019, शासनदेश संख्या 717/ छत्तीस-5-2020--8 (26)/ 2020, श्रम अनुभाग-

5. लखनऊ दिनांक 18 अगस्त, 2020, शासनादेश संख्या-31 / 2020 / 273/ 18.02.2020-87 (नं०30) / 2016टी. सी. दिनांक 25 अगस्त 2020 तथा शासनादेश संख्या 42/2020/ई-153/18-2-2020-97(ल030)/2016 टीसी, दिनांक 7 दिसम्बर 2020 एवं शासनादेश 01/2023/ 1/295497 /2023/छत्तीस-5 -2023-36-5010(099)/3/2020-5 दिनांक 29 मार्च 2023 में निहित प्राविधानों एवं दिये गये निर्देशों के अनुरूप जेम पोर्टल से सेवाप्रदाता एजेन्सी (राज्य स्तर से प्रेषित मोक बिड के अनुसार) का चयन किया जायेगा। सेवाप्रदाता एजेन्सी के चयन के पश्चात् एजेन्सी द्वारा संविदा के आधार पर (आउटसोर्सिंग के माध्यम से) ईसीसीई एजुकेटर/कर्मियों का शासनादेश में प्रदत्त व्यवस्था के अनुसार चयन किया जायेगा। उक्त सभी चयन किसी स्वीकृत पद के सापेक्ष नहीं किये जायेंगे। चयनित कर्मिक केवल कार्य की आवश्यकतानुसार के अधिकतम 1 वर्ष तक के लिए रखे जायेंगे।

• चयन प्रक्रिया एवं दशता प्रमाणीकरण:-

1. जनपद स्तर पर जिलाधिकारी की अध्यक्षता में गठित समिति को सहयोग प्रदान करने हेतु निम्नांकित उपसमिति को जिलाधिकारी के अनुमोदन से गठित किया जायेगा-

जिलाधिकारी द्वारा नामित मुख्य विकास अधिकारी/अपर जिलाधिकारी	- अध्यक्ष
प्राचार्य, जिला शिक्षा एवं प्रशिक्षण संस्थान, संबंधित जनपद	- सदस्य
जिला बेसिक शिक्षा अधिकारी, संबंधित जनपद	- सदस्य सचिव
जिला कार्यक्रम अधिकारी, संबंधित जनपद	- सदस्य
जिलाधिकारी द्वारा नामित अन्य दो सदस्य	- सदस्य

2. सेवाप्रदाता द्वारा उपलब्ध करायी गयी अभ्यर्थियों की सूची मेरिट के आधार पर उक्त समिति द्वारा तैयार की जायेगी। मेरिट सूची हाईस्कूल, इंटर, स्नातक/ डीपीएसई/एनटीटी एवं संबंधित डिप्लोमा (शैक्षिक योग्यता हेतु निर्धारित अर्हता के आधार पर) के प्राप्तांकों के प्रतिशत के योग के औसत के आधार पर प्रत्येक जनपद मेरिट सूची अवरोही क्रम में तैयार करेगा। यदि दो या दो अधिक अभ्यर्थियों की परीक्षाओं में प्राप्तांकों के योग व औसत समान होने की स्थिति में अधिक आयु वाले अभ्यर्थी को वरीयता दी जायेगी। यदि आयु में

भी समानता होगी तो ऐसी दशा में अंग्रेजी वर्णमाला के क्रम में बरीयत प्रदान की जायेगी। प्रत्येक परीक्षा के प्रतिशत को दशमलव के दो अंकों में पूर्णकित (Roundoff) किया जायेगा।

3. उक्त समिति द्वारा सेवाप्रदाता द्वारा उपलब्ध करायी गयी अभ्यर्थियों की सूची में अंकित अभ्यर्थियों की शैक्षिक योग्यता संबंधी प्रमाणपत्रों का मूल अभिलेखों से मिलान करते हुए सत्यापन किया जायेगा। सत्यापन के पश्चात् विसंगति की स्थिति में बिंदु संख्या 2 में दी गयी मेरिट सूची में यथावश्यक संशोधन किया जायेगा।

4. विद्यालय चयन हेतु काउंसलिंग:- इस प्रकार तैयार मेरिट लिस्ट में क्रम संख्या 1 में अंकित अभ्यर्थी के सम्मुख जनपद के उन सभी विद्यालयों की सूची जिनमें को-लोकैटेड केन्द्र है (जनपद के लक्ष्य के सापेक्ष विद्यालयों की संख्या निर्धारित की जायेगी) चयन हेतु प्रस्तुत किया जायेगा। संबंधित द्वारा विद्यालय चयन करने के पश्चात् वह विद्यालय सूची में लोक करते हुए अगले अभ्यर्थी के सम्मुख शेष अवशेष सूची प्रस्तुत करते हुए विद्यालय का चयन कराया जायेगा। उक्त काउंसलिंग का कार्य भी उपरोक्तानुसार बिंदु संख्या 1 में गठित समिति द्वारा किया जायेगा।

5. उक्तानुसार चयनित अभ्यर्थियों को ओफर लेटर मूल समिति के अध्यक्ष, जिलाधिकारी संबंधित जनपद से अनुमोदन प्राप्त करते हुए सदस्य सचिव, जिला बेसिक शिक्षा अधिकारी की उपस्थिति में उसी दिन सेवाप्रदाता एजेन्सी द्वारा प्रदान किया जायेगा।

6. चयन प्रक्रिया विभाग द्वारा निर्धारित किये जाने के संबंध में सेवाप्रदाता संस्था द्वारा सहमति प्रदान की जायेगी।

