

# TRAINING MANUAL FOR DISTRICT LEVEL MASTER TRAINERS

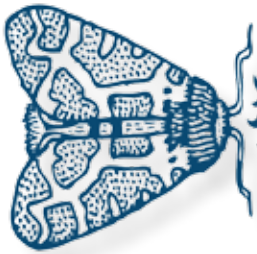




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## I BACKGROUND

In consonance with the National ECCE Policy and curriculum framework, most of the states have prepared their respective ECCE curriculum. For implementation of this curriculum, large scale training needs to be organized for the ICDS functionaries (CDPO, Supervisor, AWWs). The present document is prepared to support training of ICDS functionaries and is in alignment with the National ECCE Policy and Curriculum Framework. The proposed training aims to orient and train the participants on the contextualized curriculum and its implementation. The present training is part of a broader training organized at NIPCCD and the state level, which will comprise of other ICDS components like Sneh Shivirs etc.



## II TRAINING DESIGN

The training will be conducted in a cascade model at three levels, first by the experts, second by the State Level Master Trainers (SLMTs) and at the third level by the District Level Master Trainers (DLMTs). The State Level and District Level Master Trainers will be select-ed by the states in accordance with the criteria set by MWCD and NIPCCD. The experts will comprise of NIPCCD Regional Centre faculty, external experts from NGO and Academia etc. The SLMTs will comprise of experts from the states who have extensively worked in ICDS and contributed to preparation of curriculum in the states. These can be people from MLTCs, NGOs, CDPOs, ICDS Programme (District/Block level Officials) etc. The DLMTs will comprise of people from AWWCs, Supervisors etc. who have extensive experience in ICDS.

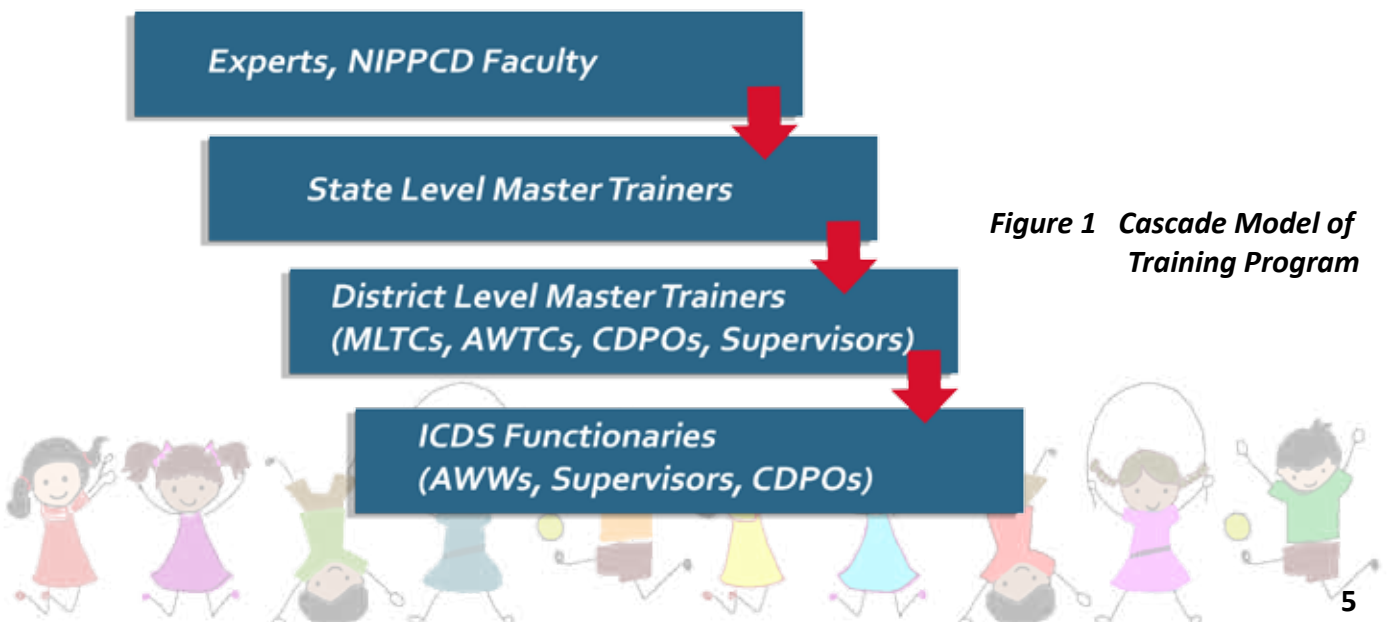
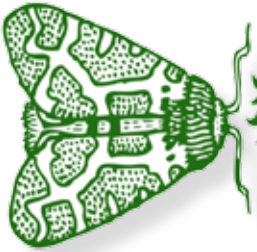


