

**REPORT OF NATIONAL REVIEW MEET  
ON IMPLEMENTATION OF ECCE**

**(5-6 March, 2019)**

# **NATIONAL INSTITUTE OF PUBLIC COOPERATION AND CHILD DEVELOPMENT**

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The early years are the most crucial period, when the rate of development is very high and foundations are laid for cumulative lifelong learning and human development. There is growing scientific evidence that the development of the brain in the early years is a pathway that affects physical and mental health, learning and behaviour throughout the life cycle. Keeping this in view, the Government of India recognised the significance of ECCE and included it as a constitutional provision through the amended Article 45 (The Constitution Act, 2002) which directs that “The State shall endeavour to provide ECCE for all children until they complete the age of six years”.

**1.2** Anganwadi Services scheme is one of the world’s largest and most unique programmes of Early Childhood Care Education and Development (ECCED) and implemented through a network of around 14 lakh approved Anganwadi centres/Mini-Anganwadi centres (AWCs) in the country. The programme adopts a multi-sectoral approach to child development, incorporating health, early education and nutrition interventions. Achievement of two important objectives of ICDS is dependent on successful implementation of its Early Childhood Care Education and Development (ECCED) component. This is one of the most important components of the ICDS and in many ways can be considered to be the backbone of the programme. The ECCED component of the ICDS would ensure a significant input for providing a sound foundation for cumulative lifelong learning and development.

**1.3** Adoption of National Early Childhood Care and Education (ECCE) Policy by Government of India in September, 2013 has been a major landmark in strengthening ECCE in the country. This National ECCE Policy advocated promotion of developmentally appropriate practices of ECCE through a multi-pronged approach of laying down quality standards; developing curriculum framework; provision of appropriate and adequate play materials; conducting programme assessment and child assessment etc. Accordingly, National ECCE Curriculum Framework, Quality Standards for ECCE and age appropriate Assessment Cards were prepared, notified and circulated to all States/UTs by Ministry of Women and Child Development (MWCD) for adherence and preparation of action plan for implementation in States/UTs. Further, MWCD developed a Roll-Out Plan and sent to all States/UTs on 21.4.2014 for implementation of Annual Contextualised ECCE Curriculum. In this Roll Out

Plan, apart from development and supply of essential ECCE materials, all the States/UTs were requested to give utmost priority to plan for the training and supportive supervision of different functionaries so that the Annual Curriculum begins to be transacted in the AWCs for the benefit of the children. Accordingly, a training strategy was developed for sensitization of senior officers of States/UTs, training of State Level Master Trainers (SLMTs), training of District Level Master Trainers (DLMTs) and AWWs on implementation of state specific Annual ECCE Curriculum. The First Phase and Second Phase training of SLMTs have been conducted at NIPCCD Headquarters and its four Regional Centres.

**1.4** In order to facilitate effective implementation of Annual ECCE Curriculum in various States/UTs, a Stock Taking Review Meet for Rolling out of ECCE Curriculum was conducted by NIPCCD, New Delhi from 18-19 January, 2018. With approval of all delegates, 15 need based recommendations were made for effective implementation of ECCE Curriculum. To move forward, a **National Review Meet on Implementation of ECCE was held at NIPCCD, New Delhi from 5-6 March, 2019** with the following objectives:

- to review the implementation of Annual ECCE Curriculum in States/UTs;
- to share the challenges experienced in implementation of the ECCE Curriculum;
- to discuss the role played by state ECCE Council in strengthening ECCE implementation; and
- to discuss and suggest possible strategies for effective implementation of ECCE in States/UTs.

## **2. Strategy for Meet Organisation**

One of the important objectives of the Meet was to review the status of implementation of Annual ECCE Curriculum in the States/UTs. The States/UTs were requested to depute the Nodal Officer dealing with ECCE to participate in the Review Meet. The States/UTs were also requested to advise the deputed Nodal Officers to make a brief presentation on various aspects of ECCE implementation so that need based review is made to discuss about the possible strategies to meet the challenges and effectively implement the Annual ECCE Curriculum in the States/UTs.

