



# **EARLY CHILDHOOD CARE & EDUCATION (ECCE) POLICY**

## **GOVERNMENT OF ASSAM**



**Draft Policy 2019**

**Prepared By- Education Elementary Department  
Govt. of Assam Dispur, Guwahati-6**

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**KEY TERMS**

<b>Terms</b>	<b>Definition</b>
ECCE Centre	This includes state Government run by Lower Primary schools (LP & M.V.) Balwadi Centre / Creche Centre / NGO Run Pre-school Centre shall be ECCE Centre
Online Registration Module	This feature of the online ECCE portal will facilitate online registration of all the ECCE centers in the state.
Online Accreditation Module	This feature of the online ECCE portal will facilitate end to end management of online Accreditation of all the ECCE centres in the state.
Online Child Training Module	This feature of the online ECCE portal will facilitate an online MIS of all the children attending the ECCE centres in the state.
Online e-learning Module	These all the pre-primary / pre-school learning Modules available in digital format on ECCE portal for the children attending ECCE centres.
Online Test	This is the mandatory online test that all the teachers and support staff working in the ECCE centres should pass. After passing this test, an ECCE certificate will be issued to them. This test can be accessed from online ECCE portal.
Online Training Module for Teachers & Support Staff	This features of the online ECCE portal will provide a series of online training sessions that will be helpful in preparing for taking the online test.
Online Certification Module for Teachers & Support Staff	This features of the online ECCE portal will facilitate the end to end online. Test followed by the ECCE certificate. This certificate is mandatory to be able to become a pre-primary teachers / support staff in the state.
Online Monitoring & Evaluation	This module available on ECCE portal will provide online dashboard and analytical reports for continuous monitoring and evaluation of ECCE landscape in the state.

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<p>Pre-School brought under ambit of Early Childhood Care &amp; Education (ECCE) Policy</p>	<p>Pre-School Education / Pre-Primary for children till eight years of age are being regulates coming Educational Session 2020 by the State Government of Assam under Early Childhood Care &amp; Education (ECCE) policy. The policy was formulated by the State Education Elementary Department. A government notification was issued on ..... Vide No. .... September, 2019 about implementing this policy with immediate effect. All Lower Primary (LP) schools and day care centres, including angonwadis, privately operated and those run by the Non-Governmental organisations in the State will have to follow this policy. The government will also lay down the role of local bodies in the registration of ECCE centres, their regulation, inspection, accreditation and action to be taken in case of complaints or violations. The Assam State ECCE policy 2019 is drafted on the lines of the National ECCE Policy 2013. Secretary of the State Education Elementary Department Smt. .... said the policy provided inclusive, equitable, universal, joyful and contextualized opportunities for maximum survival and optimal growth and development. There was need to bring in an early childhood care education accross the state for appropriate reforms, measures and corective actions. A state ECCE council has been established which will be the apex body to guide and oversee the implementation of the policy. The centre should have some mandatory provisions, inlcuding daily hours of operations, as decided by the local body, non, discrimination in admission based on religion, caste, sex and disability, developmentally appropriate toys &amp; learing materials, building should be safe is clean. The policy will ensure that the right people do the right job for the kids.</p> <p>All ECCE centres will be deemed accredited for the initial one year, after which all the centres will be accredited by the local bodies on the online portal for two years. A fresh online application for renewal may be made before the expiray.</p>
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### **1. BACKGROUND**

Early childhood refers to the formative stage for first eight of years of life, with well. Make sub-stages (conception to birth, birth to three years and 3 years to 8 years) having age specific needs. Following the life cycle approach. It is the period of most rapid growth & development and is critical for survival. Growing scientific evidence confirm that there are critical stages in the development of the brain during this period which influence the pathways of physical and mental health and behavior throughout the life cycle. Deficits during this stage of life have substantive & cumulative adverse impacts on human development.

Early Childhood Care & Education (ECCE) encompasses the inspirable elements of care, health, nutrition, play & early learning within a protective and enabling environment. It is an indispensable foundation for lifelong development and learning and has lasting impact on early childhood development. It is imperative to accord priority attention to ECCE and invest in it since. It is the most cost effective way to break the intergenerational cycle of multiple disadvantages and remove inequity, leading to long term social and economical benefits.

This early childhood stage is also important as a foundation for inculcation of social and personal habits and values, which are known to last a lifetime. It follows logically that these years are crucial and important for inventing into ensure and enabling environment for every child and thereby a sound foundation for life. This is not only the right of every child, but will also impact in the long term, on the quality of human capital available to a country like India whose main asset in the years to come will be its youth power.

The Assam Government ECCE policy 2019 is drafted in the line with the National ECCE Policy 2013 adopted by Ministry of Women and Child Development, Government of India and it emphasizes the fact that the Government of Assam is committed for providing vibrant, child friendly early childhood development centres to ensure that early child from the pre-natal period to 3-8 years of age in Assam is provided with inclusive, equitable, universal, joyful and contextualized opportunities for maximum survival and optimal growth and development.

