

Ε-CONTENTS

Batch- 2016

EDU-E 104: EARLY CHILDHOOD CARE AND EDUCATION

Prepared By

Dr. Mohammad Sayid Bhat

**Assistant Professor,
Department of Education,
Central University of Kashmir**

Syllabus

UNIT I: CONCEPT AND METHODS

- **Concept of Early Childhood Care and Education (ECCE)**
- **Aims and Objectives of ECCE**
- **Need, Importance and Scope of ECCE**
- **Early Childhood Education Movement in India: Pre-Independence & Post- Independence Initiatives; Methods employed for child study: Observation, Case Study, Cross-sectional & Longitudinal Methods**

EARLY CHILDHOOD CARE AND EDUCATION

Early Childhood Care and Education term has been used to refer to group settings for children approximately between three to five years of age which are deliberately designed to stimulate and support their physical, mental, emotional, language, social development etc. It has been called by the psychologists, educationists and policy-makers by variety of names such as nursery school education, kindergarten education, pre-primary education etc., and the group settings in which Early Childhood Care and Education is provided to children are known by variety of names such as nursery school, kindergarten schools, Shishu Vihar, Sishu Vatikas. These settings are specially designed to provide care, supervision, stimulation and education to preschool children outside their homes. These settings are included under the general term entitled 'Early Childhood Care and Education' quite valid and have in common the fact that they serve children before entry into primary schools.

NEED AND IMPORTANCE

Early Childhood Care and Education is in a state of ferment today. The education of the preschool children has never assumed greater importance in the eyes of the general public. Projects and other programmes for preschool children initiated by the government and by the private bodies have put a measure of urgency upon the extension of the educational opportunities for the young children. National Policy on Education 1986 has taken the lead in suggesting that all children benefit from education in the early years.

Early Childhood Care and Education (ECCE) has assumed special significance in the National Policy on Education, 1986. It has rightly mentioned that the National Policy on Children (1974) specially emphasized investment in the development of the young children, particularly children from sections of the population in which first generation learners predominate. Child development has been taken in a holistic view recognizing all the aspects like nutrition, health, social, mental, physical, moral and emotional development. ECCE has received high priority and been properly integrated with the Integrated Child Development Services Programme (ICDS) as far as possible. Day care Centres, as suggested by the NPE 1986, would be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working mothers belonging to poor sections of our society.

The NPE 1986, has recommended that programme of ECCE would be child centred, focused around play and the individuality of the child. Formal methods and introduction of the 3R's would be discouraged at this stage. The local community would be fully involved in these programmes. A full integration of child care and pre- primary education would be brought about, both as a feeder and as a strengthening factor for primary education and the human resource development in general. With a view to implementing the NPE 1986, the Programme of Action has work out the ways and means and also discussed the significant parameters of the quality of life which are correlated with ECCE. These are infant mortality rate, incidence of malnutrition, the morbidity, and the literacy rates. These parameters show ugly state of affairs in the field of child development.

The need and importance of Early Childhood Care and Education has been highlighted by different commissions and committees like (A. Wood Committee 1937; Central Social Welfare Board 1953; Indian Child Education Conference 1955; Education Commission 1964-66; Committees of Members of Parliament of Education 1967; U.S. Research and Policy Committee for Economic Development 1971; Sergeant Report 1969; Central Advisory Board of the Government of India 1944; Britain's Department of Education and Science 1976; UNESCO 1974; etc.) and eminent educationists and politicians like Evans 1975; McDonald 1969; Zakir Hussain 1955; Murlidharn 1969. Education Commission (1964-66) pointed out that early childhood care and education is essential to develop the child's physique; good health habits, social attitudes and manners, group participation, emotional maturity, to encourage aesthetic appreciation, intellectual curiosity, child independence and curiosity, child independence and creativity.