## **2.2 Delegates of the Meet**

The Meet was attended by 20 State/UT Level Nodal Officers looking after ECCE in their respective States/UTs. The list of these delegates is placed at **Annexure-I**.

## **2.3 Presentations by States/UTs**

One of the important objectives of the Meet was to review the status of implementation of Annual ECCE Curriculum in the States/UTs. Therefore, the State/UT Nodal Officers/officials dealing with ECCE were requested to make a brief presentation on the following aspects for a need based review for the purpose of training and effective implementation of Annual ECCE Curriculum

- Action taken on Recommendations of Review Meet held on 18-19 January 2018
- Status of availability of ECCE Curriculum, Work Book/Activity Book, Child Assessment Card and ECCE Kit at AWCs and their replenishment policy and guidelines and status of their use;
- State/UT ECCE Council - Major decisions for ECCE implementation with special reference to rights of children for ECCE ;
- Guidelines developed on implementation of ECCE by state/UT in general and guidelines on learning corners, portfolio maintenance, involvement of VHSNC/ALMSC in implementation and monitoring of ECCE, toy bank, monitoring indicators on ECCE etc. in particular;
- Availability of manpower for implementation and monitoring of ECCE including involvement of Anganwadi Helper
- Problems/challenges faced and strategy adopted/innovative steps taken in respect of ECCE Implementation; and
- Status of training of DLMTs and AWWs on implementation of Annual ECCE curriculum.

## **2.4 Organisation of the Consultative Meet**

The Meet was organized as per the Agenda placed at **Annexure-II**. Inaugural Session of the Consultative Meet was held in the forenoon under the Chairmanship of Dr. P. Krishnamoorthy, Additional Director, NIPCCD. Dr. S Mishra, Joint Director, Training Division, NIPCCD welcomed all the state officials and Additional Director, NIPCCD to the National Review Meet. He explained about the need and objectives of the Meet and the strategy for organisation of the Meet as well as the parameters for presentations to be made by the Nodal Officers of States/UTs. Dr. P. Krishnamoorthy, Additional Director, NIPCCD welcomed all the delegates to the Meet and requested the delegates for sharing their experiences as Nodal Officers dealing with Implementation of ECCE. The Chairperson in the Key Note Address explained the importance of ECCE under Anganwadi Services Scheme. He stressed upon the role of State ECCE Council for effective implementation of ECCE. The Chairperson thanked all the delegates for participating in the Meet and requested them to share the innovative practices adopted in their state/UT for effective implementation of ECCE. He also made a request to all delegates to upload them in their respective website. The Inaugural Session came to an end with a vote of thanks to the Chair.

**2.4.2** In the Overview of ECCE and Meet Strategy Session, national initiatives and implementation status on ECCE, details of recent guidelines developed by the Ministry of Women and Child Development, Govt. of India on different aspects of ECCE was discussed. Details of the training strategy developed and its achievement in providing training to State Level Master Trainers (SLMTs), District Level Master Trainers (DLMTs) and AWWs were also discussed. All the delegates were also briefed about the terms of references for presentation on various aspects of ECCE implementation in the States/UTs.

**2.4.3** The State/UT wise status of training of DLMTs and AWWs on implementation of ECCE curriculum, availability of essential ECCE materials at AWCs, supply of ECCE kit, availability of staff, guidelines developed on implementation of ECCE, development of indicators for monitoring implementation of ECCE curriculum, constitution and meeting of ECCE council and action taken on recommendations of last Review Meet in respect of participating States/UTs is placed at **Annexure-III**.

**2.4.4** As per the terms and reference intimated to the States/UTs for sharing the ECCE implementation, Nodal Officers of States/UT made their presentations on different aspects of ECCE implementation. The details of these presentations made by the State/UT officials are at **Annexure-IV**.

### **3. Problems/challenges experienced in implementation of ECCE**

The major problems and challenges experienced by the States/UTs in implementation of ECCE presented in the Meet are as stated below.

#### **Assam**

- Meeting Non-negotiable standards (space/ ratio of children and service provider)
- Multilanguage/Dialects
- State Policy/Guidelines
- Delayed printing of ECCE Materials
- Shortage of Manpower
- Engagement of ICDS functionaries including AWWs in various other work such as NRC, Election, Aadhar etc by the Government.
- Vacancies of AWWs in most of the centre

#### **Chhattishgarh**

- More work assigned to AWWs even not related to WCD

#### **Haryana**

- It is status symbol to send children in the so called private nursery schools instead of Anganwadi Centres.

