



IMPACT OF EFFECTIVENESS OF THE EARLY CHILDHOOD EDUCATION (ECE) CLASSROOM LEARNING ENVIRONMENT IN GOVERNMENT GIRLS' SCHOOLS OF NASEERABAD ZONE

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Abstract

The early childhood education is the period of human life (first eight years) is important for emotional growth, cognitive and physical development of child. The main objectives of the study to check the effectiveness of the early childhood education early childhood education of classroom learning environment is provided that students learning. The population of the study, there were total (428 schools in 6 districts) UNICEF started the practicing early childhood education but researcher selected Naseerabad zone for this purpose. There were 30 schools of Government girls Naseerabad zone. Data collected from semi-structured interview and observations, data was analyzed through thematic analysis, the findings of research. There were very less facilitates for the early childhood education teachers, there was no specialized two-year training offered, according to 2009 National Education Policy. It was also noticed that more extra rooms required for early childhood education. There was only one classroom in schools that has been designated as child-friendly and set aside for early childhood education classrooms, so that government must start



the early childhood education trainings on regular bases and arrange the activities corners in the classrooms for the students.

Keywords: Cognitive growth, kindergarten, Montessori, physical development and United Nation children's fund (UNICEF), Early Childhood Education.

Introduction

The early childhood education is the period of human life (first eight years) is important for, emotional growth, cognitive and physical development of child. The main objectives of the study, an analyze the effectiveness of the early childhood education early childhood education classroom learning environment in provided that students learning, the researcher checked the early childhood education teacher the impact of the daily learning actions in the early childhood education classroom. So, there is a necessity to make a strong foundation at the start (through early years) for better growth and development of cognitions, emotions and body because if foundation is strong enough only then a stainable building can be constructed. Early Childhood Education (ECE) is a fundamental part in developing a person's personality (Demina et al., 2022).

An unlimited focused of study, early childhood education powerfully proposes that classroom learning atmosphere is a significant cause of learning in pupils by stimulating teaching learning procedure done several modules of classroom atmosphere. Numerous studies in the area of early childhood education toughly involve that the learning atmosphere in the classroom influences kids' ability to learn through promoting teaching and learning different elements of the teaching environment.

The learning environment's physical setup, accessibility, and usability of a good stimulant to learning as a material, instructional design, and peer interaction improve classroom learning opportunities for pupils. The extent of classroom, appropriate furnishings, and sufficient room allow for allowing children to walk freely, work independently, and engage in group activities In turn, this encourages the behaviors of sharing, cooperating, and self-control, executive function, and discipline (Zahrai et al., 2022). Using play-based learning, a flexible curriculum can successfully address the following:

Child development in terms of the cognitive physical and social spheres On the other hand, consistent supervision, support, and feedback from ECE teachers considerably aid in children's acquisition of fundamental ideas, reading, and numeracy abilities (Ali et al., 2018).

The physical setting, adequate space, and classroom furnishings are necessary for the physical environment of ECE classrooms that allowing students to move about freely and have access to



their own learning resources decision to play and learn. Wall chalking and the availability of ECE are also included. To maximize children's learning, create a kit and learning areas experiences. A certified ECE instructor can use the classroom resources to improve students' learning experiences. Behavior of the teacher the use of positive language and positive reinforcement encourages participation in children and efficiently carry out while performing various activities. Different activities including independent work, group projects, and unstructured play improves the efficiency of acquiring specific values and abilities (Curriculum Early Pre-Kindergarten Education and Care (Wysłowska et al., 2020).

The purpose of setting such early childhood education in classrooms in Pakistan is to simplify the educational procedure and aid in a level evolution to pre-primary school. The early childhood education classrooms must have a variety of different themes and conveniently accessible instructional resources are showed on the walls and shelves children. The creation of learning spaces is intended to inspire and deliver genuine to study and experience in a real-world setting. These study areas enhance learning opportunities Children do test out ideas and abilities presented by the teacher. Learning nooks are created in early childhood education classrooms is a practical and efficient approach to keep important educational materials and to improve educational opportunities. Children engage in collaborative learning with their own speed with a variety of interesting material. The following are material-equipped learning areas for youngsters to learn specific skills (Harris, 2018).