### **2. NEED FOR THE POLICY**

**Constitutional Provisions:** There are several provisions in the Constitution of India either as a Fundamental Right or as a Directive Principles of State Policy that have been used to promote ECCE services in the country. As a Fundamental Right, Article 15(3) of the Constitution of India empowers the state to practice positive discrimination favouring economically and educationally weaker groups.

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An act to provide for establishment and regulation of Early Childhood Care & Education (ECCE) in the state for the children below 8 years of age and for matters connected therewith or incidental thereto.

WHEREAS, the 86th Indian Constitutional Amendment Act of 2002, Article 45 of the Directive Principles of State Policy States that “the State shall endeavour to provide early childhood care & education for all children until they complete the age of 8 years.”

AND WHEREAS, Section 11 of the Right to Education Act, 2010 provides that “with a view to prepare children above the age of three years for Elementary Education and to provide early childhood care and education for all children until they complete the age of eight years, the appropriate government may make necessary arrangement for providing free pre-school education for such children”.

The five year plans have also acknowledged the importance of Early Childhood Care & Education (ECCE) as the stage that lays the Foundation for Life Long Development and the realisation of a Child’s full potential. The 12th Five Year plan emphasizes the need to address areas of systemic reform in ECCE across all channels of services in the public, private and voluntary sectors, going beyond ICDS (AWC).

India is also signatory to both convention on the Right of the Child (CRC) 1989 and Education for All (EFA) 1990 which has postulated ECCE as the very First goal to be achieved for education for all. The Dakar Framework for Action (2000) and Moscow Framework for Action (2010) have reaffirmed the commitment to ECCE.

The National Education Policy 2019 allows integration of ECCE (pre-primary) school with the Formal System through multiple approaches-stand alone pre-school, co-location of pre-schools with primary schools and location of anganwadis with primary schools. The being with Early Childhood Care & Education in India encapsulates the period from conception through 3-8 years of age. The first eight years of child’s life are critical. Since the rate of development in 3-8 years is more rapid than at any other age, significance of early years is beyond debate in today’s world. Research in Neuro-science confirms the importance of the early years in a child’s life particularly since 85% of brain development has already taken place by the time a child is eight years of age. There are certain sensitive periods for development of cognitive, linguistic, social and psychomotor competences and for sure, exposure received in early years thus defines the success of human life to a great extent. It is an indispensable foundation for life long development and learning and has lasting impact on human life.

The Assam Legislative Assembly signs LOU with UNECEF, will work together on issues related to children, Assam also raised the importance of supporting the

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implementation of Early Childhood Care & Education Policy in Assam with increased and an active role of the ECCE council on 28th July 2019 addressing the need for protecting the rights of children starting with their right to survival for fulfilling the state's development agenda.

### **PROGRAMME CONTEXT**

#### **Programme Objective**

ECCE Services are delivered through public private and non-governmental service providers in the State. The services through public channel are delivered through a Network of 62153 (Sixty two thousand one hundred fifty three) centres that caters to coverage 19.96 lakh children 0-6 years out of which 46.50 lakh children as per census 2011 in the state of Assam. Report collect by the online ICDS Portal.

Crèche services are provided both through public schemes and statutory provisions. The Rajib Gandhi National Crèche Scheme for working mother offers care and education services for children below 6 years of age and figures for online collect indicate that more than 275 nos centres creches are operational across in Assam.

Various other national & state level programme that support quality access to basic services for all, such as Rajmata Jijau Mother-Child Health and Nutrition Mission, National Rural Health Mission, Total Sanitation and Drinking Water Campaign, targeted schemes such as Janini Shishu Suraksha Karyakram, Pradhan Mantri Matritva Vandana Yojana, Integrated Child Protection Scheme (ICPS) and so on are expected to contribute towards an enabling environment for care for young children.

**The unregulated Private Channel**, in both organised and unorganised forms is perhaps the second largest services provider of ECCE and its outreach is steadily spreading even into the rural areas across the state although with varied of quality. This channel suffers from issues of inequitable access and uneven quality.

**Inadequate Understanding** : The quality and coverage of pre-primary to be part of formal education. Recently adopted new education policy 2019 allows integration of Early Childhood Multiple approaches, stand alone pre-school, co-location of pre-schools with primary schools and location of Angonwadis with primary schools. This is largely an outcome of inadequate understanding of the concept of ECCE and its basic premises, its philosophy and importance among all stakeholders. This concepted with inadequate institutional capacity in the existing system and an absence of standards regulatory norms and mechanisms to ensure quality has aggravated the problems.

**Non-availability of Reliable Data** : Despite the existence of multiple service providers. There is a need to create a single platforms for gathering analysing the data about the actual number of children attending ECCE provisions and their breakup as

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per delivery of services / type of services.

In the above context, there is a need of bring in an Early Childhood Care & Education (ECCE) Policy across the state for appropriate reforms, measures and corrective actions.