उक्तानुसार चयन संबंधी किसी भी प्रकार की विसंगति/शिवशयत संबंधी प्रत्यावेदन पर विचार एवं निर्णय हेतु जिलाधिकारी के सम्मुख जिला बेसिक शिक्षा अधिकारी के माध्यम से प्रस्तुत किया जायेगा एवं जिलाधिकारी द्वारा उक्त प्रत्यावेदन का निस्तारण कराया जायेगा।

3- इस संबंध में मुझे यह कहने का निदेश हुआ है कि कृपया वार्षिक कार्य योजना एवं बजट 2024-25 में प्रोजेक्ट अप्रूवल बोर्ड, भारत सरकार के अनुमोदन के क्रम में परिषदीय विद्यालयों में अवस्थित (को-लोकैटेड) 10684 आंगनवाड़ी केन्द्रों के बच्चों हेतु (आयुवर्ग 3 से 6 वर्ष) पूर्वप्राथमिक शिक्षा सुनिश्चित कराने के उद्देश्य से 10684 मानव संसाधन/ईसीसीई एजुकेंटर संविदा पर सेवाप्रदाता के माध्यम से आबद्ध करने की प्रक्रिया को इस शर्त के साथ अनुमति प्रदान की जाती है कि उक्त सभी चयन किसी भी स्वीकृत

पद के सापेक्ष नहीं किये जायेंगे।

संलग्नक:- यथोक्त।

Signed by
Shanmuga Sundaram
Date: 26-07-2024 11:16:42
(डा० एम० के० शन्मुगा सुन्दरम्)
प्रमुख सचिव।

संख्या एवं दिनांक तदैव ।

प्रतिलिपि निम्नलिखित को सूचना एवं आवश्यक कार्यवाही हेतु प्रेषित:-

1. अपर मुख्य सचिव, बाल विकास सेवा एवं पुस्तकालय विभाग, 3090।
2. राज्य परियोजना निदेशक, समग्र शिक्षा, 3090 लखनऊ।
3. समस्त जिलाधिकारी एवं अध्यक्ष जिला शिक्षा परियोजना समिति, 3090।
4. समस्त मुख्य विकास अधिकारी एवं उपाध्यक्ष जिला शिक्षा परियोजना समिति, 3090।
5. शिक्षा निदेशक (बेसिक), 3090 लखनऊ।
6. समस्त प्राचार्य, डायट, 3090।
7. समस्त जिला बेसिक शिक्षा अधिकारी, 3090।
8. गार्ड फाइल।

आना से,
ह०/-
(अवधेश कुमार तिवारी)
विशेष सचिव।

Appendix -V

S. no.	State Name	District ID	District Name	Division	Project ID	Project Code	Project Name	Project Belong	Block Name	Region
5	Uttar Pradesh	618	Agra	Agra	6000	911805	Bichpuri	Rural	BICHPU RI	
72	Uttar Pradesh	658	Hathras	Aligarh	6483	916302	Hathras City	Urban	HATHRA S	
293	Uttar Pradesh	649	Siddhart h Nagar	Basti	6374	918211	Mithwal	Rural	MITHW AL	
307	Uttar Pradesh	633	Chitrako ot	Chirtakoo t	6160	913601	Chitrako ot City	Urban	CHITRA KOOT DHAM - KARWI	
370	Uttar Pradesh	648	Shravast i	Devipatan	6327	918103	Harihar pur Rani	Rural	HARIHA RPUR RANI	
401	Uttar Pradesh	674	Gorakhp ur	Gorakhpur	6666	914811	Jungle Kaudiya	Rural	CAMPIE RGANJ	
464	Uttar Pradesh	653	Lalitpur	Jhansi	6399	916107	Talbeha t	Rural	BIRDHA	Bundelk hand
497	Uttar Pradesh	628	Kannauj	Kanpur Dehat	6112	916008	Talgram	Rural	TALGRA M	
593	Uttar Pradesh	654	Sitapur	Lucknow	6419	915408	KHAIRA BAD	Rural	KHAIRA BAD	Central
656	Uttar Pradesh	663	Ghaziab ad	Meerut	6499	914505	Razapur	Rural	RAJAPU R	Western
697	Uttar Pradesh	660	Sonbha dra	Mirzapur	6476	920003	Chopan	Rural	OBRA	
738	Uttar Pradesh	629	Rampur	Moradab ad	6891	917606	Shahbad	Rural	SHAHAB AD	
766	Uttar Pradesh	637	Kausha mbi	Prayagraj	6229	917402	Kausha mbi City	Urban	MANJH ANPUR	Purvanc hal
837	Uttar Pradesh	683	Shamli	Saharanp ur	6765	966004	Thanab hawan	Rural	THANA BHAWA N	
888	Uttar Pradesh	672	Varanasi	Varanasi	6612	919701	Araziline	Rural	ARAJILI NE	

Appendix -VI

Appendix -VI - Part I, (Survey for Parents)

उत्तर प्रदेश में ECCE कार्यान्वयन से संबंधित सर्वेक्षण प्रश्नावली: माता-पिता/अभिभावक के लिए

प्रिय हितधारक,

यह सर्वेक्षण एक अनुसंधान अध्ययन का हिस्सा है जिसका उद्देश्य उत्तर प्रदेश में प्रारंभिक बाल देखभाल और शिक्षा (ECCE) कार्यक्रमों के कार्यान्वयन में चुनौतियों को समझना है। आपके द्वारा प्रदान की गई जानकारी राज्य में ECCE को सुधारने के लिए प्रमुख समस्याओं और संभावित समाधानों की पहचान करने में महत्वपूर्ण भूमिका निभाएगी। कृपया ध्यान दें कि सभी उत्तर गोपनीय रहेंगे और केवल अनुसंधान उद्देश्यों के लिए उपयोग किए जाएंगे। आपकी भागीदारी स्वैच्छिक है, और आप किसी भी समय बिना किसी परिणाम के इसे छोड़ सकते हैं।

