F.No.1-1/2013-ECCE
Government of India
Ministry of Women and Child Development

Shastri Bhawan, New Delhi & 1 to April, 2014

To

All Principal Secretaries/ Secretaries of States/UTs I/C of ICDS

[Sub: Indicative Roll Out Plan of Annual Contextualized ECCE Curriculum]

Sir/Madam

This is in reference to our earlier communication dated 23rd Jan 2014 vide D.O No. 6-3/2009-ECE, regarding completion of Annual Contextualized Curriculum by 31st March 2014. It has been noticed in the APIP (2014-15) that several States/UTs have completed the development of their Contextualized Curriculum, while some are yet to complete it.

To give impetus to the promotion of developmentally appropriate practices of ECCE the MWCD has already prepared and provided the National ECCE Curriculum Framework, the Quality Standards Framework, Child Assessment Cards and guidelines for PSE kits. It was sent to the States/UTs for preparation of action plans and implementation of the same. With the preparation of Annual Contextualized Curriculum for 3-6 year olds, the objective of providing 4 hours of ECCE with holistic development of children will be actualized at the AWCs.

In this context the major task ahead is to train and enable AWWs to understand the concept of ECCE, what is in the interest of children and what is it that they can do to provide comprehensive care and early learning opportunities to the children.

While the States/UTs may have already begun the process of planning, an indicative roll out plan is attached for reference and further action.

It is urged that States/UTs should 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.

Yours faithfully

(Shreeranjan

(Joint Secretary, MWCD) Tel No-011 23387683

Copy to:

1. Director dealing with ICDS Scheme in all States/UTs

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	1. PSE Kits provided at the AWCs. 2. Resources related to Annual Curriculum provided at the AWCs.				workbooks and assessment cards	2. Printed children's	1. Printed Annual Curriculum	Key Outputs		٥
	Developme nt of PSE kit according to the guidelines provided and resource materials for Curriculum transaction				resources to the AWCs	Curriculum and related	ng _	Inputs		C
	Developme Contextual nt of PSE kit broad basing according to the PSE kit the according to guidelines provided and resource materials for Curriculum transaction Contextual Contextual Curriculum contextual Curriculum contextual Curriculum contextual Curriculum contextual Curriculum contextual Curriculum contextual conte	3. Printing of Assessment Cards for children	2. Printing of children's Activity Books.		the same	and circulation of	1. Printing of Annual	Intervention s/ Activity/ Processes	Indicative F	C
	All the materials circulated timely to all AWCs					timely to all AWCs	All the materials	Outcomes/ Indicators	oll Out Plan	-
	State/UT Governments						State/UT Governments	Responsibility	Indicative Roll Out Plan for Annual Contextualized Curricu	
	States may take the help of developme nt partners/re source agencies /experts for the purpose			מופי לימו	agencies /experts for	nt partners/re		C. C	extualized Cu	
	31.05.2014	31.05.2014	31.05.2014				0.00.20	Timelines	ırriculum	
	Local Artisans, self help groups may be involved in it.					Refer to letter dated 16th April 2014 for available avenues of funds.	may be done for roll out on time for select projects	Remarks / Suggestions		

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Guidelines for Implementation of Annual Contextualized Curriculum	Key Outputs		В
Preparation guideline guidelines referring to the policy. Implementa framework Annual Curriculum the monitoring indicators and the R to the Sta and the partner agencies.	Inputs		C
Prepare a guideline referring to the policy, curr framework, standards, the monitoring indicators and the RFD to the States and the partner agencies.	Intervention SI Activity Indicators	Indicative F	D
	Outcomes/ Indicators	Roll Out Plan	E
MWCD + NIPCCD	Responsibility	Indicative Roll Out Plan for Annual Contextualized Curricul	F
	Support Organizati ons/Agenc ies	extualized C	G
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	Remarks / Suggestions		