### **4. THE POLICY**

#### **A. Vision**

The vision of the policy is to achieve holistic development and active learning capacity of all children below 8 (eight) years of age by promoting free, universal, inclusive, equitable, joyful and contextualised opportunities for laying foundation for a sound education.

It envisages to improve pathways for successful and smooth transition from care and education provided at home to centre based ECCE and there after to school are provision by facilitating and enabling environment through appropriate system processes and provisions across the state.

#### **B. SCOPE OF THE POLICY & OBJECTIVES**

In furtherance of the vision of the policy, the state government will work on the following set of objectives forming the complete scope of the policy :

1. Facilitate comprehensive public & private infrastructure, development milestones for children, quality assessment framework and services aimed at holistic well being of children and responsive to their development needs alongs the continuum of care from conception to age eight years.
2. Strengthen ECCE and ensure adaptive strategies for inclusive of all children with specific attention to vulnerable children.
3. Engage capable human resource and build their capacity to enhance and develop quality services for children along the continuum (birth to 8 years) and their families.
4. Set out the quality, standards, processess, approaches/ methodologies and learning outcomes framework for ECCE provisions and ensure their application and practice through advocacy and enforcement through appropriate institutional arrangements.
5. Raise awareness and create common understanding about the significance of ECCE and promote strong partnerships with communities and families in order to improve the quality of life of young children through institutional and programmatic means and appropriate use of information technology as requires.



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6. Recognize diversity of contexts develop and promote culturally appropriate strategies and materials and work within framework of decentralised governance using participatory and locally responsive approaches.

### **C. Key Considerations**

The policy focuses on following key consideration for achieving the objectives of the policy.

1. Ensuring and facilitating online registration and accreditation of all ECCE centres including in the private & non-governmental sector in order to develop a comprehensive online database of all the ECCE service providers in the state.
2. Government run Angonwadi centres will be governed and monitored as per the rules & guidelines prescribed by the Ministry of Women & Child Development and Government policies. These centres will be given sufficient time to conform to the set of standards stipulated in this policy.
3. Access in programmes & interventions across service providers.
4. Improving minimum specifications, quality standard, regulations, expected learning outcomes, play e-learning materials and programme assessment.
5. Strengthening capacity (Institutions, personal, families and communities) through training and certification of teachers and support staff.
6. Online MIS of all the children attending ECCE centres using a centralised online portal that can be seamlessly integrated with other important data platforms of the Government. Such as SARAL portal of School Education and Sports Department, line listing portal of MoWCD and MoHRD Department and so on. Once a child is enrolled in the centre, than the management of the centre will upload the Aadhar details of the child or ECCE portal this which will be helpful for ensuring continuity in tracking the child at different levels i.e. from pre-school education to school education and so on.
7. Convergence and coordination among policies and programmes.
8. Institutional and implementation arrangements (State ECCE Council, ECCE committee, plans of action).
9. Partnerships & CSR collaborations.
10. Increased investments towards ECCE & periodic support.
11. Research and documentation.
12. Advocacy and awareness generation.

## **Strategy-01**

### **Promoting Access Through Public & Private Sector**

The Government shall take the following measures to ensure access to ECCE services.

- 1 Access to ECCE will be mainly through ICDS and in convergence with other relevant sector / programmes in public channel as well as through other services providers viz. the private and non-governmental sector. Special plans will be developed to reach the most marginalized and vulnerable groups and hitherto unreached.
- 1 The government shall provide universal access to services for each sub-stage defined in section-3 that will include health, nutrition, age appropriate care, stimulation and early learning in a protective and enabling environment. Such ECCE centre would be functional as per population norms as prescribed and preferably within 500 meters.
- 1 The government shall ensure that all aspects of diversity like language, culture, geography etc. are respected children have access to learning in local language to as certain better physical and mental growth of children.
- 1 No child or parent would be subjected to admission test, written or oral or interviewed for granting admission to any ECCE centre.
- 1 Government run Anganwadi centres would be repositioned as a ‘Vibrant Child Friendly ECCE Centre’ with adequate infrastructure financial and human resource for ensuring a continuum of ECCE and attaining child development outcome.
- 1 AWC and /or creches to provide care, planned early stimulation component, health nutrition and interactive environment for children in the 6 months to 6 years age group will be promoted to pre-school education.
- 1 Measures will be undertaken for early detection and interventions with referrals where necessary for children at risk of developmental delays and disabilities. Appropriate linkages with concerned programmes / sectors of departments such as health would be establish to facilitate participation of children with special needs in the ECCE programme.
- 1 Family/ community based ECCE services delivery model would be promoted.

An urban strategy will be developed / adopted to address the specific unmet needs of children in urban slums including children living on roadside, on railway platforms children of migrants, children or construction sites, beggars, children

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in nandibail vastis, paradhis, vadars, dhangars, any other category and to expand access to all urban settlements/ slums etc. To facilitate this, state town planning rules will be amended / formulated if necessary to provide space for neighbourhood ECCE centres.

