

Teachers' beliefs and classroom rules in early childhood education in India

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MSc Child Development and Education, 2023

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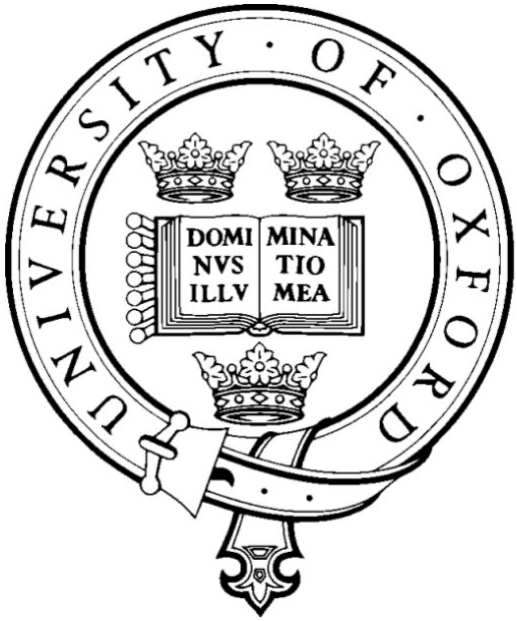
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Teachers' beliefs and classroom rules in early childhood education in India



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Dedication

I would like to dedicate this to my people who have struggled for education and dignity.

Jai Bhim !

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To begin, I would like to acknowledge all who have been part of my life, who have always prayed for my wellbeing.

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Chapter-1: Introduction

"बच्चे की स्वतंत्रता, मैंने कहा है उसके बचपन को जो आप रोक लगा रहे हो बचपन में उसके पास समय ही आंगनवाड़ी। जो आँगन में एक वाडी यानी वाडी का एक मतलब होता है फूलों की एक फुलवाडी जो होती है फूल वाली, वो उसमें भी आपको इतने नियम कि चुप बैठेगा।"(TS-12 V1)

[The freedom of the child, I say [by] stopping the childhood, the child has time [during] *Anganwadi*, meaning, a flower[child] in the courtyard, in that also, so many rules to sit quietly].

1. Introduction

The research explores early childhood education (ECE) teachers' beliefs about the classroom rules (CR) as one of the regular practices in pre-schools. The study aims to highlight the (local) teachers' own belief underneath the practice of the classroom rules. What do they mean when they say rules? Why do they feel a need to have these classroom rules? Or, if they don't find the rules appropriate to be practiced in the early childhood education context.

Children's experiences in early years set a foundation for future (Irwin L et al., 2007).Early childhood education influences child development which includes social relationships. It introduces children to formal teaching learning environment which is continued throughout their later schooling grades. An *Anganwadi is* a pre-school which functions under Integrated Child Development Service (ICDS) along with providing nutrition and other related services to lactating mother's and adolescent girls (Panda, 2021). The topic has evolved out of discussions on early childhood education practices in India and how the culture and context both inform the *Anganwadi* practices across India.

The study attempts to elicit the local teacher's social cognition and beliefs about the classroom, the rules and the related practices in the early childhood educational setting. The analysis thus shall later inform whether the early childhood education settings in India are authoritatively directed by the local teachers or if the reflect the theories of early years practices as required for fostering child development. Despite the assumptions that the early childhood education setting largely aims at social disciplining the children which include

manners, cooperation, to our focus of the study, if these rules are teacher-centered or child-centered.

The study builds (Nespor, 1987) understanding stating teacher beliefs as a personal and social construct and provides insights into teaching learning and other practices. Classroom rules are also one of them. Classroom management as a concept is understood considering the practices that are proactive and reactive in nature where certain provisions are used necessarily to maintain and establish an effective teaching learning environment (Duke, 1987).

1.1. Background of the study

Early Childhood Education(ECE)/ preschool education programs are focused on preschool education of 3-6 year olds (Kaul & Sankar, 2009). The study explores the teacher beliefs and classroom rules in pre-schools in India. The study provides local teachers autonomy by recognising to their expertise in early childhood education. The local teachers are asked to advice and suggest the best learning practices to a foreign colleague commenting on aspects of child development.

The teacher has been asked to specifically comment on rules for character development of a child. The facets it explores is, is it appropriate to teach rules for 3–6-year-olds? Are children developmentally capable of grasping the classroom rules? Is it an age-appropriate practice? The study is conducted in Indian context where teacher influences the learning in the pre-school.

Teachers' beliefs are important to understand classroom practices including rules. Despite the role of early childhood education is to help children learn through encouraging and supporting medium of learning, the teachers often tend to impose the cultural values to the children in the form of rules and regulations. This contradicts the principle of early childhood education in relation to best ways to help the learning and child development.

1.2. Rationale of the study

The study is of interest as a scholar of early childhood care and education. The topic was finalised out of discussions on teaching learning practices in early childhood education. Specifically, the study provides insights on teachers beliefs about self-constructed rules. Among many initial questions, to state few: What are classroom rules? Why these rules? What are the teachers' objectives? What are implications of these classroom rules?

Early childhood education is challenging and requires child-centered pedagogy for catering holistic development of the child. Reflecting on my own internships in early childhood educational settings , all the classrooms had rules. These rules were all constructed and practiced by the teachers for various reasons like maintain discipline, forcing children to work on the given tasks etc. in the classroom. Having prior exposure to both urban pre-schools and ICDS (government) rural/semi-urban *Anganwadis* puts me in a good position to take-up the topic and conduct the study.

1.3. Research Questions

To facilitate exploration of the research questions, the aspect of teachers beliefs and classroom practices, the nature and extent of use of classroom rules, the learning environment and the various reasons for teachers beliefs about classroom rules have guided the study. The study engages with two research questions:

RQ.1. What are local teachers' beliefs about classroom rules in early childhood education in India?

RQ.2. How are local teachers relating classroom practices and rules to child development?

1.4. Significance of this study:

In early childhood educational settings, teaching and managing classroom can be challenging. The teachers spend substantial amount of time in classroom by addressing the challenges and behavioural issues among the pre-schoolers (J. Levin & Nolan, 2014). The teachers' beliefs and classroom practices have an implication for teaching-learning process (Nespor, 1987; Fang, 1996). Classroom rules are practiced by an unwritten norm by the local teachers. Therefore, the teachers' belief and classroom rules are prime focus of this study to understand and further inform the gap in the literature, especially in early childhood education.

The aim of this study is to highlight teachers' beliefs concerning classroom management focusing on classroom rules, thus adding to the similar research studies. Studying teachers' beliefs about early years classroom management has the potential to enhance the type of techniques and strategies that teachers use. The reporting of these belief systems regarding classroom rules may encourage teachers to reflect upon their own beliefs. Thus, contextually, the teachers may also change or adapt their beliefs according to the classroom needs of the children in a beneficial manner. Pajares (1992) argues that teachers beliefs hold influence their perceptions and judgments informing their classroom behaviour.

This study may draw early childhood education teachers' emphasis on reflection, identification and enhancement of teaching belief systems for effective strategies for interactive teaching learning in the classrooms. Therefore, drawing the connection between teachers' beliefs and classroom rules is necessary. This shall unpack the teachers attitudes towards practicing certain classroom rules and its implication according to them.

1.5. Delimiting the study

Delimitation refers to the boundaries of a research study which may include the reason for non-generalisability (Glatthorn & Joyner, 2005). Out of 32 local teachers across both pre-schools and *Anganwadis*, only 2 teachers were male. The teachers' belief about classroom rules implicitly reflects the beliefs of female teachers in general. The interviews varied across

time duration from less than 5 minutes to over 25 minutes depending on the teacher's motivation towards vignette responses. This may influence the findings of the study.

Chapter-2: Literature Review

"Education must be oriented not towards the yesterday of the child's development, but towards its tomorrow" (Vygotsky, 1987, P. 211).

2. Introduction

This chapter is divided into two sections. The first section presents the theoretical framework of the study using the Vygotskian framework. The second section explore teachers' beliefs in early childhood educational settings and also, details studies related to teachers' beliefs and classroom rules.

2.1. Theoretical framework

The Vygotsky's (1978) social constructivist theory focuses on the learning and development. The theoretical conception of the study considers Vygotsky's ideas. According to Vygotsky, education must be equipped towards the tomorrow of child's development. Also, capturing from teachers' beliefs, children are expected to be active and responsible for their future. The social constructivist theory helps in understanding the classroom practices, changes and redevelopment (Goldfarb, 2001). The emphasis of Vygotsky was on socio-cultural and the influence of context on cognition of the child.

The dual emphasis both on child's involvement in one's own mental development and of the social context determines social constructivism (Bodrova & Leong, 2001). The educational learning is constructed by the social context therefore, the theory is helpful. Given the study's implication on early childhood teaching and learning, the study uses Vygotsky's theory of social cognition, therefore exploring teachers' beliefs and classroom rules.

There is complex dynamic relationship of development and learning. The learning stimulates development. The development is largely dependent on the social learning settings and environments (Dolya & Palmer, 2004). Therefore, environment is a source of development (Vygotsky, 1983).Teachers' beliefs and classroom rules are influenced by

learning environments. The learning coming from the culturally more experienced members (teachers) influences the child's learning (Vygotsky, 1981).

In Vygotskian framework, the teachers can be referred as 'More Knowledgeable other'. Given the ability and deeper understanding of teaching learning, engagement, task, in most cases, the teacher can be termed 'More Knowledgeable other' (Galloway, 2001) to teach the classroom rules.

2.1. Teacher beliefs and early childhood educational settings

Tracing the teachers' beliefs, the early accounts focused on the cognition, knowledge and belief aiming to develop both the conceptual clarity and nature of the belief (Calderhead, 1996; Clark & Peterson, 1984). As understood, teachers' beliefs were seen as subset of the teacher cognition. It is important to note, Shulman (1986) mentioned, beliefs as a missing paradigm in teaching related research. Research was proposed for studying the teachers' thinking with respect to their beliefs and decision making (Clark & Peterson, 1984). In early 1990s, Kagan (1992) states about teachers' beliefs to be "the very heart of teaching" (p. 85).

The acknowledgement of teachers' beliefs has been a subject of discussion. Many authors report the positive associations, with few others concluding, there isn't any direct link (Levitt, 2001; Wilcox-Herzog, 2002). Understanding the teachers' beliefs primarily requires listening to teacher and then responding to their questions. As stated in OECD (2009), teachers prefer constructivist beliefs about the classroom instruction. In classroom's, group work and discussion may lead to certain level of participation. Therefore, the teachers across the countries are likely to support a constructivist. This regards teacher as facilitator over the notion of teacher as a direct transmitter of knowledge.

From early childhood onwards, it is observed that teachers align their classroom practices with culturally proficient beliefs given the classroom demographics are increasingly becoming more diverse (Guerra & Wubbena, 2017).The evidence of teachers practicing culturally proficient ways of teaching increases academically positive outcomes for contextually disadvantaged children (Aronson & Laughter, 2016; Lopez, 2016). The culturally proficient beliefs are operationalised as culturally responsive teaching (Gay, 2010), and culturally

relevant pedagogy (Ladson-Billings, 2014). Both are linked to children's motivation (Bui & Fagan, 2013) and interest (Choi, 2013; Dimick, 2012).

The teachers' preferences are influenced by individual characteristics which vary greatly within a country and early education settings (OECD, 2009). Contextually, the cultural and historical influences on development of teachers' beliefs is often integrated with prior experience. Studies have suggested inconsistency between the teacher beliefs and their classroom practice that can be understood from the trends of 1980s and early 1990s classroom engagement of teachers which had become complex as teachers were constrained in terms of their ability to align one's theoretical beliefs with one's pedagogy (Duffy, 1982;(Duffy & Ball, 1986; Paris et al., 1991).This notion was supported as the contextual factors overall influence on both teacher belief and their classroom practices (Fang, 1996).

To learn and understanding belief's prevalence, one needs to examine, how beliefs relate to both teachers and CR characteristics. According to Rokeach (1968), beliefs are, "any simple proposition, conscious or unconscious, inferred from what a person says or does" (p. 113). (Fives & Gill, 2015) mentions, teachers' beliefs to those propositions' relationship to the classroom teaching practices. Teacher beliefs are both implicit and explicit held by teachers with a relevance to professional and classroom practices. Teacher beliefs are framed as suppositions of values, attitudes, assumptions, teaching styles, and personal experience (Clark & Peterson, 1984). Empirical studies provided evidence which help us state, beliefs are seen to be influencing teachers' classroom practices(Chant, 2002).

However, Abelson (1979) notes beliefs as manipulating knowledge with regard to a specific purpose. Interestingly, according to Dewey (1933), belief has a value that "covers all matters of which we are not that sure, are confident enough to act upon, but could be questioned in the future" (p. 6). Further, Sigel (1985) extends beliefs as, "mental constructions of experience, often condensed and integrated into schemata or concepts" (p. 28). Beliefs were dispositions to action and major determinants of behaviour (Brown & Cooney, 1982). They are not always visible, and one may infer from teachers' action.

It is important to state, Prawat (1992) emphasis on importance of the constructivist theory and it refocus on children's own effort to understand can be imagined in early childhood

settings, making the teachers and children's relationship more interactive and to deliver better through their pedagogy. This supports the social practice theory (Lave & Wenger, 1991) considering the community of teachers which demanded for the wider implications of the culture and beliefs of teachers along with other community members for children's learning. The socio-cultural theory (Vygotsky, 1978) was inherent and accordingly reflected in defining the components of what the beliefs could be in early childhood settings. The constructivist classroom activities oriented towards children (Wheatley, 2005)and the classroom management solutions help by keeping children on task (Chacon, 2005).The previous research highlighted the relation between teacher belief and classroom practices with respect to rules (OECD, 2009).Recent theories suggest that relationship between the teachers' and classroom practice is a complex (Bernstone, 2007).

According to OECD (2009), there are two views. One, considering the direct transmission view of children's learning indicates that a teachers' role deals with communicating knowledge in a clear and a structured way, which extends to explain correct solutions, and to give children clear and resolvable tasks, also, to ensure calm and increase the concentration in the classroom. In contrast, two, a constructivist view focuses on children as active participants knowledge acquiring process. This view emphasises on facilitating children's inquiry, prefer to give children the chance to engage by themselves, and allow children to play active role in the instructional activities. The development of thinking and reasoning processes are emphasised (Staub & Stern, 2002). Therefore, contextualising the differences in the national cultures and the pedagogical traditions suggests the possibility of differences in two views among the countries (OECD, 2009).

As stated by Fang (1996), teacher beliefs influence classroom practices in both consistent as well as inconsistent ways. Kagan (1992) states, "a teacher's beliefs tend to be associated with a congruent style of teaching that is often evident across different classes and grade level" (p. 66). Scholars have argued that increasing teaching hours in the CR shaped their beliefs (Kennedy, 1997; Lortie, 2002).However, needless to state, the teachers have what it takes to a good teacher (Kennedy, 1997).

The studies on teachers' beliefs have helped us in understanding the types of beliefs, the classroom connection, factors influencing their beliefs. Detailing the literature on teachers'

beliefs, Pajares (1992) identified a list of terms that are used interchangeably as found in the literature, these are values, attitudes, judgments, opinions, perceptions, ideology, conceptual systems, conceptions, implicit theories, dispositions, explicit theories, personal practical knowledge, perspectives. The researchers explaining the beliefs do understand the complexity, it's interaction with the teachers' knowledge. Using the personal theorising process may strengthen the research as it helps to make teachers' beliefs more explicit, available for the study using descriptions and own words. This personal theorising process benefits the teachers as it increases their own self-knowledge, supporting in developing metacognitive thinking, agency (Fairbanks et al., 2010; Levin, 2003). The studies have presented the role of context and various domains of knowledge that play in defining, and understanding, beliefs (Fives & Gill, 2015). It adds to the strength when researching on teachers' beliefs, using multiple research methods (He & Levin, 2008).

Studies have tried to theorise teachers' beliefs and its relation to classroom instruction (Nespor, 1987; Pajares, 1992), meaning the teachers' belief impacts the classroom practices (Clark & Peterson, 1984), assumptions and values. Some have argued that beliefs have an inter-relatedness with knowledge. The concept has been attempted to measure in variety of ways in early childhood research studies on teachers' belief suggesting mixed findings for teacher belief and instructions via empirical studies.

As stated in OECD (2009), teachers are inclined towards children in the classroom considering them an active participant as children learn and acquire the knowledge. The teacher is often understood as transmitters of information and, also the demonstrators of right solutions. Across the globe, teachers emphasise on structured learning over the child-oriented activities enabling them to practice autonomy in the classrooms. The female teachers are more likely to follow these child-oriented practices and discuss with colleagues. The teachers' professional development has a role to play informing teaching practices.

Commenting on classroom instruction quality for better learning, well-structured and clearly communicated classroom management (aspects of direct instruction), cognition (aspects of higher order thinking tasks) and child orientation (supportive instruction). In early childhood settings, close monitoring with encouraging feedback which is one of the aspects of direct instruction has shown an impact on children's learning. The studies have highlighted

aspects of classroom teaching practice for effective classroom learning and outcomes (Brophy & Good, 1986; Wang et al., 1997). The teaching practices are important for improving the educational processes and for shaping healthy classroom learning environment, motivating children in their classrooms.