	Д	2						STATE OF THE PERSON OF THE PER																
A B		SI No. Key Outputs	1. Faculty for	training Master	identified	2. Training	Modules and	resources	developed and	printod	pillied	3. Support	3. Support partners	3. Support partners identified and	3. Support partners identified and 4 TOR decided									
C		Inputs	Developme	nt of Training	Modules for		Trainers on	ECCE.			Training of	Training of Master	Training of Master Trainers on	Training of Master Trainers on ECCE	Training of Master Trainers on ECCE	Training of Master Trainers on ECCE Develop a	Training of Master Trainers on ECCE Develop a training	Training of Master Trainers on ECCE Develop a training framework-		Constitution of the second state of the second second				
D	Indicative F	Intervention s/ Activity/ Processes	1.	Professional Standards (Roles and	Responsibiliti	es) for	Master	Trainers		THE RESIDENCE OF THE PARTY OF T		2. Training	2. Training Modules to	2. Training Modules to be	2. Training Modules to be developed.	2. Training Modules to be developed.		2. Training Modules to be developed. 3. Master f Trainers to	2. Training Modules to be developed. 3. Master f Trainers to be trained on	2. Training Modules to be developed. 3. Master f Trainers to be trained on	2. Training Modules to be developed. 3. Master f Trainers to be trained on ECCE	2. Training Modules to be developed. 3. Master f Trainers to be trained on ECCE	2. Training Modules to be developed. 3. Master f Trainers to be trained on ECCE
Е	coll Out Plan	Outcomes/ Indicators	ge		trained					The Control of the Control	THE REAL PROPERTY.													
F	Indicative Roll Out Plan for Annual Contextualized Curriculum	Responsibility	1. NIPCCD +	MWCD provide the professional	standards for	Master Trainers		2. State/UT	Governments		+NITCCU	Regional Centres	+ CDPOs	+ CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs	+NIPCCD Regional Centres + CDPOs
6	extualized Co	Support Organizati ons/Agenc	Technical	support	Developme	nt Partners,	NGOs,	other	resource	Organizatio	organizatio	_												
Ŧ	urriculum	Timelines	31st July	2014	Technology (
		Remarks / Suggestions	Master Trainer module developed the central level and provided to the	at the central level and provided to the States for adaptation and	implementation for consistency.	2. States may consult Regional	Resource Group for Annual	Curriculum for support.	3. States may form a Core Group of	ECCE experts and partner		organizations for continuous support	organizations for continuous support on ECCE related matters.	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5 Block ECE Resource person and	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5 Block ECE Resource person and ECCE Coordinator in charge with	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5 Block ECE Resource person and ECCE Coordinator in charge with CDPO support	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5 Block ECE Resource person and ECCE Coordinator in charge with CDPO support	organizations for continuous support on ECCE related matters. 4. Supervisors, MLTC and AWTC Instructors may be used as Master Trainers 5. States may consider instituting Block ECE Resource Centre with a team comprising of Supervisor, 4-5 Block ECE Resource person and ECCE Coordinator in charge with CDPO support

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resources developed and printed 2. All AWWs trained on the ECCE component by the Master trainers 3. Resource group and plan for Supportive Supervision laid out	1. Training	Key Outputs		В
Training modules on ECCE for AWWs by Master Training plan of Actions with timelines for assessment and evaluation of training Collate relevant resources available at www.poshannic.in on ECE	Developme	Inputs		0
Standards (Roles and Responsibiliti es) for AWWs 2. Training Modules to be developed 3.AWWs trained on ECCE Concept and Practices 4. Assessment guidelines for training impact		Intervention s/ Activity/ Processes	Indicative F	υ
 trained	je	Outcomes/ Indicators	Roll Out Plan	Г
the professional standards for the different level of functionaries 2. State/UT Governments	1. NIPCCD +	Responsibility	Indicative Roll Out Plan for Annual Contextualized Curricu	7
from Developme nt Partners, NGOs, other resource organizatio ns and institutes may be seeked at each level.	Technical	Support Organizati ons/Agenc ies	extualized C	۵
	30.09.2014	Timelines	urriculum	
AWCs: Supportive Supervision plan aiming to coach AWWs by Supervisors on ground. May consider having a coaching and feedback mechanism Monthly in-service training/inputs/feedback sessions at block level to focus on implementation of ECCE Curriculum.	Periodic Evaluation of the impact of	Remarks / Suggestions		