Linkage with primary school system will be streamlined to address the issue of continuum and smooth transition from ECCE to primary schooling through school readiness programme. For this purpose, the state government will develop an online MIS of all the children attending the ECCE centres across the state with their. Aadhar Number for continuous and easy tracking. This MIS can be easily integrated with other portals.

### **Strategy-2**

#### **Role of Urban and Rural Bodies**

The Government will lay down the role of Urban and Rural Local Bodies such as Zilla Parishads, Gram Panchayets, Municipal Corporation and Councils in the registration of ECCE centres, their regulation, inspections, accreditation and action to be taken in case of complaints or violations. The role of District Elementary Education Officers of concern District will also be decided in this regard.

The role of local bodies will be in consonance with the local and contextual needs of pre-schooling in their area, depending on local geography and socio-economic environment. Urban and Rural Local Bodies will be suitably advised by the State ECCE Council on various matters pertaining to ECCE.

The district level ECCE implementation can shall have the responsibility to.

Monitoring the status of ECCE implementation in area of their jurisdiction. This includes.

1. Ascertaining whether the ECCE centres are delivering the student learning modules as recommended by the State Government.
  2. Accreditation of the ECCE centres.
  3. Training and certification of the Teachers in the ECCE centres.
  4. Achievement of Development Milestones / Learning outcomes of children attending the ECCE centres and so on.
- | Address any complaints / grievances received against any of the ECCE centres or its staff or management from time to time.
  - | Punitive actions against carring ECCE centres.
  - | Carry out seporadic checks / inspections or third party audits of the centres from time to time.

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- 1 In extraordinary circumstances, the committee shall have right to De-Register / De-Recognize the ECCE centres / Management of ECCE centres. After due diligence has been carried out.
- 1 Carring out detailed analysis of various aspects of Early Childhood Care and Education as their area of jurisdiction by utilising professional services of professional experts hired for this purpose.

### **Strategy-3**

#### **Online ECCE Portal for all the Pre-School / ECCE Providers**

The State Government will develop a Centralised Online ECCE Portal that will have different online modules cater to the following critical aspects of ECCE Service Delivery :

1. **Online Registration Module** for registration of all the ECCE Centres.
2. **Online Accreditation Module** for online Accreditation of all the ECCE Centres.
3. **Online Child Tracking Module** for online MIS of all the children attending the ECCE centres in the State using their Aadhaar Number.
4. **Online e-learning Module** for the children covering all the aspects of e-learning that may be accessed by the ECCE centres for imparting the pre-school education to children.
5. **Online Training Module for Teachers & Support Staff** that provides a series of online training sessions as part of their capacity building exercise.
6. **Online Testing & Certification Module for Teachers and Support Staff** that can be used for obtaining the online certificates to be able to become a teacher / support staff in the ECCE centres in the State.
7. **Online Monitoring & Evaluation** by way of generating online Dashboard and Analytical Reports for continuous monitoring and evaluation of ECCE landscape in the State.

**Online Registration Module** : All the existing ECCE Centres, must register themselves on the Centralised Online ECCE Portal within one year from Go Live of this portal. For the upcoming centres, the registration must be completed within 1 year from start of their operations.

This portal will be developed by the Government and shall capture important information pertaining to different aspects of the centres such as infrastructure. Human Resources, Self-Assessment, Certificates, and experience of running pre-school education

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centres. Detailed free structures and so on.

Each physical centre must be registered as a separate legal entity and for every such centre, the online portal shall generate a unique Registration Number.

The registration shall be valid for a period of 1 year and must be renewed within 3 months from expiry of registration.

The Urban / Rural local bodies will have the right to oversee the Registration of ECCE Centres in their area of their jurisdiction and change suitable Registration Fee depending upon the local conditions. The charges collected through Registration Fees can be used for the purpose of development /changes or maintenance of the online ECCE portal.

If any ECCE Centre is found to be (a) Running without registration even after giving time of 1 year or (b) Running without renewal of registration even after giving time of 3 months, the ECCE Centres shall have to pay late Registration Fees as decided by the Rural / Urban Local Bodies (ECCE Committee).

### **Strategy-4**

#### **Ensuring Quality of ECCE**

The government shall promote developmentally appropriate practices of ECCE through multi-pronged approach of laying down norms and quality standards; Develop Learning Outcomes in line with the National ECCE Curriculum Framework and best practices (International and National) in ECCE sector and Developing designs of appropriate play material.

The state will create a framework that identifies key principles, indicators and exemplary good practices required for assuring quality in Early Childhood Care and Education (ECCE) services. The framework aims to raise quality and drive continuous improvement in the care and education services in the ECCE sector by proposing three distinct but interlinked sections:

- I Quality Standards Framework
- I Key Standards of Quality with Elements
- L Indicative Assessment Tools for grading and accreditation as a reference.