Figure 1 Cascade Model of Training Program

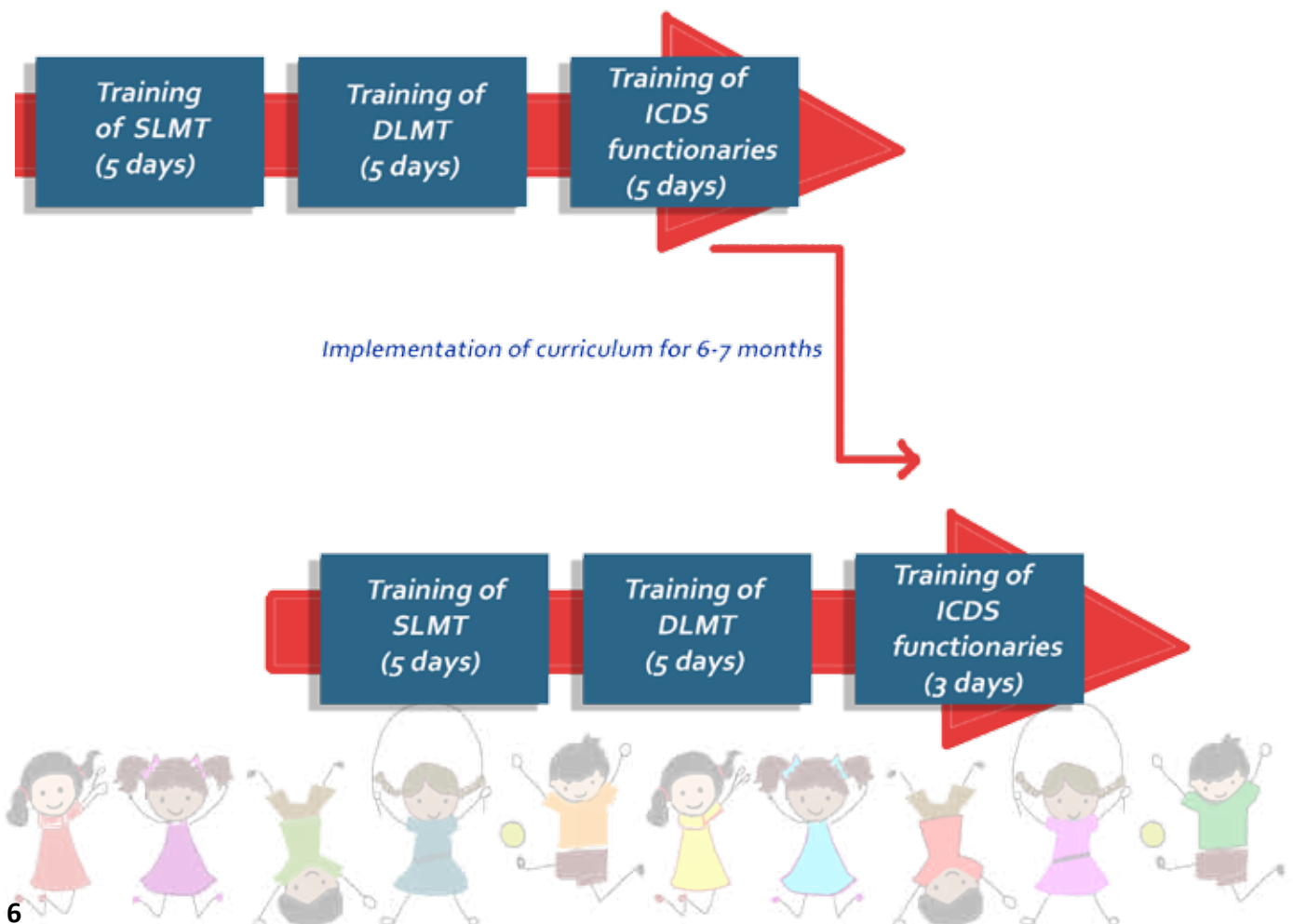


### III DURATION OF THE TRAINING

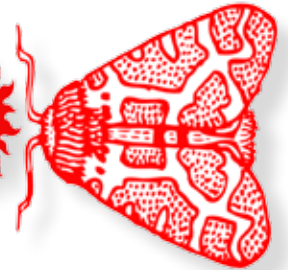
The training for the above three levels will be conducted in two phases with a gap of around 6-7 months. The Phase 1 training will comprise of 5 day training of State level Master Trainers (SLMTs) followed by 5 day training of each of District Level Master Trainers and the target group of ICDS functionaries (CDPOs, Supervisors, AWWs) on curriculum roll out and implementation. This will be followed by field implementation of the curriculum by the AWWs with the supervisors and CDPOs providing on site mentoring and support. The training will be followed up with project assignments, regular communication with the group of master trainers through a web portal or an online group, making available online resources etc.

Phase 2 of the training program will be held after a duration of 6-7 months with a focus on experience sharing, challenges in implementation and seeking solutions for the same. 5 day training will again be held for SLMTs and DLMTs while a three day training will be held for ICDS functionaries as per the figures below.

**Figure 2 Phase 1 of training program**



## IV CONTENT AND SCHEDULE



The present training module has been prepared for the training of state level master trainers at the national level by ECCE Cell, MWCD with technical support from UNICEF. The training content and schedule can be contextualized for state specific requirements by the states for second and third level trainings.

The broad objective of this 10 day (5days each in Phase 1 and 2) training would be to develop skills and content knowledge as a master trainer to train the second level of trainers for implementation of the curriculum.

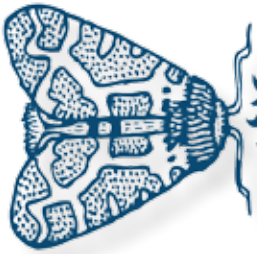
The present training module is created for phase 1 training of SLMTs for first 5 days among total of 10 days training (5 days in phase 1 and 5 days in phase 2). The training objectives for the training module are as follows.

### TRAINING OBJECTIVES

1. To familiarize the participants with the concept and importance of ECCE.
2. To build an understanding of the philosophy, principles and components of the National ECCE Policy, curriculum framework and quality standards.
3. To introduce and familiarize the participants with the contextualized ECE curriculum and roll out of the same in the AWCs.
4. To orient participants on the diversity issues and strategies to handle diversity in the classroom.
5. To develop skills of the participants to train on the execution of the daily/weekly lesson plans based on thematic approach.
6. To orient participants on enhancing community and parents partnerships and developing linkages with the existing services.
7. To familiarize participants with the mentoring and monitoring skills to ensure implementation of the curriculum.







## VI PRINCIPLES OF THE TRAINING MODULE

The content and methodology of training module is based on following principles:

**a. Adult centered** – The workshop structure and methodology is based on adult learning principles. The structure has an acknowledgement of the previous knowledge and experiences of the participants and builds upon the same in transaction of workshop content. The workshop is aimed at providing specific set of skills and knowledge to assist participants in their further course of action including training of the next level of trainers. It provides practical knowledge through demonstrations, experience based learning within a collaborative learning environment.

**b. Participative methodology-** The workshop will involve the active participation of participants rather than acting as passive learners. The facilitator of the workshop will provide active learning situations to the participants and facilitate the learning process. The workshop will be conducted in an open and democratic environment which will allow participants to voice their experiences and opinions. The idea of using participatory methodology to ensure that participants voices is heard equally, within a structured learning process.

**c. Group or Cooperative Learning-** Many of the sessions involve group activity or discussions which will provide an opportunity to learn from each others' experiences and scaffold each other in understanding, conceptualizing and practicing.

**d. Understanding the reason for change-** For the participants, theory and reasons for implementing new strategies and concepts are an important part of making a decision to try new techniques. They need to understand why a particular strategy or way of teaching and learning is beneficial to the learners. The participants are also called upon to think of why a particular strategy might be beneficial in his or her context.

**e. Hands on Experience-** The training will provide hands on experience to conduct ECE activities in classroom and actual situation with the support of facilitator. There will be skill building on teaching methodologies and approaches to engage with young children.



