



Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016

National Consultation Meet on Sustainability in Context of Early Childhood Education

November 21-22, 2017

*If you are thinking a year ahead, plant a seed.
If you are thinking a decade ahead, plant a tree.
If you are thinking a century ahead, educate the people.
(Chinese proverb)*



Quality Early Childhood Education is one of the goals that make up the 2030 Agenda for Sustainable Development. 4.1: By 2030, ensure that all girls and boys receive equal treatment by going through the full cycle of free and quality primary and secondary education, leading to a genuinely useful learning, and 4.2: By 2030 ensure that all girls and boys have access to development activities and early childhood care and quality preschool education which prepare them for primary education. Early Childhood Education (ECE) and education for sustainability - is finally beginning to be accepted as an active new field of interest. The early childhood years are the period of the greatest and most significant developments in a person's life and are generally regarded as the foundation upon which the rest of their life is constructed (Mustard, 2000; Rutter, 2002). The UN Convention on the Rights of the Child (1989) affirms that all children have a right to education and Early Childhood Education has a role to play in constructing a sustainable society. It is in early childhood years that children often experience the greatest environmental challenges, and it is a time when the foundations of many of their fundamental attitudes and values are first put into place. While playing and learning in nature remains highly valued, this newer conceptualisation refers to a transformative early childhood education that values, encourages and supports children as problem-seekers, problem-solvers and action-takers around sustainability issues related to their own lives.

ECE centres have to be properly monitored for quality improvement. Unless pre-primary education is effective, it may be hard to achieve quality learning outcomes at a later stage (India ECE impact study, conducted by CECED, Ambedkar University). Quality ECE

provides children with basic cognitive and language skills and fosters emotional development. There is a lack of quality practices in developmentally appropriate ECE programme. It is therefore necessary for a quality ECE Programme to meet Sustainable Development Goals (SDGs) to achieve universal elementary education. We as a nation must invest in improving the quality of early childhood education so that our children can grow up smarter with strong critical thinking skills. ECE forum is a scaffolding to sustain the later development of education. Achieving quality ECE programme for all young children is vital and it reaffirms that ECE is one of the thrust areas assessed under SDGs and strong foundation for sustainable development.

Therefore, this National Consultation Meet on Sustainability in Context of Early Childhood Education will provide an opportunity to indicate how a sustainable future can be achieved with the right priorities and investments for quality ECE.

Objectives of the National Consultation Meet

1. To provide a scope for critical and reflective discussion on sustainable development in ECE.
2. To provide a forum to discuss approaches and practices of developmentally appropriate ECE Programme.
3. To develop a better understanding of quality ECE amongst researchers, practitioners, policy makers and other stakeholders.
4. To disseminate recommendations to various stakeholders and practitioners of ECE to achieve SDG related to ECE.

Call for Papers and Posters

Reflective research papers/ Posters are invited from Teachers, Teacher Educators, Educationists, Research Scholars, NGOs and other functionaries working in the area of Early Childhood Education for presentation in the National Consultation Meet (NCM).

The following are the sub themes:

1. *Integrating values and life skills in developmentally appropriate curriculum*
2. *Pedagogy and Developmentally appropriate assessment for quality early learning*
3. *Human Resource Development for Sustainable ECE programme*
4. *Convergence as a strategy for Sustainable Development in ECE*
5. *School Readiness and Smooth transitions for quality assurance*
6. *Role of the community in sustaining anganwadis and other ECE Centres*
7. *Literacy in ECE:-Implications for sustainable development*
8. *Quality standards for effective implementation of ECE programme*
9. *Health, Hygiene and Nutrition in Early Grades*

Mail your Abstract / Full paper to: ncmdeencert@gmail.com

Guidelines for Submission of Abstract and full Papers

- Abstract (paper/ poster) should be typed, set in single space in not more than 250 words in Times New Roman in 12 font size.
- Full length paper should be in about 3000 words.
- Kindly adhere to the submission deadlines. No abstract/paper will be accepted after the deadlines.
- Abstracts should be in English. However, presentations may be made in Hindi or English.
- If your abstract is accepted you will need to register for and attend the NCM to present your paper. If unavoidable circumstances prevent you from attending, we request that you find an alternate to present the paper notify the coordinator of the arrangement on the given e-mail id by 8 November, 2017.

Key Dates and Information:-		
1	08 September, 2017	Last date for Submission of Abstract
2	Last week of September	Results of Abstract review to authors
3	30 Oct, 2017	Full and final paper Submission deadline
4	NCM dates:21 & 22 November 2017	Organization of NCM
5.	Venue	Room No-202, Conference hall CIET, NCERT. New Delhi-110016
Submit Early		

Accommodation

On prior request, accommodation will be provided to outstation participants (**invited paper presenters only**) in NIE guest House and Hostel.

Registration and Travel Allowance

- No Registration fee
- Travel allowance will be **paid only to one author.**
- TA is **restricted** to Third AC train paid on the production of tickets (according to the NCERT norms and entitlement).

About NCERT, New Delhi

National Council of Educational Research and Training (NCERT) is an autonomous organization set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education. **The major objectives of the NCERT and its Constituent units are to:**

1. Undertake, aid, promote and coordinate research in areas related to school education

2. Prepare and publish model textbooks, supplementary material, newsletters, journals and other related literature
3. Organize pre-service and in-service training of teachers
4. Develop and disseminate innovative educational techniques and practices
5. Collaborate and network with state educational departments, universities, NGOs and other educational institutions
6. Act as a clearing house for ideas and information in matters related to school education
7. Act as a nodal agency for achieving goals of universalization of elementary education

The major Constituent Units of the NCERT which are located in different regions of the country are:

1. National Institute of Education (NIE), New Delhi
2. Central Institute of Educational Technology (CIET) New Delhi
3. Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal
4. Regional Institute of Education (RIE), Ajmer
5. Regional Institute of Education (RIE), Bhopal
6. Regional Institute of Education (RIE), Bhubaneswar
7. Regional Institute of Education (RIE), Mysore
8. North East Regional Institute of Education (NERIE), Shillong.

Location:

The Headquarters of the NCERT is located at Adhchini, opposite Mother's International School, Sri Aurobindo Marg, New Delhi. The Gate no 1 is opposite Mothers International School, Sri Aurobindo Marg, and Gate no -2 is opposite Clarion hotel (old name Qutab Hotel). NCERT is 13 kms away from New Delhi railway station and about 20 kms from the Indira Gandhi international airport.

Organising Committee

Prof. Anup Kumar Rajput, Prof. Sandhya Sangai, Prof. Suniti Sanwal, Prof. Padma Yadav
Dr. Romila Soni, Dr. Varada M. Nikalje, and Dr. Sarla Verma .

Contact for Abstract and Full Paper Submission

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