There are several reasons that emphasize the need for early childhood care and education for a variety of purposes. Some major reasons are listed here:

1. The fast changing living conditions have also necessitated that adequate provision be made for early childhood care and education. Under financial pressure every member of the family seeks job. They need early childhood care and education institutions where their children can be looked after.
2. Arnold Gesell (1925) began to study the learning habits of young children and suggested that early childhood education may be as important as any that follows. He noted that the brain practically reaches its mature bulk before the age of six and that the mind, character and spirit advance more rapidly during the formative preschool period than during any other period of growth.
3. The preschool years represent a time of unprecedented growth and development, when skills are acquired that provide the foundation for all subsequent learning. That is, the time when teachers can have the greatest impact upon a child and can reduce the potential effects of environmental conditions upon a child.
4. Creativity peaks during the preschool years (Torrance 1963; Singh 1989;) and that creative abilities not nurtured that time can become more difficult to express later.
5. Early childhood care and education prepares a sound base for primary education, thus reducing dropouts, wastage and stagnation in primary education (Saxena 1971; Deenamal 1978; UNESCO 1974; Dass and Garg 1985; Lal 1986;)
6. Early childhood care and education serves to fulfill effectively all needs of the young children-physical, social, emotional, mental, psychological and moral. Venkataraman 1984; Mohanty 1984;
7. Early Childhood Care and Education gives a child the time and the opportunity to express his curiosity in questioning, in exploring, in experimenting.
8. Early stimulation and educational enrichment can promote creativity in young children. It was felt that early educational intervention providing stimulation and

instruction during the preschool years would make a difference in the children's school experience.

9. Early Childhood Care and Education helps to dispel the old belief that early childhood care and education is injurious to children because it separates them from their family members, impose structure upon them to early and hinder freedom and entertainment of the children.
10. Early Childhood Care and Education has changed the attitude of the parents. Now the parents have positive attitude towards early childhood care and education. Sarojini (1971) determined the attitude of parents towards early childhood care and education. The favourable parent's attitude towards early childhood care and education was found.
11. Benjamin rare family can provide early training for their young children. The preschool experience may be speculative for some young children but great bulk of preschool children would be benefited from early childhood care and education.
12. From the psychological, sociological and medical point of view early childhood care and education is important. The role of Early childhood care and education in mental, physical ,emotional, social, language etc., development and in germination of readiness for the intellectual activities that will come in later years is important
13. The early childhood care and education is an arena of play and builds a foundation for primary education.
14. Rose Mukerji (1965) believes that the early childhood years are the root years for learning about self in relation to others, for concept formation, for language, and for creativity.
15. Education like medicine should be preventive and many learning problems in schools are the result of inappropriate instruction or lack of experiences necessary to profit from instruction. Thus early recognition of an individual child's requirements for learning can preclude many unhappy events during later years in schools.

AIMS AND OBJECTIVES

According to *Miss Grace Owing*, there are seven objectives of pre-primary education. Their objectives are:

1. To provide continuous medical supervision.
2. To give opportunity for the development of different interests and skills of various kinds.
3. To give experience of social life, on a small scale where children work and play together.
4. To provide a healthy, happy and regular life.
5. To establish real unity between external environment and home life.

6. To provide healthy environment to the children like space, fresh air, light and sun shine.

Kothari Commission (1964-66)

Kothari Commission (1964-66) has also highlighted the following objectives for early childhood care and education.

- 1 To develop in the child, good health, habits and to build up basic skills necessary for personal adjustment, such as dressing, toilet habits, eating, washing, cleaning, etc.
- 2 To develop desirable social attitudes and manners, and to encourage healthy group participation, making the child sensitive to the rights and privileges of others.
- 3 To develop emotional maturity by guiding the child to express, understand, accept and control his feelings and emotions.
- 4 To encourage aesthetic appreciation.
- 5 To stimulate the beginnings of intellectual curiosity concerning the environment and help him to understand the world in which he lives and to foster new interest through opportunities to explore, investigate and experiment.
- 6 To encourage independence and creativity by providing the child with sufficient opportunities for self expression.
- 7 To develop the child's ability to express his thoughts and feelings in fluent, correct and clear speech,
- 8 To develop in the child a good physique, adequate muscular coordination and basic motor skills.