# VII TRAINING METHODOLOGY

The training content design involves a cyclical process of understanding, practical application of themes/topics and reflecting on the application. For a particular topic, the facilitator starts with engaging with the participants, enthusing trust among them and inspiring towards a new topic, theme or an activity. The introductory information or knowledge is presented through an activity and is open for discussion among the participants to understand and comprehend the multiple perspectives and aspects of the concept. This is followed by the practical demonstration of the theme/topic by the facilitator or by participants in a classroom simulation for the participants to understand the practical application of skills and knowledge. For topics requiring hands on experience of practice, this extends in conceptualization of a plan and implementing the theme/topic in actual classroom situation in an anganwadi centre. The experience enables the participants to do reflective observations on strengths and challenges of their plan and implementation and come up with suggestions to improve it further for an actual classroom scenario.

Figure 4 Training Methodology





## VIII STRUCTURE OF THE TRAINING SESSION

The structure of the training session comprises of the learning objectives to be achieved in the particular session, time required and resources required in terms of stationary, learning material like handouts etc and the methodology for conducting the session or activity. The steps or sequence of interaction and activity are enumerated in the session plan. Facilitator can utilize these to transact the content of the training while using the learning resources provided in the module. Refer to Annexure 1 for the time schedule and sessions of the training workshop.

Refer to Annexure 2 of the module to know more about the role of the facilitator in the training situation. It also provides some suggested energizers for use in between sessions or at the point of transition from one session to other. Strategies for group formation are also provided in Annexure 2 which can be used for forming groups for suggested activities in the methodology sections of the module.



## IX NOTES FOR THE FACILITATOR

- a. Timings- A tentative time has been allocated to each session. While it is important to be within the time limit, one can adjust the speed and content according to the time available or left. However, it is to be ensured that all sessions are completed within a five day duration. Also, it is important to clearly communicate the time allocated for group work and session timeline to the participants for completion of task within expected time limit.
- b. Sharing objectives- The learning objectives need to be shared and reviewed with the participants at the start of each session. Similarly, it is important to revisit the objectives at the end of session so that participants get a holistic picture of what they have learnt in the session.
- c. Start of each day- The day can be started with recap of previous day, reviewing the concepts that have been learnt in the previous day. Let the participants recall the concepts and activities, sharing briefly the experiences and learning. This can be connected with the review of sessions to be conducted in the present day with an aim of preparing the participants for the day.



d. Creativity and Flexibility- The facilitator has to keep on improvising depending on the mood of the group as well as considering the background and experience of participants. Also, the facilitator is required to be creative to use alternative activities and adapt on the basis of situation.

e. Consideration for background and experience of participants- it is expected that the participants will be a mixed group with varying years of experience and expertise in early childhood education. The training content and instruction has to be adapted according to the needs and levels of the group.

## F. GENERAL TIPS

- Explain what is being done and why it is being done; the final objective of the activity should be explained. Explain an activity in different ways, reiterating the objective, so as to make sure that everyone understands it.
- Give the instructions very clearly before starting any activity.
- Trainer's voice should be loud and clear.
- There should be variations in activities dealing with the same concept so that the concept is understood as a whole from different facets.
- Read up on the concepts being discussed so that more variations can be thought out.
- The training must be suited to the learner's capacities and comprehensible to them.
- It is important to create an environment for learning.
- Avoid jumping from one concept to another. Maintain a linkage between sessions and try and form a flow.
- Try and decipher the facial expressions and body language to see whether someone has a doubt but is hesitant to express it .





### LEARNING OBJECTIVES

- *To introduce participants within the group and facilitate their interaction.*
- *To get participants to open up and know each other.*
- *To set ground rules of the training*

### RESOURCES REQUIRED

- Notebook and pen (for participants)
- Chart paper/flip board

## METHODOLOGY



### 1 Introduction

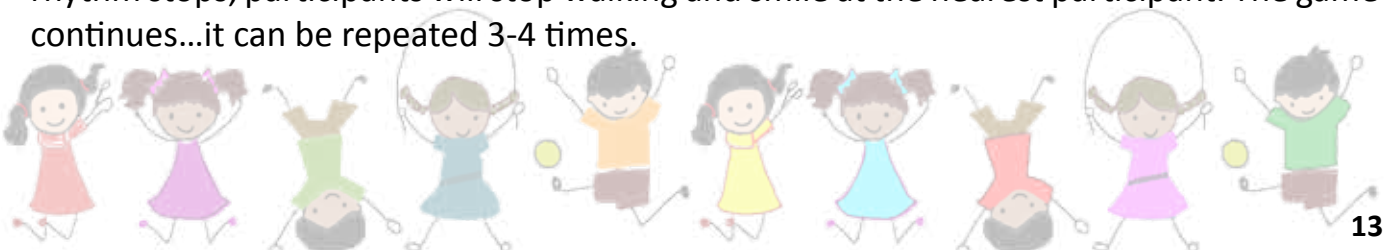
The facilitator begins by introducing herself/himself. Facilitator will then introduce the training and its objectives to the participants.

### 2. Ice Breaking Activity/Introductory Games

A few short games can be organized to facilitate introduction of the participants with each other. A few examples are given below:

- **Game 1: Keep Smiling**

Participants are asked to stand in a circle. Then, some music/rhythm will be played. Ask the participants to walk around in the hall (if number of participants is large) or within a smaller demarcated area (if number of participants is smaller). As soon as the music/rhythm stops, participants will stop walking and smile at the nearest participant. The game continues...it can be repeated 3-4 times.





- **Game 2: Namaste!**

Continuing on a variation of the earlier game, the participants keep walking randomly in the hall as the music/rhythm plays. Whenever the music stops playing, the participants say Namaste/Hello to the participant nearest to them. Modify the game again, and now ask the participants to ask other participants about their background, education, family members etc.



- **Game 3: Saari Raat Machhli Pakdi**

Participant will stand in a circle and every one keeps their right/left hand open, palm facing up, in front of themselves. Then the coordinator moves around the circle singing a song ‘Sari Raat Machhli Pakdi.....ek na aayi haath...hum nahi..tum nahi...tum’ and tapping each participant’s hand. Whenever the word ‘tum’ comes to a particular participant, that participant will tell her name to the group. The game can continue till most participants have said their name.

- **Game 4: Who are you?**

For this game, divide the group into two-person teams by asking them to find a partner that they know the least about. The pairs then interview each other for about 10 minutes. Ask them to collect background information about each other such as name, education, current place of work, place of residence, family details etc. The participants can also be asked to share one interesting detail about them, for example, hobby, area of interest, any interesting event that had occurred in their life etc. Give them around 10 minutes. After the interviews, have each participant introduce their partner to the group.