Detailing further, the classroom climate as whole requires maintaining order in the classroom which require the classroom management competencies, the emphasised structure and authority. The CR environment requires empathy and mutual respect (OECD, 2009). There is a need to understand CR climate. It has strong impact on cognitive and motivational aspects of the children's learning (OECD, 2009). According to the studies across the world, the CR climate is one of the most important predictors of children's achievement (Brophy & Good, 1986). The classroom quality indicators are classroom disciplinary climate, time taken on task, social relations in early years settings (OECD, 2009). In a classroom, the teachers' beliefs consist of general pedagogical knowledge and co-operation.

The development of classroom climate can be in via children's development and its roots can be traced to organisational psychology and also, research on school effectiveness and teachers' beliefs (OECD, 2009). Given the various definitions, the school climate reflects a subjective view of learning in classroom environment (Cohen, 2006). Also, beyond classroom, the relevant aspect of the environment considers the relationships between the headmasters, teachers, and children with a sense of being a community, teacher and child morale, norms as among peers, and the safety. For later stages of children's education, acquiring sense of classroom rules, school climate is fundamental for the quality of schooling and instruction. The classroom climate and education settings are vital for children's well-being and also, the personal and social development (Rutter et al., 1979).

Beliefs that were formed early and tended towards self-perpetuation, persevering against contradictions which may be caused by time, reason, experiences (Abelson, 1979; Lortie, 2002). Earlier, beliefs were incorporated into belief structure, difficult to alter given the new beliefs vulnerability towards change (Abelson, 1979; Rokeach, 1968). Teachers' education and their teaching experience informs their knowledge and beliefs. These experiences contribute, and thus, inform the development of several classroom constructs based on evidence of the influence on prior experiences on knowledge and the beliefs (Jung & Jin, 2015; Nelsen, 2015).

The early childhood teachers can predominantly influence children's belief. Therefore, beliefs are more influential than knowledge (Bernstone, 2007).

Quality education is instrumental from early childhood onwards for steady child development (Early et al., 2007), therefore, a learning motivation for upcoming schooling years (Magnuson et al., 2007). NAEYC (2013) emphasises that the quality early childhood education fosters DAP. It involves teachers accommodating children at their respective stage of development, as individuals and also as a part of group to help child achieve the learning goals. To improve the quality of the learning environment in the classroom has an impact on affecting the children's learning. Teachers support the children with vulnerable family backgrounds for supporting their cognitive and motivational capacities. Moreover, the social and cultural aspects that impact early development and learning of the children is mostly beyond the control of teachers (OECD, 2009).

The teacher belief in learning and co-operation implies teachers working to improve and cater quality of education requires similar goals and cooperation among teachers helping in co-ordination of the resources and the respective strategies of the individual teachers. The best way to achieve is to receive at least some of the input from others. Thereby, enhancing professionalism (Rosenholtz, 1989). The learning mostly takes places in the CR environment. It constitutes the CR's physical environment, social system, atmosphere, and the shared norms and values (Creemers & Reezigt, 1999).

The early childhood education acts as a base for child development. Research has informed us that high-quality pre-school is vital for development of cognitive as well as social skills essential for the school readiness (Barnett, 1995). Children in early childhood settings need confident teachers with whom they can engage and learn. Explaining teacher belief systems, research has highlighted a major determinant of classroom decision making by teacher (Kagan, 1992; Pajares, 1992) as it is responsible for classroom climate and socialisation processes (Vartuli, 1999). This is suggested for necessary scaffolding process which facilitates in the thinking skills (Bernstone, 2007).

Teacher's professional competence is a crucial factor in early childhood classroom practices (Shulman, 1987). Within the teachers' beliefs, the teacher co-operation includes a

form of exchange of ideas and information over professional collaboration. The professional development impacts co-operative teaching. Mostly, the collaborating teachers are female with experience (Fives & Gill, 2015). Important to note, within any country, the teachers' professional practices may differ among the teachers. Specialised training has an impact on teachers' beliefs i.e., professional development opportunities offered by schools or done by individual teachers. According to (Fives & Gill, 2015), these specialised training program helps and acts as a means to gather information on the relationship between the teachers' beliefs and classroom practices.

According to Smith and George's (2000), research on kindergarten teachers and teachers' beliefs found, despite their different experiences (amongst the teachers' sample), there was congruency of beliefs. The Bakhtin's (1981) explanation on speech genre connected the teachers in terms of common beliefs in constructivism. The teachers felt the ties with the theories of Piaget (1952) and, also Erikson 1950). For understanding teachers' beliefs in classrooms, Vygotsky and co-constructivism played as an underpinning theory given it's familiarity among the teachers (Bernstone, 2007). Sigel (1985) describes the mental constructions of experience being integrated into schemata as humans develop (belief structure), which could have repercussions towards the learning opportunities as provided by the early childhood teachers in terms of their own experiences into their practices (Spodek, 1987).

According to Bronfenbrenner's (1979) ecological theory, the teachers' beliefs and their attitudes are affected by multi-factors, i.e., their ethnic cultural beliefs of education system, also, personal beliefs. To make classrooms child-centred (Stipek & Byler, 1997), teachers with stronger beliefs emphasising on child-centred curriculum valued the child independence and their self-esteem in classroom practices. According to Lara-Cinisomo et al. (2009), developing, displaying rules may help children understand their classroom expectation. For effectively implementing the classroom rules, the everyday routine processes require not just intent but also systematic approach.

Teachers believe they are not just limited to classroom management and instructing children in isolation from other classroom cohorts and colleagues. A modern view of teachers' beliefs about teaching includes activities like co-operating in teams, co-creating professional learning environment, along with further evaluating the workspace for a positive change

(Darling-Hammond et al., 2005). Therefore, the activities clearly shape the children's learning environment i.e., the educational settings climate, ethos, culture as all impact early learning via the classroom practices.

Teachers are encouraged to skill themselves for better engagement within early childhood settings. This is to help teachers respond to the development of children (as individuals) and better understand the social and cultural context of the children. It is, therefore, necessary for early childhood teachers to consider socio-cultural context, and the factors influencing the interactions with teachers, children, communities, families and to accordingly have the curricular planning and assessment strategies.

The developmentally appropriate practices (DAP) in early childhood settings derive from a child-centered educational view. It motivates active exploration and curriculum related choices (Copple & Bredekamp, 2009). It promotes care and education for young children along with learning and development. Therefore, DAP as a position statement which is based on research and theory considering practicalities of how children learn the best (NAEYC, 2013). The high quality developmentally appropriate (DA) care facilitates help children be at a better prepared position to enter the schools, to perform academically and socially, and supports their development (Magnuson et al., 2007). The influence can be found in the scholarly works in early childhood education (McMullen et al., 2005).

According to Jung & Jin (2015), the early childhood specific coursework mediated the teachers' perspectives about play-based instruction influencing their classroom practice, meaning that the education may shift the educators' beliefs. Gerde & Powell (2009) mention that the educators with an early childhood related degree engaged more in book reading practices in the classroom as compared to educators without these degrees. The educational qualification has relation to DAP as the teachers having higher degrees (bachelor's) tend to be holding stronger beliefs with regard to the DAP and they are more likely to then practice these in classrooms. Especially, the teachers with a degree in early childhood studies, alignment with DAP as compared with teachers that have degree qualification in elementary education. It is important to note, classroom quality is lower in classrooms where the teachers don't practice DAP (R. Pianta et al., 2005).

Commenting on kinds of beliefs, the exploration points about teachers' subject matter which includes content, ethics and morals and their pedagogy (Fives & Gill, 2015). Overview of sources and contents of teachers' beliefs may facilitate for mentoring school administration, including those who offer PD for teachers. It is the teachers' beliefs that guide decisions influencing their practices in the CR (Kagan, 1992; J. Levin & Nolan, 2014). However, (Pajares, 1992) states, "difficulty in studying teachers' beliefs has been caused by definitional problems, poor conceptualisations, and differing understandings of beliefs and belief structures" (p. 307).

On the basis of exploration, according to Brown & Cooney (1982) one of the influences was cultural transmission, further, it's link with teachers as insiders considering their experience teaching-learning and educational settings familiarity. Learning from the studies about the implications of teachers' beliefs have over the quality and children's CR experiences, one needs to determine the early childhood teacher's belief for preschool children prior to them entering kindergarten. Given, the research highlights an association between teacher beliefs and teachers' practices, these are in their belief for DAP. According to Spodek (1987), it's the teachers personal and practical knowledge that decides the teacher's decisions rather than the learning theories in child development. Although the research literature regarding the beliefs and teachers' beliefs, a few studies had been undertaken focusing on early childhood teachers (Bernstone, 2007).

2.2. Teacher beliefs and classroom rules:

From child-centred view, the involvement of children in making these classroom rules is integral (Glasser, 1998). To make rules child-centred, children should have an involvement and be part of classroom creation by which the teacher shall govern them in the classroom. For teaching and learning, children's participation in classroom rules making encourages their active involvement with a sense of ownership, meaning, solutions through engagement and negotiation (Castle & Rogers, 1993). Understanding the logical consequences and power struggles are essential for a teacher to teach and deliver in a responsive classroom.

According to Alter & Haydon (2017), the classroom rules are an integral part, and support the effective classroom management. The rules are relatively simple and can be implemented. The rules focus is to understand and caution towards the challenging behaviour by children

beforehand. The manuals specific to this recommend characteristics that may make classroom rules effective. Despite this, there hasn't been uniformity in the sources of recommendations.

Classroom rules can be defined as statements that are presented by teachers to describe acceptable and the unacceptable behaviour within the classroom. The study by Reinke, Herman & Stormont (2013) has highlighted this within multitiered systems of support such as SW-PBIS (School-Wide Positive Behavior Interventions and Supports), establishment of enforceable rules as taught to children is regarded as an essential part of the classroom system.

All classrooms have certain rules. The decision to make these rules explicit (or implicit) depends on the teacher in early childhood settings. There is a need for a socially mutual environment that would provide children with opportunities to engage with their teachers and extending it their families to seek congruity with certain values and beliefs as children should be taught five positions (of control) that are the buddy, the manager, the monitor, the guilt maker, and the punisher. Later, they may be asked, how they would want to then be treated in the CR (Gossen, 1998). Extending the understanding of Greenberg et al. (2014), the classroom rules strategies include praise, certain routines, consequences for misbehaviour, and degree of engagement.

The classroom rules must be consistent and have rational grounding. This should try to implicitly capture, are the classroom rule necessary? Are the specific classroom behaviours targeted? The classroom rules must include things in the sphere of early childhood settings and children. What are classroom rules for? Is it for ethical and moral behaviour. In the early childhood settings, the code of conduct should state the classroom rules positively.

The purpose of the any classroom rule is important. The classroom rules should focus on creating the optimum classroom learning environment, the teacher will have an easier time of enforcing it simply by prescribing behaviour that is incompatible with it. Stating and prescribing incompatible behaviour will help teachers in their classroom practices. To make it easier, the classroom rules should be precise (also clear). This can be communicating the behaviour to the children (Johns & Espinoza, 1996). To flag, too many classroom rules may impact the enforcement in classroom and may be ineffective to the set academic purpose. Too many rules result in rules that are not enforced. The ones that are not enforced become targets of abuse that erode the effectiveness of the others.

Classroom rules have a structure of meaning as used by the teachers and children for a better CR learning. The children engage in a behaviour for certain time cycle or period in a way that help them thinking about themselves and world (Boostrom, 1991). Apart from creating their classroom rules, the teachers must have a reason for it. The classroom meetings with children can be a way to discuss these rules with the children. This motivates the children to talk about the respective norms and values, listening to others in the classroom and build co-operation, enabling optimum learning environment (Letts, 1994). This supports the need to start discussion about classroom rules from early childhood onwards.

The classroom behaviour of children is a recognised problem for teachers in early childhood education. Given that the teachers face difficulty managing the classroom behaviour which is seen as a major problem in their respective classrooms which constitute verbal disruptions, disengaged, non-compliance are the most frequently identified challenging behaviours, and towards effective learning assistance with the classroom management is amongst most the frequent requests made by the teachers (Alter et al., 2013; Rose & Gallup, 2005).

For effective classroom rules implementation, teacher must show consistency which requires administering the consequences as agreed upon. Adding toGuernsey (1988) , managing a classroom may be done by displaying the classroom rules, smooth academic scheduling, enforcement appropriate classroom behaviour, the child's record keeping, necessarily develop a self-checking system. Given this environment, a child learns to accept own responsibility and take decision about the acceptable behaviour according to the environment (Malone & Tietjens, 2000). The personal commitment and characteristics of teacher include being fair and firm with strong positive relationship helps in enforcement of classroom rules.

In their research, Alter & Haydon (2017)highlight the studies that were experimental which described, how the CR rules were taught to the children. This was through either classroom discussion, recitation, or through examples. Teaching children in clear and effective ways captured the difference. The effectivity of classroom rules also dependent on punishment and reinforcement upon violation of the rules.

Emmer et al. (1980) state, the teachers who were less effective at managing the children's behaviour had less consequences. Therefore, lack of consistency consequences, accordingly, the teachers were noted as less effective classroom teachers. Having contingent consequences for classroom rules was the other key characteristic of effective classroom rules. The contingencies varied from solely reinforcing, solely aversive, or a combination of reinforcement and punishment strategies tied to rule following and rule violating. The descriptive study noted, for having more effective classroom teachers, "in some cases but not always, pupils were asked to suggest rules" (p. 225).

According to the research by (Howard & Norris, 1994), found that an average of 5.6 classroom rules were practised for classroom management. classroom rules categorisation can be: interaction rules, movement rules, speaking rules, the assignment rules. Hhowever, the basis of this was on two school systems research study but did not state any definitive answer to how many classroom rules are sufficient in a classroom. However, the recommendation by Zirpoli (2016) suggest, "at least three appropriate-behaviour rules for every inappropriate-behaviour rule" (p. 311), or towards establishing up to three CR rules (Scott et al., 2011). This prompts for further research opening as the rules are specific to school level and not specific to early childhood educational context.

Learning from the studies on average number of classroom rules, the fewer the better. For reference, the study by Alberto & Troutman (2013) recommended having few rules. Simonsen et al. (2008) recommended "a small number" (p. 358). Mentioning more (Kostewicz et al., 2008) recommend three to five rules. Adding further, classrooms can have four to five rules (Gable et al., 2009). However, few studies have extended till seven rules with not more than five rules (Babkie, 2006), not more than six (Smith, 2004), not more than seven (Maag, 2004). Moreover, the empirical evidence suggests lesser number of rules. From our literature review, the number of classrooms are varying from two to up to nine, the average being 4.6 rules (Alter & Haydon, 2017).

According to (Malone et al., 1998) establishing firm and fair classroom rules as a mechanism for coping disruptive behaviour. It is important to be made explicit that freedom of a child in the CR should not transgress the freedom of other children. In simple words,

classroom management is understood as, how the teachers try and maintain order in a classroom. This is critical towards establishing an environment for every child to be able to freely explore and also, learn.

However, Bicard, (2000) while highlighting classroom rules, argues that rules are cost-effective and can be implemented. The focus is on the prevention of challenging behaviours of the children, thus helping in smoother learning environment. Regarding preventing challenging behaviour, the teachers either have a session in their pre-service or during their in-service training. The manuals often include empirical research studies that introduce early years educators to classroom rules as an independent variable. Teaching the rules to the children and trying to have a positive consequence impact effective classroom rule (Alter & Haydon, 2017).

Literature suggests classroom rules as an opportunity to teach children life lessons. It is two ways. One is to teach honest (upon the agreed classroom rules i.e., consequences), and two teaches responsibility of accepting and respond to consequences for what has been decided as unacceptable behaviour. This simply indicates to the children to take turns while saying in the classroom (Malone et al., 1998). In practice and mapping the research, Alter & Haydon (2017) suggest use of the visual prompts, having rules posted in premises, communicated in writing form as a handout may increase the rule compliance requiring minimal effort for the effective implementation of classroom rules. However, contextually, the teachers use the flexible number of rules as per the classroom demand.

According to Malone et al. (1997), the classroom rules have to follow early childhood education code of conduct. This includes awareness about the classroom rules with the parents as expected. Important to this is, the individual classroom teacher should be in conscience with the rules and objectives. To mention, a teacher is evidently significant person to the children. The teachers comment and actions have a tremendous impact on children, the research on the method of effective teaching reveals a strong finding related to the ability of teacher to mould children towards a particular behaviour (Malone & Tietjens, 2000).

Exploring these rules, if classroom can be described as microcosm of the society, then the rules facilitate the structure for how the children see the classroom world and understand their own place in it (Maag, 2004), representing a social contract that is established between the

teacher and the children (Alter & Haydon, 2017). When looked to the level of classroom rules mentioned within the secondary publications, the specificity with respect to early childhood settings is hard to quote as compared to school level.