Following are some other important objectives of early childhood care and education:

1. Early Childhood Care and Education provides children stimulating environment which helps to develop curiosity among preschool children. Curiosity plays a very important role in the development of creativity among preschool children. Therefore, the development of stimulating environment among early childhood care and education institution should be the major aim of early childhood care and education.
2. Acquisition of proper Health Habits and to build up basic skills necessary for the development of good physique should be the objective of early childhood care and education.
3. The children like to play with friends; pictures etc., early childhood care and education not only provide friends to the children but also develop social skills. Social development is very important for adjustment in the society.
4. Poverty free society should be the aim of early childhood care and education. Pre-school is desirable to all children but it is also necessary for disadvantaged children.

5. There is tremendous wastage and stagnation in India in classes I and II .UNESCO (1974) pointed out that about 74% leave school before grade VIII. This wastage and stagnation can be reduced if the children who join class I are admitted to kindergarten or nursery school and will adjust better. Therefore, to reduce wastage and stagnation should be the aim of early childhood care and education.
6. The rate of cognitive, physical, emotional, social, language development is very fast at preschool stage. Creativity development was found highest during 3 to 5 years of age. Therefore, development of creativity should also be the aim of early childhood care and education.
7. Emotional maturity helps children to adjust in the environment. The child may be encouraged to tolerate, to understand, to express and to build confidence. Self control should be developed among preschool children. They may be taught to cope with fears and angry feelings. Therefore, development of emotional maturity should be the aim of education.
8. Language development among preschool children should also be the aim of education.
9. To encourage aesthetic appreciation among preschool children should be the aim of early childhood care and education. The children should be motivated to observe natural phenomena such as plants and animals.
10. To develop in the preschool children the ability to express his thoughts and feelings clearly and correctly.

METHODS OF CHILD STUDY

Child study has its special tools, procedures or methods which help in the collection and organization of facts or data. Charles Gide has said that the term method is used to design the road that must be followed to lead the discovery of truth; there are various methods which are used in child psychology. Psychologists use a Variety of methods like observation method, experimental method, correlation method, survey method, psychological testing, case study method etc to collect data. Some of the important methods which are often used in early childhood care and education are discussed here.

01) OBSERVATION METHOD

Observation is a very powerful tool of psychological enquiry. It is an effective method of describing behaviour. In our daily life, we remain busy with observing numerous things throughout the day. Many times, we do not take notice of what we are seeing or what we have seen. We see but we do not observe. We remain aware of only a few things that we see daily. Have you experienced such a thing? You come to know many interesting things about the person or the event. A scientific observation differs from day to day observation in many respects. These are:

Selection

Psychologists do not observe all the behaviour that they encounter. Rather, they select a particular behaviour for observation. For example, you may be interested to know how

children studying in class say X spend their time in school Two things are possible at this stage. As a researcher, you might think that you have a fairly good idea about what happens in school. You might prepare a list of activities and go to the school with a view to finding out their occurrences. Alternatively, you might think that you do not know what happens in the school and by your observation you would like to discover it.

Recording

While observing, a researcher records the selected behaviour, using different means, such as marking tallies for the already identified behaviour whenever they occur, taking notes, describing each activity in greater detail using short hand or symbols, photographs, video recording, etc.

Analysis

After the observations have been made, psychologists analyze whatever they have recorded with a view to derive some meaning out of it.

It is important to know that making good observations is a skill. A good observer knows what he is looking for, whom he wants to observe, when and where the observation needs to be made, in what form the observation will be recorded and what methods will be used to analyze the observed behaviour.