## • Game 5: Can you...?

Another small game can also be played with the participants to lighten the environment. The facilitator needs to think about a list of questions before conducting the exercise. These can be general questions about the participants which offer a little bit of information about them or more specific questions linked to the training. You can also design questions to bring out participants' talents and highlight diversity and/or common characteristics of participants' existing knowledge.

Ask the questions using the following opening words: "Stand up if you ..." and continue with the questions, for example –

- Stand up if you can speak more than one/two/three languages
- Stand up if you can cook (name a favorite local dish)
- Stand up if you can dance (name a local dance)
- Stand up if you have been to a workshop like this before/if you have ever been a trainer/if you have ever worked with the ICDS etc.

### 3. Open Discussion on Setting Rules:

The facilitator initiates a discussion on Rules which will be followed during the training period. He/she can ask participants their views and set a few rules for the training through their active participation. These rules which are jointly arrived at can be written on a chart paper or flip board and hung on the wall for all the training days.

Jointly, some rules may be evolved for the training like:

- *Being Punctual/ On time;*
- *Management of materials;*
- *Active Participation- asking questions, listening;*
- *Effective use of material;*
- *Taking care of things;*
- *Use/switch off of mobile;*
- *Taking breaks;*
- *One person talking at a time;*



#### 4. Open Discussion on Setting Expectations

Facilitator can ask the participants to write their expectations from this training on the piece of paper in no more than 4-5 points. Allocate 5-10 min time for doing the same. Collect the papers with expectations written on it from the participants. These can be read one by one and the points can be compiled (on a chart paper) under broad headings emerging from the themes of these expectations and pasted on the training hall.

The expectations, which seem divergent from the objectives of present training, can be explained to the participants in terms of scope of present training and its relevance.

**NOTES FOR TRAINER**

- Make sure that, as a trainer, you initiate an ice-breaker game and participate in it whole-heartedly so that the participants feel more relaxed about participating themselves.
- Motivate the participants to speak up, especially those who seem to be a bit shy or introverted.
- Discourage mocking, ridiculing or interrupting by participants when someone else is speaking.





### LEARNING OBJECTIVES

- *To understand the concepts of ECCE and ECE in a holistic perspective*
- *To explore importance of ECCE in child growth and development*
- *To understand how children learn and conditions required for holistic development*

### RESOURCES REQUIRED

- Notebook and pen
- Handout 1 and 2
- Power point presentation on importance of early years
- Quiz sheet in Annexure 3

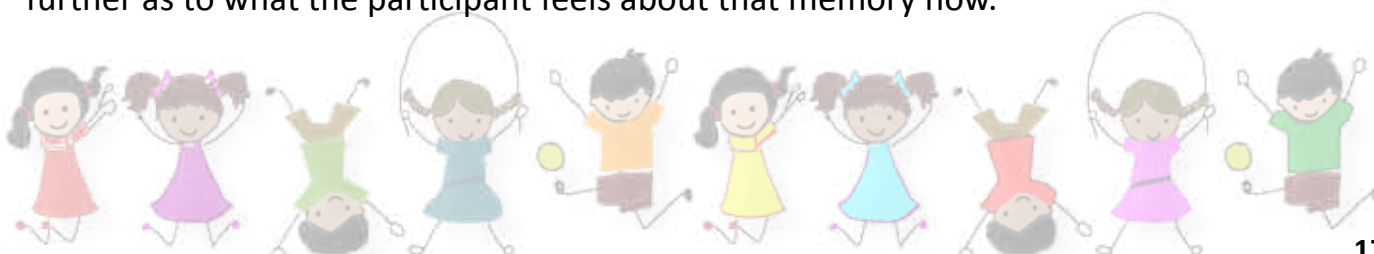


#### 1. Sharing Childhood Experience

The facilitator asks participants to think about a good memory and a bad memory from when they were 6-8 years old.

Give everyone 5 minutes to think about their childhood memories. The facilitator can begin by sharing his/her own experience which still makes him/her happy/sad. After sharing the incident, the facilitator also shares why that incident is so important to them.

When the participants begin sharing their memories, the facilitator will make a table to list down the bad and good memories while they are being shared. The facilitator probes further as to what the participant feels about that memory now.



Sum up the discussion around following points:

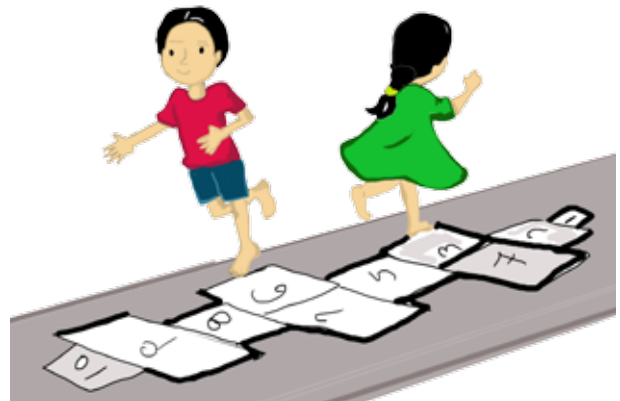
- Family care, early experiences and opportunities within the family and outside, learning within the community environment, interaction with peers, and access to materials all play an important role in enriching experience of their childhood.
- Children require constant care, affection and encouragement to explore the world around through various methods and techniques.

## 2. Open Group- Sharing Childhood Games

Ask all participants to make a list of games that they played when they were 4-8 years old. Ask them to make an exhaustive list. Motivate everyone to go back to their childhood and think about those games. Then, ask participants to share those games. Facilitator should write down all responses on a chart.

Discussion- The facilitator asks the participants whether they learnt anything from the games. If they did, what did they learn through these games and the process of play? Give hints if participants do not open up and share about a game and its rules in detail. Some responses could be

- *learn about playing in team*
- *listening to each other*
- *understanding rules*
- *waiting for turn*
- *counting*
- *problem solving*
- *building expression*
- *creativity*



## 3. Group Work on how children learn

Divide participants in 4 member teams using various group formation techniques. Give them two questions to discuss –

- What are the activities and tasks that children between 0-3 like to do all the time? Why?
  - What are the activities and task that children between 3-6 years enjoy doing? Why?
- Ask all groups to share the activities discussed and the reasons behind it.

Facilitator will list down all mentioned activities on a chart.



## Discussion

Share with the participants that activities undertaken with the children should be developmentally appropriate since development of school readiness is an important aim of the ECCE program.