#### **A. Quality Standards Framework**

**Non Negotiable Indicators** : The quality of ECCE will include the following non-negotiable indicators which must be made available to all children (Three to eight years) attending any kind of ECCE provision :

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- | Daily hours of operations of an ECCE centre may be decided by the local bodies depending on the local needs.
- | Non discrimination in admissions based on religion, caste, sex and disability.
- | Staff that is adequately trained / certified for handling ECCE centres. The government will provide sufficient time to be ECCE centres for this purpose. All the ECCE teachers must obtain the certificate in this timeframe using the training & certification module of the online ECCE portal.
- | Age & developmentally appropriate, child centric approach in the mother Tongue / Local Vernacular/ Hindi and English.
- | Adequate developmentally appropriate toys and learning materials (No hazardous material in toys & learning material).
- | The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area in rural areas.
- | There shall be no corporal punishment, physical or mental abuse of children falling which, the centre will be liable to be de-registered or de-recognized.
- | Children should not be left unattended at any point of time.
- | Adequate and safe drinking water.
- | Adequate and separate child friendly toilets and hand wash facilities for girls and boys.
- | Parents must be immediately contacted or informed in case of any mishaps or accidents.
- | Availability of First Aid Kit must be ensured at the centre. Contact numbers of emergency services such as fire, police and ambulance must be kept handy.
- | Maximum ECCE staff to pupils ratio the pre-school centres should be 1.20 (ECCE staff pupil).

**Accreditation of the ECCE Centre:** Accreditation is a way to demonstrate confidence in the ECCE centre's purposes, performances and resources (infrastructure and finances). Accreditation within the purview of this document is the evaluation of the quality standards of the Human Resources, infrastructure and ECCE practices.

This helps in building transparency and disseminating information among parents regarding the quality of pre-school education and other services of all ECCE centres in their area, along with building transparency in fees charged, so as to give parents an informed choice in the selection of an appropriate ECCE centre for their child.

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The parents can make an informed choice whether to send their child to a Govt. run Anganwadi Centre or a Balwadi Centre run by the local bodies or a private / NGO run pre-school centre or a pre-school centre/ crèche run by the schools or a pre-school centres / creche run by the corporates / industries.

**Deemed Accreditation :** For initial period of 1 year, all the ECCE centres will be deemed as Accredited. After this period all the centres will be accredited by the local bodies using **Online Accreditation Module** available on the ECCE portal developed by the State Government to facilitate an end to end management or Accreditation process. This will include submission of applications, centre self evaluation, submission of reports, committee recommendations, scheduling the visits to the centres and so on.

The government through state level ECCE council will empanel highly professional & experienced agencies whose services can be utilised for carrying out the accreditation / inspection of ECCE centres in the most professional and scientific manner. The expenses towards carrying out these activities associated with accreditation will be mitigated from the funds received through registration fees received from the ECCE centres.

The urban / rural local bodies will have the right to oversee the accreditation of ECCE centres in their area of their jurisdiction. These bodies may choose any agency empanelled for this purpose to carry out accreditation / inspection, conduct visits to the centres and based on the visit to the ECCE centre, the committee shall accord accreditation to the centre and also update this information on the centralised accreditation portal.

The validity period of accreditation is two years. A fresh online application for renewal may be made before the expiry of the two year period for renewal of accreditation.

### **B. Key Standards with Quality & Elements for Accreditation**

The state will work on eight key standards of quality along with elements under each standard.

#### **Standard-I : Interaction :**

- | Teacher / Adult Child Interaction
- | Child- Child Interaction
- | Child Environmental / material interaction
- | Staff- Family Interaction

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**Standard-II : Health, Nutrition, Personal Care and Routine**

- | Health (check-up, first aid, immunization, handling illness)
- | Nutrition and Hygiene
- | Habit Formation (E.g. washing hands, toilet routine etc.)

**Standard-III : Protective Care and Safety**

- | Adult Supervision
- | Socio / Emotional Protection
- | Physical Safety

**Standard-IV : Infrastructure / Physical Environment**

- | Space, building, outdoors (size, ventilation, light, disabled friendly) depending on location (urban / rural /slum)
- | Aesthetics, cleanliness, green areas.
- | Safety and approach, e.g. access to free escape in case of upper floors.
- | Water and toilet facility.
- | Adhering to the guidelines issued by National Commission for Protection of Child Rights, Government of India and National Creche Scheme of Government of India.

**Standard-V : Organisation and Management**

- | Documentation and records.
- | Parent involvement
- | Financial management (fee, maintaining accounts / financial statements).
- | Staffing (adequacy, professional qualifications).
- | Use of information technology (in the delivery of education, training of staff, management of data, child enrolments etc.)

**Standard-VI : Children's Experiences & Learning Opportunities**

- | Adoption of prescribed Learning Approach without too much emphasis on Text-Prescribed Books or structure in order to enable playful learning using learning material available in the environment.
- | This learning approach should encourage child to make choices and participate in play and make use of multilingual approach including English.