Early Childhood Education (ECE)

The OECD reflects the growth of high-quality early childhood care and education to is a crucial commercial indicator for assessing the health and future carriage of a nation, in addition to preparing kids for future academic accomplishment, the first few years of life, and parents are their initially tutors. Parents educate their children how to communicate, walk, and feed themselves. They teach children how to calculation and spell exact basic words, as well as the alphabet, shapes, and colors. Children require interaction with others and active stimulation, nevertheless, for good development. Early childhood schooling is most helpful in this situation. Children learn how to put what their parents have taught them into practice in these classes, where they also make their first friends outside of the home. Teachers manage children's adjustment and help them through a crucial shift starting with those as young as two.

Early childhood education emphasizes "learning by playing" by offering a practical, collaborating environment where kids may get to know one another and themselves while having fun. As a young child's instructor, you take on the role of a surrogate parent, offering them their first lessons in social interaction and establishing connections. You instill in them lessons in sharing, taking turns, and manners—skills that stick with them and develop with each significant stage of their lives.



These young children have greater physical demands than do older students. To house a child's weariness after a long morning of playing and learning, various pre-schools include a dozen time in their schedule or operate on half-day schedules. These timetables often include snack time, which is a fantastic opportunity to teach your pupils proper table manners. It takes nothing less than entire dedication and persistence to teach young children. Although it can be a difficult undertaking, a teacher who is sincere about their work will find it worthwhile (Freitas et al., 2011).

Objectives of the Study

- ❖ To explore the effectiveness of the early childhood education (ECE) classroom learning environment in provided that students learning experiences in Government girls schools Naseerabad
- ❖ To evaluate the impact of the daily learning activities in the early childhood education (ECE) classroom on the student learning
- ❖ To examine the physical resources existing and practical in early childhood education (ECE) classrooms
- ❖ To observe the impact of teachers' interactions and behavior in the early childhood education (ECE) classroom on student's learning.

Research Question

- ❖ How to analyze the effectiveness of the early childhood education in classroom learning environment provided that students learning involvements in schools?
- ❖ How to ECE teacher evaluate the impact of the daily learning activities in the classroom?
- ❖ Which physical funds are existing and functional in ECE classrooms?
- ❖ How to ECE instructor views the impact of teachers' interactions and behavior in the ECE classroom on children's learning in government schools of Baluchistan?

Literature Review

Historical framework of Early Childhood Education (ECE)

The significant advancements in China's early childhood education strategy. The Chinese government has undertaken a number of initiatives to support the growth of early childhood education in light of the National Plan for Medium and Long-Term Program for Education Reform and Development. The an increase in enrolment in the 3-year early childhood program and explanation of the primary duties of governments in providing early childhood education; an increase in financing for early childhood education, especially for impoverished children, teacher capacity development, and among other adjustments, there will be an improvement in management and program quality. Every province has created a three-year Action plan to put the policy into practice. The implementation's difficulties explain the new policy as well (Easterlin et al., 2012).



The China Education Law identifies government tasks for all aspects of education, including early childhood education. However, it appears that many government officials have not taken these obligations seriously recently. Particularly, early childhood investment was quite low over a sizable period of time. For instance, in the previous ten years, barely 1.24–1.44% of China's yearly educational investment was spent on early childhood education (Zhou & Policy, 2011). Additionally, there has been a huge disparity in the availability of early childhood education services between urban and rural communities. The enrollment rate in metropolitan regions has reached 99%, but it is only 10% or less in rural areas. Because of this small investment, early childhood educators have received substandard pay, especially in rural areas. Rural areas had far lower facilities, teacher credentials, and teacher-to-child ratios than metropolitan areas did (Zhou & Policy, 2011). As a result, children in the west of China scored lower on cognitive development tests than children in the east of the nation.

Early Childhood Education in France

The university-trained teachers at the (Ecole Maternelles) are capable to clarify both in those settings and in primary schools in France, wherever the education of 3 to 5-year-olds and the care of children below three are two detached areas 2- to 11-year-olds (Buson & Billiez, 2013). This planning transitioned from distinct. In the early 1990s, teacher training institutions were added to universities. A three-year college degree in a required topic (such as math, biology, literature, etc.), passing a national exam, and completing a year of professional training are prerequisites (including 8-12 weeks of supervised practicum). Concerns about the existing system's lack of early childhood education specialization in the curriculum and field placement supervision exist throughout the ECE field.