#### **Himachal Pradesh**

- Overlapping of ECCE curriculum with introduction of Pre Primary classes in Primary school with same Curriculum
- Anganwadi workers involved in multifarious activities other than her core activities within ICDS Implementation of Poshan Abhiyaan and ILA. Transaction of ECCE curriculum became least priority after Beti Bachao Beti Padhao .
- Pre- school kit+ training must have a clear cut budget allocation specified (Rs 3000+2000) for Printing and training and material to be procured.

### **Madhya Pradesh**

- Litigation in respect of service of block ECCE Coordinators
- Confusion on PSE Kit and ECCE Kit

### **Maharashtra**

- Strengthening anganwadis in the premises of central jails
- Enhancing the ECE knowledge of CDPOs
- Scaling up the responsive parenting programme
- Distribution of preschool kit

### **Meghalaya**

- Low enrolment of children in the non-formal pre-school due to mushrooming of private schools.
- Inadequate provision for POL for CDPOs and Lady Supervisors makes monitoring difficult

### **Mizoram**

- Many CDPOs are not interested in ECCE (especially the male CDPOs)
- Many Supervisors think it is a female oriented task.
- Many AWWs do not have the skills to make locally available materials (especially those above 50 years).
- The Education Department wants to have a separate curriculum for pre-schools which is developed by SCERT.
- The Government cannot govern the private pre-schools and schools who are still following the formal method of teaching.

### **Puducherry**

- Lack of Man Power at the sector level
- Non release of funds from Central Govt. to the State Govt. and State Govt. to the Training Centers as this hampers the Training plans.
- Requirement of fund form the Ministry.

- Low cost norms for training

### **Punjab**

- There is interruption in ECCE activities as well as less attendance of children for ECCE. The joint letter dated 26-11-2017 issued by Education Department as well as Department of Social Security and WCD, Government of Punjab for running Anganwadi Centre in Schools appears to be not followed in the right spirit.

### **Rajasthan**

- Need for proactive partnership with parents and community
- Need for a study to understand the current perceptions/knowledge of parents/frontline workers regarding early childhood education
- Making of Aadhaar cards for preschool children, that makes it easier to have an evidence of the number of preschool children and how many of them are accessing preschool education
- Implementation of regulatory guidelines stipulated for private preschools to ensure delivery of quality early childhood education to children.

### **West Bengal**

- Non-availability of fund for Monthly ECCE Day
- Non-availability of fund for printing Activity books, Assessment card, etc.
- Lack of space for running ECCE in urban centre

## **4. Recommendations**

Keeping in view the problems and challenges experienced by the States/UTs as well as the discussions held in the Consultative Meet, the following recommendations are made in order to strengthen implementation of ECCE in States/UTs.

- I. It was decided in all earlier Review Meets for uploading of all essential ECCE materials including guidelines for monitoring and implementation of ECCE in State/UT website. However, these materials have not been



uploaded in respect of many states/UTs. Therefore, it is recommended that ECCE materials developed by the States/UTs need to be uploaded in their websites including guidelines developed for monitoring implementation for wider dissemination.

- II. States/UTs need to adopt the monitoring indicators finalised by State Level Master Trainers for monitoring of ECCE component. A copy of this monitoring indicators is enclosed at **Annexure V** for ready reference and use.
- III. All Nodal Officers opined that mention of PSE kit/ ECCE in the approval of APIP has created confusion. The provision of Rs.5,000/- is for ECCE kit, activity book and training. Therefore, it has been recommended that the budget head PSE kit may be considered to be renamed as "ECCE Expenses"
- IV. Providing electricity and gas connection at AWC has been considered by many states. Keeping in view, its need, it has been recommended that states/UTs may consider providing electricity and gas connection free of cost at every AWC.
- v. Keeping in view the importance of ECCE, the delegates of the Meet expressed that organization of ECCE Day may be continued in all AWCs.
- VI. Keeping in view, the importance of ECCE in the later development of the child, the delegates expressed that while organizing any training programmes by the States/UTs, a session on ECCE should be incorporated.
- VII. The role of AWWs is very crucial in providing four hours of ECCE activities per day at AWC. However, extraneous workload not related with Anganwadi Services Scheme should be reduced. A guideline may be issued from MWCD, Government of India on the matter so that AWW

may devote adequate time for organization of ECCE activities.