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It should also foster child's language and literacy abilities, develop problem solving and mathematical abilities, promote each child's physical abilities and cultivate enjoyment of an participation in expressive arts.

- | The e-learning content will be developmentally appropriate for a mixed age group of 3 to 8 years and will have an appropriate learning progression. The content will also focus on developing awareness of health and nutritional needs of the child habits that lead to health and hygiene and also promote social interactions.
- | The content will encourage use of locally available resources for teaching-learning material and teaching aids.
- | The curriculum will be aligned to the Aakaar curriculum framework and NCERT guidelines.
- | The online learning module available on the state ECCE portal can be accessed by the ECCE centres by paying a subscription fee. This module will offer a secured gateway to an end to end script based online learning content for the children in ECCE centres. This content can be played using various delivery channels including mobile phones / tablets / computers / laptops and so on.
- | The professional agency developing the ECCE portal will also develop and update the content of the module frequently and make it available to the users 24x7 using a secured Content Management System.
- | The ECCE portal shall also facilitate **Online e-learning Module** that can be accessed by the teachers of the ECCE centres so that they can deliver the script-based learning content in the most effective and efficient manner.

### **Standard-VII : Assessment and Outcome Measures**

- | Children's progress will be monitored against achievement of developmental milestones for each age group.
- | The assessment tools will be include marking system and instead they will consist of on-going observations, questioning & listening to children, anecdotal records systematically compiled and organised, systematic sampling of activities of children.
- | The documentation process for assessment would include developmental programme checklists, portfolios (collection of children's work that demonstrates their progress) and a summary report (Narrative Reports by ECCE teachers).The ECCE portal will have a facility for the ECCE centres

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to upload the achievement levels of the children (consolidated for each centre).

The achievement levels of the children will be sole responsibility of the teachers and the management of the ECCE centre and shall be verified by the ECCE committee of the urban /rural local bodies from time to time. The management of the ECCE centres will also inform the developmental outcomes of the children to the parents.

Programme Assessment will include quality indicators that are a part of the accreditation process.

### **Standard-VIII: Managing to Support Quality Systems**

- | Teacher education and onsite professional development, opportunity for capacity building.

### **(C) Indicative Assessment Tools**

An assessment tool applicable across all ECCE programmes will be developed through a consultative process. Some existing tools enlisted below will be placed for discussion. The most suitable tool may be adopted / adapted.

- | Foster child's language and literacy abilities and develop problem solving and mathematical abilities.
- | Promote each child's physical abilities and nurture development and maintenance of relationships.
- | Cultivate enjoyment of and participation in expressive arts.
- | Prepare child for entering into primary school.

The mother tongue / home language / local vernacular of the child will be the primary language of interaction in ECCE programmes. However, given the young child's ability at this age to learn many language, exposure to other languages in the state Hindi and English as required in all forms will be encouraged.

### **State ECCE Council**

A State ECCE Council has been set up by Education Elementary Department Government of Assam Vide No.....dated.....

This council forms the foundation for planning and well coordinated execution of pre-primary / pre-school education practices in the most effective and efficient manner in the state.

Given the ever evolving nature of ECCE practices / methodologies and the complex

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challenges faced across the global and continuously changing landscape a technical experts committee will be formed that will assist the state ECCE council and executive committee of the council on addressing the critical challenges of faced by the ECCE sector and shall support the council & executive committee on various aspects such as planning. Monitoring and evaluation, co-ordination and so on. This technical experts committee shall also help the executive committee in effective implementation of the decisions taken by the state ECCE council. The composition of this technical experts committee will be as follows.

1.	Members of the Technical Experts Committee	Role
2.	Commissioner, Education Elementary Department Govt of Assam	Chairman
3.	Dy. Secretary/ Joint Secretary, School of Education & Sports Department	Member
4.	Joint Secretary, Women and Child Development Department	Member
5.	Three Eminent experts working in the filed of ECCE / Pre-school education as nominated by the Secretary Education Elementary Department, Govt of Assam	Member
6.	ECCE Experts from organisations of national / International repute such as UNICEF	Member
7.	Deputy Secretary, Education Elementary Department Govt. of Assam	Member Secretary

- 1 The Technical Support Committee (TEC) will assist the state ECCE Council in overseeing the implementation of the State ECCE policy and also provide its experts advice and guidance on effective implementation of ECCE programmes in the state, consistant with the National ECCE policy / legislations and latest trends and leading practices in the field of ECCE.
- 1 The TEC will prepare reports on quality of ECCE in the State and provide recommendations on improving the quality of ECCE.
- 1 The TEC will also develop systems and guidelines for Registration and Accreditation of centres, Registration of children and also create formal mechanisms for the periodic review, monitoring and maintenance of record.
- 1 It will create the entire techno functional architecture and implementation

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plan for development of online training and certification of ECCE Teachers. This includes indicative training modules. Approach and methodology of assessment test structures and so on.