Sweden's ECE teacher preparation program had a recent overhaul in 2000 that further integrated it with the country's elementary and secondary teacher education systems (Cochran, 2011). Regardless of age-level interest, a single, multidisciplinary curriculum is given over the 3.5-year program, and at least Age-level specialization receives one full year (two semesters) of attention. Field practice are feast across the first three program years, by the final (seventh) semester intended as a likeness period organized around groundwork of an applied thesis. Students completing this new program are eligible to work in preschools, in primary schools through the fifth grade, and in school age child care. There have been four ways that this fundamental realignment of teacher training practices has been criticized. There are numerous explanations for this decline. Students might think that workplace circumstances are greater or that the atmosphere is friendlier in public schools, or both. There may also because of the more dispersed and personal nature of the new structure, be less of a group identity backing ECE teacher applicants. Similar to France and Sweden, the Italian ECE teacher preparation program emphasizes lifelong learning. It is designed for instructors of children ages 3 to 6. Longer duration and membership in the national university system are both advantages (de Nigris et al., 2007). The system has evolved into a 5-year (three



undergraduate, two graduates) program (previously consisting of special high schools for teachers), where the first years include preparation for teaching generally and the graduate-level concentrates on the age-level specialization). The system was originally a 4-year university program. One issue with Italy's changing system is a tendency to exacerbate the educational divide .between those who work with 1- to 3-year-olds and those who work with 3- to 6-year-olds, interrupting the long-standing custom of continuity and exchange between those two groups and the emphasis on all-inclusive development that characterizes the Italian approach to early care and education. Although the new system better aligns with primary school teachers' training, there is concern about that as well much subject matter emphasis will lead to a loss of joining with family and local cultural life.

Early Childhood Education in Islamabad Capital Territory

ECE is available at all Junior Model Schools for students achieving 3–4 years of age. In all schools, there is a single Prep department in ICT. 41-60% of schools have hired ECE instructors on their own basis for assistance. Federal Directorate of Education's Training Division (FDE) carries out ECE teacher training in cooperation with Plan Pakistan and several NGOs. FDE gave ECE teachers Smartphone technology last year to promote ECE education in 75 schools. ECE-specific training was organized with this end in mind.

Early Childhood Education (ECE) in Baluchistan

With the help of the Agha Khan Foundation, In Pakistan (800 schools in 8 districts) and UNICEF (100 schools in 8 districts), and Save the Children, UK, the "enhanced Kachi" has been executed in about 950 schools Baluchistan Education Foundation's 105 schools. There was a finding that only a small percentage of students had access to real early childhood education. just 2% of Pre-primary age pupils had received a standardized education principles for children's education as envisioned in the National Education .The national early childhood education curriculum and Policy 2009 The early childhood education has been made available in some prestigious urban private schools that offer kindergarten or Montessori programs, a few public schools, and donor-funded initiatives to develop "More enhanced Kachi" The remaining public institutions adhere to the conventional Prekindergarten class rural individual ECE services are not provided in schools (Rubin & Rudeforth, 2016).

Numerous public schools in Baluchistan now proposal the ECE program, which stayed funded by donor organizations. A framework for ECE policy has been developed in order to implement the ECE program in all public schools formulated. A description of the ECE program for public consumption schools has been sent to Baluchistan's Chief Minister. ECE Act the Provincial Assembly will approve. ECE instructors are regularized. 200 million rupees have been set aside in



the current a year in the Public Sector Development Program (PSDP) for the development of the existing public schools have an ECE room. Sector of Education in Baluchistan 3600 ECE classrooms were suggested for building under the BESP 2013–18 plan & hiring 3600 ECE instructors by (Sohil et al., 2022).

The Teacher Resource Center created the ECE instructional materials in accordance with the National Curriculum of 2006. Although donor-funded programs have helped to prepare ECE instructors, the training of ECE teachers will be carried out via ongoing professional development (CPD) the Baluchistan Education Sector Plan's suggested initiatives (2013-18) Separate curriculum development will be done for ECE teacher training (Asghar et al., 2022).