- VIII. More Involvement of SHGs/ Mother's Group for preparation of Hot Cooked Meals may be considered so that services of AWH are used for organization of ECCE activities
- IX. Role of State/UT ECCE Council is very important in implementation of National ECCE Policy as well as Annual ECCE Curriculum. As discussed in the Meet, the meeting of state/UT ECCE council is not regular and effective. Therefore, it has been recommended that a letter needs to be issued to all States/UTs for effective functioning of ECCE Council and its role in implementation of National ECCE Policy as well as Annual ECCE Curriculum.
- x. States/UTs may use the resources developed by various States/UTs for implementation of ECCE component. For example the technical specifications of West Bengal were shared among States/UTs for procurement of ECCE Kit.
- XI. The States of Assam and West Bengal are in the process of developing "Parenting Guidebook" with technical support from UNICEF. It was suggested that such efforts should be developed keeping in view the materials already developed by UNESCO and NIPCCD as well as keeping in view the need of other States/UTs in order to avoid duplication of efforts.
- XII. Keeping in view interruption in ECCE activities as well as less attendance of children for ECCE in Punjab as well as initiative taken by State Education Department for enrolment of children below six years in pre primary section, the house recommended that this may be assessed in Punjab. An action research study need to be conducted for assessing the Anganwadi

- services provided in the States of Punjab keeping in view relocation of AWC in primary schools.
- XIII. Government of Tamil Nadu has introduced the LKG/UKG classes in Anganwadi Centres located in Government schools on pilot basis. All the delegates expressed that this may be studied in terms of its usefulness and its impact on learning outcomes among children.
- XIV. All the delegates expressed that representative of MWCD should be requested to participate in such National Meet for facilitating the process of effective implementation of ECCE curriculum in the country.
- XV. Delegates opined that proceedings of National ECCE Council need to be communicated to States/UTs.

## **5. CONCLUSION**

The Valedictory Session of the Review Meet was held under the chairpersonship of Shri M A Imam, Director, NIPCCD in the afternoon of 6 March 2019 in presence of Dr. P Krishnamoorthy, Additional Director. The Joint Director (Training) welcomed the Additional Director and Director, NIPCCD to the Concluding Session. The Chairperson explaining the importance of ECCE stressed on Early Childhood Stimulation for under-three children. He emphasized that home visit should be carried out on a regular basis for orienting parents/care givers for conducting home stimulation activities for young children. He also explained the need for optimum care for pregnant women and lactating mothers through home visit for effective implementation of ECCE. JD (Training) briefed the Chairperson about the proceeding of the Meet in 2 days and presented the suggestions of delegates of the Meet for effective implementation of ECCE. Further, discussions were held on suggestions made by the delegates. The Chairperson was very eager and happy on some of the suggestions/recommendations of the Meet. He substantiated many suggestions of the delegates and asked for clarification on some of them. Finally, 15 suggestions were validated to be accepted as recommendations for effective implementation of ECCE in the country. Based

on the interaction held with the delegates, it was decided that the recommendations of the Consultative Meet would be sent to Ministry of Women & Child Development, Government of India for consideration for facilitating necessary action for effective Implementation of ECCE in the country. As requested by the Nodal Officers, copy of the report of this Consultative Meet would be sent to all the States/UTs. It was also decided that such Review Meet on Implementation of ECCE curriculum should be held annually.

Then, Dr.P. Krishnamoorthy, Additional Director, NIPCCD expressed that due to pre-occupation of MWCD officials, it was not possible for them to come for the Meet and interact with the delegates. He congratulated the delegates for their valuable contribution in making the Meet very successful. The Meet came to an end with a vote of thanks to the Chair and all states and UTs participated in the two days Meet.