Chapter-3: Methodology

3. Introduction

From the literature review, we learn that teachers' beliefs have been studied and researched considering various teaching learning and school related attributes. Also, studies have acknowledged parents' beliefs about their children's learning (Hughes, 2003). Despite studies acknowledging teachers' attitudes towards play in school etc., the focus on teachers' beliefs and classroom rules in early childhood education is under studied.

The study highlights the various classroom rules as practiced local teachers in *Anganwadis* and pre-schools. Specifically, the study explores how teachers' beliefs about classroom rules shape children's initial years of learning and education. Thus, helping us in understanding the several meanings that local teachers associate with the practice of classroom rules. The study builds on themes which are analysed considering teachers' several perspectives on early childhood education.

The chapter attempts to first present a view, research design and methods. Second section presents details about the data and analysis.

3.1. Qualitative Approach for the study

Considering Creswell and Creswell's (2018) research design, the figure 3.1 illustrates the framework.

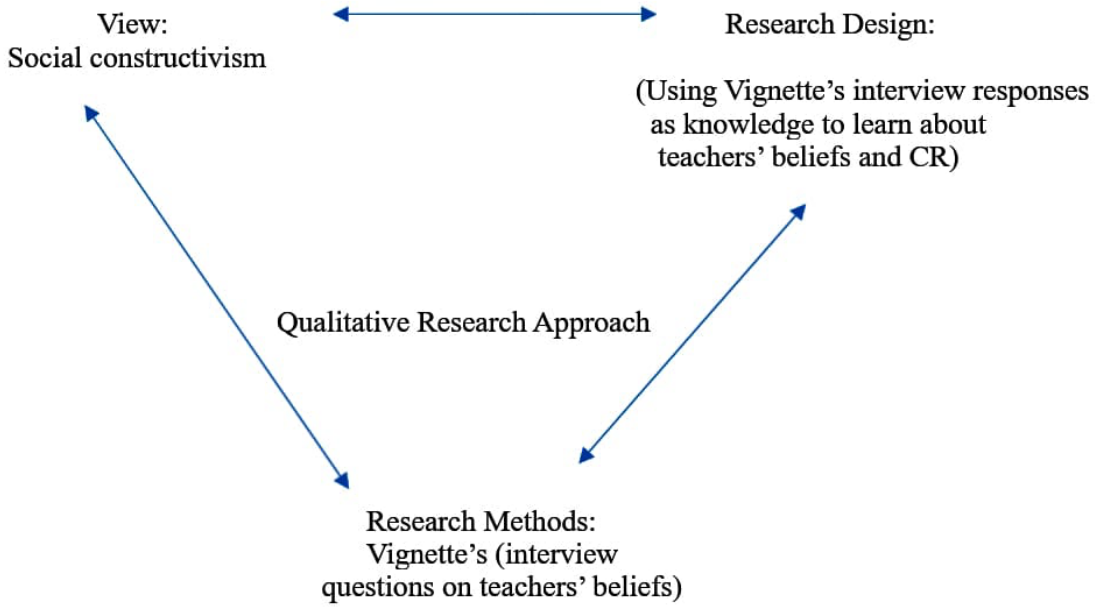


Figure 3.1: Adaptation from Creswell and Creswell (2018)

The social constructivism view for the study considers the individual teachers' beliefs and experiences which may vary and have multiple meanings. Therefore, the local teachers beliefs are a subject of the enquiry (Berger & Luckmann, 1966). This view helps in extracting the teachers' beliefs and experiences which influences the learning of children in early childhood educational settings. Therefore informing the study to foster over both the social and cultural context (Creswell & Poth, 2018).

Understanding of teachers' beliefs according to the interaction, situation and continuity helps in learning about the social complexities of in early childhood educational which influences the ways in which cultural context shapes the teaching learning process. The study considers the teachers efforts and commitment towards early years learning of the children,

this position strengthens the study on teachers' beliefs about classroom interaction including classroom rules.

Considering the local teachers response to the vignettes strengthens the research design (given it's interview nature with the local teachers). Therefore, it qualifies for a qualitative inquiry drawing on theorical concepts from Vygotsky's (1978) social constructivism. The local teachers' as a participants for this study inform us about their past, present and future beliefs.

Vignette method as an approach is used to gain knowledge about classroom rules with respect to teaching learning in early childhood education. This inquiry supports the study by considering the beliefs as expressed by teachers (Clandinin et al., 2016). In this study, the local teachers' classroom learning interaction including classroom rules, interaction based on vignette's situation(story), continuity of these learning practices in early childhood education by the teachers has shaped my research design. According to (Clandinin & Connelly, 2000; Gray et al., 2017), the evaluation of the inquiry can be understood as, "personal and social (interaction); past, present, and future (continuity); combined with a notion of place (situation)" (p. 50).

3.2. Research Method: Use of Vignette

Since the 1950's, the vignettes have been widely used in social science researches (Gray et al., 2017).Vignettes are describes as a research method (Bradbury-Jones et al., 2014). It is used to elicit cultural norms as derived from the participants attitudes and their beliefs about any given situation (Barter & Renold, 1999).Vignettes are used as complementary technique along the data collection methods (Hughes, 1998a). In qualitative research, the vignette supports the study to focus on eliciting responses to a particular situation (Hill, 1997). This can be employed as an ice-breaker, for developing rapport that may facilitate further discussion with the participants (Hazel, 1995).

Vignette's within a qualitative paradigm, according to Finch (1987) are, "short stories about hypothetical characters in specified circumstances, to whose situation the interviewee is invited to respond" (p. 105). As a reference point, the stories as a situation or structure are

important towards learning about the participants perceptions, attitudes, and beliefs (Hughes, 1998b). To enhance participates interaction, the stories must appeal to be real to the participants (Neff, 1970).

Vignette as a method routinely captures several participants responses on a similar situation. The purpose of vignettes helps us in interpretation of actions and occurrences, therefore allowing the exploration of situational context, which is followed by the clarification of the individual judgements (Barter & Renold, 1999). However, there needs to be cautioning, as an advice, what the participants are asked which is different from what participants might themselves do in a given situation. As can be found in the findings of the study, vignettes provide a greater degree of control over the interaction by providing the participants flexibility of at any stage to introduce their own experiences as well.

3.2.1. Vignette: Maria the visiting pre-school teacher

In the study, local teachers' are asked to advice a foreign early childhood educator about teaching learning in Indian context. The educator (named Maria) has nearly 25 years of teaching experience. The vignette was found suitable. The constructed vignette provided sufficient context (Barter & Renold, 1999), helping the local teachers to understand the vignette situation better. Further probing and asking for clarifications was encouraged.

While developing and constructing a vignette, internal validity is vital. The internal validity refers to the vignette content ability to capture the studies research topic under the question (Gould, 1996). A vignette must be prepared on the background of existing literature (Cheek & Jones, 2003). The literature on social cognition and beliefs on teaching learning of rules in a different cultural context was referred. To make vignette effective and appealing and to increase the quality of responses (Hughes & Huby, 2002), local teachers were asked to advice a foreign early year's educator in relation to teaching learning and classroom rules 3–6-year-olds in pre-schools of India.

Imaginary Teacher Story: 1
Maria the visiting pre-school teacher [Focus: Rule teaching to preschoolers]

काल्पनिक कहानी 1

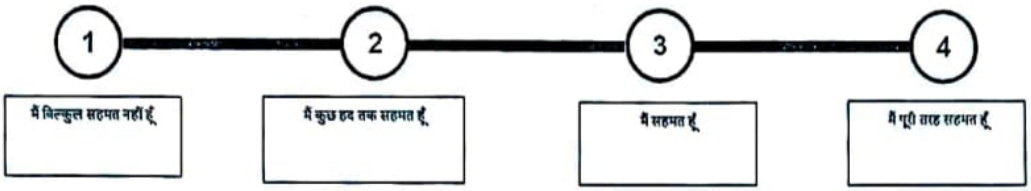
मारिया : विदेशी अतिथि-शिक्षक [उद्देश्य:3 से 6 साल के बच्चों को नियम]

Background to the Vignette: Rules and the teaching-learning process. This is a general, overarching vignette aimed at eliciting responses on social cognitions and beliefs undergirding the teaching-learning process, from the viewpoint of the teacher. The idea of "rules" is a strong, culturally embedded construct that is intertwined with ways of living in both individualist and collectivist cultures. The aim here is to get insights into how "authoritarian" vs. "authoritative" the classroom environment is. The literature shows the role of specific respect, obedience, and cooperation, as well as avoiding embarrassment or shame in influencing adult-child interactions. These ideas have been kept in mind for this vignette.

मारिया विदेश में करीब 25 साल से प्री-स्कूल टीचर हैं । मारिया भारत में आंगनवाड़ी बच्चों की टीचर के रूप मेंकुछ समय बिताने के बारे में सोच रही हैं। आंगनवाड़ी में पढ़ाना शुरू करने से पहले वह खुद को अच्छी तरह से तैयार करना चाहती हैं। अपने देश में प्री-स्कूल के बच्चों को कैसे पढ़ाया जाता हैयह वह अच्छी तरह से जानतीहैं, लेकिन भारत में उसीउम्र के बच्चों को कैसे पढ़ाया जाए इसकी जानकारी उन्हें नहीं है। उन्होंने सुना है कि भारतीय शिक्षक कक्षा में पढ़ाने के लिए कई नियमों का इस्तेमाल करते हैं। मारिया इन नियमों के बारे में कुछ सलाह चाहती हैं।

1. इस वाक्य को पढ़ें और चिन्हित करें कि आप इससे कितना सहमत हैं:

यह महत्वपूर्ण है कि 3 से 6 साल के बच्चों के चरित्र निर्माण के लिए उन्हें नियम पढ़ाए जाएँ।



- क्या आप बता सकते हैं कि आपने इस विकल्प का चुनाव क्यों किया?

2. मारिया कौन-कौन से नियमों को 3 से 6 साल के बच्चोंकीकक्षा में लागू कर सकती हैं?

3. क्या आप इन नियमोंको अपने पाठों में शामिल करते हैं? क्यों?
   i. कुछ शिक्षक कहते हैं कि बच्चों को कक्षा के नियम सिखाने से वेऔर बेहतर सीखते हैं। आप इस बात से सहमत हैं या असहमत? क्यों?
4. मारिया को इस बारे में भी सलाह की जरूरत होगी कि बच्चों को ये नियम कैसे सिखाए जाएँ। आप कौन से तरीकों का सुझाव देंगे?
   i. मारिया सोच रही हैं कि अगर बच्चा कई बार बताए जाने पर भी कक्षा के नियमों का पालन नहीं करता है तो क्या किया जाना चाहिए। आप उन्हें क्या सलाह देंगे?
5. मारिया सोच रही हैं कि अगर 3 से 6 साल के बच्चों को यह नियम नहीं पढ़ाए गए तो उनका क्या होगा?इस बात पर आप मारिया से क्या कहना चाहेंगे?

Figure 3.2 Vignette-Maria the visiting pre-school teacher

3.3. Analysing the collected data for the study

The thesis builds on participants recorded interviews (in Hindi language) based on vignettes (Refer Appendix A). The study is jointly investigated by TalkTogther project, Department of Education, University of Oxford and The Promise Foundation, Bangalore. The overall objective of the 'Teacher study' is to elicit early years teachers understanding of oral language development among 3–6-year-old children. As a part of the study, out of 8 total vignettes that 'Teacher study' includes, the thesis only analyses one vignette i.e., *Vignette 1: Maria, the visiting pre-school teacher [Focus: Rule teaching 3–6-year-olds].*

The vignette's responses were typed and transcribed in Hindi (original language) to capture the cultural essence and context of teaching learning of local teachers and to maintain authenticity. The analysis of transcripts is done in English language. For analysis, the study translates the respective Hindi quotes of the local teachers to English.The study is approved by CUREC committee, University of Oxford (SSH IDREC reference number R63616/RE007) (Refer Appendix B).

3.3.1 Ethics course training

For familiarising with the background and ethics of the TalkTogether's project, all the necessary academic procedures were followed including ethics course training and approval. The research officer of TalkTogether project, Department of Education, University of Oxford facilitated the 3 hours content on ethics and training. The ethics training was cleared in June'2023 through participatory one-one session. The sessions were for two days (2 x 1.5 hours). Upon completing the session, the ethics understanding was examined through two research Qualtrics quiz's having questions related to research protocols. Only upon submitting and clearing the quiz, the *Vignette 1: Maria, the visiting pre-school teacher [Focus: Rule teaching 3-6 year olds]* related the data was shared for analysis.

3.3.2. Vignette data demographic details

The data was collected from 35 local teachers who are teaching 3–6-year-olds in *Anganwadis* and pre-schools in India. All the 35 vignette responses were recorded in the audio format and shared along with the facesheets upon successful completion of ethics course designed by TalkTogether team. The face sheet of each participant contained demographic details like teaching experience, classes taught, if attended any teacher professional development (Refer Appendix C). All the face sheets were thoroughly referred to understand the nature of pre-school, if it is private, public or NGO. Out of 35, depending on the type of pre-school/school, a total of 20 teachers were from government, 8 teachers were teaching in NGO type of centre, 6 teachers belonged to private institution, 1 teacher's type of school was missing from the face sheet. Interestingly, only 2 out of 35 teachers were male. Why is early years education female dominated? One of the local teachers in the study states, "motherly feeling" as a requirement in early childhood years.

3.3.3 Validity and reliability of collected data:

Validity and reliability are related to establishment of reality of the local teachers' responses and the extent to which similar results are replicated. According to Gomm (2008), validity is "a relationship of accuracy between the responses and the reality the responses were intended to capture" (p. 152-153). Reliability refers to similarity with respect to another enquiry assessed by measures of internal validity and transferability (Carter et al., 2014). Drawing on constructivist approach, understanding the teachers' beliefs about classroom rules through the vignette, the participants knowledge can be co-constructed with the existing knowledge.

The rigour of the collected data for analysis self-validated. The data went through three stages. First, by openly listening to the recorded audio and interpreting the teachers' responses to the vignette. Second, during transcription of the interview and coding according to the type of school. Followed by, third, analysing the teachers' responses and identifying the themes. The audio recording was labelled (Refer Appendix A) and later was transcribed accordingly (Refer Appendix D).

The transcription process involves interpreting via listening to the recording several times and typing it into ‘static’ text. Peer debriefing is generally used for ensuring the rigour of the study (Denscombe, 2010), however, despite the time constrain, the transcripts of the vignette interviews went through three steps. The transcripts were typed listening to audio in the background. The transcripts were then proof read to check the language and sentences (the printouts were taken). The corrected transcripts were again displayed on the computer, now parallelly reading the transcripts along the audio (this helped in real time word to word check).

3.4. Process of analysing the data:

The process of the analysis has been done in two stages. First, a thematic analysis of the vignette-based interview transcripts and their respective categorisation. The categories were used to underline the local teachers' beliefs about the classroom rules in early childhood education settings. Second stage, re-reading and re-reading transcripts, also, having copies in print form helped me to associate local teachers' responses to the child development and teaching learning practices in early years' settings. The next chapter highlights the emerged thematic analysis. Braun & Clarke's (2006) thematic analysis approach informed my categorisation and helping the analysis of iterative reading and focusing on the local teachers' beliefs as identified through the responses. The figure 3.3 depicts the process of analysis.

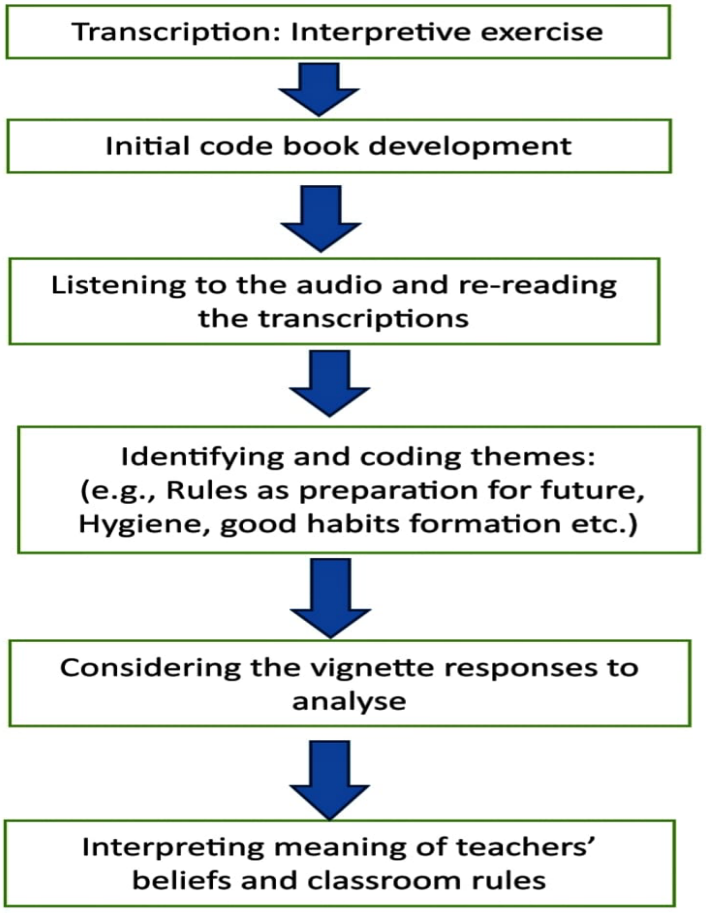


Figure 3.3. Analysis process (adapted from Creswell and Poth 2018, p. 199)

3.4.1. Transcription as an Interpretative Exercise

The process of interpretation is a part of transcription (Riessman, 2008). Considering this as an important stage, the audio recordings were transcribed through a process. The transcripts were typed listening to audio in the background. The transcripts were then proof read to check the language and sentences (the printouts were taken of this). The corrected transcripts were again displayed on the computer, now parallelly reading the transcripts along the audio in the background (this was to do real time word to word check). This process helped in understanding a few slang words like "ट्रेंड" [*trend*-(pattern)], "फेथ" [*faith* (within purview)]. All the vignette responses were typed and transcribed in Hindi (original language). The study, for analysis, translates the Hindi quotes of the local teachers to English language. Few of the transcripts required more time to transcribe given the use of local idioms and slangs e.g., "*बच्चे कच्ची मिट्टी के बने होते हैं* " [(In early years), children's (mind) is like a clay]. However, the study tries to accurately translate by maintaining authenticity.