TYPES OF OBSERVATION

Observation has following types:

Naturalistic vs. Controlled observation

When observations are done in a natural or real life setting, it is called naturalistic observation. In this case, the observer makes no effort to control or manipulate the situation for making an observation. This type of observation is conducted in hospitals, homes, schools, day care centers, etc. However, many a times you might need to control certain factors that determine behaviour as they are not the focus of our study. For this reason, many of the studies in psychology are conducted in the laboratory. For example, *“Two American psychologists, Bibb Latane and John Darley, conducted a study in 1970. In order to participate in this study, the students of Columbia University arrived individually at a laboratory. They were given the impression that they would be interviewed on a certain topic. Each student was sent to a waiting room to complete a preliminary questionnaire. Some of them found two other people already seated in the room, while others sat down alone. Soon after the students had started working on the questionnaire, smoke began filling the room through a wall vent. This smoke could hardly be ignored, within four minutes the room contained enough smoke to interfere with vision and breathing. Latane and Darley were primarily interested in knowing how frequently students simply got up and left the room to report the emergency. Most (75 percent) of the students who were waiting alone reported the smoke, but those reporting in groups were far less. Groups consisting of three naïve students reported it only 38 percent of the time. When the students waited with two other confederates, who were instructed before hand by the researchers to do nothing, only 10 percent students reported smoke”.*

If we study the above example, we will come to know that smoke could only be introduced in a controlled laboratory situation. This type of observation, called Control Laboratory Observation, actually, is obtained in laboratory experiments.

Non-Participant vs. Participant Observation

Observation can be done in two ways. *I*, the observer may decide to observe the person or event from distance (non participant observation). *II*, the observer may become part of the group being observed. In the first case, the person being observed may not be aware that he is being observed. For example we want to observe the pattern of interaction between teachers and students in a particular class. There are many ways of achieving this goal. The observer may install a video camera to record the class room activities. Alternatively, he might decide to sit in a corner of the class without interfering or participating in their everyday activities. This type of observation is called non-participant observation. The danger in this type of setup is that the very fact that someone (an outsider) is sitting and observing may bring a change in the behaviour of students and the teacher.

In participant observation, the observer becomes a part of the school or the group of people being observed. In participant observation, the observer takes some time to establish a rapport with the group so that they start accepting him as one of the group members. However, the degree of involvement of the observer with the group being observed would vary depending upon the focus of the study.

The advantage of this observation method is that it enables the observer to study people and their behaviour in a naturalistic situation, as it occurs. However, the observation method is labour intensive, time consuming, and is susceptible to the observer's bias. Our observation is influenced by our values and beliefs about the person or the event. We are familiar with the popular saying '*We see things as we are and not as things are*' because of our biases we may interpret things in a different way than what the participants may actually mean. Therefore, the observer should record the behaviour as it happens and should not interpret the behaviour at the time of observation

02) EXPERIMENTAL METHOD

Experiments are generally conducted to establish cause –effect relationship between two sets of events or variables in a controlled setting. It is a carefully regulated procedure in which changes are made in one factor and its effect is studied on another factor. In the experiment, cause is the event being changed or manipulated. Effect is the behaviour that changes because of the manipulation.

The concept of Variable

In the experimental method, a researcher attempts to establish causal relationship between two variables. What is a variable? Any stimulus or event which varies, that is, it takes on different values (or changes) and can be measured is a variable. An object by itself is not a variable. But its attributes are. For example, the pen that we use for writing is not a variable. But there are varieties of pens available in different shapes, sizes, and colour. All of these are variables. The room in which we are sitting is not a variable but its size is as there are rooms of different sizes. The height of the individuals is another variable. Similarly,

people of different races have different colours. Young people have started dying their hair in different colours. Thus, colour of the hair becomes a variable. Intelligence is a variable (there are people with varying levels of intelligence- genius, average and below average). The presence or absence of persons in the room is a variable as shown in the experiment here. *(A few students can observe one period when the psychology teacher is teaching in the class. Note down, in detail, what the teacher does, what the student do, and the entire pattern of interaction between the teacher and the students. Discuss the observations made with other students and teacher. Note the similarities and differences in observation.)* Thus, the variation can be in the quality or quantity of objects / events.