भाग 1: जनसांख्यिकीय जानकारी

1. नाम (वैकल्पिक):
2. भूमिका
 - i. माता
 - ii. पिता
 - iii. अन्य (कृपया उल्लेख करें): _____
3. स्थान (जिला/ब्लॉक/गांव):
4. बच्चे की आयु
 - i. 3 से 4 वर्ष
 - ii. 4 से 5 वर्ष
 - iii. 5 से 6 वर्ष
 - iv. अन्य (कृपया उल्लेख करें): _____
5. बच्चे का लिंग
 - i. पुरुष
 - ii. महिला
 - iii. अन्य
6. आपका पेशा:
7. आय:
 - i. रु. 5000 प्रतिमाह तक
 - ii. रु. 5000-10000 प्रतिमाह
 - iii. रु. 10000-15000 प्रतिमाह

- iv. रु. 15000-20000 प्रतिमाह
- v. रु. 20000 प्रतिमाह से अधिक

8. **बच्चा आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र में कब से नामांकित है? (वर्ष):**
- i. 1 वर्ष से कम
 - ii. 1 वर्ष
 - iii. 2 वर्ष
 - iv. 3 वर्ष
9. **प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) केंद्र का प्रकार:**
- i. स्टैंडअलोन आंगनवाड़ी
 - ii. निजी प्री-स्कूल (स्टैंडअलोन)
 - iii. सह-स्थित आंगनवाड़ी
 - iv. सरकारी प्राथमिक विद्यालय से जुड़े प्री-स्कूल
 - v. NGO संचालित केंद्र
 - vi. अन्य (कृपया उल्लेख करें): _____

भाग 2: बुनियादी ढांचा और संसाधन

10. **आपके आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र की वर्तमान बुनियादी संरचना को आप कैसे आंकते हैं?**
- i. बहुत अच्छा
 - ii. अच्छा
 - iii. पर्याप्त
 - iv. खराब
 - v. बहुत खराब
11. **क्या आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र से आपको बच्चे के साथ घर पर की जाने वाली गतिविधियों के बारे में मार्गदर्शन मिलता है?**
- i. हां
 - ii. नहीं
12. **प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) से आपका क्या अभिप्राय है? (सभी चुनें जो लागू हों)**
- i. प्रारंभिक बाल्यावस्था देखभाल और शिक्षा का उद्देश्य जन्म से 6 वर्ष तक के बच्चों का समग्र विकास है।
 - ii. बच्चा स्कूल के लिए तैयार होगा।
 - iii. ECCE स्वास्थ्य और पोषण से संबंधित है।
 - iv. ECCE औपचारिक शिक्षा प्रदान करता है और बच्चा अक्षर और गिनती सीखेगा।

- v. बच्चा गतिविधियों और खेल-आधारित शिक्षा में शामिल होगा।
vi. अन्य (कृपया उल्लेख करें): _____
13. क्या आपका आंगनवाड़ी केंद्र प्राथमिक विद्यालय में सह-स्थित है?
i. हाँ
ii. नहीं
14. क्या आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र में पर्याप्त शिक्षण सामग्री (किताबें, खिलौने, शिक्षण उपकरण, आदि) हैं
i. हाँ, पूरी तरह से सुसज्जित
ii. आंशिक रूप से सुसज्जित
iii. बिल्कुल भी सुसज्जित नहीं
15. क्या नामांकित बच्चों की संख्या संभालने के लिए पर्याप्त शिक्षक या आंगनवाड़ी कार्यकर्ता हैं?
i. हाँ
ii. नहीं
iii. हाँ, लेकिन कुछ कमी है
16. आपके बच्चे के आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र से संबंधित बुनियादी ढांचे की मुख्य चुनौतियां क्या हैं? (सभी चुनें जो लागू हों)
i. उचित भवन/स्थान की कमी
ii. पर्याप्त शिक्षण सामग्री की कमी
iii. पेयजल/स्वच्छता सुविधाओं की कमी
iv. भीड़भाड़ वाले कक्ष
v. धन की कमी
vi. शिक्षक या आंगनवाड़ी कार्यकर्ता की कमी
vii. अन्य (कृपया उल्लेख करें): _____
17. क्या आपको लगता है कि 3 से 6 वर्ष की उम्र के बच्चों के लिए आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र में नामांकित होना महत्वपूर्ण है?
i. हाँ
ii. नहीं
17. क्या आप निम्नलिखित सरकारी योजनाओं/नीतियों के बारे में जानते हैं? (सभी चुनें जो लागू हो)
i. पोषण - हाँ/नहीं
ii. समग्र शिक्षा - हाँ/नहीं
iii. निपुण भारत - हाँ/नहीं
iv. राष्ट्रीय शिक्षा नीति 2020 - हाँ/नहीं
v. प्रारंभिक स्तर के लिए राष्ट्रीय पाठ्यक्रम रूपरेखा

- vi. स्कूल शिक्षा के लिए राष्ट्रीय पाठ्यक्रम रूपरेखा 2023 - हाँ/नहीं
- vii. आधारशिला
- viii. जादुई पिटारा - हाँ/नहीं
- ix. शिक्षण अधिगम सामग्री की उपलब्धता - हाँ/नहीं
- x. मध्याह्न भोजन - हाँ/नहीं
- xi. निष्ठा शिक्षक प्रशिक्षण - हाँ/नहीं
- xii. विद्या प्रवेश - हाँ/नहीं

19. क्या आप आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र के लिए सरकारी वित्तपोषण और नीतियों से संतुष्ट हैं?