- Provide multiple and a variety of experiences and opportunities
- Opportunities should be age appropriate
- School readiness involves development of pre-reading, pre-writing and pre-numeracy skills to enable smooth transition and survival in the school system. It not only entails readiness of children but also readiness of families and school. Ask participants to read the section on School Readiness in National Curriculum Framework Document (from page 23-24) and share their views and experiences. Share that school readiness skills will be dealt with in detail during the session on curriculum planning.

### 4. Discussion on Differentiating between ECCE and ECE

Participants remain sitting in their groups, as formed in the earlier activity.

Distribute Hand out 1 and ask the participants to read it in the group. Once they read it, ask them to list out what is ECCE, and what is ECE. Once they have it written, all teams share their points with the whole group.

Once all groups have shared their points, the facilitator takes the discussion further. The major points of the discussion would be regarding the following:

- Health, Nutrition and Care are interlinked and inter-related and hence require equal engagement.
- Early years are critical years for development as maximum brain development of child takes place in early years
- Importance of school readiness and meeting the school expectations
- Lack of ECCE intervention would lead to a cumulative disadvantage for children

After explaining the need and importance of ECCE, lead the discussion towards existing scenario of ECCE in the country. Share that ECCE has been one of the services under ICDS but now it has received more emphasis with the National Policy on ECCE (2013). Use the power point presentation to take the participants through the vision, objectives, principles and broad components of the policy. Connect the policy with the existing situation in the country in ECCE in terms of issues of universalization of coverage, infrastructure, limited institutional capacity, availability of human resource, less focus on pre-school education, challenges in training and monitoring etc.



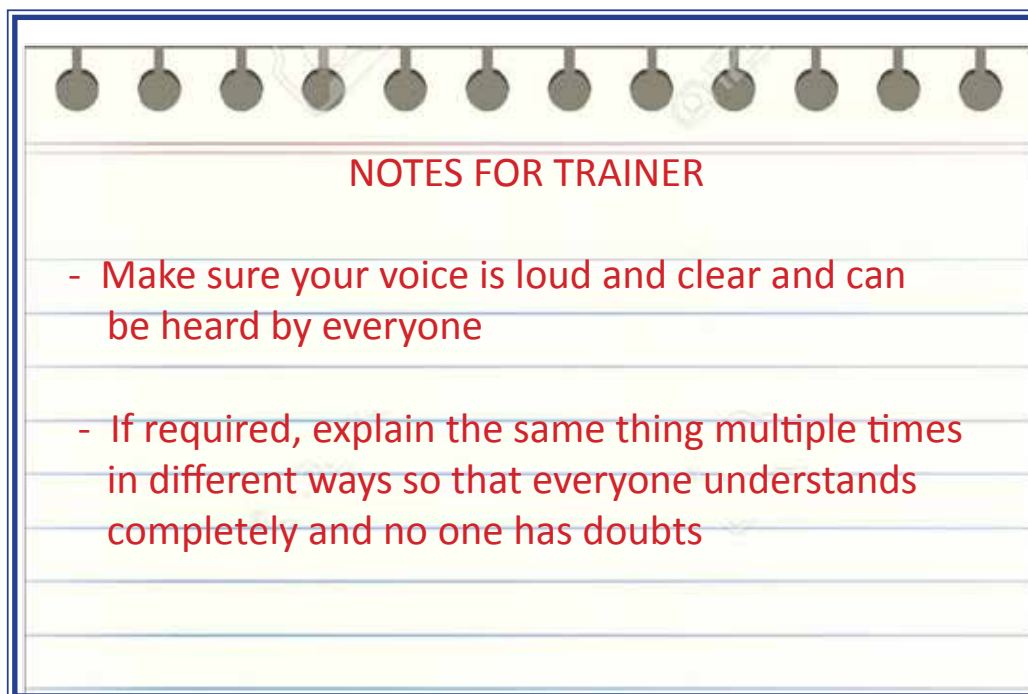


Emphasize on the major provisions of the policy, which are of relevance to the participants and the target group of the present training viz. ICDS functionaries. These areas are focused on equity and inclusion, ensuring and improving quality, strengthening capacity, regulatory framework and convergence with other programs.

### Summing Up

The session can be winded up with a quiz for the participants. Use Annexure 3 for the sample quiz that can be used for this activity. Questions can be added or reformulated depending on the training situation. You can present these questions one by one to the participants. Those answering it correctly will receive appreciation or reward.

Orient the participants on the thematic approach to learning with reference to Annexure 1 (page 68) of the Curriculum Framework document. Share that since most of the states have based their curriculum on the thematic approach, transacting a thematic curriculum is an important skill for the anganwadi worker. Make groups of 5-6 participants and share samples of theme based weekly plan and lesson plan, one with each group. These samples are provided in page 55-56 of the curriculum framework document. Provide about 15 minutes to each group to go through the sample plan. After they are done, ask each group to select a member who will briefly present the sample plans before the entire group of participants. As a facilitator, help participants to identify interconnections within the plan and the ways in these plans cater to different domains of development.



**NOTES FOR TRAINER**

- Make sure your voice is loud and clear and can be heard by everyone
- If required, explain the same thing multiple times in different ways so that everyone understands completely and no one has doubts



### LEARNING OBJECTIVES

- **To build an understanding of the ECE Curriculum in terms of objectives, overview and learning outcomes**
- **To get familiar with the structure of State Curriculum in terms of thematic plans, weekly/daily plans, time schedule.**
- **To prepare plans at different levels (daily, weekly, monthly) for transaction**

### RESOURCES REQUIRED

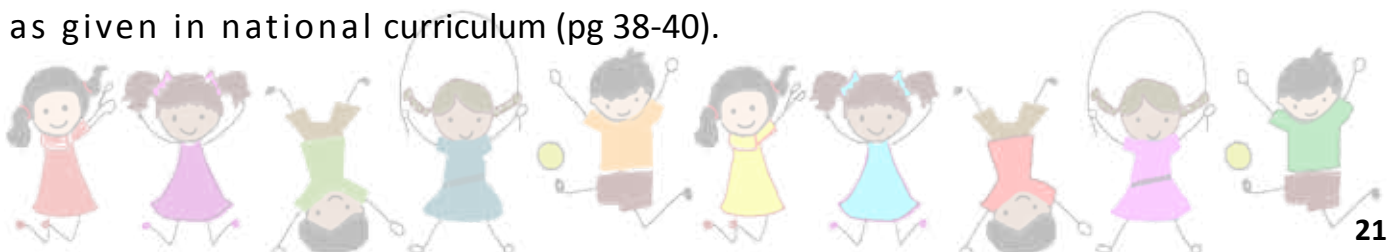
- Notebook and pen with the participant
- ECCE curriculum and Weekly plans
- A4 paper, drawing sheet
- Crayons
- Paper cutter
- Rope
- Clips
- Photocopy of page 38-40 from National Curriculum