Early Childhood Education in Sindh

The Reform Support Unit (RSU) is aiming to make ECE available throughout the province of Sindh. The Sindh government just created the 2014–2018 Sindh Education Sector Plan (SESP). This sector plan's main objectives are to:

- Develop ECE policy and basic standards (such as space, enrollment, teacher qualifications, instructional supplies, etc.)(Channa et al., 2021).
 - To gradually construct ECE Resource Centers, concentrating on originally focusing on the province's most needy inhabitants and altering 8,000 Kachi with an ECE theme.
 - To hire and train 8,121 teachers in order to develop a cadre of ECE educators.
 - Reviewing and updating the ECE curriculum will help to ensure that supply of instructional and learning resources in accordance with the National Curriculum for ECE (2009) (Mahmood & Research, 2010).
 - A declaration and national child-friendly school standards were formed. The Sindh government is dedicated to ensuring that the province educational system and schools will the future communities to advance ECE. There are currently for supplying kid-friendly schools in both urban and rural areas.
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Plan for Sindh's Education Sector was created to formally recognize and streamlining ECE in the Province's public schools (Khan et al., 2017).

Theoretical Framework

Fredrich Frobel Produced the Groundwork for Kindergarten

Fredrich Frobel (1762–1852) created the groundwork for kindergarten in Germany in 1937 from the standpoint of early childhood education and care. He backs the idea that playing while learning



promotes physical Children's intellectual, spiritual, and social growth (Nawrotzki, 2005). He started various tangible items given as "gifts." Maria said the same thing in 1907, Montessori (1870–1950) founded a "children house" in Rome. In Children wander freely across Montessori classrooms to choose activities of their choosing, learning through practice with a variety of resources. The classroom has been a "third instructor" is introduced by making the classroom aesthetically pleasing and stimulating to capture the interest of young. High-Scope uses an active learning approach and encourages student involvement in a range of projects (Dodd-Nufrio, 2011). The Children strategize prior to performing a task and reflect afterward. In all address these strategies, a play-based curriculum is advised requirements, passions, and capacities of young children (Dunman, 2018).

Early in the 20th century, the idea of preschool programs gained traction. Mostly as a result of the significance of high-quality early childhood education women working in the field who want to protect and look after children while on duty hours. The study of early childhood education, the human brain, and programs for kids from low-income families demonstrate the need for structure child care and learning facilities. Piaget's cognitive theory, Vygotsky's sociocultural theory, Erik Erikson's social-emotional theory and multiple intelligences learning paradigm developed by Howard Gardner revolutionized the full course of a child's education and growth (Faber, 2017).

Montessori is a Philosophy and a Method

Montessori is together a philosophy and a technique of improving children fashioned by Maria Montessori, the 1st female physician in Italy. It is originated on the belief that children must a natural want to learn and that, once they are located in an augmented environment with specially intended materials and highly trained teachers, they learn rapidly and effortlessly through hands on involvement.

The Montessori Method of education is the focus of Montessori schools. This approach, which Dr. Maria Montessori developed more than a century ago, encourages freedom while highlighting the child's natural curiosity, creativity, and drive. This "child-centered" type of education departs significantly from conventional approaches in a number of key areas. The classroom itself, where several age groups learn together, is arguably the most remarkable aspect of Montessori schools. There is no variation in educational levels among the children in Montessori classrooms, who range in age from two to up. Thus, to mimic a real-world social context and encourage peer learning, an eight-year-old learns alongside a three-year-old. The older kids can try teaching what they already know while the younger kids learn from the older kids.

Since Montessori schools are private, the government does not support them. Although they are expected to have at least a Bachelor's degree (ideally in child development or early childhood



education) and finish a particular teacher education platform, their teachers are also exempt from national teacher certification and licensure regulations.

Pedagogies in Early Childhood Education

Some ECE specialists claim that the term "pedagogy" is too intimately linked to formal education to be acceptable, but others contend that early childhood provides a unique chance for the comprehension of pedagogical viewpoints, characterizes pedagogy as the broad framework that When we reflect about education, its methods, means, and objectives, we think about education. Reflection on educational experiences that exhibit asymmetry, intrinsic relationally, values, aims, and intentionality while being placed in culture and time is referred to as pedagogy. Pedagogy is a science and an art. It is a practical science and a system of education, making it both philosophical and political. She highlights that early childhood education pedagogy is both a potent expression and a discipline." A fine example of the struggle between social identity and worldwide aims that describe the current world," she writes, of what she refers to as "culture niches" and the investigation of bigger paradigms and practices.