- i. हाँ
- ii. नहीं
- iii. कह नहीं सकता

20. क्या आपके बच्चे को उनकी मातृभाषा में सिखाया जाता है?

- i. हाँ
- ii. नहीं

21. क्या आपको घर पर बच्चों को पढ़ाने में कोई समस्या होती है?

- i. हाँ
- ii. नहीं
- iii. यदि हां, तो कृपया उल्लेख करें: _____

22. क्या आपका बच्चा घर लाने के लिए कोई गतिविधि पत्रक/वर्कशीट/कहानी की किताब/खिलौने/ई-संसाधन आदि प्राप्त करता है?

- i. हां, नियमित रूप से
- ii. कभी-कभी
- iii. नहीं, बिल्कुल भी नहीं
- iv. निश्चित नहीं

23. क्या आप आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र गतिविधियों में भाग लेते हैं? यदि हां, तो किस प्रकार की गतिविधियों में?

- i. हां, नियमित रूप से (जैसे कहानी सुनाना, पढ़ाई, गतिविधियां आदि)
- ii. हां, लेकिन केवल विशेष अवसरों पर (जैसे वार्षिक दिवस, माता-पिता-शिक्षक बैठकें)
- iii. नहीं, बिल्कुल भी शामिल नहीं
- iv. लागू नहीं

24. आप कितनी बार शिक्षकों से बातचीत करने के लिए आंगनवाड़ी/आंप्री-स्कूल/ECCE केंद्र / स्कूल जाते हैं?

- i. सप्ताह में एक बार
- ii. महीने में एक बार

- iii. साल में कुछ बार
- iv. शायद ही कभी या कभी नहीं

25. **माता-पिता-शिक्षक बैठकों (PTM) के दौरान कौन-कौन से विषय चर्चा में आते हैं?**

- i. बच्चे की शैक्षणिक प्रगति
- ii. व्यवहारिक या सामाजिक विकास
- iii. स्कूल से संबंधित चुनौतियां या सुधार
- iv. अन्य विषय (कृपया उल्लेख करें): _____

26. **आपको आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र / स्कूल के साथ किस प्रकार की चुनौतियाँ हैं?**

- i. शिक्षकों के साथ संवाद की कमी
- ii. अपर्याप्त सुविधाएँ
- iii. अपर्याप्त शैक्षिक संसाधन
- iv. अन्य (कृपया उल्लेख करें)"

27. **आपकी राय में, उत्तर प्रदेश में आंगनवाड़ी/प्री-स्कूल/ECCE केंद्र में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) कार्यक्रमों के कार्यान्वयन में सुधार के लिए क्या उपाय किए जाने चाहिए? (सभी उपयुक्त विकल्प चुनें)**

- i. शिक्षकों का प्रशिक्षण बढ़ाना और पर्याप्त संसाधन प्रदान करना
- ii. माता-पिता और ECCE केंद्रों के बीच संचार को मजबूत करना
- iii. गतिविधि-आधारित शिक्षण सामग्री और खेलौनों की उपलब्धता सुनिश्चित करना
- iv. ECCE केंद्रों में बुनियादी ढांचे और सुविधाओं में सुधार करना
- v. बच्चों के लिए नियमित स्वास्थ्य और पोषण जांच प्रदान करना
- vi. ECCE के महत्व पर माता-पिता के लिए जागरूकता अभियान आयोजित करना
- vii. अन्य (कृपया उल्लेख करें): _____

धन्यवाद! आपके उत्तर ECCE कार्यान्वयन की चुनौतियों को समझने और सुधारने में मदद करेंगे।

Appendix –VI-Part II (Survey for Anganwadi workers/ Teachers/others)

सर्वेक्षण प्रश्नावली (शिक्षक/आंगनवाड़ी कार्यकर्ता/NGO कार्यकर्ता/सरकारी अधिकारी/विद्यालय प्रधान): उत्तर प्रदेश में ECCE कार्यान्वयन में चुनौतियाँ

प्रिय हितधारक,

यह सर्वेक्षण एक अनुसंधान अध्ययन का हिस्सा है जिसका उद्देश्य उत्तर प्रदेश में प्रारंभिक बाल देखभाल और शिक्षा (ECCE) कार्यक्रमों के कार्यान्वयन में चुनौतियों को समझना है। आपके द्वारा प्रदान की गई जानकारी राज्य में ECCE को सुधारने के लिए प्रमुख समस्याओं और संभावित समाधानों की पहचान करने में महत्वपूर्ण भूमिका निभाएगी। कृपया ध्यान दें कि सभी उत्तर गोपनीय रहेंगे और केवल अनुसंधान उद्देश्यों के लिए उपयोग किए जाएंगे। आपकी भागीदारी स्वैच्छिक है, और आप किसी भी समय बिना किसी परिणाम के इसे छोड़ सकते हैं।