Variables are of many types. Here focus shall on the independent and dependent variables. Independent variable is that variable which is manipulated or altered or its strength varied by the researcher in the experiment. It is the effect of this change in the variable which the researcher wants to observe or note in the study. In the experiment conducted by Latane and Darley, the researchers wanted to examine the effect of the presence of other persons on reporting of the smoke. The independent variable was presence or absence of other persons in the room. The variable on which the effect of independent variable is observed is called dependent variable. Dependent variable represents the phenomenon the researcher desires to explain. It is expected that change in the dependent variable will in sue from changes in the independent variable. The frequency of reporting of smoke in the above case was the dependent variable. Thus, the independent variable is the cause, and dependent variable the effect in any experimental situation.

One must remember that independent and dependent variables are interdependent. Neither of them can be defined without the other. Also, independent variable chosen by the researcher is not the only variable that influences the dependent variable. Any behavioural event contains many variables. It also takes place within a context. Independent and dependent variables are chosen because of the researcher's theoretical interest. However, there are many other relevant or extraneous variables that influence the dependent variable but the researcher may not be interested in examining their effects. These extraneous variables need to be controlled in an experiment so that a researcher is able to identify the cause and effect relationship between independent and dependent variables.

Experimental and Control group

Experiments generally involve one or more experimental groups and one or more control groups. An experimental group is a group in which members of the group are exposed to independent variable for manipulation. The control group is a comparison group that is treated in every way like the experimental group except that the manipulated variable is absent in it. For example, in the study by the Latane and Darley, there were two experimental groups and one control group. As we may have noted, the participants in the study were sent to three types of rooms. In the one room no one was present (control group). In the other two rooms, two persons were already seated (experimental group). Of the two experimental groups, one group was instructed not to do anything when smoke filled in the room. The other group was not given any instructions. After the experimental

manipulation had occurred the performance of the control group measured in terms of reporting of smoke was compared with that of the experimental group. It was found that the control group participants reported in maximum numbers about the emergency, followed by the first experimental group members were the participants were not given any instructions, and the second experimental group (consisting of confederates) reported the emergency situation, the least.

It should be noted that in an experiment, except for the experimental manipulation, other conditions are kept constant for both experimental and control groups. One attempts to control all those relevant variables which can influence the dependent variable. For example, the speed with which smoke started in the room, physical and other conditions of the rooms were similar in case of all the three groups. The distribution of participants to experimental and control groups was done randomly, a method that ensures that each person has an equal chance of being included in any of the groups. If in one group the experimenter had included only males and in the other group females, the results obtained in the study, could be due to experimental manipulation. All relevant variables in experimental studies that might influence the dependent variable need to be controlled. These are of three major typed: Organismic variables (such as anxiety, intelligence, personality, etc.), situational or environmental variables operating at the time of conducting the experiment (such as noise, temperature, humidity), and sequential variables. The sequence related variables assume significance when the participants in experiments are required to be tested in several conditions. Exposure to many conditions may result in experimental fatigue, or practice effects, which may influence the results of the study and make the interpretation of the findings difficult.

In order to control relevant variables, experimenters use several control techniques. Some illustrations are given below:

1. Since the goal of an experiment is to minimize extraneous variables, the best way to handle this problem is to eliminate them from the experimental setting. For example, the experiment may be conducted in a sound proof and air conditioned room to eliminate the effect of noise and temperature.
2. Elimination is not always possible. In such cases, efforts should be made to hold them constant so that their effect remains the same throughout the experiment.
3. For controlling organismic (e.g., fear, motivation) and background variables (such as rural/ urban, caste, socio-economic status) matching is also used. In this procedure the relevant variables in the two groups are equated or are held constant by taking matched pairs across conditions of the experiment.
4. Counter-balancing technique is used to minimize the sequence effect. Suppose there are two tasks to be given in an experiment. Rather than giving the two tasks in the same sequence the experimenter may interchange the order of the tasks. Thus, half of the group may receive the tasks in the order of A and B while the other half in order of B and A or the same individual may be given the task in A, B, B, A order.