The transcription of 35 interviews were done in two ways. The first 3 interviews were transcribed using the MS Word automatic transcribe function which is only accessible through institutional login (Microsoft Outlook Office 365). However, the transcription were incorrectly generated by the MS Word automatic transcribe function. Therefore, the remaining 32 interviews were manually typed listening to the audio. After this, all the transcription files were formatted into one file and uploaded to NVivo software for analysis.

3.4.2. Analysing using NVivo tool

The data analysis of the local teachers' beliefs was done on NVivo software. NVivo as a data analysis tool helps in achieving accuracy and allows generalisation in similar cultural contexts (O'Neill, 2013). It helps in data authenticity. This data analysis was developed using vignette method that facilitated in capturing the local teachers' beliefs. For this study, the NVivo helped in managing 32 transcripts as one file, therefore storing huge data as single file for facilitating analysis. The data was transcribed from the audio recordings. For findings, the NVivo supported the process by covering the analysis, theoretical development and findings (Hutchison et al., 2010). This added rigour to the process (Ozkan, 2015).

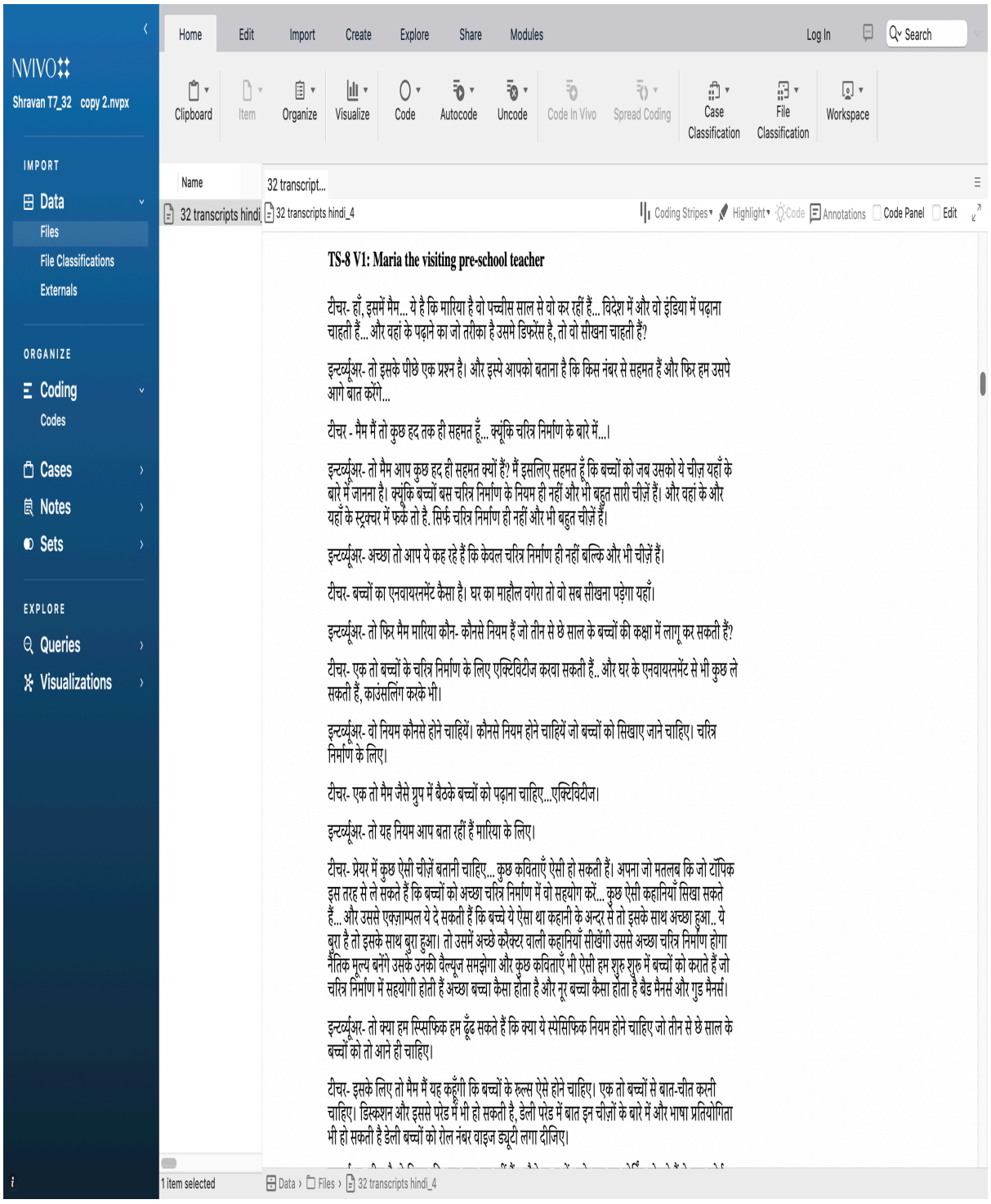


Figure 3.4: Screenshot of NVivo transcripts collated for analysis.

3.4.3. Codebook

A codebook was generated through two stages. At first, the transcripts were open coded. Then, all those open codes were combined with concepts of teachers' beliefs and classroom rules in early childhood and respective themes emerged according to research questions (Refer Appendix E for NVivo codebook of NVivo).

Table 3.1: Initial codebook (adaption from Creswell and Poth, 2018, p. 192)

Themes	**Description**	**e.g., Code**
Teachers meaning and understanding of CR for 3-6 years' old children	Meaning of classroom rules according to local teachers	"बच्चा जो रूल्स जो होते हैं, नियम से सिर्फ वो मैनर्स ही सीखता है।" [The child, from rules, only learns manners].
Preparation for future from EC years' onwards	ECE as a stage for preparation of future habits, hygiene, manners etc.	"हमें बचपन से ही जब हम किसी चीज की नींव मजबूत रखेंगे, तभी तो वह आगे जाकर निर्माण करेगी। एक अच्छा पिलर होगी वह मजबूत।" [From childhood onwards, when foundations are strong, the pillars of the building will be strong].
Advice to Maria (fellow foreign EC educator) for teaching in Indian context	Local teachers' advice to Maria about CR rules implementation	"उनको इतना ले ले अपने फेत में की वो अपने आप आपको बताये की मैं मेरे को ये जानना है।" [Taking children in faith so that they will themselves want to learn].
Learning environment of ECE settings	Local teachers' beliefs about encouraging and safe environment	"स्कूल में ही सीखा सकते हैं रूल तो घर में तो कोई सिखाएगा नहीं सर उनको" [The child can learn about rule in (pre-)school, no one is going to teach them at home].

Early childhood environment	Local teachers understanding of early childhood educational setting	“बच्चे पे किसी भी चीज़ का दबाव ना डालें। हाँ, ये जरूरी है यह पहले करो। बच्चा जो कर पाए, स्वतंत्र छोड़ दो बच्चा जो करना चाह रहा है। उसको वो करने दें।”[Not to put any kind ofpressure on the child, whatever child can do, give him freedom for whatever the child wants to do].
Supportive learning	Best suited learning methods in ECE settings	“अगर हम उनको पहले दिन से रूल सिखाएंगे तो उनको लगेगा कि ये बहुत बड़ा बर्डन है, बोझ है। वो बोझ मान के उसको सीखने से पीछे हट जाएंगे। हमें उन्हें खेल खेल में ही सब कुछ सीखाना है, ऐक्टिविटी सिखानी है वो अपने आप ही धीरे रूल सीख जाएंगे।” [If we teach children rule on first day, they will feel it like a burden. Accepting like a burden, the child would go away. We need to make them learn everything through play and through activities. They would slowly, by themselves learn the rules].
Developmentally appropriate practices	developmentally appropriate practices (age, individual, culture).	“हमें बच्चों को भाषा विकास करवाने हैं। सबसे पहले उन्हें मौखिक रूप में ही हर चीज़ की पहचान कराई जाती है।बोलने का तरीका डेवलपमेंट होता है” [We need to develop children’s language. First, through oral skills we need to help children identify

		all the things. The development of the speech].
Emotions development in EC years settings	Local teachers' belief towards emotional state of the child (fear, abuse, emotional etc.)	"एक डर उसके अंदर टीचर का रहेगा कि सर आये है क्लास में हाँ भाई मैंने बोलना नहीं है।" [fear of teacher will be inside that teacher is in the class, I should not talk].

The coding of themes was done after reading, transcribing, formatting, and uploading the transcript's file to NVivo. First, I coded 'Rules for 3–6-year-olds' and 'Preparation for future'. The teachers' beliefs about classroom rules were based on their understanding of what teaching learning is in early childhood education settings. Rules, as stated by local teachers, are about timing of eating, seating properly, walking in queue, asking permission for anything, greetings, manners etc. According to local teachers, these classroom practices informed their ideas about the rules informing their standpoint about rules in early childhood educational settings.

Similarly, I coded 'Early childhood education learning environment' and 'Developmentally appropriate practices'. It is important to explore how local teachers related their classroom practices and rules to child development. This meant to answer the question, meaning, an implicit analysis was in progress to understanding the teachers' beliefs. Teachers' beliefs about early childhood educational environment as a whole sets a stage for children's oral skills development as teachers believed most teaching learning takes place orally. The early childhood education classroom needs to have charts, pictures. This led to coding of 'supportive learning environment' and need to follow 'developmentally appropriate practices' accordingly (Bernstone, 2007).

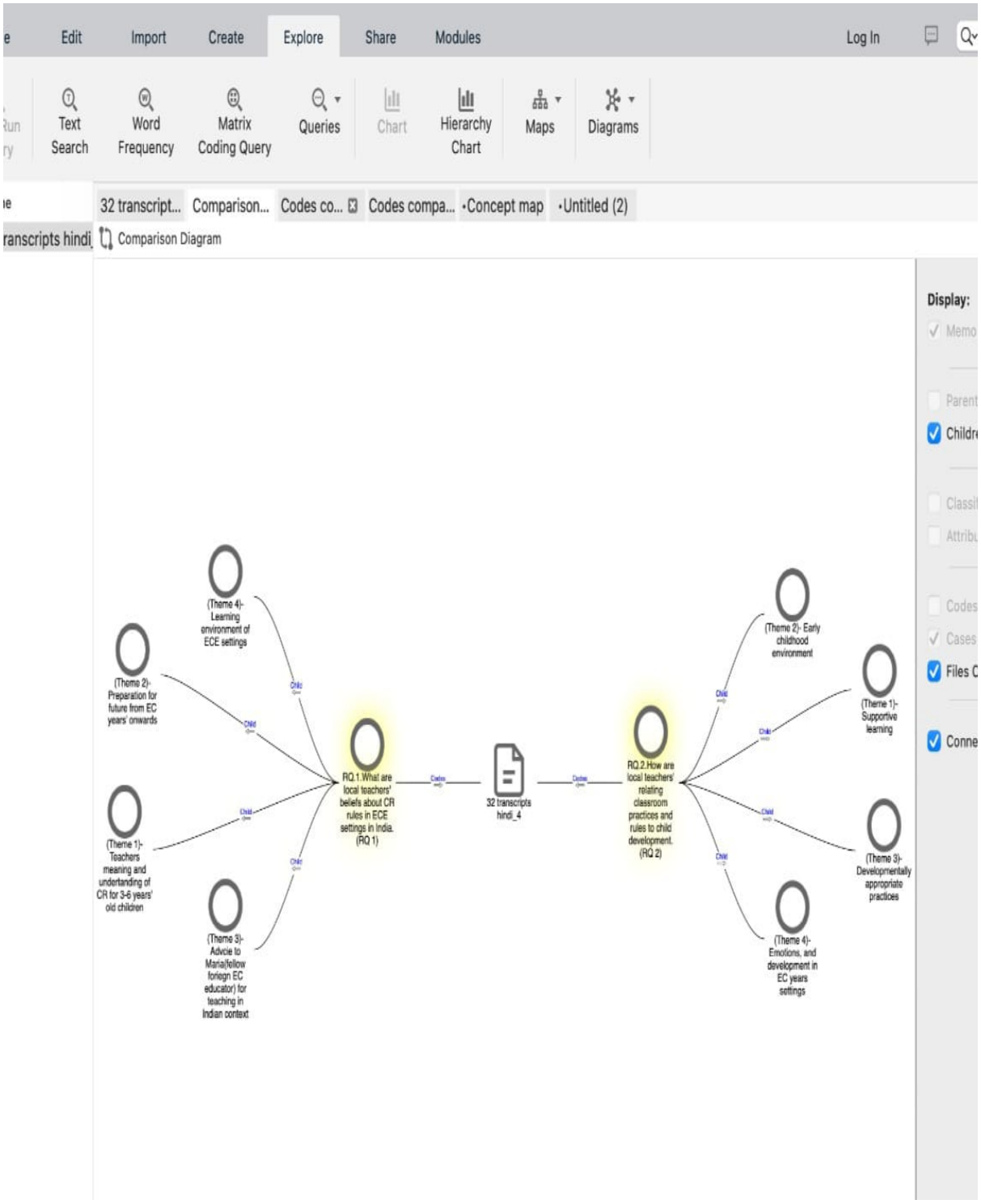


Figure 3.5: Screenshot of mapping of themes using NVivo

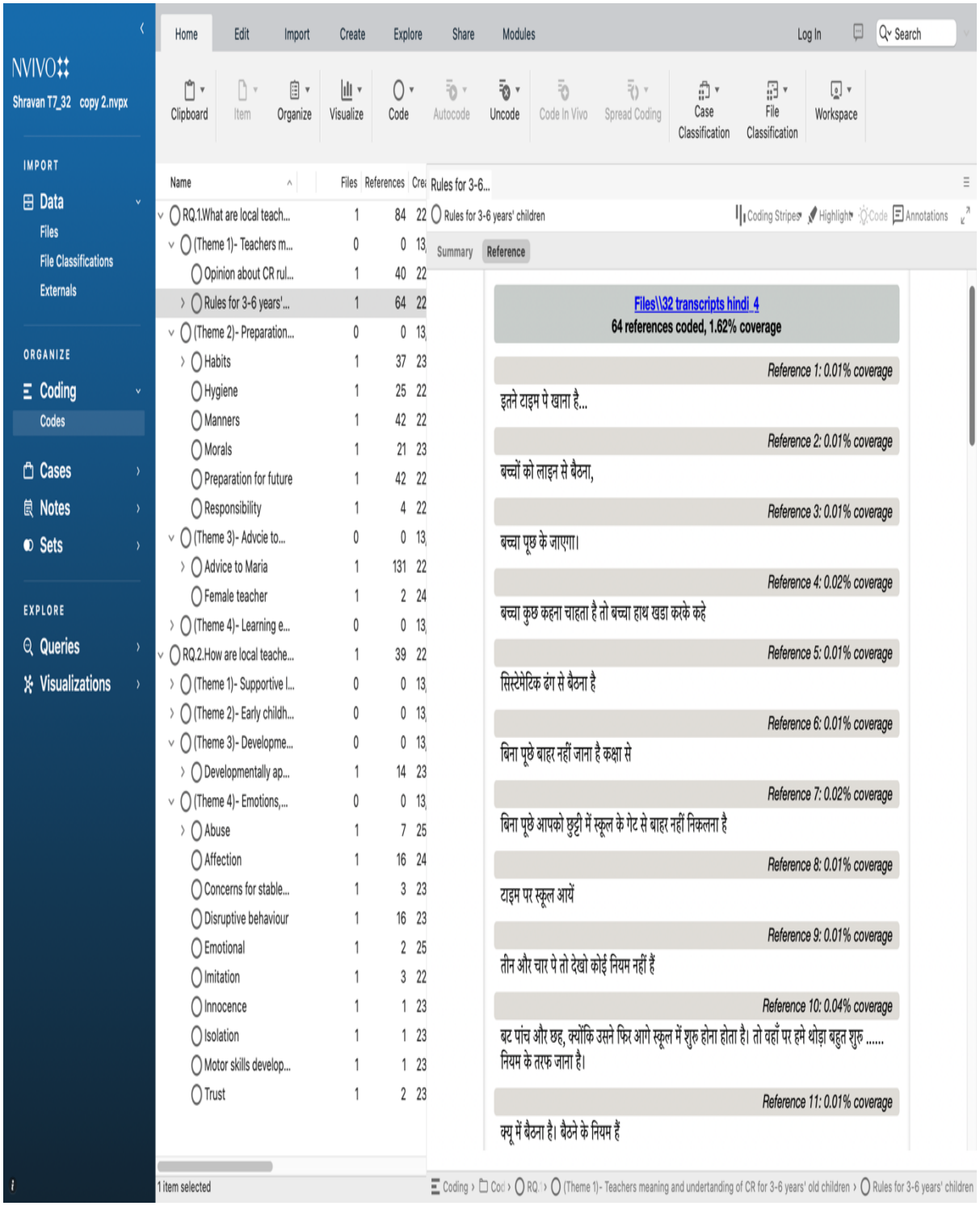


Figure 3.6: Screenshot of NVivo themes

3.4.4. Reading complete transcripts of interviews together for analysis

While reading all the transcripts, referring to the audio files, the codebook became a reference point. When local teachers expressed about their beliefs, their approach towards child development were explored. At times, two different transcripts were kept next to each other and read along to understand the different beliefs of teachers on the same theme. As advised by Braun & Clarke (2006), the contradictions were followed by in depth exploration of the circumstances. The themes now are categorised and from the transcripts, teachers' beliefs about classroom rules were strongly related to the theme of children's preparation for future, hygiene, manners, developmentally appropriate practices.