## METHODOLOGY

### 1. Passing the parcel game

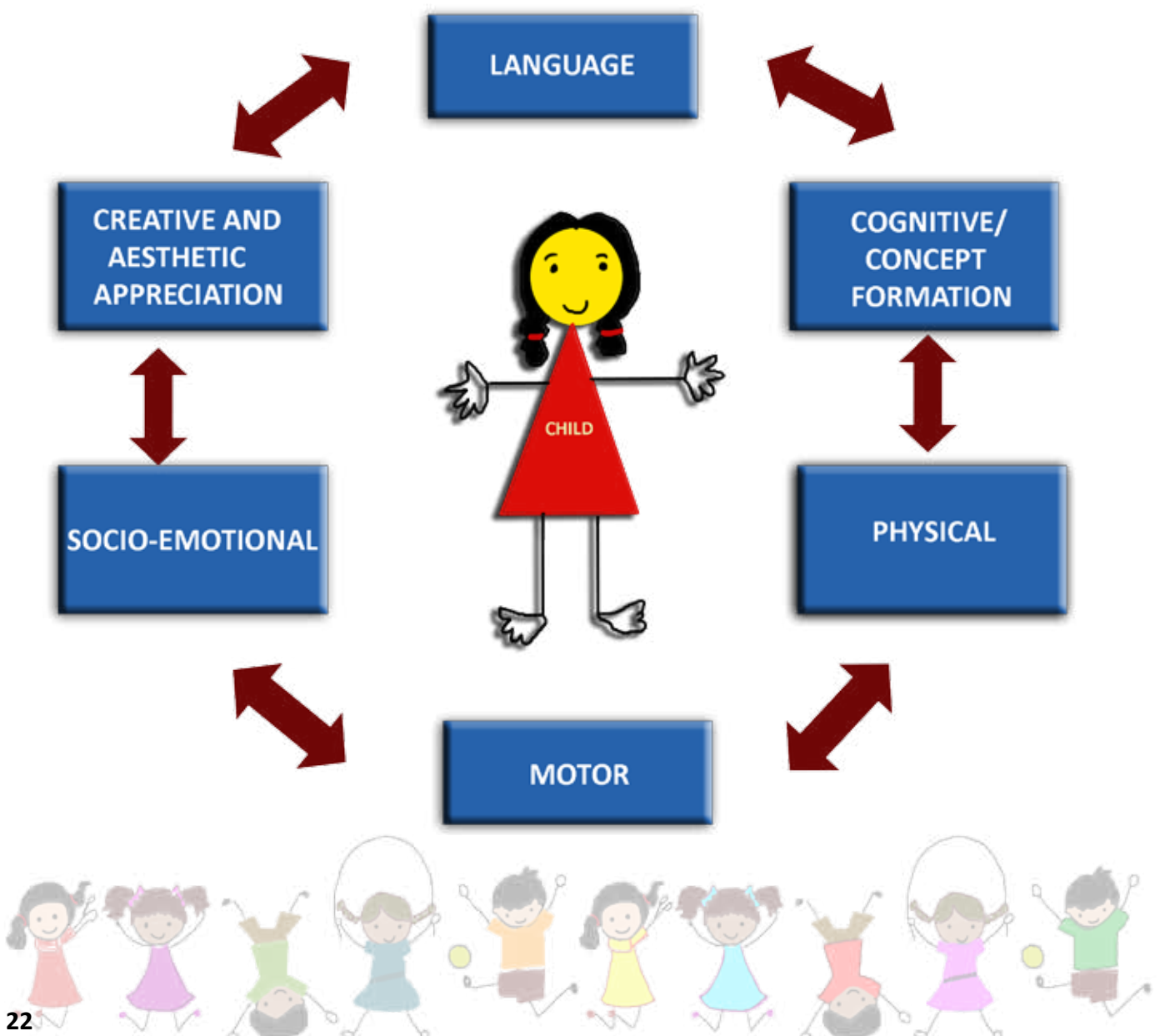
All participants sit in a circle. Facilitator should have prepared chits having different developmental milestones written on them, related to all aspects of development for the age group 3 to 6.

Music is played while a bowl containing all the slips is passed around. When the music stops, whosoever gets the bowl should pick a slip and read about the milestone and speak about his/her understanding of that particular development indicator; for example, a 4 year old can do certain activities, as reflected in the growth and development milestones of children in the age group 3-6. If a participant responds incorrectly, then the facilitator can ask others about the milestone and/or add his/her own feedback about the answers provided. Through the game the whole group engages in discussion and comes to a common understanding of age-specific development indicators. Then, the facilitator gives any additional inputs on Age appropriate milestones as given in national curriculum (pg 38-40).



## 2. Discussion and sharing of Age specific development indicators

The facilitator shares the development indicators with participants where it is essential to share that development happens in six domains where each domain is linked with the others and affects its development.



## Open Group

Facilitator will share characteristics of an ECCE program and curriculum with reference to page 38-40 of National Curriculum Framework document.

Ask the participants what kind of curriculum should be made for young children to develop their body and mind. Collect their responses and then build on the discussion while highlighting following principles of development centered curriculum –

- Recognizing each child as a unique individual and respecting that individuality
- Planning age appropriate tasks that help create a sense of achievement and therefore develop positive self-concept in children
- Freedom for children to choose activities that they would like to do
- Thematic integration of all learning areas so that learning is made meaningful and relevant to children.
- Providing a variety of activities like storytelling, drawing, structured and free play, dramatization, music and movement

### 3. Group Work: Understanding Nature of Planning for Curriculum

The facilitator asks the following questions from participants:

- Did they plan anything when they came to attend this training? If yes what did they plan?
- Do they plan for anything when they organize any event at their home? What?
- What do they do when they have to organize a small meeting?

Ask them to reflect on three questions and seek their response on each question. Make a chart like the following and fill in their response –

WHAT	HOW	TIME	SUPPORT	RESOURCES





Share with participants that to do any activity (small or big), whether at home or at the work place, we do some sort of planning and thinking which could be short, medium or long term. Planning helps in –

- Organization of time and resources
- Identification of support required
- Plan other activities
- Ensure timely completion
- Ensure task directionality

#### 4. Group Work

In the same manner that an activity requires planning, similarly ECE curriculum requires serious planning to ensure that

- Children receive multiple learning opportunities every day
- Children gain varied experiences that are age specific- simple of young and challenging for older one
- Sufficient time for all development domains
- Children’s progress can be tracked

Orient the participants towards the importance of planning curriculum in terms of long term, medium term and short term (Refer to page 52-54 of the National Curriculum Framework document).