1: जनसांख्यिकी जानकारी

1. नाम (वैकल्पिक):
2. भूमिका (एक का चयन करें):
 - a. शिक्षक
 - b. आंगनवाड़ी कार्यकर्ता
 - c. सरकारी अधिकारी/शैक्षिक प्रशासक
 - d. विद्यालय प्रधान
 - e. NGO कार्यकर्ता
 - f. अन्य (कृपया निर्दिष्ट करें): _____
3. स्थान (जिला/ब्लॉक/गांव):
4. ECCE में अनुभव (वर्षों में):
 - a. 1 वर्ष से कम
 - b. 1-3 वर्ष
 - c. 3-5 वर्ष
 - d. 5 वर्ष से अधिक
 - e. लागू नहीं
5. ECCE केंद्र का प्रकार:
 - a. स्वतंत्र आंगनवाड़ी
 - b. निजी प्री-स्कूल (स्वतंत्र)
 - c. सह-स्थित आंगनवाड़ी
 - d. सरकारी प्राथमिक विद्यालय से जुड़ा प्री-स्कूल
 - e. NGO द्वारा संचालित केंद्र
 - f. अन्य (कृपया निर्दिष्ट करें): _____
6. योग्यता:
 - g. 8वीं पास
 - h. 10वीं पास

- i. 12वीं पास
- j. DPSE
- k. D.El.Ed
- l. B.Ed.
- m. अन्य (कृपया निर्दिष्ट करें): _____

खंड 2: बुनियादी ढाँचा और संसाधन

7. आप अपने ECCE केंद्र के वर्तमान बुनियादी ढाँचे का मूल्यांकन कैसे करेंगे?
- a. बहुत अच्छा
 - b. अच्छा
 - c. पर्याप्त
 - d. खराब
 - e. बहुत खराब
8. क्या केंद्र में सभी बच्चों के लिए पर्याप्त शिक्षण सामग्री (किताबें, खिलौने, शिक्षण सहायता, आदि) उपलब्ध हैं?
- a. हाँ, पूरी तरह से सुसज्जित
 - b. आंशिक रूप से सुसज्जित
 - c. बिल्कुल सुसज्जित नहीं
9. क्या बच्चों की संख्या को संभालने के लिए पर्याप्त शिक्षक और देखभालकर्ता हैं?
- a. हाँ
 - b. नहीं
 - c. कुछ हद तक, लेकिन कमी है
10. आपके ECCE केंद्र में बुनियादी ढाँचे से संबंधित प्रमुख चुनौतियाँ क्या हैं? (सभी लागू विकल्पों का चयन करें)
- a. उचित भवन/स्थान की कमी
 - b. अपर्याप्त शिक्षण सामग्री
 - c. पीने का पानी/स्वच्छता सुविधाओं की कमी
 - d. अत्यधिक भीड़-भाड़ वाली कक्षाएँ
 - e. अपर्याप्त धन
 - f. ECCE प्रशिक्षित शिक्षकों की कमी

खंड 3: प्रशिक्षण और क्षमता निर्माण

11. क्या आपके पास प्री-स्कूल शिक्षा में डिप्लोमा है?

- a. हाँ
- b. नहीं

यदि नहीं, तो क्या आपने ECCE के लिए कोई प्रमाणपत्र कोर्स/प्रशिक्षण लिया है? हाँ/नहीं?

12. ECCE के लिए कौन सा प्रकार का पूर्व-सेवा प्रशिक्षण उपलब्ध है? (कृपया निर्दिष्ट करें)

- a. निजी संस्थान द्वारा प्रमाणपत्र कोर्स
- b. SCERT/DIET द्वारा प्रशिक्षण
- c. NIOS द्वारा कोर्स
- d. NGO द्वारा प्रशिक्षण
- e. सरकारी विश्वविद्यालयों द्वारा प्रदान किया गया अन्य कोई ECCE कोर्स (कृपया निर्दिष्ट करें)

13. क्या ECCE शिक्षक/आंगनवाड़ी कार्यकर्ताओं को बाल्यकाल शिक्षा पर पर्याप्त इन-सेवा प्रशिक्षण प्राप्त हुआ है?

- a. हाँ, पूरी तरह से प्रशिक्षित
- b. कुछ प्रशिक्षण प्राप्त किया, लेकिन पर्याप्त नहीं
- c. कोई प्रशिक्षण प्राप्त नहीं हुआ

14. आपके अनुसार, ECCE पाठ्यक्रम को लागू करने में शिक्षक/आंगनवाड़ी कार्यकर्ताओं को क्या मुख्य चुनौतियाँ हैं? (सभी लागू विकल्पों का चयन करें)

- a. प्रशिक्षण की कमी
- b. अपर्याप्त संसाधन
- c. भाषा की दीवार
- d. पाठ्यक्रम की जटिलता
- e. प्रति शिक्षक बहुत अधिक बच्चे
- f. अन्य (कृपया निर्दिष्ट करें): _____
- g. क्या आपको SCERT/NRC/CRC से कोई मार्गदर्शन सहायता मिल रही है? (कृपया निर्दिष्ट करें)

खंड 4: माता-पिता और समुदाय की सहभागिता

15. क्या आपको लगता है कि माता-पिता ECCE की अनौपचारिक प्रकृति के बारे में अवगत हैं?

- a. हाँ
- b. नहीं

16. क्या माता-पिता ECCE में जैसे कि वर्णमाला, गिनती आदि की औपचारिक शिक्षा की अपेक्षा करते हैं?

- a. हाँ

b. नहीं

17. क्या आप माता-पिता को ECCE कार्यक्रम में शामिल करने के लिए प्रयास करते हैं?

- a) हाँ, नियमित रूप से
- b) हाँ, कभी-कभी
- c) बहुत कम
- d) नहीं

18. आप ECCE गतिविधियों में माता-पिता की सहभागिता को कैसे वर्णन करेंगे?