3.4.5. Comparing various vignette-based responses by local teachers:

With local teachers emphasising on classroom rules as a medium to prepare children for the future (through habits and manners), to arrive at this theme required re-reading of transcripts. Therefore, helping in capturing and coding detailed explanations of teachers' beliefs about teaching learning in early childhood educational settings. The literature was reviewed to further explore the teachers' beliefs and to relate to findings as visible from the data. I tried to review similar research studies on teachers' beliefs and classroom rules to support my study's analysis to better present teachers' beliefs about classroom rules. Therefore, helping to dwell upon why local teachers' practiced classroom rules.

3.5. Interpretation of teachers' beliefs and classroom rules

This is referred to as focusing on the teachers' beliefs inquiry and thinking (Clandinin et al., 2016), helping in presenting the overall learnings from the local teachers' inputs. This part of analysis is about acknowledging and considering the local teachers' beliefs as presented and generating the reality between the researcher and the respondent. Therefore, as a researcher, there is a need to formulate and present the local teachers' responses without missing the shared understanding. Doing this allows me to explain the study's findings from the very specific of teachers' beliefs and classroom rules and in-general (Czarniawska, 2004)for strengthening the analysis.

Gaining from the parallel studies that focused on teachers' beliefs located in school education, I learnt about approaches and insights about the teachers' beliefs related studies in general. Learning from the studies, this thesis tries to add to the existing knowledge more specific to the teachers' beliefs about the practised classroom rules in early childhood educational settings.

3.6. Conclusion

The chapter aimed at presenting and explaining the view that helped to underpin the initial exercises, design followed, execution, and the analysis method of the study. The study explains how the social constructivist view supported the teachers' beliefs about the classroom rules, therefore informing the study's design and suitability of vignette method. Therefore, explaining how teachers' beliefs are informed in a cultural context.

The local teachers' beliefs were thoroughly read and understood initially at a broader level and were later located with the similar beliefs from the literature of studies on teachers' beliefs. The next chapter presents study's findings.

Chapter-4 Analysis and Findings

4. Introduction

This chapter presents analysis and findings of teachers' beliefs and classroom rules in early childhood educational setting for better understanding child development in pre-school. The findings are divided into two sections. The first section presents the analysis of teachers' beliefs about classroom rules. The second section provides insights into how teachers relate classroom rules and practices to child development.

4.1. Teachers' beliefs about classroom rules

This section presents overall teachers' beliefs about the classroom rules. The teachers beliefs are largely extracted by the third prompt question of vignette based interview (Refer Appendix F). i.e., "Do you include these rules in your lessons? Why?". The teachers strongly stated their opinion about pre-school as a stage of child's development. The responses varied with conflicting responses of local teacher. The local teachers who disagreed to classroom rules for 3-6 year olds believed in the principles of child development i.e., early years as a freedom to self-explore and learn (Fleer & Veresov, 2018). However, there were local teachers who backed their beliefs about necessity of classroom rules stating various implications for children's future.

Interpreting the rules pedagogically, as a response to vignette's question, a teacher states, तो पहले उसको, बच्चे को जत्रलाइज़ करना है, उसको सीखाना है कि वो है क्या, उसका मीनिंग। उसके बाद रूल में उसको वो सीख जाए बच्चा अच्छे से। सब को पता लग जाये की ये हमको आके तब उनको ये क्लियर करना है कि बेटा ये वाक्य लिखने का एक रूल है, नियम है कि आपको वाक्य लिखना है और उसके बाद मैं एक पूर्ण विराम लगाना है। अगर आपका वाक्य पूरा नहीं है, सेम शब्द है आपके बीच-बीच में तो आपको कोमा लगाना है।(TS-41 V1) [First we need to give a generalised sense of teaching them meaning [of rules]. After that the child will learn the rule. Now we have to clear that this is a rule to write a sentence, the rule is to write a sentence and then put a full stop. If your sentence is not complete, then you have to put commas in between]. The teacher believes that

this helps the child to understand the structure of language (El'Konin, 1999, as cited in, Hakkarainen & Vuorinen, 2018).

One of the teacher comments on rules as a, "गाइडलाइन है इस्पे चलना है।" (TS-16 V1.) [guideline, we need to follow]. Guidelines can be understood as necessary steps taken by teachers to direct children's attention (Bodrova & Leong, 2001). Adding to this, another local teacher states, "तो हल्के नियम तो होने चाहिए भाई बच्चे वन बाय वन पूछ कर जाएं क्लास में, शोर ना करें, इकट्ठे भी मैम सुना रहे हैं पोयम वगैरा, कविता वगैरा उनको हम सुने।"(TS-6 V1.) [There needs to be light rules, children will ask and go to class one by one, not make noise, when mam is telling poem in a group, we [teachers'] should listen]. The local teachers believe, the rules help in regulating classroom (Malone et al., 1998).

Situating her concerns, one of the local teachers' response is, "अगर रूल्स नहीं पढ़ाए गए हैं तो बहुत सारी प्रॉब्लम क्रिएट होती है, जैसे कुछ बच्चे ऐसे है करोना की वजह से क्लास उन्होंने नहीं ली है। तो उनको बेसिक्स बिलकुल क्लियर नहीं है।" (TS-52 V1.) [If we don't teach rules, then there will be a problem created, for instance, there are few children who didn't take classes because of corona [virus disease]. Their basics are not at all clear]. The teacher sees the practicing of rules as an opportunity to overcome the lost learning of the children because of pandemic (Uğraş et al., 2023).

For having classroom rules, the teachers' emphasise is on, "बच्चे को सिखायेंगे नहीं, तब तक वो कैसे सीखेगा?"(TS-43 V1.) [How will the child learn, if we don't teach them[rules]?].The implication of rules is beyond classroom and in real life. This can be captured as one of the local teacher states, एक बेहतर इन्सान बनने के लिए भी हमें नियमों का पालन करना ज़रूरी है। (TS 4 V1.)[For becoming a better human, we need to follow the rules]. The local teacher believes that it is their responsibility to teach rules and help the child become better human.

However, quoting one the local teachers, "नियम नहीं होने चाहिए बच्चों के लिए।"(TS-14 V1.)[There shouldn't be any rules for children]. The local teachers' reasoned on why their

shouldn't be any classroom rules. The teachers felt that rules may develop fear on children's participation in the classroom (Chen et al., 2023).”नियम के लिए मैं तीन से छे साल के बच्चे के लिए बिलकुल सहमत नहीं हूँ। क्यूंकि डर से अगले दिन तो आंगनवाडी ही आना बंद कर देंगे।“(TS-12 V1.) [I extremely disagree about rules to 3-6 year olds. Because of fear, they will stop coming to pre-school from the next day]. The lack of children's participatory engagement in early years may lead to children missing the pre-school years education (Farran, 2000) “.नियम बनाएंगे तो भी बच्चा उसका आत्मविश्वास नहीं बनेगा।” (TS-14 V1.) [Even if we make rules, his self-confidence will increase]. The early years education focus should be on making children self-reliant and supporting their learning (Miller & Pedro, 2006). The teachers have to realise the developmental stages of the child. One of the local teacher comments, देखो पहली बात तो वो अभी कच्ची मिट्टी है अभी उनका इतना विकास नहीं हुआ कि अभी उनको नियमों में बांधें, फिलहाल तो। (TS-12 V1.) [First thing is that they [children's brain] are like a clay, they[children's brain] haven't developed enough to be tying them to rules for time being]. This reflects the teachers understanding towards the child's development that children may not be able to process seeing rules as a barrier in their early exposure towards teaching learning.

4.1.1. Teachers meaning and understanding of classroom rules for 3-6 years' old children

This theme was developed for capturing the local teachers' beliefs about classroom rules. Given the Indian cultural context, this will help us dwell into the essence of what teachers mean by rules. The vignette question number one captures the local teacher's opinion of practicing classroom rules. One of the codes 'rules for 3-6 years' children helps us to unpack the local teachers' pre-school-based understanding of rules.

The local teachers believe that without rules that “बच्चों का वह संपूर्ण विकास नहीं होगा।”(TS-18 V1.) meaning, children's holistic and overall development will not happen. The children won't be able to improve and do anything. From educational psychology perspective, this is one of the reasons for practicing classroom rules in early childhood education.

According to local teachers', rules are related to wishing and greeting everyday (like good morning, thank you etc.), queuing up for prayer, recess and while leaving home. It is also about following various classroom instructions, coming to school on time, seating systematically in class, eating on time, taking turns one after the other to speak with the teacher and classmates. One of the teacher highlights, "पिन्द्रोप साइलेंट भी रख करना पड़ेगा, बच्चो को।"(TS-41 V1.) [maintain pin drop silence], meaning, while teaching the children should be quiet.

Commenting on discipline, one of the local teacher believes, it as an important to maintain discipline in pre-school. Discipline helps in punctuality and creates a routine (Frazier & Sterling, 2005) for children in pre-school. However, as a measure to maintain this, one of the local teacher uses a local Hindi proverb, "जब पानी सर के ऊपर जाने वाला होता है ना जब पनिशमेंट की ज़रुरत होती है।"(TS 42 V1.) [When water goes above head, punishment is necessary] i.e., the teacher uses punishment as a medium to maintain discipline in the class. The punishment includes slapping one or twice along with scolding. When children break the rules, the teacher doesn't hesitate to physically beat the children (Chen et al., 2023). This meaning was extracted through the open code, "नियम टूटा और पिटाई"(TS-4 V1.) [Rule broken and beating [the child]]. Adding to this, to imbibe fear in the child, local teacher warns the child to closed alone in the dark room i.e, "तुमे बंद कर दिया जाएगा" (TS-9 V1.).

Interesting to mention, in the study, the teachers' detail on the teachers postures on how to punish the children. The teacher's anger should reflect on her face ("टीचर के चेहरे पे घुस्सा होना चाहिए।"(TS-42 V1.)). By letting the class know through anger, the children will be careful. If the children still are not following, then as a consequence the teacher makes them stand and instructs to pinch their ears ("कान पकड़वा दो।" (TS-47 V1.)), also, no lunch break for them (लंच बंद। (TS-42 V1.)). What impacts the most when children don't follow classroom rules is teacher saying, you are a bad child (आप गंदे बच्चे हो।(TS 42 V1.)). What does bad (child) mean in pre-school? According to teachers' responses, not following rules makes a child bad.

4.1.2. Preparation for future from early childhood years' onwards

Commenting on teachers' beliefs and classroom rules relation, the teachers extend it as preparation for the future. The teachers believe that pre-school serves as a base for the children. If the base is strong from the childhood, then the building pillar will be strong. For explaining it, several local teachers use the Hindi proverb, "हमें बचपन से ही जब हम किसी चीज की नींव मजबूत रखेंगे, तभी तो वह आगे जाकर निर्माण करेगी। एक अच्छा पिलर होगी वह मजबूत।" (TS-13 V1.). This will help them become gentleman (gendered understanding) and prove good for others as well. Ultimately this would lead to them becoming responsible citizens ("भावी नागरिक"(TS-14 V1.)). Most importantly, as pointed, the child will be confident and will know how to live life ("कैसे जीना है"(TS 13 V1.)).

According to local teachers, rules are also about developing certain habits (good) in children from early years onwards ("अच्छी आदतें जो कहते हैं वो हैबिट्स उन्हें सिखानी है" (TS-9 V1.)). The teachers believe, as they practise these rules every day, rules become generalised in children's life. The habits include, greeting elder people at home and school, respecting extended family members. The teachers highlight, it is important children don't lie ("झूट नही बोलते" TS-6 V1.)).

One of the teacher encourages the sequence of habit to be developed i.e., take bath then drink milk and then come to pre-school. The habits are also about doing things systematically following a set timing to go to washroom, then for lunch and then for playing games. The local teacher emphasises on another sequence for better learning i.e., play in pre-school, then to listen to stories and then eat and going back to home ("आंगनबाड़ी में खेल करो, कहानी सुनो, फिर खाना खाओ, फिर घर जाओ। यही सिखाते है" (TS-50 V1.)).

The teachers relate the good habits directly helping child becoming a great person in the future. This needs to be understood in the Indian cultural context i.e., firstly to respectfully greet parents ("नमस्ते बोलना है मम्मी पापा को" (TS-45 V1.)), whenever some new comes to school to humbly welcome them. Extracting from one of the local teachers quote,

“ये सारी बातें शुरू से सीखता जाता बच्चा तो फिर आ गया उसके कैरेक्टर में शामिल होती है।”(TS-45 V1.) [If all of these are taught from the beginning then this will make his character] which means good habits are seen for developing the children’s character for future.

The teachers believe that correcting children over what they believe as bad is important from early years onwards (“कोई गलत काम करते हैं तब हम को समझाते हैं”(TS-6 V1.)). Given their age, the local teachers strongly state, it would be difficult to explain things to children once they attain certain age. The teachers highlight that children steal pencil and erasers, this leads to children calling out each other and fighting by disturbing the classroom decorum (Malone et al., 1998). Therefore, telling children that fighting with fellow classmates is a bad habit and marking on aggressive behaviour (“बच्चो को हम थोडा कह सकते है लड़ना नही है गंदी बात है”(TS-6 V1.)). The teachers insist that the children not ask permission before going out will be termed as bad children. If the children don’t follow these even after telling several times, then insulting children by stating they are bad (for in following rules) (“अगर तीन चार बार सीखा दिया और कहा कि कल भी अगर आप ऐसे करोगे। फिर सबके सामने हम बोल देंगे की आप गंदे बच्चे हो।” (TS-51 V1.)).

4.1.2.a. Health and Hygiene

The teachers believe that one of the roles of early childhood education is to make children aware about their personal health and hygiene from early years onwards ((\Campos et al., 2006). “बहुत कुछ हम सीखा सकते हैं बच्चों को आंगनबाड़ी में। जैसे वॉशरूम कैसे जाना है?”(TS-43 V1.)) [We can teach them a lot, like, how to go to washroom]. The teacher believe that the classroom rules support in this.

For this, the teachers believe the classroom rules help in instructing children to first brush, then bathe, shower, and come to pre-school presentably. To reason why brushing is important for children, the teachers detail bacteria and foul smell (“आप ब्रश करके नही आओगे तो दांत को कीड़े खा जायेंगे और मेरेको भी फ़ाउल स्मेल आएगी ”(TS 9 V1.)). The teachers also instruct children to cut and clean their nails (“नाख़ून कटे हुए रखना”(TS 4 V1.)), not to put fingers in the

mouth (मुँह में ऊँगली दे रहा है। (TS-51 V1.)). Also, there is special emphasis on combing hair (applying oil) and wearing clean uniform ("बच्चे को बोलेंगे को नाहा के आना है, कंघी करके आना है, पेस्ट करके आना है, साफ सुथरा बनके आना है, धुले वे कपड़े पहन के आना है"(TS-13 V1.)).

Concerning about the hygiene, especially children coming from village, the teacher state that the children lack in maintaining hygiene as they come to pre-school ("गाँव में देखते हैं कि वो बच्चा जैसे सोया वैसे ही आ जाता है। मानलो रात के कपड़ों में सोया, मुंह भी नहीं धोया और उठके कहाँ आ गया, स्कूल आ गया। तो सबसे पहले तो ये ही बात है मैम कि बच्चे की साफ़-सफाई पे ध्यान देना है हमें जरूरी है। उसके साथ ये भी बताना है बच्चों को कि रूटीन लाइफ में बच्चों को क्या-क्या करना है" (TS-9 V1.)). What could be the reason for it? As one of the local teacher states, the background (socio-economic status), facilities matter in early childhood.