For the activity, divide participants into groups (4 in each group), and ask them to read and discuss curriculum in terms of objectives, broad structure and learning outcomes of the curriculum.

Once they have gone through the curriculum, ask the groups to prepare a month’s plan (on a broad level) including weekly and daily plans in that period taking into account the context, number of working days, festivals etc. based on the shared curriculum. This might involve reshuffling some of the activities/content to prepare a more implementable plan in the AWCs of the state.

Afterwards, ask one or two groups to share their plans which could be reviewed, ensuring that there is sufficient time for developmental domains including activities for every day, having separate plans for younger and older children. For older children, focus could be on building school readiness skills.

The following template can be provided to participants for doing the same:



<b>MONTH</b>				
<b>THEME</b>				
	<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>
<b>WEEKLY DISTRIBUTION OF THE THEME</b>				
<b>SCHOOL READINESS CURRICULUM POINTS</b>				

<b>DAY 1</b>					
<b>DAY 2</b>					
<b>DAY 3</b>					
<b>DAY 4</b>					
<b>DAY 5</b>					
<b>DAY 6</b>					

The participants in group will fill up the above template in terms of modifications that they are going to make in the existing monthly/weekly/daily plan of the state curriculum to make it more feasible for implementation. Ask the participants to present their group work/findings resulting from above tasks. Provide 10 minutes to each group to present. After each presentation, provide some time for discussion on the presentation. In the discussion, highlight that there should be clear activities for development in all domains, having a mix of free and structured plans, learning by doing, creativity etc.



## 5. Hands on Experience

The participants can be involved in the following activities for getting hands-on experience for transacting the curriculum. Alternatively, activities from the state curriculum can be chosen for this experience.

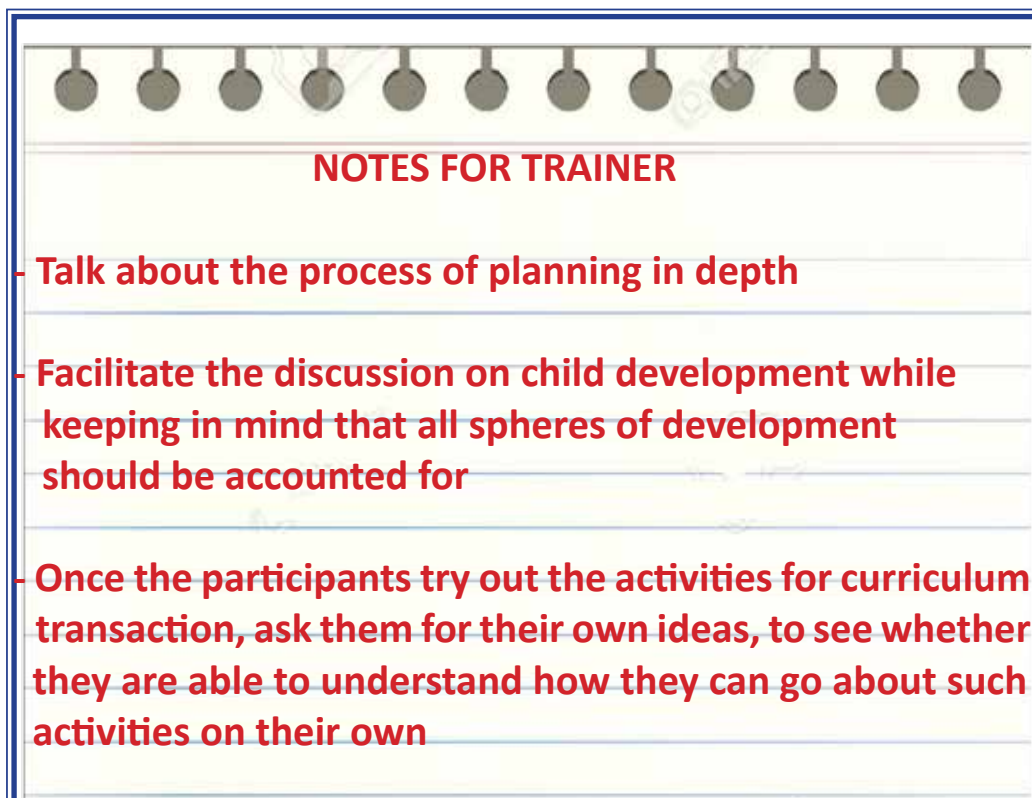
- *Activity 1: Making an oral story*

Ask participants to sit in a circle. Share the rule of the game, facilitator will start a story like...once upon a time there was a lion which lived in a jungle. Next person will add only one line to story but that should be interconnected. This will continue till the story reaches the facilitator again. You can extend it for 2-3 rounds till the time participants have understood the principle of this activity.

Afterwards, ask participants to write down the story in their note book and write down the situations on which such stories can be initiated.

- *Activity 2: Making painting based on the heard story*

Ask participants to paint a picture based on the story that they just prepared. Picture should exhibit clearly story line, they can use both water or crayon to make that painting. Participants can work in groups to use resources  
Once they have prepared, hang all the painting on a rope that is tied on one side of the hall.



**NOTES FOR TRAINER**

- **Talk about the process of planning in depth**
- **Facilitate the discussion on child development while keeping in mind that all spheres of development should be accounted for**
- **Once the participants try out the activities for curriculum transaction, ask them for their own ideas, to see whether they are able to understand how they can go about such activities on their own**







### LEARNING OBJECTIVES

- *To know what TLMs are*
- *To develop skills in preparing TLMs with locally available material*
- *To understand and select appropriate TLMs in accordance with daily/weekly plan and deliver them in accordance with the surroundings and experiences of children*
- *To become familiar with the components of PSE Kit and orient participants on the guidelines and strategies on using the PSE Kit*

### RESOURCES REQUIRED

- Crayons, sketch pens
- Paper
- Scissors
- Cellotape, stapler
- Glazed paper, chart paper etc.
- Materials like stones, feathers etc., gathered on the spot
- Annexure 5 - Copy of guidelines issued by MWCD on PSE Kit,
- Sample PSE (Pre-School Education) Kits of the states (of respective participants),
- Copy of National Curriculum Framework, Handout 3,