5. Random assignment of participants to different groups eliminates any potential systematic differences between groups.

The strength of a well designed experiment is that it can provide, relatively speaking, a convincing evidence of a cause and effect relationship between two or more variables. However, experiments are often conducted in a highly controlled laboratory situation. In this sense, they only simulate situations that exist in the outside world. They are frequently criticized for this reason. The experiments may produce results that do not generalize well, or apply to real situations. In other words, they have low external validity. Another limitation of the laboratory experiment is that it is not always feasible to study a particular problem experimentally. For example, an experiment to study the effect of nutritional deficiency on intelligence level of children cannot be conducted as it would be ethically wrong to starve anyone. The third problem is that it is difficult to know and control all the relevant variables.

03) CASE STUDY

Case study method is generally used in case of persons suffering from mental disorders or behaviour disturbances. It is used to reconstruct the development history of an individual for the purpose of determining conditions influencing the behaviour. In other words, in case study or case history method, the history of a person is traced and significant events of his life are noted. In this method an attempt is made to examine carefully the individual's past to discover the cause of his present motives and actions. Woodworth has stated that this method helps in the interpretation of our present life with the help of past events.

Case study means systematic, complete and intensive study of the person whether old or young, child or adult- his family background, his physical, social, emotional, intellectual and personal development. Nothing is left which possibly has any effect on the present conditions of the case so that a better understanding of the case may be possible.

Steps: Following steps are involved in the case study:

- 1 Location of the case.
- 2 Formulation of hypothesis
- 3 Collection of data from pupils, parents, friends, teachers, and community at large.
- 4 Analysis of data i.e. identification of casual factors as a basis for remedial treatment.
- 5 Removing the cases i.e. application of remedial or adjustment measures.
- 6 Follow-up of the case to determine the effectiveness of remedial or adjustment measure applied.

In this method, the emphasis is given on in-depth study of a particular case. Researchers focus on cases which can provide critical information or new learning on less understood phenomena. The case can be an individual with distinguishing characteristics (for example, a patient showing psychological disorders) or a small group of individuals having some commonality among them (for example, creative writers like Tagore, Shakespeare), institutions (for example, poorly or successfully functioning of a school or a corporate office), and specific events (for example, children exposed to devastation by

tsunami, war or vehicular pollution, etc.). The cases that we select for study are unique and, therefore, are rich in information. A case study employs multiple methods for collecting information, such as interview, observation, and psychological tests from a variety of respondents who in some way or the other might be associated with the case and provide useful information. With the help of case studies, psychologists have done research to understand feelings, fantasies, hopes, fears, traumatic experiences, parental upbringing and so on, that helps to understand a person's mind and behaviour. Case studies provide a narrative or detailed descriptions of the events that take place in a person's life.

A case study is a valuable research tool in the field of clinical psychology and human development. Freud's psychoanalytic theory emerged from his observation and showed that meticulous records must be maintained on individual cases. Similarly, Piaget developed his cognitive development on the basis of observations of his three children. Case study has been conducted to understand the pattern of socialization of children. For example, Minturn and Hitchcock conducted a case study of socialization of children among Rajputs of Khalapur, S. Ananda Lakshmy studied aspects of childhood in a weavers' community in Varanasi.

Case studies provide detailed in-depth depictions of people's lives. However, while generalizing on the basis of individual cases one needs to be very cautious. The problem of validity in a single case study is quite challenging. It is recommended that the information should be collected using multiple strategies from different sources of information by a number of different investigators. Careful planning of data collection is necessary. Throughout the process of data collection the researcher is required to maintain a chain of evidence for linking various data sources having bearing on the research questions. Prof. Dashiell has remarked that this method has a limited scope; it cannot be applied to all people. This method is not of universal application. It cannot be used for common man.