The local teachers are particular about teaching cleanliness habits. Like, going to bathroom wearing slippers, washing hands, and then eating food with spoon ("बाथरूम में जाएंगे चप्पल पहन के जाएंगे, खाना खाएंगे चम्मच से खाएंगे, खाना खाने से पहले अगर हाथ धोएंगे- तो यह हमारे साथ छोटे-छोटे नियम है बच्चों के साथ जो हमारे होते हैं. खाने से पहले हाथ धोने का है" (TS-15 V1.)). Adding to this, the classroom rules not just help in maintaining children's but also impacts in keeping their bags, classroom neat and clean. Therefore, learning to through any litter in dustbin ("कूड़ा डालना है तो कोई कूड़ेदान में ही डालना है" (TS-15 V1.)).

4.1.2.b. Manners and morals

> "बच्चा जो रूल्स जो होते हैं, नियम से सिर्फ वो मैनर्स ही सीखता है।" (TS-52 V1.) [The child, from rules, only learns manners].

The teachers believe it is easy to teach manners (Fives & Gill, 2015) in early childhood years. According to the cultural context of India, respecting elders is considering to be one of the most important manners. Touching feet of the elders has relevance in India (Hindu religion), touching feet of elders is to seek blessing with knowledge and intellect. The idea is to imbibe children's humbleness and cultural grounding. Adding to this, however, the

teachers emphasise, if boy then he should touch feet and girl to just fold and greet ("बॉयज होते है पेरेंट्स के फी टच करें। पैरेंटस के ग्रैंड पैरेन्ट्स के मैंम के। बौस को हम तो यही बोलते है सर। बॉयज होते हैं, फ़ीट टच करें पैरेंटस के। और गर्ल्स होती है हैंड फोल्ड करके।"(TS-46 V1.)).This could also be understood as a gendered notion, however, this may be limited to certain cultures respective understanding. The local teachers believe using decent language and behaviour formulates in building manners ("सभ्य भाषा का प्रयोग करना "(TS-4 V1.)).

The local teachers believe, pre-school as a sacred place i.e., "विद्यालय हमारा मंदिर है" (TS-4 V1.) [[pre-]school is our temple]. It is important to facilitate children's moral values education and not just academic education ("टीचर जो है वो सिर्फ हमें मतलब ऐकैडैमि का एजुकेशन नहीं देनी है हमे कही ना कही उनको मोरल वैल्यूज भी सिखानी है"(TS-5 V1.)). Imbibing children with good cultural values can be done by teaching stories on moral values ("बच्चों को संस्कार सिखा सकते हैं हम बच्चों को अच्छे संस्कार सिखा सकते हैं" (TS-9 V1.)) with examples. For instance, teachers emphasised on telling children right and wrong (गलत सही क्या है यह समझाना है। (TS-18 V1.)). Adding on the rules of not to steal and lie.

4.1.3. Advice to Maria(fellow foreign EC educator) for teaching in Indian context

The teachers gave wide range of advice on teaching in early childhood educational setting in India. Coming to pre-school on time, having patience, discussing classroom situation and counselling are some of the general advice. The children of the *Anganwadis* mostly belong to low socio-economic status (KPMG, 2020). The children come from villages and from low working-class background. This not just makes for multi-cultural classrooms but also presents the nuance in children background in terms of language and stability (हमें यूपी वालों की लैंग्वेज कई बार नहीं समझ में आती। वो कुछ और बोलते हैं। हिंदी बोलते हैं तो हमें समझ में आ जाती है। कुछ वो अपनी अलग से बोलते हैं बोली। हमको नहीं आती है वो समझ में नहीं। एक आध सेंटेंस से हम भी फैमिलियर हो गए हैं। जो वो बोलते है। लेकिन लैंग्वेज की प्रॉब्लम आ सकती है उन्हें। और सराउंडिंग की उनके बैकग्राउंड की। हमें नॉलेज होनी चाहिए। बच्चो की। जो यहाँ के हरियाणा, जो टीचर्स बताती हैं गांव के। बच्चों की बैकग्राउंड और यूपी बिहार वाले बच्चो की बैकग्राउंड? वो अलग है। ये जो गांव है यूपी के लोगों

का गांव है। ये हरियाणा वाला गांव नहीं है। हरियाणा के लोग नहीं हैं लोकल? ये भी बाहर से आए कुछ साल पहले यहाँ बस गए। है यूपी के। ये दूसरे वाले है। हरियाणा के लोग नहीं। तो मेरा कहने का मतलब है कि बैकग्राउंड मैटर करती है।(TS-44 V1.)). The knowledge about children's socio-economic status is important as it matters highly in teaching learning process.

On language use for teaching in classroom, advising Maria, the teachers believe learning children's mother-tongue is must (बच्चों की मदर टंग जानना ज्यादा जरूरी है(TS-41 V1.)). It is necessary to give them mother like feeling (जैसे मदर फीलिंग होती है वैसे। (TS-45 V1.)). तो पहले तो इनका जो इंग्लिश का जो होगा। यहाँ के जो बच्चे हैं जो इंडियन बच्चे है वो इंडियन लैंग्वेज में ही समझते हैं"(TS-52 V1.) [First on her English thing, the children here are Indian, they speak Indian language and only understand that]. Irrespective of any school including elite schools ("चाहे आप मदर स्कूल में भी जाएं" [Even if you go to Mother's [International] school]), to make children comfortable, the teachers use local language. This means, for Maria, to teach 3–6-year-olds, she has to learn the local language. However, the teachers believe the child psychology is almost same across the world ("बाकी 90% चाइल्ड जो साइकोलॉजी है, वो तो वही रहेगी।"(TS-52 V1.)).

Reciprocating to children is advised. Maintaining eye contact while doing activities are seen essential to develop bonding with the children. "उनको इतना ले ले अपने फेत में की वो अपने आप आपको बताये की मैं मेरे को ये जानना है।"(TS-45 V1.) [taking children in faith so that they will themselves want to learn]. Teaching learning through group based activities and charts will help to create friendly environment for making them feel as one amongst them by talking to them. However, extra attention is required while observing children as they do the classroom activities to improve their participation (Hegde & Cassidy, 2009).

The advice of teachers reflected a strong sense of child-centered practices which were captured through local teachers beliefs. They explicitly stated that the teachers in ECE settings are for facilitating and improve children's teaching learning and development process for strengthening their future (सुझाव यही है कि। एक तो मारी है ये ना समझे की। शिक्षा जो है वो

अध्यापक के तरीके से दें। बाल केंद्रित शिक्षा समाज के। हमने जो हम टीचर है। इस बच्चे के लिए है। ये बच्चा हमारे लिए नहीं है यहाँ पे। हम इस बच्चे के लिए आए हैं। और हमने इस बच्चे को सुधार के लिए। इस के भविष्य के लिए। इसके लिए जो उचित है वो काम करना है। वो कैसे करना है वो हमे बच्चे के अनुसार करना है, वो जैसा चाहता है। तो उसी हिसाब से हमें काम करना है।((TS-48 V1.)).

4.1.4 Overall environment of the child influencing learning in the ECE settings

The home and pre-school have a relation and needs to be seen as a place of continuation for learning about oneself. The pre-school is a place where child engages in teaching and learning and makes sense of the environment out of home. Commenting on why classroom rules, one of the local teacher states, "स्कूल में ही सीखा सकते हैं रूल तो घर में तो कोई सिखाएगा नहीं सर उनको "(TS-46 V1.) [The child can learn about rule in [pre-]school, no one is going to teach them at home]. The teachers add, the children have not learned about any of manners from before at home, the pre-school is a place where they learn all this ("उन्होंने जो मैनर वगैरह रूल ज़ सीखें ही नहीं है और अचानक से स्कूल आ गए हैं।" (TS-52 V1.)). Therefore, the local teacher believes in maintaining classroom decorum learning and implementing these rules are important (Malone et al., 1998). However, providing a friendly environment is necessary.

For better implementation of classroom rules, the pre-school teachers take special mother's group meetings (in local slang, it is termed as '*Mahila Mandal'*). The main objective of these meetings is to bridge the gap between home and pre-school classrooms. Through this, they instruct and detail mothers about the rules that are being followed in the class so that they can be practiced and continued at home. Detailing, the teachers convey to mothers' the tone and respect of language that is to be followed. Emphasis by teacher is to not scold children but to help them practice the rules with ease ("तो मम्मी को भी बुलाते हैं हम भी इसमें महिला मंडल लेते हैं। टॉपिक जो हमारे ऐसा लगता है क्या जरूरत है औरतों को भी समझाना तो हम महिला मंडल द्वारा भी इनको अवगत कराते हैं" (TS-13 V1.)).

Reflecting on themselves, the teachers stated there are workshop conducted on regular intervals, they learn a lot from them and get benefitted (Harrison & Wang, 2018).The special training on understanding and teaching learning pre-school has helped them learn about details of engaging with children in early childhood ("जो एक आंगनवाड़ी में जो हमारी बालवाड़ी में होता, जैसे हमें ट्रेनिंग मिलती है, बच्चों के बारे में बहुत बारीकी से हमें सिखाते हैं" (TS-19 V1.).

4.2. Teachers' relating classroom practices and rules to child development:

> "एक टीचर बेस्ट टीचर तभी बनता है जब वो अच्छा साइकोलॉजी, चाइल्ड साइकोलॉजी, जिसकी मतलब समझता है" (TS-5 V1.) [A teacher becomes a best teacher when they understand meaning of good psychology, child psychology].

This section reflects on teachers understanding of early childhood years as a critical stage for development (Birch & Ladd, 1997). The understanding is explored through what is early childhood in general and how the local teachers are relating early childhood environment to child development? What is the role of the cultural? Are the classroom practices and rules just reflection of a culture or does it have a universal grounding in theories of child development? This further extends by extracting the teachers beliefs about the supportive learning which includes oral language development, play and activity based learning through developmentally understood concepts of scaffolding (Ashiabi, 2007) and constructivist learning (Vygotsky, 1978). In pre-school's, there were instances of teacher considering the development stage of the child. Developmentally appropriate practices are encouraged in early years settings (Dickinson, 2011). The section highlights how the teachers are relating to age and individual related classroom practices specifically about rules with relation to age group of 3–6-year-olds. Children reflect various emotions in early childhood years (Denham et al., 2003). This includes themes of trust, fear, isolation, neglected which have negative effect on children's development (Tinkler, 2002).

To begin, one of local teacher informs that children's learning begins from pre-school onwards, the time when the child enters the pre-school. "Children are not blank slates that receive knowledge delivered by others" (National Research Council, 2001, p. 38). Commenting further the local teacher states, "जो इस टाइम बच्चा आता है वह एक कोरी स्लेट के

बराबर है" (TS-2 V1.) [the children at this time [pre-school] are like blank slate]. This can be understood through the educational philosophy that states children as 'tabula rasa', which means children's mind is free of rules (Locke, 1690). Instead of introducing the rules right away, the teachers may be required to help children learn initially by not forcing anything upon them. However, learning from developmental psychology perspective, the children are not born as blank slate (Wallerstedt et al., 2022).

Dewey (1938) states, the curriculum should be tailored towards the child rather than the to use it to mold the child. The teachers believe that one of the ways to mold children is to initially have conversations with children. The teaching learning in early years stays forever in the child's heart and mind. Children become the way we mold them ("उसको तो आप जैसे ही ढालोगे, वो वैसे ही ढल जाएग"(TS-9 V1.)). According to Davidov et al., (2015), "Children are no longer viewed as being passively molded by their environment but rather as active agents who can affect their environment as well as influence how their environment affects them" (p. 948).

"Experiencing love is essential for a child's development" (Neagu, 2022, p. 1) .This is reflected in one of the local teachers response, "हर बच्चा प्यार का भूका होता है" (TS-51 V1.) [Every child is hungry for love]. Through pre-school years', the early years teachers' role is to foster children's natural development (Whitebread, 2018), not just limited to being an instructor or facilitator. As rightly reflected by local teachers' response, the teacher is also a researcher (Souto-Manning, 2012). The teacher constantly tracks the child's profile and learning portfolio's along with checking on skills. Agreeing to local teachers' beliefs, the child-centered practices are vital (Hien, 2018). One of the teachers explains, it is important to work towards development of all children over only preferring success rate of the class in general. This critical perspective of teacher that despite most of the children performing accordingly, even if one child fails, then it is the failure of the teachers reflects the level of commitment required in pre-school (जो एजुकेशन है वो शिक्षक केंद्रित ना हो के बाल केन्द्रित हो। बच्चे को एक बच्चे को लास्ट एक बच्चा अगर बचा है। लास्ट वाला जो बच्चा है ना। वो बच्चा क्या चाह रहा है? हमने ये नहीं देखना है कि 19 बच्चे क्या चाह रहे हैं। की मेरा जो रिज़ल्ट है वो 98% हो गया। मैंने 19 बच्चों को अच्छे तरीके से सीखा दिया। हाँ भाई अगर नहीं हुआ तो हाँ भाई टीचर फेल? आपने क्लास में 19 बच्चों को नहीं

सिखाया। आप जो एक बच्चे को सुधार सकते थे? उसकी जिंदगी की नींव जो मजबूत कर सकते थे वो आप नहीं कर पाए। आप कही ना कही वह फेल हो।(TS-48 V1.)).

Also, relating to the fact that children may be at different developmental levels of learning (Sanders & Farago, 2018), the local teachers emphasise using different techniques according to the requirement of the child's learning and development level. The teachers realise one technique may not suit the learning for all children ("एक टेक्नीक से हर बच्चे को लेके नहीं चल सकते हो" (TS-49 V1.)). This is one of the ways to support children's development. One of the teachers mention, as instructed by the government, we are bound to teach, she thinks about various teaching techniques about her classroom children even when she is not at school. This reflects the local teachers' commitment towards involving and no child is left behind.

4.2.1. Early childhood environment

> "बच्चे का जीवन शुरू हो जाता है ना जब वो स्कूल में आता है।"(TS-42 V1.) [Child's life starts when he comes to [pre-]school].

India is a lower-middle-income country (Sharma & Popli, 2023). The socio-economic status impact on children's learning(Alwani, 2019) and development India. It is required that the teacher maintains the profile of each child understanding if the child is coming from urban or rural area. This complexity become even more evident as Indian society is divided into castes (Ambedkar, 1916).The early years bring childhood from different cultural homes. Hence becomes a place for multicultural classroom. This is nuanced in context of India. One of a local teacher points out, "जो डेरे वाले बच्चे है, उनकी लैंग्वेज अलग है" (TS-44 V1.) [*Dera* [low caste] children's language is different]. Therefore, teacher have developed an understanding as these children speak differently. This might lead to cultural segregation in multicultural classrooms.

Respecting elders even while taking their names using salutations ("मम्मी पापा के नाम के आगे श्री लगाएं, मम्मी के नाम के आगे श्रीमती लगाएं।" (TS-11 V1.)) is considered as an essential

norm or early childhood setting's practice from early years onwards. In Indian context, unlike foreign, there is an emphasis on touching feet of elders from early years onwards. The teachers encourage this, reasoning it as a cultural practice and hence a rule that is emphasised. Similar practices are continued i.e., making children do religious prayers (यह "प्रेयर करवाओ, कुछ भी गायत्री मंत्र करवा।"(TS-43 V1.)). The teachers believe, it's their responsibility to imbibe these culturally meaningful values. To not comprise on this practice, the teachers go to the extent where one of the teacher states, we can teach children through love and law (लव एंड लॉ (TS-44 V1.)). The law can be deciphered as a classroom giving a sense, rule is unbreakable.

Given a shortage of resources (including entertainment related) in the *Anganwadis* , teachers believe that there is a requirement of recruiting more teachers for strengthening teaching learning. The local teachers relate it to development of *Anganwadis* (अभी जो है आन्गांवादीयों में इतनी डेवलपमेंट नहीं है और ना ही वहाँ पे इतना ख़ास ध्यान दिया जा रहा है कि टीचर है वहां पे जबकी रिक्वायरमेंट्स तो आई हुई है टीचेरों के लिए कि पांच साल तक के बच्चों को वहाँ पे शिक्षा दी जाए। पर अभी तक वहाँ पे ऐसा बना नहीं है। (TS-42 V1.)).

"Co-operative learning in early childhood can develop positive attitudes towards school and learning, and towards peers, and can provide abundant opportunities for learning how other people think, for developing language skills, and for learning how to solve interpersonal problems" (Battistich & Watson, 2003, p. 20). In *Anganwadis*, teachers state, the children co-learn from each other and understand from their language and learn by watching each other and seat together. The expectation from the child in pre-school is to learn to seat properly so that the child doesn't face difficulty in school.