- a. अत्यधिक शामिल
- b. मध्यम रूप से शामिल
- c. न्यूनतम शामिल
- d. बिल्कुल शामिल नहीं

19. ECCE कार्यक्रमों में माता-पिता और समुदायों को शामिल करने में क्या प्रमुख चुनौतियाँ हैं? (सभी लागू विकल्पों का चयन करें)

- a. ECCE के बारे में जागरूकता की कमी
- b. वित्तीय प्रतिबंध
- c. सांस्कृतिक या सामाजिक अवरोध
- d. समय/रुचि की कमी
- e. अन्य (कृपया निर्दिष्ट करें): _____

खंड 5: नीति और सरकारी समर्थन

20. आपके क्षेत्र में ECCE के लिए सरकारी नीतियाँ और समर्थन कितने प्रभावी हैं?

- a. बहुत प्रभावी
- b. कुछ हद तक प्रभावी
- c. प्रभावी नहीं
- d. नहीं जानते

21. ECCE के लिए सरकारी समर्थन प्राप्त करने में क्या सबसे बड़ी चुनौतियाँ हैं? (सभी लागू विकल्पों का चयन करें)

- a. धन की कमी
- b. नीति कार्यान्वयन में देरी
- c. अपर्याप्त निगरानी और मूल्यांकन
- d. अपर्याप्त प्रशिक्षण कार्यक्रम
- e. सरकारी एजेंसियों के बीच समन्वय की कमी
- f. अन्य (कृपया निर्दिष्ट करें): _____

खंड 6: सामान्य चुनौतियाँ और सिफारिशें

22. आपके क्षेत्र में प्रभावी ECCE कार्यान्वयन में सबसे महत्वपूर्ण चुनौतियाँ क्या हैं? (सभी लागू विकल्पों का चयन करें)
- प्रशिक्षित शिक्षक/आंगनवाड़ी कार्यकर्ताओं की कमी
 - WCD और स्कूल शिक्षा विभाग के बीच समन्वय की कमी
 - अपर्याप्त बुनियादी ढाँचा
 - अपर्याप्त सरकारी समर्थन
 - माता-पिता/समुदाय की सहभागिता की कमी
 - अपर्याप्त धन
 - पाठ्यक्रम संबंधित चुनौतियाँ
 - अन्य (कृपया निर्दिष्ट करें): _____

खंड 7: आंगनवाड़ियों का सह-स्थान

23. क्या स्कूल/समुदाय सुविधाओं के साथ आंगनवाड़ी का सह-स्थान अन्य सेवाओं (जैसे, स्वास्थ्य देखभाल, शिक्षा, स्वच्छता) तक पहुँच को आसान बनाता है?
- हाँ
 - नहीं
 - सुनिश्चित नहीं
24. क्या आपको लगता है कि सह-स्थान ने आंगनवाड़ी केंद्र में उपस्थिति में सुधार किया है?
- हाँ, उपस्थिति में सुधार हुआ है
 - नहीं, उपस्थिति समान है
 - सुनिश्चित नहीं
25. क्या सह-स्थान ने साझा संसाधनों जैसे कि स्वच्छता सुविधाएँ, खेल मैदान, या कक्षाओं तक बेहतर पहुँच प्रदान की है?
- हाँ
 - नहीं
 - आंशिक रूप से
26. क्या अन्य सुविधाओं (जैसे, भीड़-भाड़, समय सारणी में संघर्ष) के साथ संसाधन या स्थान साझा करने से संबंधित कोई चुनौतियाँ हैं?
- हाँ
 - नहीं

c. यदि हाँ, तो कृपया निर्दिष्ट करें: _____

27. क्या सह-स्थान ने आंगनवाड़ी कार्यकर्ताओं, शिक्षकों और अन्य समुदाय के सदस्यों के बीच अधिक संवाद का कारण बना है?

- a. हाँ, बहुत अधिक
- b. थोड़ा अधिक
- c. कोई बदलाव नहीं

28. 5 से 6 वर्ष की उम्र के बच्चों के लिए बालवाटिका कहाँ स्थित है?

- a. आंगनवाड़ी
- b. सरकारी प्राथमिक विद्यालय
- c. निजी प्री-स्कूल
- d. कोई नहीं

29. सह-स्थित आंगनवाड़ियों से आपको कौन-कौन सी मुख्य चुनौतियाँ हैं? (सभी लागू विकल्पों का चयन करें)

- a. WCD और स्कूल शिक्षा विभाग के बीच समन्वय की कमी
- b. शिक्षकों और आंगनवाड़ी कार्यकर्ताओं के बीच समन्वय की कमी
- c. स्तनपान कराने वाली और गर्भवती माताएँ सह-स्थित आंगनवाड़ियों में नहीं जा सकतीं
- d. संसाधन साझा करने में समस्याएँ
- e. समय सारणी में संघर्ष
- f. कोई चुनौतियाँ नहीं
- g. अन्य (कृपया निर्दिष्ट करें): _____

30. कुल मिलाकर, क्या आप आंगनवाड़ी केंद्र के सह-स्थान से संतुष्ट हैं?

- a. बहुत संतुष्ट
- b. संतुष्ट
- c. तटस्थ
- d. असंतुष्ट

31. क्या आप अधिक आंगनवाड़ी केंद्रों को स्कूलों या अन्य समुदाय सुविधाओं के साथ सह-स्थान करने की सिफारिश करेंगे?