As we have gone through, each method has its own advantages and disadvantages. Therefore, it is desirable that the researcher should not depend upon only one method. A combination of two or more methods should be used to get the real picture. If the methods converge, that is they give the same results, one can certainly be more confident.

04) CROSS-SECTIONAL STUDY

Both the cross-sectional and the longitudinal studies are observational or growth studies. This means that researchers record information about their subjects without manipulating the study environment. The defining feature of a cross-sectional study is that it can measure up to different population groups at a single point of time. Think of it in terms of taking a snapshot. Findings are drawn from whatever fits into the frame.

The merit of a cross-sectional study design is that it allows researchers to compare many diverse variables at the same time. We could, for example, look at age, gender, income and educational level in relation to intelligence and occupation.

However, cross-sectional studies may not offer exact information about cause-and-effect relationships. This is because such studies present a snapshot of a single moment in time; they do not regard as what happens before or after the snapshot is taken.

05) LONGITUDINAL STUDY

A longitudinal study, like a cross-sectional one, is observational study. So, once again, researchers do not obstruct with their subjects. However, in a longitudinal study, researchers conduct various observations of the same subjects over a period of time, many a times lasting long years.

The advantage of a longitudinal study is that researchers are able to sense developments or changes in the characteristics of the target population at both the group and the individual level. The key here is that longitudinal studies expand beyond a single moment in time. As a result, they can establish sequences of events.

REFERENCES

- 1 Austin, Gilbert R. (1976). *Early Childhood Education. An International Perspective*, New York: Academic Press.
- 2 Brown, G. (1977). *Child Development*. London: Open Books, Central Advisory Board of Education (CABE). Pre-Primary Education (Chapter II). In Post-War Development in India- A Report, Govt. of India.
- 3 Butts, R. Freeman. (1955). *A Cultural History of Western Education*. New York: McGraw-Hill Book, Co., Inc.
- 4 Cole, Luella. (1950). *A History of Education-Socrates to Montessori*. New York: Holt Rinehart and Co.
- 5 Educational Policies Commission. (1966). *Universal Opportunities for Early Childhood Education*, Washington, D.C., Govt. Printing Office.
- 6 Evans, Ellis D. (1975). *Contemporary Influence in Early Childhood Education*, New
- 7 Ganai M.Y. & Sayid, Mohd (2012). *Early Child Care and Education*, Dilpreet Publishers New Delhi.
- 8 Gupta, M. S. (2009). *Early Childhood Care and Education*. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.
- 9 Issacs, S. (1933). *Social Development in Young Children*, London: Rutledge and Kegan Paul.
- 10 Katz, L. (1971). *Early Childhood Education as a Discipline*, Young Children.
- 11 MacDonald, James B. (1969). *A Proper Curriculum for Young Children*, Phi Delta Kappa.
- 12 Muralidharan, R. (Ed.) *Relating Pre-School to Primary School*, New Delhi: Indian Association of Pre-School Education.
- 13 Muralidharan, R., & Banerji. (1969). U. *A Guide for Nursery School Teachers*, New Delhi: NCERT.
- 14 Rawat, D.S. (1970) *Pre-Primary Teacher Education Curriculum*. New Delhi: NCERT.
- 15 Roopnarine, L.J., & Johnson, E. J. (2005). *Approaches to Early Childhood Education* (5th ed.). PHI Learning Private Limited, New Delhi.
- 16 UNESCO, (1976). *World Survey of Pre-School Education*, Paris: UNESCO.
- 17 UNESCO, (1979). *New Approaches to Education of Children of Pre-School Age Report of a Regional Meeting of Experts*, Bangkok, UNESCO Regional Office for Education in Asia and Oceania.