Another study, researcher makes a distinction between traditional pedagogies and those that are currently emerging when she describes the pedagogies used in Australian early childhood education. She classifies traditional pedagogies such as child-centered pedagogies, in contrast to child-centered pedagogy, which is likewise traditional and widely used, play-based pedagogies explicitly hold that early children learn most easily and organically via further or fewer structured types of play. Significant theorists like Froebel and Piaget give the situation a special relevance for a child's early development and learning. Study highlighted several new pedagogical paradigms, including those that are sociocultural, inquiry-based, postmodern, and critical. She states that sociocultural pedagogies place a strong emphasis on the value of knowledgeable "cultural guides" (adults and peers) for assisting kids in learning the cultural tools (number systems, written language and other symbols and codes) required for both assimilating into the environment and stimulating higher mental functions. Which, as they specifically pertain to individual children and their unique developmental trajectories, are principally informed by child development theories and conceptions of developmentally appropriate practice. Postmodern pedagogies "provide educators with] a vocabulary of critique and possibility" and are "motivated by ideas of social alteration and democratic education" .(Kilderry, 2015). She makes reference to (McPherson et al., 2004) method in the context of Australia "specialized instructional methods". Such as co-constructing, empowering, deconstructing, and forming communities. A viewpoint called "critical pedagogy" urges rigorous examination of information to determine who gains and losses, as well as who has control over it.

Conceptual framework of Early Childhood Education



Early childhood education (ECE) primarily focuses on young children's early learning. Before children enter a formal education setting, ECE consists of experiences and activities that are meant to affect developmental changes in them formal education at a grade or primary school. Children don't merely get bigger they grow and change, developing ever-more intricate comprehensions of the people, things, and difficulties in their environment.

Every youngster develops in accordance with a broad pattern or sequence. However, each child's character and level of development is unique. ECE encompasses a variety of activities outside of the not only to the child but also to the care that the youngster needs to thrive to a child In order to grow and learn in a natural and healthy way, it's crucial to provide for people's fundamental necessities for shelter, food, and healthcare, but also provide the fundamental need for attachment, security, and interaction and exploring and discovering new things to learn Government of Pakistan 2009 National Education Policy (Mahmood & Research, 2010).

The process of ECE Teacher training

Play-based education the implementation of play-based activities by teachers class structure in their classrooms, teachers will be able to create learning zones. Temporal development and time management teachers will have the ability to create an annual. Daily, weekly, and monthly timetable optimal delivery methods teachers will be able to create simple lesson plans for different age groups. Developing children teachers will comprehend how youngsters develop and are in good health. Psycho-social development and communication positive interactions between teachers, students, parents, and community people critical, creative, and Imaginative thinking Skills Teachers will be able to use storytelling, rhyming, and art to help kids develop their critical thinking abilities. Independence and creativity to encourage active learning in their classrooms, teachers will be able to create inexpensive, cost-free materials. Progression in the workplace teachers will be able to evaluate their own practices and develop their instructional techniques.

Continues Professional Development (CPD)

This book is given by the continues professional development of education, secondary education, Baluchistan has started a training program to develop the professional skills of teachers of public schools in with the financial support of UNICEF and the European Union –the guide has been created. This book is a guide line for teachers for using effective teaching method according to ECE kids. The final topic was professional development. Adults continually evaluate and refine their practices through a process known as "professional development." Teachers must pursue professional development in order to provide high-quality instruction. Teachers were trained on reflections and urged to engage in reflective practice. Every day, I work out. Teachers were urged by the trainers to keep daily diaries in which they were to express their feelings about the



experience and their ideas for handling it. Finally, the trainers spoke about the many approaches, including research, instruction; peer learning Professional development techniques include reflection, etc. The teachers' final assignment was to reflect on the six-day training and to continue their current teaching and learning journey (ul Hassan, 2021).

According to Tina Bruce, play gives kids sensory experiences, chances to make rules, a place to discuss ideas, and a chance to recognize their abilities. To further elaborate on this idea, the instructors looked at Margaret work, which elaborated on the nursery school. Children want space at all ages, she claimed. But from the time a child is one to seven years old, enough room is virtually as important as food and oxygen. The life of early childhood is one of movement, running, learning new things through movement, and "feeling one's life is every limb" (Liebovich & History, 2018).