In early childhood education, the children engage in motivationally relevant context were positive emotion and rewards are closely related (Jin et al., 2020). The local teachers use rewards as a mechanism to make children follow certain rules and 'good' habits ("कुछ रिवार्ड भी दे सकते हैं।"(TS-41 V1.)). This is to support the child and help the child to learn by showering the reward as a form a love (Neagu, 2022). The teachers' believe, appreciating a child motivates other children as well in the classroom ("शाबाशी देने से दुसरे बच्चे भी मोटीवेट होते

हैं"(TS-7 V1.)) and clapping as a reward leads to encouragement ("क्लैपिंग करवाई जो बच्चे अच्छा कर रहे हैं तो इस टाइप से उनको थोड़ा एंकरेज कर सकती हैं।"(TS-3 V1.)). Clapping expresses positive recognition (Crawley, 2023).

4.2.2. Supportive learning

The teachers emphasise on supporting the learning of children by doing beyond the curriculum. According to Pianta et al. (2012), "classroom activities are more relevant and engaging to children when teachers throughout the educational system explicitly link them to children's daily lives and the world beyond the classroom" (p. 371). The local teachers use technology and teach via YouTube video and through different ways of play giving the children further exposure in pre-school years. The local teachers believe that educational learning through play is very effective for teaching learning in early years. Supporting children in playing block games helps them to develop motor skills ("ब्लॉक गेम्स हो गए जिससे उनकी मतलब मोटर स्किल्स इंप्रूव हों"(TS-5 V1.)). Therefore, developmental trajectories are inherently related (Zelazo, 2013).

Commenting on learning strategies in early years, a few teachers realise that strictness in imposing classroom rules creates difficulty for the child to spend time in pre-school, the child shouldn't be under any pressure rather should act upon understanding their heart ("हमें उनके दिल को भी समझना पड़ेगा।" (TS-3 V1.)) and their needs. This may be addressed by providing freedom in whichever activity the child is involved in (Neagu, 2022) . The teachers believe that pre-school years help children attain the language skills (Battistich & Watson, 2003), their role is to be flexible, teaching them in an understandable language supports their language skills development ("वह एक अच्छा माहौल देने के लिए बहुत जरूरी है और इसी ढंग से हम उसको वह कर सकते हैं।"(TS-11 V1.)) which is crucial to learning and development in early childhood years.

According to Vygotsky (1978), the children learn in the process of co-constructing knowledge with support of adults. In early childhood education, there is an active involvement of both teachers and children. The local teachers believe that teachers need to

involve themselves with children ("बच्चों के साथ मिलजुल के काम कैसे करना है"(TS-17 V1.)). This will help in co-constructing the knowledge and enhance the teaching learning process and influence the overall learning environment, उन को साथ में लेकर चलना है। (TS-17 V1.) [Taking them along]. However, key to this acknowledging individual learning pace.

The teachers commented that in a co-constructed classroom environment, children find it easy for learning. One of the expressive quotes by a local teacher reflects her belief, "अगर आप उनके साथ बच्चे ही बन जाते हो तो वो धीरे धीरे उस चीज़ को इतना लाइक करने लगेंगे की उनको घर जाने का मन ही नहीं करेगा। और वो अपने आप से उसी चीज़ से अटैच हो जाएंगे।" (TS-49 V1.) [If you [teacher] become a child with them, they slowly slowly will like you so much that they would not wish to go home, they will attach themselves with that (learning process)], this would eventually lead to the teachers word becoming the most important ("आपकी बात उनके लिए सर्वोपरि हो जाएगी।"(TS-49 V1.)). Co-constructing classroom rules can be make children's pre-school years more enjoyable.

"Children solve practical tasks with the help of their speech" (Vygotsky, 1978, p. 26). The local teachers strongly believe that they can support by putting effort in improving oral skills of the children i.e., "तीन से छे साल के बच्चों को तो हम मौखिक भाषा विकास पर ही ज़ोर दे सकते हैं" (TS-48 V1.) [3 to 6 year-old children, we can put effort on oral language development]. To be specific, through language competitions ("भाषा प्रतियोगिता" (TS-8 V1.)) which focuses on the children's learning sounds, vocabulary, grammar, reading, developing the way the children are pronouncing words. This is also medium for expressing one-self and gain self-confidence.

Social language and interactions are central drivers in child's learning process (Vygotsky, 1978). Commenting on classroom rule in relation to oral language related teaching in class, a local teacher states, while telling stories, "ओरल लैंग्वेज का ये है कि हम ओरल करवा रहे हैं सबको तो हम सबको बोलते हैं कि एक स्वर में बोलना है। ये नियम एक साउंड में बोलना है।" (TS-42 V1.) [the thing with oral language is that when I am doing oral thing, I say to everyone to follow me in one tone, the rule is to say in one tone]. Whenever teacher feels like tracing the improvement of

the child, the teachers' ask questions on the sentences and check if the spelling of the respective day is said correctly by the children. To make it engaging, adding to understanding of (Pianta et al., 2012), for the preschool school, the teachers realise just bookish knowledge is not understood by the children ("इनको ये बुकएश नॉलेज बिल्कुल समझ नहीं आती है।" (TS-52 V1.)). Moreover, teachers believe, the children understand quickly through drawings.

The scaffolding as practice has its roots in zone of proximal development (Vygotsky, 1978) although the term was used Bruner in 1960s. One of the rules that teachers are most particular is helping children in seating, standing, and walking properly. The local teachers believe, these basic rules help in their learning in future schooling years. On this, one of the teacher states, "उसकी ऊँगली पकड़ के मैं खुद ही लाइन में चलती हूँ "((TS-4 V1.)) [I walk along with the child holding his hands]. When the child is not waking properly or skips the queue, I walk along helping the child individually. Therefore, the scaffolding practices support and motivate children to learn effectively in early years. The teachers' believe, while doing so, there is a need to explain it to child in simple language. It is important to note that local teachers believe, scaffolding practices in classrooms may effectively help in slowly introducing rules to child. This way, the children will feel both supported and are facilitated towards rules.

4.2.3. Developmentally appropriate practices

In early childhood, teachers providing children with various opportunities to choose over a range of developmentally appropriate activities supports socioemotional development and child's cognition (Whitebread et al., 2007). The teachers understand and reflect the psychological aspects-child as an individual and teaching learning practices as every child's brain is not at the same level ("सब बच्चो का दिमाग इतना तेज नहीं होता।"(TS- V1.)), not to compare with other children ("उसका कंपेयर तो नहीं कर सकते।" (TS- V1.)). One of the teacher states, "इतना छोटा बच्चा, अभी उसका पूरी मतलब मानसिक विकास "(TS-12 V1.) [Such a small child, now his brain development]. This supports the teachers thinking about considering developmental stage and level of the children for not accepting rules based on child's age. Being strict in implementing classroom related practices can create problems for the child ("अगर एकदम प्रॉपर उसमें रहेंगे तो उनके लिए कहीं ना कहीं प्रॉब्लम क्रिएट करेगा।" (TS-52 V1.). It requires changing strategies and techniques while planning any teaching learning and to not

engage in scolding related practices. This will help the slow learners (स्लो लर्नर (TS-41 V1.)) to learn and get involved in the classroom (Krishnakumar et al., 2011).

In early childhood, "it is essential to offer each child an opportunity for individual development"(Zeltserman et al., 2018, p. 496) . Individual based teaching and learning is effective in early childhood years. The local teachers believe they need to be patient and help children in practicing various. To trace their learning, the children have to be supported to do work individually ("इंडिविजुअली"(TS-41 V1.)) and conduct oral dictations ("श्रुतलेख"(TS-41 V1.)). The local teachers believe on focusing on this practice and to make sure child learns the spellings well ("उसको अपने पास से खड़ा करके उसको बोलना है डिटेंशन में श्रुतलेख बोल रही हूँ आप वाक्य लिखो।"(TS-41 V1.)). The teachers mention that the children come from different backgrounds rural and urban. The attempt at individual level is to make each child relate to their respective socio-cultural environment at early childhood educational settings.

The practice of addressing children's need according to their developmental stage is highly encouraged ((NAEYC, 2013, as cited in Sun et al., 2019)). The local teachers heavily emphasised on the children's age as a factor influencing their teaching beliefs and classroom rules i.e., "बच्चे की एज के अकॉर्डिंग है।" (TS-49 V1.) [According to the age of the child]. The teachers believe, 3-6 years age group children are not to be introduced to rules. However, 3–4-year-old should not be made to follow any rule, they are small, however, the children of age 5-6 can be introduced with a few starting rules ("तीन से छे साल एस सच की तीन साल में तो बिल्कुल भी नियम नहीं चाहिए, 4 साल में भी नहीं चाहिए, पांच-छे साल में हम थोड़े सी स्टार्टिंग कर सकते हैं।" (TS-3 V1.)). One of the teacher states, to not expect the children following rules at least till grade 1 ("तो आप फर्स्ट तक का जो बच्चा है? तो उसको आप ये एक्सपेक्ट नहीं कर सकते की वो करेगा।"(TS-49 V1.)). The children's brain is made of clay and can be molded accordingly ("उम्र ऐसी भी है कि जिसमे हम बच्चों को कच्ची मिट्टी या जैसा बना देंगे, जैसा सिखा देंगे, वो वैसे बन जाएंगे।"(TS-4 V1.). There are conflicting beliefs about classroom rules related to age-appropriate practices. Some of the local teachers stated, "उसकी नियम सीखने की ऐज नहीं है "(TS-7 V1.)) [Their age is not for learning rules]. The teachers reasoned it that at this stage children majority of learning is through play (Fleer, 2011).

4.2.4. Emotions in early childhood years setting

> "छोटी क्लास में तो खास कर ही चाहिए। मदर फीलिंग हो। बस मेन तो जेंट्स इसीलिए तो कामयाब नहीं होते। जूनियर क्लास हमेशा लेडीज को दी जाती है। इसीलिए लेडीज समझती हैं कि कैसे टैकल करना।"(TS-45 V1.) [In early grades [pre-school], [children] essentially need, mother's feeling. Gents are not successful [in teaching ECE]. That is why the junior class is always given to ladies. Because ladies[female teachers] know how to tackle].

In an early childhood educational setting, teacher is required to respond to the needs of the children, to help children in their learning process(Clements & Sarama, 2014). The local teachers believe that children of 3-6 years age are innocent, they won't be able to understand rules. If the child is not made to feel involved and attached in pre-school environment, the child would develop trust issues. "Educational psychologists have shown that trust, in a more general sense, as well as teacher-student relationships, are important predictors of academic and socio-emotional outcomes" (Pesch & Koenig, 2023, p. 27). The child won't be able to trust anyone else but mother ("फिर वो अपनी माँ के अलावा दूसरों पर विश्वास भी करे"(TS-5 V1.)). It is important that pre-school children are not always under strict disciplinary rules.

Physical abuse is a subtype of the child abuse referring to the violent attitude and action towards children which includes, beating, slapping etc. (Chen et al., 2023). Few of the local teachers believe, in order to make children continue the classroom practices, the children can be slapped when needed. The local teachers support her response by stating, (थोड़ा डर, थोड़ा प्यार। (TS-43 V1.)) [little fear, little love] to be an essential practice to make children follow rules. Contextualsing this is pre-school, in order to tackle disruptive behavior, a few local teachers encourage the sense of generating fear (teachers believe by doing so the best out of the child comes out) among students through threatening practices like, locking them in dark room and the child is left alone ("आपको कमरे में बंद कर देंगे। छुट्टी हो जाएगी, सारे बच्चे चले जाएंगे। आप अकेले रह जाओगे।"(TS-43 V1.)), the child won't be allowed to go home ("छुट्टी बंद है, आज अब घर नहीं जाओगे।" (TS-43 V1.)). The local teachers believe a little fear of

scolding is essential in a classroom ("एक डर उसके अंदर टीचर का रहेगा कि सर आये है क्लास में हाँ भाई मैंने बोलना नहीं है।"(TS-48 V1.)). However, one of the local teacher states, the fear should not be to the extent of child peeing in the clothes i.e., "एक बच्चा डर के मारे वही कर दे, इतना भी मत डराना।" (TS-45 V1.) [the child pees there only because of fear, not that much].

Children imitate during early childhood years. Imitation can be used as reference point for studying children's social as well as mental competence (Lindahl & Samuelsson, 2002). One of the local teacher (laughling) mentions, "मैं जिस हिसाब से बच्चों को डांट लगाती हूँ वो बिलकुल मेरी कॉपी करती है। मतलब बच्चों ने उसका नाम छोटी मैम रख दिया है।"(TS- 4 V1.) [The way I scold the children, she copies me and does the same, the other children have names her small mam]. Adding to this, the teacher states, one of the child of her class copies her way of saying and teaching with details on her back like, imitating teachers way of saying open page number. ("ना तो वो मेरे पीछे से कहेगी कि चलो ओपन पेज नंबर 59।"(TS- 4 V1.)). This is a clear example of how children try and replicate and imitate, especially teachers in early childhood settings.

One of the teachers shares her awareness related to preschool children's background that each child comes from different home environments to the school. One of the local teacher responded to one such a child, both parents are labourers, the child belongs to low socio-economic status. The child is neglected (वो बच्चा जो है एक नेगलेकटेड भी उसकी फैमिली नेगलेकटेड चाइल्ड हो गया। हम ये भी देखेंगे कि घर का माहौल ऐसा ना हो कि मतलब जो मानता नही है बात, जो घर का ही एनवायरनमेंट ऐसा हो तो उसके लिए हम काउंसलिंग करेंगे कि क्या रीज़न हो सकता है। हो सकता है कि उसकी मां बाप जॉब वाले हो, टाइम नहीं हो,वही मजदूर लोग हैं -जिससे बच्चा ध्यान नहीं रहता बच्चे को घर में कोई बताने वाला नहीं है उसको। (TS- 5 V1.)). The evident negative links between neglect and children's development have harmful effects to the extent of impacting child's enrolment in pre-school (Sattler, 2023).

Chapter-5: Conclusion

The teachers presented heterogeneous beliefs about classroom rules, however, according to the study, the teachers were practicing the rules in classroom. The rules were constructed and implemented by themselves in early childhood education. The vignette question “Do you include these rules in the lessons? Why?” informed the study about their beliefs. Clearly stating the rule either for learning or maintain decorum helps them to use rules as a guideline. The rules are also used to overcome learning loses (e.g., CoVID-19). Teachers believe teaching rules as their responsibility to make the child better human and citizen as rules are base for their future. However, a few teachers believe rules as barrier reasoning that strictly following rules may develop fear in children. The consequences can be the child stops coming to pre-school. Rules are related to holistic development of the child. According to teachers’, rules include daily practices like wishing good morning, greeting elders. One of the teacher states rules are nothing but manners. Rules also include moral educational values like making distinction between right and wrong, not stealing for building character. Rules are also about hygiene like, cutting nails, combing hair, cleaning bag, wearing neat uniform etc. Breaking any of these rules has consequences, the teacher labels the child as bad child. Also, breaking rule invites punishment which includes physical abuse like beating, slapping, pinching ears, locking up alone in a dark room. Following classroom rules requires friendly environment. The teachers are relating classroom practices and rules by their critical understanding of child development such that no child is left behind. The teachers believe, in early childhood education, one technique doesn’t fit all the children. The teachers consider the developmental delays and that the children may be at different stages of development. The developmentally appropriate practices are encouraged by teachers. For improving the oral language development by conducting activities, the teachers extend the use of rules for language structure, verbal learning etc. The teachers believe in co-constructing the classroom environment so that rules can facilitate child development.