### **Strategy-5 : Strengthening Capacity**

- 1 The government shall develop a plan for strengthening existing training institutes for early childhood development like Anganwadi Workers Training Centres (AWTCs), Middle Level Training Centres (MLTCs) by collaborating with the regional centre of National Institute for Public Cooperation and Child Development at Indore. Special efforts shall be taken to leverage ICT to build such capacity to supplement the training.
- 1 Similarly other institutes like the State Council for Educational Research and Training (SCERTs), District Institute of Education and Training (DIETs), State Institute for Rural Development (SIRDs) and Extension Training Centres, IGNOU, NIOS, Non-Governmental technical support organisations, relevant university departments etc. would be associated to enhance the available trained manpower.
- 1 **Online Training and Certification Modules for ECCE Teachers & Support Staff.** Capacity building of ECCE staff is of paramount importance and with this view, the state government will design, develop, host and maintain **(1) Online ECCE Training Module and (2) Online ECCE Certification Module** on the centralised online ECCE Portal for ECCE staff managing the ECCE centres.
- 1 The ECCE teachers and support staff will have to pass on online test in order to obtain the mandatory ECCE certificate to be able to work as ECCE staff in any ECCE centre across the state.
- 1 **Online ECCE Training (Not Mandatory).** This online platform will offer a number of ECCE training modules to the teachers & support staff, starting from the most basic to the very advanced modules of learning. Accessing the training modules is not mandatory, however, they will help the teachers and support staff in preparing for the online ECCE test as mentioned above. Those teachers and support staff who want to access the training modules can access them by paying fees applicable to the modules.
- 1 **Online ECCE certification Module (Mandatory) :** It will be compulsory for all the ECCE teachers and support staff to obtain the online ECCE Certificate in stipulated timeframe as decided by the government from time to time. This certificate will also play an important role in deciding the

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Accreditation Status of the ECCE centre. The certificate will be automatically updated on the online ECCE portal so all the important stakeholders are aware about the training quotient of all the ECCE teachers & support staff across the state.

- I **Temporary Debarment** : Failure to obtain the ECCE certificate in 3 straight attempts will result in debarment of the teacher from taking up employment in ECCE sector across the state for a period of 2 years. During this time, the teacher will also be debarred from re-appearing for the online ECCE test. Once this period is over, the teacher will have three more attempts left for successfully obtain the online ECCE certificate.
- I **Permanent Debarment** : Failure to complete the certificate even after 2 years of temporary debarment will result in permanent debarment of the teacher from taking up employment in ECCE sector across the state. The teachers will also need to undertake revalidation of this certificate from time to time as per the directive of the Government in this regard.

The policy recognizes that the young children are best cared for in their family environment and in the community. Therefore parents and community at large would be informed and educated about good child care practices related to infant and young child feeding practices, growth monitoring, stimulation, play and early education.

A professional agency hired by the state government for will develop the online training module, online certification module, design the courses / update the existing courses, develop appropriate training material and conduct online tests of the teachers and support staff.

The state government shall further professionalize the ECCE service by streamlining the capacity building processes with support from national and state based technical support agencies.

- I **Link salaries and other social security benefits to minimum skilled wages and assured social protection** : Recommendation and policy directions for ECCE in India (Report-IV) has declared by National Institution for Transforming India, (NITI Aayog) on 14th December, 2018, professionalisation of teachers / caregivers, though better salaries is important to build better quality ECCE programmes, and better quality ECCE programme are critical if we are worried and quality of education at all levels of schooling-primary to higher education. Any profession cannot be professionalised without paying the minimum respectable remuneration and

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social security benefits and with 7th Pay Commission Report as per remuneration of per month.

### **Strategy-6 : Online Monitoring & Supervision**

- 1 Online monitoring of ECCE programmes will be strengthening based on the systematic online monitoring framework with disaggregated, tangible and easy-to-measure input, output and outcome indicators specified for ECCE quality. The state ECCE council along will make necessary arrangements for such monitoring by way of building an **Online Monitoring & Evaluation Module** on the online ECCE portal.
- 1 A sound system for online data collection/generation and information management will be established across the state which will allow for regular collection, compilation and analysis of the data on ECCE in single unified format. Such data would be generated on processes, inputs, outputs and outcome indicators through standards, regulation framework and appropriate surveys on outcome indicators. Programme monitoring and management information system would feed on such data.
  - !The agency developing the online ECCE portal should carry following key activities.
    - !Design a methodic approach to ensure all the monthly updates related to pre-defined ECCE parameters are updated in the system in a time-bound manner.
    - !Monitoring the progress on Data Entry Operators, carry out online analysis of the gathered data and generating online dashboards for the same.
    - !Periodic / regular generation of reports from the data gathered through ECCE portal that can be shared with various stakeholders such as MoHRD & MoWCD department, Govt. of India, Hon. Ministers and so on.
- 1 The state will have the right to conduct manual audits of a subset of ECCE centres to validate the online information captured. For this purpose, the state through ECCE council may take help of professional agencies with required skillsets that suit the purpose.