Lesson Planning for ECE Class

The instruction emphasized the value of being ready before courses. Teachers were now aware of the various layers that contribute to child development through their study of concepts related to development, play, and the learning environment. The trainers were inspired by the High Scope Curriculum for the planning section. This concept was used and modified to be culturally appropriate for the teachers because it is already a central component of the ECE curriculum in Pakistan. The trainers drew out the many planning variables while maintaining the youngster and his or her active participatory learning at the center. The trainers based their instructional plans on children's picture books. Additionally, the instructors read three tales and displayed the lesson materials for those tales. After that, teachers were put into groups, given stories to read, and expected to design and present the stories as lessons. The teachers shared their plans with the bigger group because they had so much fun making them for their storytelling sessions. The trainers also discussed the value of holding a morning meeting with the instructors as they created and practiced morning meeting ideas. Additionally, lesson planning from textbooks was demonstrated to teachers, and discussion and exploration of manual-provided lesson plan examples took place. The teachers came to the conclusion that in order to make their classes effective, it is crucial to plan what they are going to teach. The trainers also discussed the value of holding a morning meeting with the instructors as they created and practiced morning meeting ideas. Additionally, lesson planning from textbooks was demonstrated to teachers, and discussion and exploration of manual-provided lesson plan examples took place. The teachers came to the conclusion that in order to make their classes effective, it is crucial to plan what they are going to teach (Li et al., 2009).

Teacher's Reflection

To understand more about the teachers' experiences during the training and how they felt about it, two qualitative methodologies were employed in the first, kids were required to reflect on their



day and write about what they had learned and enjoyed. The second tool requested that teachers publish an article of reflection on the training. This would assist the trainers in evaluating the teachers' emotions comprehend the context of their recent learning and their impressions of it. Furthermore, by assessing the instructors' ability to express their thoughts in writing, this qualitative instrument illustrates the teachers' current language and writing abilities. The appreciation for the trainers was overwhelming. (Baron, 2020)

Policy of Early Childhood Education in Pakistan

The 2017 Punjab ECE strategy has outlined its goals and plans for institutionalizing the whole ECE structure, including the distribution of suitable foundation and set of criteria for excellence. The key actions made in this regard, ECE classes were set up in a number of primary schools that offer ECE kits with a variety of instructional materials participation of the community and parents through the school council and ECE teachers and careers are hired. Classrooms in ECE have been painted in accordance with various topics. Learning nooks were created to support various tasks for students to complete, along with educational materials. The training for the school council, the head teacher, and ECE teacher's members was done to familiarize them and trained in line with the requirements for early education. This brand-new Endeavour requires actual review of the circumstance to ensure that the instructions are accurate with regard to establishing a province-wide early childhood education sector plan (Khan et al., 2017).

Research Methodology

Research Paradigm

Thematic analysis, for the reason that of its simple yet amusing data analysis process, can be shown within together types of research paradigms (Realist, Essentialist) and Constructionist paradigm (Moller et al., 2021).

Researcher conducted the case study of early childhood education in district Naseerabad, the data was collected through semi- structure interview and thematic analysis (TA), this study based on current condition of facilities versus learning experiences in an ECE classroom at a particular point of view.

Population and Sampling

The population of the study, there were total (428 schools in 6 districts) UNICEF started the practicing early childhood education but researcher selected Naseerabad zone for this purpose. There were 30 schools of Government girls District Naseerabad zone. Data analyzed through thematic analysis.



Table. 1
Daintiness of Early Childhood Education in Classrooms

S#	Conservation of ECE Rooms	Available
1	Colors images and cartoons	Yes
2	Television facility	No
3	Student chairs and tables	Yes
4	Toys, flesh cards and colorful charts	Yes
5	Colored activity corners and books	Yes

Table. 2
Activities in Early Childhood Education in Classroom

S #	ECE Activities	Practically performed
1	Play with toys	Yes
2	Drawing	Yes
3	Play with tablets	Yes
4	Play with cards	Yes
5	Play with natural things	Yes
6	Play with puzzles	Yes

The above table shows that the indicates the activities which ECE children played, ECE teachers used that activities with their students. The ECE child's pleurably involved in the healthy activities.



Table. 3
Facilities of Early Childhood Education (ECE) children

S#	Services of ECE children	Provide	Require
1	Take care Garden	Little bit	Need more care givers
2	Drinking water	Yes	
3	Medical checkup	No	
4	Toilet	Yes	
5	Separate class	Yes	Need for extra class

Table indicates that there were drinking water and toilets were available for children students informed that take care garden has been providing in the schools.