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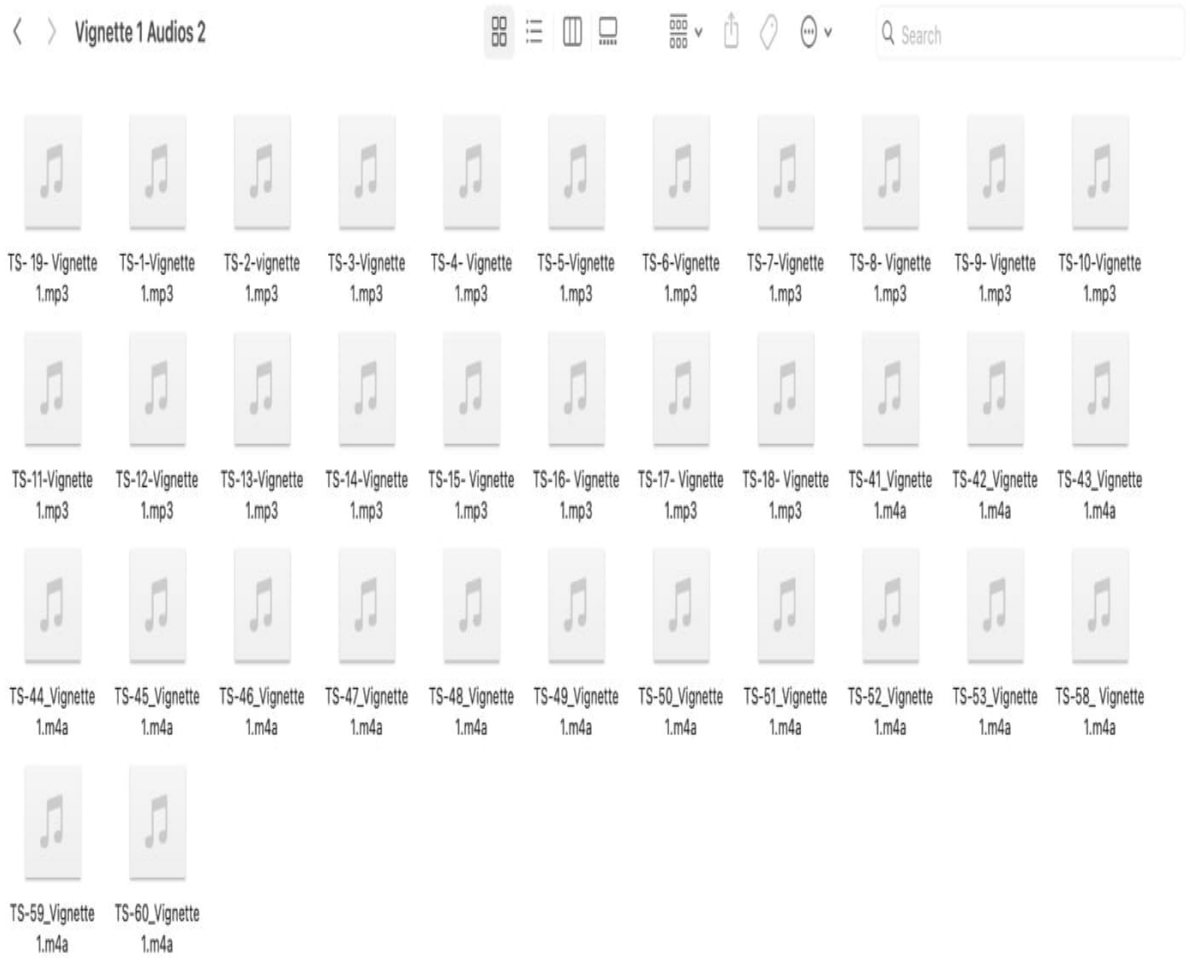
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Appendix A: Recording files



Appendix B: CUREC Approval

Shravan Deshala has been approved under reference **R63616/RE007**.

Best wishes for your ongoing research,
Szilvia

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Appendix C: Demographic details of teachers' study Vignette 1

Demographic Details of Teachers beliefs and classroom rules in ECE in India						
TS ID	Age	Gender	Type of School/Centre	Children's Age Group(in years)	Teaching Experience(in years)	Recent Teacher Training Course
TS-1	49	Female	Government	5 to 6	14	Yes
TS-2	53	Female	Government	4.5 to 10	27	Yes
TS-3	44	Female	Government	4.5 to 11	22	Yes
TS-4	43	Female	Government	5 to 11	18	Yes
TS-5	50	Female	Government	4.5 to 11	18	Yes
TS-6	52	Female	Government	5 to 11	26	Yes
TS-7	39	Male	Government	5 to 11	5	Yes
TS-8	40	Female	Government	5 to 11	7	Yes
TS-9	N.A.	Female	Government	4.5 to 11	17	Yes
TS-11	45	Female	Government	5 to 13	19	Yes
TS-10	37	Female	Government	4.5 to 11	4	Yes
TS-12	40	Female	ANG(Govt.)	3 to 5	11	Yes
TS-13	56	Female	ANG(Govt.)	3 to 5	33	No
TS-14	52	Female	NGO	3 to 12	15	No
TS-15	39	Female	N.A.	N.A.	3	Yes
TS-16	36	Female	NGO	3 to 12	11	No
TS-17	33	Female	NGO	3 to 5	4.6	Yes
TS-18	52	Female	NGO	3 to 6	17	Yes
TS-19	42	Female	NGO	3 to 6	10	Yes
TS-41	38	Female	Government	5 to 14	5.6	Yes
TS-42	37	Female	Private	6 to 16	8	No
TS-43	41	Female	Private	3 to 5	7	No
TS-44	46	Female	Government	5 to 11	5	Yes
TS-45	55	Female	Government	6 to 10	24	Yes
TS-46	31	Female	Private	3 to 5	2	No
TS-47	34	Female	Private	3 to 5	4	No
TS-48	34	Male	Government	4.5 to 10	5	Yes
TS-49	45	Female	Government	6 to 10	11	Yes
TS-50	60	Female	Government	3 to 6	35	No
TS-51	59	Female	Government	3 to 6	35	No
TS-52	27	Female	Private	4 to 6	0.4	Yes
TS-53	33	Female	Private	6 to 8	5	No
TS-58	25	Female	NGO	3 to 12'	7	Yes
TS-59	35	Female	NGO	N.A.	5	Yes
TS-60	38	Female	NGO	N.A.	8	Yes

Sheet1 +

Appendix D: Sample of Vignette transcript in Hindi

TS-1 V1: Maria the visiting pre-school teacher

इन्टर्व्यूअर- तो एक ये आखिरी एक और कहानी बची है तो हम इस्पे बात कर लेते हैं।

टीचर (पढ़ते हुए)- अतिथी शिक्षक हैं.... मारिया एक विदेशी शिक्षिका हैं। मारिया विदेश में करीब पच्चीस साल से प्री-स्कूल टीचर हैं। मारिया भारत में आंगनवाडी में बच्चों की टीचर के रूप में कुछ समय बिताने के बारे में सोच रहीं हैं। आंगनवाडी में पढ़ाना शुरू करने से पहले वे खुद को अच्छी तरह से तैयार करना चाहती हैं। अपने देश में प्री-स्कूल के बच्चों को कैसे पढ़ाया जाता है, ये वह अच्छी तरह से जानती हैं। लेकिन भारत में उसी उम्र के बच्चों को कैसे पढ़ाया जाए इसकी जानकारी उन्हें नहीं है। उन्होंने सुना है कि भारतीय शिक्षक कक्षा में पढ़ाने के लिए कई नियमों का इस्तेमाल करते हैं। मारिया इन नियमों के बारे में पूछना चाहती हैं"..... पूँछ रही हैं... सलाह चाहती हैं कि कैसे पढ़ाया जाए। ये महत्वपूर्ण है कि तीन से छे साल के बच्चों के चरित्र निर्माण के लिए उन्हें नियम सिखाए जाएं।

इन्टर्व्यूअर- जी।

टीचर- तो इस बात से हम... तीन से छे साल के बच्चे की बात हो रही है यहाँ पे।

इन्टर्व्यूअर- तीन से छे साल। हाँ। जी।

टीचर- मैम जो बात इसमें लिखी है कि तीन साल से छे साल के बच्चों के चरित्र निर्माण के लिए कि उस बात से कि... उन्हें नियम पढ़ाए जाए, उस बात से मैं सहमत नहीं हूँ।

इन्टर्व्यूअर- अच्छा।

टीचर- कई जगहों पर नियम लागू होते हैं वो पूरी तरह से ये नहीं है कि नियमों के आधार पर.... तो इस बात से हम तीन से छे साल के बच्चों की बात हो रही है यहाँ पे।

इन्टर्व्यूअर- तो आप ये कह रहे हैं कि आप सहमत नहीं हैं... क्यूंकि तीन से छे साल के बच्चे।

टीचर- जी।

इन्टर्व्यूअर- तो लेकिन मारिया कुछ नियम लागू करना चाहती हैं। तो तीन से छे साल के बच्चों पे वो फिर कौन-कौन से नियम लागू कर सकती हैं.... बच्चों के साथ।

टीचर- नियम तो देखो उनको सिखाने चाहिए ..... तो पहले तो बात ये आती है कि हमारे पास छोटे बच्चे हैं तीन से छे साल तक के छोटे बच्चे एक उनको माहौल ऐसा मिलना चाहिए कि उनको ऐसा न लगे कि कहीं... हम किसी दूसरी जगाह..... उनको घर जैसा माहौल मिले... इस टाइप के नियम तो बनते हैं लेकिन एजुकेशन को लेके पढ़ाई को लेके..कि उस आधार पे बच्चा सीखेगा ऐसे नहीं.... कि उनको घर जैसा माहौल मिले अपनी बात को बच्चा कह सके, उनको डर ना लगे। तो जो बच्चे की कक्षा... वो कमरा कलरफुल होना चाहिए ताकि बच्चे का मन लगे। एक रंग-बिरंगी दुनिया में आके, तीन से छे साल का बच्चा तो ऐसे ही खुश हो जाता है... लेकिन पूरी तरह से ही हम नियमों के आधार पर चलें तो वो बात नहीं।

इन्टर्व्यूअर- तो क्या तीन से जो छे साल के बच्चे होते है उनके लिए नियम होने चाहिए क्या? अभी आपने बताया कि ये कक्षा के लिए नियम होना चाहिए.. स्कूल के लिए नियम होना चाहिए तो बच्चों के लिए क्या कोई नियम होने चाहिए क्या। जैसे हम कक्षा में बहुत सारे नियम बनाते हैं ना बच्चों के लिए वो नियम होने चाहिए क्या तीन से छे साल के बच्चों के लिए?

टीचर- नहीं ऐसा कुछ नियम तो नहीं होना चाहिए... प्रॉपर यूनिफार्म लगाते हैं वो तो एक नियम एक अलग बात है कि चलो एक पीस में आना है बच्चे को।

इन्टर्व्यूअर- हाँ।

टीचर- बाकी तो नियम मुझे ऐसा लगता नहीं है कि बहुत ज़रूरी हैं।

Appendix E : NVivo Codebook

Codebook: Teachers' beliefs and classroom rules

Name	Description	Files	References
RQ.1.What are local teachers' beliefs about CR rules in ECE settings in India. (RQ 1)	This code captures overall teachers' beliefs about CR rules.	1	84
1.1.(Theme 1)- Teachers meaning and undertanding of CR for 3-6 years' old children		0	0
1.1.1. Opinion about CR rules	This code describes teacher's agreement or disagreement about CR rules with respect to character building among 3-6 year old children.	1	40
1.1.2. Rules for 3-6 years' children	This code presents teachers' understanding of what rules are according to them for 3-6 years' old children.	1	64
1.1.3. Consequences	This code presents various consequences of not following CR rules.	1	26
1.1.4. Punishment example	This code highlights the example of punishment by teachers' in EC settings.	1	17
1.1.4.1. Discipline	This code highlights teachers' beliefs about discipline in EC years.	1	11
(Theme 2)- Preparation for future from EC years' onwards		0	0

Name	Description	Files	References
1.2.1. Habits	This code highlights teachers' beliefs about importance of learning certain habits from EC years onwards.	1	37
1.2.1.1. Bad habits	This code highlights teachers' beliefs about bad habits.	1	12
1.2.1.2. Good habits	This code highlights teachers' beliefs about good habits.	1	14
1.2.1.3. Systematic learning	This code highlights teachers' beliefs about systematic learning of habits from EC years onwards.	1	23
2.2.1. Hygiene	This code presents teachers' comments related to children's hygiene.	1	25
2.2.2. Manners	This code presents teachers' beliefs about manners from EC years onwards.	1	42
2.2.3. Morals	This code presents teachers' beliefs about morals from EC years onwards.	1	21
1.2.2. Preparation for future	This code is about the how local teachers believe that early years education as a preparation for future.	1	42
1.2.2.1. Responsibility	This code presents the CR rules seen as responsibility	1	4
(Theme 3)- Advcie to Maria (fellow foriegn EC educator) for teaching in Indian conS		0	0
1.3.1. Advice to Maria	This code presents the local teachers' advice to Maria about CR rules implementation.	1	131

Name	Description	Files	References
1.3.1.1. Teachers' own behaviour	This code presents fellow teachers' advice for expected behaviour of teachers in early years setting for better CR rules implementation	1	19
1.3.1.2. Example of children following teachers	This code presents examples of children following teachers pattern as rules	1	8
1.3.1.3. Use of Local language	This code presents use of local teachers' advice for using local Language for effective teaching learning in in EC settings.	1	4
1.3.2. Female teacher	This code highlights teachers' beliefs about why most female teachers are teaching in EC settings.	1	2
(Theme 4)- Learning environment of ECE settings		0	0
1.4.1. Home and CR rules relation	This code presents the local teachers' understanding of CR rules from Home perspective.	1	27
1.4.2. Learning Environment	This code highlights teachers' belief about encouraging and safe environment	1	46
1.4.2.1. TPD	This code highlights teachers' beliefs about teachers' professional development.	1	3
RQ.2. How are local teachers' relating classroom practices and rules to child	This code highlights overall understanding of local teachers' on how they are relating early childhood	1	39

Name	Description	Files	References
development. (RQ 2)	classroom practices and rules to child development.		
(Theme 1)- Supportive learning		0	0
2.1.1. Activity based learning	This code highlights activity-based learning in EC settings.	1	4
2.1.2. Child centred practices	This code highlights Child centered practices in EC settings.	1	22
2.1.3. Constructivist learning	This code highlights instances of constructivist learning by teachers.	1	12
2.1.4. Group based learning	This code presents Group based learning instances in EC years.	1	4
2.1.5. Oral learning	This code presents local teachers' perspectives on early years education stage for oral language development	1	28
2.1.5.1. Pictures based learning	This code presents instances of pictures-based learning in EC years.	1	11
2.1.6. Play based learning	This code presents the teachers suggestions on play based learning in early years education	1	23
2.1.7. Scaffolding	This code highlights local teachers beliefs about scaffolding in EC settings.	1	13
(Theme 2)- Early childhood environment		0	0
2.2.1. Cultural context	This code highlights depicts cultural context in EC settings.	1	14

Name	Description	Files	References
2.2.2. Early childhood educational setting	This code captures local teachers understanding of early childhood educational setting	1	27
2.2.2.1. Peer learning	This code presents local teachers' views about peer interactions	1	17
2.2.2.2. Teacher as researcher	This code presents reflective and research related thinking of local teachers.	1	2
2.2.2. Reinforcement	This code highlights teachers' using the reinforcement method in EC settings.	1	12
(Theme 3)- Developmentally appropriate practices		0	0
2.3.1. Developmentally appropriate practices (DAP)	This code highlights Developmentally appropriate practices.	1	14
2.3.2. Age appropriate	This code presents the teachers' beliefs about the CR rules with respect to the age of the children.	1	18
2.3.3. Individual appropriate	This code highlights the individual appropriate practices in EC years.	1	7
(Theme 4)- Emotions, and development in EC years settings		0	0
2.4.1. Abuse	This code highlights instances of teacher's use of slap, physical abuse, scolding.	1	7
2.4.1.1Fear	This code highlights instances of	1	17

Name	Description	Files	References
	fearful environment created by teachers.		
2.4.2. Affection	This code highlights instances of teachers' affection towards children in EC settings.	1	16
2.4.3. Concerns for stable development	This code highlights teachers' concern about the children's homes environment and impact on learning and development.	1	3
2.4.4. Disruptive behaviour	This code highlights the teachers' response towards disruptive behaviour in EC years.	1	16
2.4.5. Emotional	This code presents teachers' emotional inclination towards children in EC settings.	1	2
2.4.6. Imitation	Examples of children imitating teachers	1	3
2.4.7. Innocence	This code is about teachers' belief on children in EC years as innocent.	1	1
2.4.8. Isolation		1	1
2.4.9. Motor skills development	This code is about the motor skills development of children	1	1
2.4.10. Trust	This code presents the local teachers' beliefs about trust in early childhood	1	2

Appendix F: Vignette English (Translated)

Maria, the visiting pre-school teacher [Focus: Rule teaching to 3-to-6-year-olds]

Background to the Vignette: Rules and the teaching-learning process.

This is a general, overarching vignette aimed at eliciting responses on social cognitions and beliefs undergirding the teaching-learning process, from the viewpoint of the teacher. The idea of "rules" is a strong, culturally embedded construct that is intertwined with ways of living in both individualist and collectivist cultures. The aim here is to get insights into how "authoritarian" vs. "authoritative" the classroom environment is. The literature shows the role of specific respect, obedience, and cooperation, as well as avoiding embarrassment or shame in influencing adult-child interactions. These ideas have been kept in mind for this vignette.

Vignette

Maria has been a pre-school teacher in another country for nearly 25 years. Maria is planning to spend some time in India as a teacher for anganwadi children. She wants to be well prepared before she begins working in an anganwadi. She knows how to teach pre-school children in her country but she has no idea about how to teach the same age group of children in India. She has heard that Indian teachers include many rules to help them with their teaching. Maria wants some advice about these rules to prepare for her visit to Indian preschools.

1. Read this statement and mark how much you agree with it:

It is important to teach rules to 3- to 6-year-old children to build their character.



Please explain why you selected the option you have marked.

2. What are some rules you think Maria should teach pre-school children?
3. Do you include these rules in your lessons? Why?
    a. I asked another teacher this question. He said teaching children class rules helps them learn better. Do you agree or disagree with this opinion? Why?
4. Maria will also need advice on how to teach these rules to children. What methods would you recommend?
    a. Maria is wondering what should be done if a child does not follow the class rules even when told a number of times. What is your advice to her?
5. Maria is wondering what will happen to students if they are not taught these rules when they are 3- to 6-years old. What is your response to her?