- a. हाँ
- b. नहीं
- c. सुनिश्चित नहीं

32. क्या आप निम्नलिखित सरकारी कार्यक्रम/नीतियों के बारे में जानते हैं? (सभी लागू विकल्पों का चयन करें)


- a. पोषण - हाँ/नहीं
- b. समग्र शिक्षा - हाँ/नहीं
- c. निपुण भारत - हाँ/नहीं
- d. राष्ट्रीय शिक्षा नीति 2020 - हाँ/नहीं
- e. राष्ट्रीय पाठ्यचर्या रूपरेखा आधारभूत 2022 - हाँ/नहीं
- f. राष्ट्रीय पाठ्यचर्या रूपरेखा 2023 (स्कूल शिक्षा) - हाँ/नहीं
- g. आधारशिला
- h. जादुई पटरा - हाँ/नहीं
- i. शिक्षण-शिक्षण सामग्री की उपलब्धता - हाँ/नहीं
- j. मध्याह्न भोजन - हाँ/नहीं
- k. निश्ठा शिक्षक प्रशिक्षण - हाँ/नहीं
- l. विद्या प्रवेश - हाँ/नहीं


33. आपके अनुसार, उत्तर प्रदेश में ECCE कार्यक्रमों के कार्यान्वयन को सुधारने के लिए कौन से उपाय किए जा सकते हैं? (सभी लागू विकल्पों का चयन करें)


- a) ECCE शिक्षकों के लिए विशेष प्रशिक्षण प्रदान करना - []
- b) संसाधनों का बेहतर आवंटन सुनिश्चित करना (जैसे, शिक्षण सामग्री, खिलौने) - []
- c) माता-पिता की सहभागिता को मजबूत करना, और माता-पिता और समुदाय को ECCE के महत्व को समझाने के लिए जागरूकता अभियान चलाना - []
- d) ECCE कार्यक्रमों के लिए बुनियादी ढाँचा और सुविधाओं को सुधारना - []
- e) सरकारी नीतियों और समर्थन में सुधार करना - []
- f) अधिक सरकारी वित्तीय सहायता प्राप्त करना - []
- g) शैक्षिक गुणवत्ता को सुधारने के लिए पाठ्यक्रम को अपडेट करना - []
- h) कोई अन्य सुझाव, कृपया निर्दिष्ट करें: _____

आपका इस सर्वेक्षण में भाग लेने के लिए धन्यवाद। आपके विचार ECCE कार्यान्वयन की चुनौतियों को बेहतर ढंग से समझने और हल करने में मदद करेंगे।

Appendix -VII

**महानिदेशक, स्कूल शिक्षा**
एवं
राज्य परियोजना निदेशक कार्यालय,
समग्र शिक्षा, विद्या भवन, निशातगंज, लखनऊ-226 007
Website: www.sareeducation.up.gov.in, www.spefa.com Email: spefa300@gmail.com Phone: 0522-2700905

**समग्र शिक्षा**
Samagra Shiksha



सेवा में,
✓ महानिदेशक,
भारतीय लोक प्रशासन संस्थान
नई दिल्ली।


पत्रांक:-प्री-प्राइमरी/ECCE/1017/2024-25 दिनांक:-11/फरवरी/2025

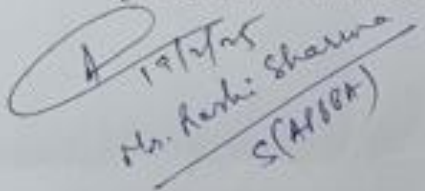
विषय:-सुश्री राशि शर्मा भारतीय डाक सेवा अधिकारी को भारतीय लोक प्रशासन संस्थान (HPA), नई दिल्ली में उत्तर प्रदेश में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) के कियान्वयन में चुनौतियों का अन्वेषण विषय पर शोध अध्ययन हेतु अनुमति और समर्थन के सम्बन्ध में।

महोदय,
उपरोक्त विषय से संबंधित भारतीय लोक प्रशासन संस्थान के पत्र संख्या 14/XL-APPPA/13/2024-25 दिनांक 20 दिसम्बर 2024 का संदर्भ ग्रहण करने का कष्ट करें, जिसके द्वारा अवगत कराया गया है कि सुश्री राशि शर्मा, भारतीय डाक सेवा अधिकारी, वर्तमान में भारतीय लोक प्रशासन संस्थान (HPA), नई दिल्ली में दस माह के एडवॉस प्रोफेशनल प्रोग्राम इन पब्लिक एडमिनिस्ट्रेशन (APPPA) में भाग ले रही हैं एवं "उत्तर प्रदेश में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) के कियान्वयन में चुनौतियों का अन्वेषण" विषय पर शोध अध्ययन कर रही हैं। सुश्री राशि शर्मा द्वारा अपने अध्ययन व शोध हेतु उत्तर प्रदेश में सूचनाएं/डाटा संकलन किया जाना है। उक्त पत्र द्वारा सुश्री राशि शर्मा को सूचना/डाटा संकलन हेतु अनुमति एवं सहयोग प्रदान किये जाने की अपेक्षा की गयी है।

तदक्रम में शासन के पत्रांक 1/861178/68-5099/52/2025 अनुभाग-5 बेसिक शिक्षा दिनांक 24 जनवरी 2025 के द्वारा सुश्री राशि शर्मा को उक्त शोध अध्ययन के लिए सूचना/डाटा संकलन हेतु अनुमति इस शर्त के साथ प्रदान की गयी है कि इसमें किसी भी तरह का वित्तीय सहयोग प्रदान नहीं किया जायेगा।

कृपया उपरोक्त से अवगत होने का कष्ट करें।

भवदीया

(कंचन वर्मा)
महानिदेशक, स्कूल शिक्षा,
उत्तर प्रदेश।


Ms. Rashi Sharma
S(HPA)

पृष्ठांकन संख्या: प्री-प्राइमरी/ECCE / /2024-25 तददिनांक।
प्रतिलिपि:- निम्नांकित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित।
1. विशेष सचिव, बेसिक शिक्षा अनुभाग-5, उ0प्र0 शासन।