Data Analysis










Researcher began the data analysis by reading and re-reading all of the research papers and also ECE book given by UNICEF In order to organize all information for ECE class , data was analyzed by selective interview questions and observation into themes and categories regarding ECE system , knowledge, attitudes, and practice about early childhood education program .Nature of data: case study the type of Qualitative research was used because the study future to know the current status of accommodations versus learning practices in an early childhood education classroom at a particular point of time. Researcher was used the semi-structure interview. Semi structure interview consisting of open ended question were conducted.





_____ Date _____

Spell Out Short Vowel Words
Write the missing vowel for each word below. Choose from:

a	e	i	o	u
 p _ n _	 w _ b _	 b _ x _		
 h _ t _	 b _ d _	 l _ g _		
 f _ n _	 r _ t _	 c _ t _		

What insect spins a web?

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Responses for Teachers and Students Interview

Teach the ECE classroom

Teacher responses' the side question, teachers used through playing games, singing poems and storytelling method, they were much enjoyed. The Student-centered teaching emphasizes on the pupils and, in challenging, arranged the cognitive development of the student. The teacher's goal is to help pupils grasp the development of knowledge as a procedure rather than a production.

Experience in the ECE class for last year Teachers shared the parents do not cooperate with us. Its suggestion for head teacher that when you notice there's a problem, teachers arranged the meeting with their parents, discussed the problem but very less parents involved their interest in the purpose.

Final the succession in ECE class

Socialization: key apparatus to early childhood education children who take part in early childhood education programs have enhanced social skills. In a preschool site, children learn crucial skills like listening, distribution, and taking turns with other.

Facilities need for ECE classroom

Teachers have used the projectors, laptops, and speakers for poem, also we have separate class for ECE the class is decorated with colorful walls (with letters and train shape paints) so that children can read and learn through playing. ECE class must have these facilities.

Many resources have to use for ECE classroom

Teachers have response that about the Classroom there are furniture, tiny chairs for kids, charts, and some toys for ECE class. All the children love to play with these toys.

The Material You Use in the Classroom to Support Your Teaching Style

White board, wall paints and charts, flash cards counting pebbles, signals, we use pebbles for counting math practices. Researcher was uses the resources and engaged the students with different activity the above activity shows the simple way to solve the math problem (-, +) all the student participate and shows their efficiency.

The game you plan to play with your students, and why you prefer these games to other game Teachers used extracurricular activity to motive the child and we use different methods and strategies like Train game competition game, poems with new methods new method include (teacher use sign language in air and draw some words with her hand then she says to the children that identify what I wrote).



Another Game Activity

There are no vowels in these short vowel words! In this early literacy exercise, students must form nine three-letter words by adding the letters A, E, I, O, or U. Children can spell a word using pictures as hints! This spelling and phonics worksheet is intended for kindergarteners and first graders and provides practice for children as they discover, spell, and pronounce straightforward short vowel words.

Highlight the Expectations on A School Principal and Administration

Government officers (DDO, DOE & DEO) should give gifts to the ECE students so that be motivated. Because early children easily motivated through this type of activity .it encourages their cognitive and visual skills. Attendant for toddlers, toys related education, develops trusting relationships with children and nature relationships among them while building on their knowledge and skills. In ECE class, student feel the pleasure each child with respect.

Strategies do you use to encourage group work amongst your students

Teachers used were Playing Cards and matching picture and letters dot Stickers on Handouts and Numbers/Letters on Handouts. Color Coded Paper and Markers and also we use numbered Index Cards and Index Cards with Letters. Also asking questions and using flash cards, sound recognition & matching words Logo/symbol labeling, and Sound recognition & matching. Change out activities Start a garden. Get the senses involved in science Establish rules. Adapt activities to your students.

Response Conducted from the Headmistress

Which requirements do you have for teacher to teach ECE Class?

There are no extra requirements needed. But Early Childhood Education (ECE) teacher should have the extra patience because handling young children is not an easy task. We have 2 teachers for ECE class teacher have completed the one week training .The ECE Teacher needs, games, jigsaw game, music system, phonemic, tablets, projectors and some toys.

The level of teacher for teaching ECE Class

Early childhood teachers specify in the learning, developmental, physical and social necessitate of new children. Play group and preprimary equal. These instructors give a safe and relaxed atmosphere in which little children can study not just early researchers, but social, motor, and adaptive skills.