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Assessment and Evaluation of the Curriculum implementation	Key Outputs		В
Technical Support for Monitoring, Assessment and Evaluation Plan of the Curriculum Roll Out Implementa tion and attainment of learning outcomes of 3-6 year olds	Inputs		С
1. A detailed monitoring plan to be worked out which shall comprise of context specific indicators, method of monitoring, activities, timelines and system of reporting. 2. Letter from the MWCD to all State/UTs governments related to the monitoring purpose, processes and reporting of indicators.	Intervention s/ Activity/ Processes	Indicative I	D
Percentage of children having child assessmen t cards Percentage of 5-6 year olds school ready Other related ECCE indicators	Outcomes/ Indicators	Roll Out Plan	Ε
MWCD +	Responsibility	Indicative Roll Out Plan for Annual Contextualized Curriculum	F
Partner Organizatio ns & State Governmen ts	Support Organizati ons/Agenc ies	extualized C	G
31.07.2014	Timelines	urriculum	т
NIPCCD would take the responsibility to carry out the monitoring in all States/UTs. 1. NIPCCD forms an independent monitoring group with ECCE experts to coordinate and supervise the implementation of the curriculum. NIPCCD formulates a plan of action for the purpose. May Engage partner organizations and individual resource persons (for e.g. CECED, CECDR, Mobile Crèches, CARE, Save The Children, Aga Khan Foundation, Pratham) 1. Letter to be issued by MoWCD to all State Govts. Mentioning the following: a. Group responsible for monitoring b. The indicators of monitoring c. NIPCCD and Regional Centres of NIPCCD may made responsible to oversee the whole process of monitoring, through constant interaction with partner organizations. b. NIPCCD mad all its Regional Centres to compile the regional level monitoring reports. c. NIPCCD Delhi to come with national level monitoring reports. c. NIPCCD belhi to come with national level monitoring reports. d. NIPCCD belhi to come with states to take stock of the progress made by state governments in rolling out of curriculum.	Remarks / Suggestions		

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States/UTs may	Note: States/Uts etc), ECCE Instit etc) and locally a	Key Outputs		В
seek suppor	may take su utions (CEC wailable org	Inputs		С
t from ECCE C	pport from De ED, CECDR, e anizations and	Intervention s/ Activity/ Processes	Indicative F	D
Cell of MWCI	velopment F tc), NGO's (d institutions	Outcomes/ Indicators	रoll Out Plan	E
) for technical gu	Note: States/Uts may take support from Development Partners (UNICEF, CARE, Save the Cetc), ECCE Institutions (CECED, CECDR, etc), NGO's (Pratham, Akshara Foundation, Centetc) and locally available organizations and institutions working in the area of ECCE.	Responsibility Cons/Agencies	Indicative Roll Out Plan for Annual Contextualized Curriculum	F
idance and i	, CARE, Sav a Foundation rea of ECCE	Support Organizati ons/Agenc ies	extualized C	G
nformation as	e the Childrer n, Centre for I	Timelines	urriculum	н
States/UTs may seek support from ECCE Cell of MWCD for technical guidance and information as and when required	Note: States/Uts may take support from Development Partners (UNICEF, CARE, Save the Children, Bernard Van Leer Foundation, etc), ECCE Institutions (CECED, CECDR, etc), NGO's (Pratham, Akshara Foundation, Centre for learning Resources, Mobile Crèches etc) and locally available organizations and institutions working in the area of ECCE.	Remarks / Suggestions		