(कंचन वर्मा)
महानिदेशक, स्कूल शिक्षा,
उत्तर प्रदेश।

निदेशालय, बाल विकास सेवा एवं पुष्ठाहार, उत्तर प्रदेश।

पत्र संख्या: ७७९१ / बा०वि०न०वि० / ई०सी०ए०सी०ई० / 2024-25

दिनांक: ३/ जनवरी, 2025

जिला कार्यक्रम अधिकारी

जनपद-ललितपुर, सीतापुर, गाजियाबाद तथा बाराणसी।

विषय:- श्रीमती राशि शर्मा द्वारा भारतीय लोक प्रशासन संस्थान (IIPA) के तत्वावधान में "उत्तर प्रदेश में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) के कियान्वयन में आने वाली चुनौतियों का अध्ययन" विषय पर शोध कार्य हेतु आवश्यक सहयोग प्रदान किये जाने के सम्बन्ध में।

श्रीमती राशि शर्मा के ई-मेल दिनांक 07 जनवरी, 2025 द्वारा अवगत कराया गया है कि भारतीय लोक प्रशासन संस्थान (IIPA) के तत्वावधान में "उत्तर प्रदेश में प्रारंभिक बाल्यावस्था देखभाल और शिक्षा (ECCE) के कियान्वयन में आने वाली चुनौतियों का अध्ययन" विषय पर शोध किया जा रहा है। श्रीमती राशि शर्मा द्वारा उक्त शोध कार्य में सर्वेक्षण, साक्षात्कार और चर्चा हेतु चार ब्लॉकों का चयन किया है जो कि निम्नवत् है:-

- विरघा ब्लॉक, जिला ललितपुर
- खैराबाद ब्लॉक, जिला सीतापुर
- श्राजापुर ब्लॉक, जिला गाजियाबाद
- अराजीलाइन ब्लॉक, जिला बाराणसी

इस सर्वेक्षण कार्य हेतु दो गूगल फॉर्म श्रीमती राशि शर्मा द्वारा उपलब्ध कराए गए हैं, जिसका लिंक इस प्रकार है:-

- 1- प्रथम गूगल फॉर्म https://docs.google.com/form/d/e/1FAIpQLScvRw-OjLnSE1TCDDpdpFKc_KeWvDiOPXLeI5Qa4QaspoG7A/viewform?usp=header
- 2- दूसरा गूगल फॉर्म <https://docs.google.com/form/d/e/1FAIpQLSdhfLs0J1DG9ssAy709GWCRbADNFnwmfwvDhHQEh38v-F3Baw/viewform?usp=header>

उक्त शोध कार्य हेतु जनपदों को लिंक निम्न आशय से प्रेषित किया जा रहा है:-

1. प्रति ब्लॉक 100 आंगनवाड़ी का चयन किया जा सकता है और इन आंगनवाड़ी कार्यकर्तियों से फॉर्म भरने का अनुरोध किया जाना है (कुल फॉर्म: 400) आंगनवाड़ी कार्यकर्त्री को Google फॉर्म भरने में तकनीकी रूप से सहायता दी जा सकती है, लेकिन उन्हें फॉर्म में उत्तरों का चयन करने के लिए प्रभावित नहीं किया जाना चाहिए।
2. आंगनवाड़ी कार्यकर्ताओं के लिए तैयार फॉर्म क्लस्टर/ब्लॉक/जिला स्तर पर कार्यरत अधिकारियों द्वारा भी भरा जा सकता है। सरकारी अधिकारियों से भी कुल 50-100 फॉर्म भरे जाने की अपेक्षा की गयी है।
3. दूसरा गूगल फॉर्म माता-पिता के लिए है, प्रत्येक ब्लॉक से 50 माता-पिता (कुल 200 गूगल फॉर्म) से गूगल फॉर्म भराये जाने का अनुरोध किया गया है। उन्हें Google फॉर्म भरने में तकनीकी रूप से सहायता दी जा सकती है, लेकिन फॉर्म में उत्तरों का चयन करने के लिए प्रभावित नहीं किया जाना चाहिए।

अतः श्रीमती राशि शर्मा के शोध कार्य हेतु डाटा प्राप्त करने, फीडबैक सर्वे तथा साक्षात्कार किये जाने हेतु आवश्यक सहयोग प्रदान करना सुनिश्चित करें। श्रीमती राशि शर्मा का मोबाइल नम्बर 9968345968 तथा ई मेल: rashi.edu@nic.in, rashiadg@gmail.com है।

(संदीप कौर)
निदेशक।

पुष्ठांकन संख्या: / तददिनांक।

प्रतिलिपि:- निम्नलिखित को सूचनार्थ एवं आवश्यक कार्यवाही हेतु प्रेषित।

1. प्रमुख सचिव, बाल विकास एवं पुष्ठाहार, उ०प्र० शासन।
2. महानिदेशक, भारतीय लोक प्रशासन संस्थान (IIPA), नई दिल्ली।
3. श्रीमती राशि शर्मा, नई दिल्ली को ई मेल दिनांक 7 व 9 जनवरी, 2025 के क्रम में सम्बन्धित जनपदों के जिला कार्यक्रम अधिकारियों के मो० न० की सूची सहित इस आशय से प्रेषित कि कृपया अपने स्तर से भी जनपदों में समन्वय स्थापित करें।
4. सम्बन्धित मुख्य विकास अधिकारी, उ०प्र०।
5. कार्यालय प्रति।

(संदीप कौर)
निदेशक।

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