There were two teachers for ECE class. They are very cooperative with children and also they teach very well all the children like the way of their teaching.



Separate facilities for ECE Classroom

Yes, Teachers have separate early childhood education (ECE) classroom. The classroom have tinny chairs and walls decorated with colorful paintings and the painting shows the learning activates so that students were encourage because early children easily motivated through this type of activity .it encourages their cognitive and visual skills.

Discuss the positive and negative, psychological impact of your child in ECE

Teaching is a positive psychology, it can also be useful in class. Pupils who practice and assignation in the classroom are additional likely to pay attention in their classrooms, A strong relationships through their tutors and peers and do better educationally. Lesson positivity and teacher deal with student in plait way. Today ECE teaching is a greatest challenge, declining mental health, an early childhood educator needs to be their best personality in the classroom. This is not merely for their individual sake but for the happiness of the kids in their care .the problem of decreasing mental health in the early childhood education field has an outcome on little ones, so it's a matter everyone should care about it.

Findings

The findings of the study, the head teachers were reported that the teachers had a one week training before they began instructing early childhood education lessons plan. It is important to note that on field trips, researcher was seen that there were no extra teachers were offered ECE lessons. The already-employed teachers received a one- to one-week training to instruct ECE courses. There were very less facilitation about the early childhood education teachers, there was no specialized two-year training offered according to the 2009 National Education Policy, to the teachers .It was also noticed that extra rooms needed for early childhood education sessions weren't built. There is only one classroom in the schools that has been designated as kid-friendly and set aside for early childhood education classes, so that government must be implementation of early childhood education training in a regular bases.

Discussions

In the final discussion, The Early Childhood Education (ECE) happening before the age (3-5) of five and it is at this time that a child experiences their fastest-growing and developing stage. These years are crucial because their brains grow quicker at this time, these years also saw the growth of cognitive aptitudes as well as the establishing of their self-esteem, worldview moral attitude, and social skills.



Trends indicate that parents are increasingly realizing the value of early childhood education for the healthy growth and nurturing of all these essential foundations.

This research is based on qualitative researcher conduct interview from Early Childhood Education (ECE) teachers and also observed Early Childhood Education (ECE) class observed learning and teaching methods and diagnose the issues of young children and also teachers perception about Early Childhood Education (ECE) class, researcher use open handed question so that teacher and head teacher were answered quickly on the time, also teacher gave me a guide line book about Early Childhood Education (ECE) class the book name mentioned in above section in this paper.

Teachers Suggestion about ECE Class

Teacher told there should not be an early childhood education (ECE) class, if there is an ECE class, there should be a Nanny (care giver) for that class government should provide care giver for ECE class because children are very small, it is very difficult for teacher to handle them.

RECOMMENDATION

1. To provide excellent learning experiences, the government should hire professionally competent ECE teachers in all the schools with ECE classes.
2. ECE teachers should receive ongoing training in accordance with trends to efficiently use the ECE resource in the classroom.
3. The public needs to be made aware, particularly at the local level, of the value of early childhood education, which includes community members taking an active role.
4. The government should allot distinct funds and ensure effective execution and consistent checking system to guarantee the standard of instruction classroom experiences in ECE. Government should provide a Nanny to the school for ECE class.
5. Government should provide separate teacher for ECE class.
6. Government should provide resources for ECE class include tablets, projectors, toys and other technology so that toddlers are motivated.

CONCLUSION

After the final conclusion of the study research was observed that from birth to age five, early childhood education (ECE) work with young children. They design and oversee educational initiatives that support kids' intellectual, physical, social, and emotional development. The supervision of Early Childhood Education (ECE) in government Girls Schools District Naseerabad. The final result of this research was show that ECE is very important for early year child because in ECE class a child learn with play , through play, a youngster can learn how to bargain, solve problems, share, and cooperate in groups. During play, children develop their ability



to make decisions, move at their own pace, and identify their own interests. Unstructured play may result in youngsters moving around more and becoming healthier.

The benefit of this interview was that the teacher openly shared her experience and problem regarding ECE class the teacher told about the resources they have for ECE class. They have separate class for ECE children and the class was decorated with colorful walls and charts. Also they have Projector, laptop, and speakers for poem, they further said that government should support them government should provide them for more resources.

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