### **Strategy-7 : Research, Evaluation and Documentation**

- 1 Links between policy, research and practice will be strengthened. The department will collaborate with various esteemed educational institutions

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such as SCERT, NCERT & NIPCCD and so on for carrying out substantive research in the area of early childhood.

### **Strategy-8 : Advocacy**

- 1 A major deterrent to ensuring the right kind of ECCE is the lack of understanding of developmentally appropriate ECCE among the parents and other stakeholders and the widespread belief that child is the responsibility of only the mother. Added to this is the lack of understanding of age-appropriate needs, developmentally-appropriate interventions and implications of neglect.
- 1 In order to address the above, use of inter-personal communication strategies will be made, to reach out to parents, caregivers (especially make caregivers). women's groups, youth groups, professionals and the larger community particularly the Panchayati Raj Institutions (PRIs) and the Urban Local Bodies (ULBs). Parents and community outreach programmes will be strengthened to enable them to get involved, advocate, plan and monitor ECCE programmes. Advocacy will focus on maternal well-being and entitlements, good child care practices related to infant and young child feeding practices, developmental aspects of child, early stimulation, developmental milestones of children, when to intervene in case of delay and at the same time on miss-educative practices.

### **Strategy-9 : Convergence and Coordination**

- 1 Children's needs are multi-sectoral in nature and require policies and programmes across diverse sectors including education, health, nutrition, water and sanitation, labour and finance. All independently formulated state policies, missions or programmes related to education, nutrition and women's empowerment will be aligned with the Assam State ECCE Policy.
- 1 Regulatory, operational and financial convergence between these related policies, schemes and programmes will be encouraged and achieved over a stipulated period for optimal utilisation of resources.
- 1 Coordination and convergence will be achieved at different levels between, policies programmes and schemes of various sectors through appropriate institutional mechanisms as well as between multiple stakeholders with the active participation of local communities. Convergence with Department of Health, Department of Women and Child Development, Department of School Education and Sports will be established for referral of differently abled children and counselling of their caregivers.

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- 1 Convergence with the Department of School Education and Sports will be of key importance, particularly for the adoption of child centric and play-based approaches and extend the school readiness interventions for children of 3-8 years of age. Mechanisms will be instituted to facilitate this convergence so as to ensure continuity and inter-linkage of centre based ECCE and school-age provisions with specific reference to Section 11 of the Right to Education Act (2010).

### **Strategy-10 : Institutional and Implementation Arrangement**

- 1 Total nodal department for overseeing the ECCE programmes and services will be the State Department of Education (Elementary Assam and Ministry Human Resource Development, Govt. of India, New Delhi. Government will make ECCE a subject under Business Allocation Rules of Department of Women and Child Development, as has been made in the Government of India under Ministry of Women and Child Development and Ministry of Human Resource Development, School Education Department, Government of India, New Delhi.
- 1 A State ECCE Council has been established by Education Elementary Department, Assam in accordance with Section 10.4 of the National ECCE Policy 2013. It will be the apex body with appropriate professional expertise, autonomy and funded by MoWCD / MoHRD and oversee the implementation of the State ECCE Policy. It would contribute to strengthen the foundation of ECCE programmes in Assam by establishing a comprehensive ECCE system and developing an integrated framework facilitating and supporting multimodal and multi-component interventions such as modalities of training, developing the learning outcomes, setting quality standards and related activities, promoting action research among others. The Council will have representatives from all related State Departments, Academic Resource Institutions, professionals and experts, practitioners, academicians, etc.
- 1 The policy will operate within India's framework of decentralisation and will therefore include provision for committees at the Educational Block, district and state levels. These committees will be in appropriate harmonization with ICDS monitoring and mission committees which have provision for involvement of community members, mother's group, local self-government institutions (PRIs, ULBs).

The programme of action for implementing and complementing the State ECCE Policy, State Early Childhood Education Curriculum and Quality Standards for ECCE will be reflected in the State Plan of Actions for SSA,



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ICDS, Reproductive Child Health (RCH) of National Rural Health Mission (NRHM), Creche Programme. This will also be reflected in the Annual Implementation Plans of any other similarly situated programme of state/ local bodies including PRIs, across the interlinked areas of health, nutrition, pre-school education and water and sanitation.

### **Strategy-11 : Partnership**

Resource Groups / Voluntary Action Groups of experts and professionals and higher learning institutions will be identified at state, district and Education Block levels and invited to support government efforts in monitoring, supervision and capacity building for ECCE in a gradual and effective manner.

To achieve the objectives of the policy and support its own efforts, the Government may enter into partnerships for specific time bound initiatives with multiple stakeholders including community and the private service providers while ensuring adherence to specified guidelines and standards.

### **Strategy-12 : Review**

The implementation of the ECCE policy will be reviewed every five years. Periodic appraisals will also be made to assess progress of implementation and make mid-course corrections, if and when required.

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