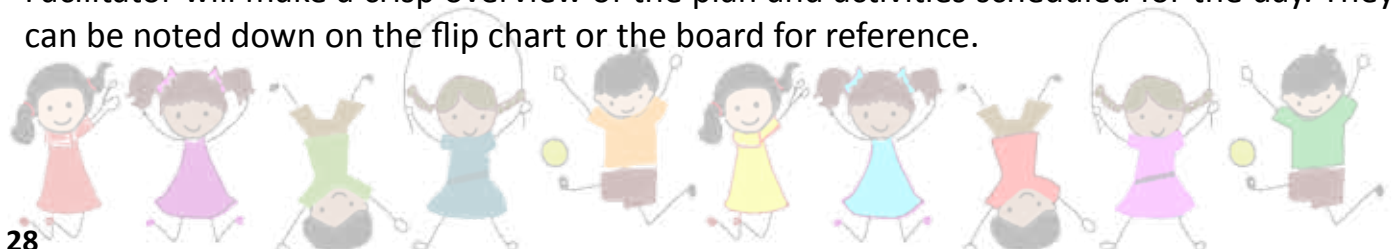
### METHODOLOGY

#### 1. Welcome and Review of the previous day's content:

Facilitator will welcome the participants and start the day with the recap of previous day. Invite 1-2 participants to share a brief recap of activities. Allow the group to add to details that have been missed.

#### 2. Overview of the Day's Schedule

Facilitator will make a crisp overview of the plan and activities scheduled for the day. They can be noted down on the flip chart or the board for reference.



### 3. Development of TLMs based on themes in the curriculum

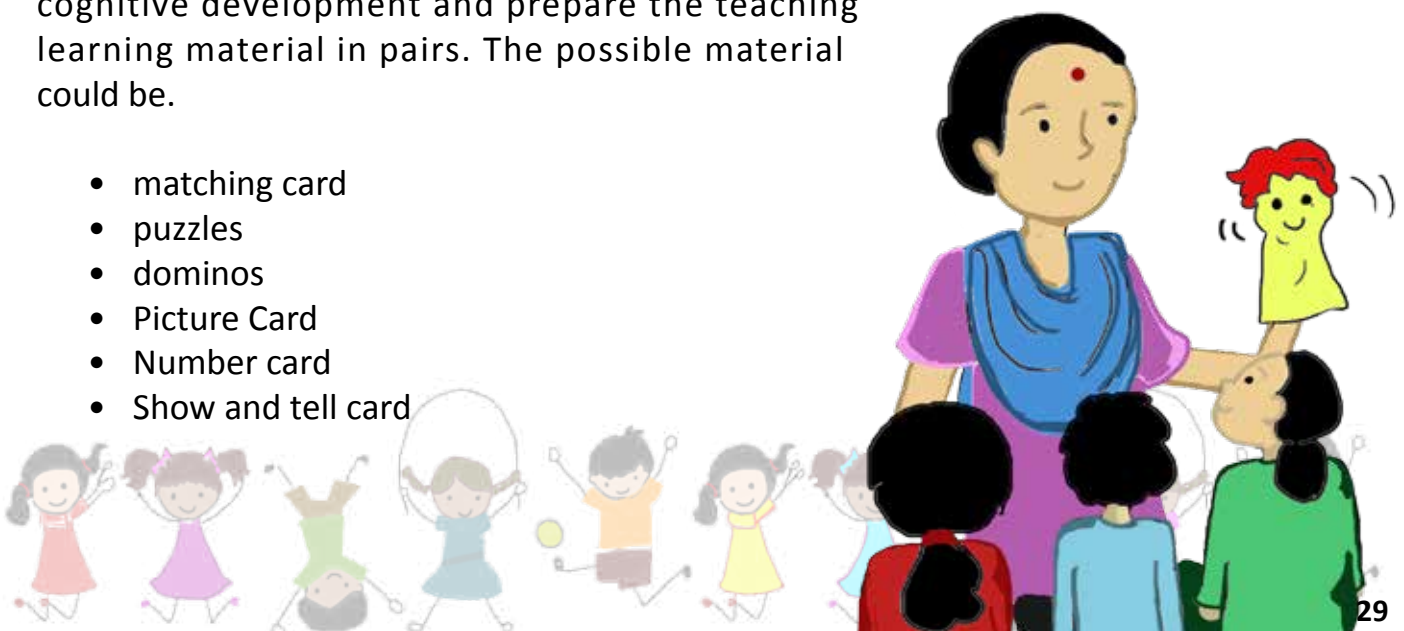
In this activity, facilitator will draw the attention of the participants towards Teaching and Learning Materials (TLMs) as an important resource to transact the lesson plans. In a classroom situation, the teacher needs to provide appropriate environment for the child to construct her knowledge through interaction with physical and social environment. The TLM facilitates the acquisition of knowledge through providing concrete experiences and opportunity for interaction. At best, teachers can be trained to use their creativity in preparing such TLMs that can be prepared with low cost, durable, locally available material which can be stored easily. These materials can be used as teaching aid by teachers to help the children comprehend difficult concepts either by using it directly or by engaging them in a game/activity to make learning interesting. Teacher should make the utmost out of simple things and present them meaningfully to the children. Facilitator can illustrate it by using a few examples given below:

- Children can be taken to the ground or any open space and pebbles, feathers or sticks can be collected which can be used for activities to stimulate children's senses like "Touch and Feel...is it hard or soft", or to create a decorative circle or a natural Mandala ( Sanskrit word for a circle) wherein children will place all articles that they have found, in a pattern ;
- Flash cards with numbers, pictures, alphabets etc.;
- Puppets for a particular story or concept, picture books, charts etc.;
- Paper for paper crumpling, tearing and pasting; cotton ; flour (maida) dough etc.;
- Real fruits and vegetables locally available or moong sprouts to show germination;
- Charts showing fruits, animals, alphabets, seasons etc.

### 4. Hands on Experience:

Facilitator will divide participants into groups to choose 1-2 activities from the curriculum (for which the related material in the PSE kit is not available) related to cognitive development and prepare the teaching learning material in pairs. The possible material could be.

- matching card
- puzzles
- dominos
- Picture Card
- Number card
- Show and tell card



Provide half an hour to 1 hour to participants to do the same. The participants can present the self made material to the entire group relating it to the concerned activity (for which the material has been made). The material can then be hung on ropes tied across the walls or on a flannel sheet on the wall for everybody to see.

### 5. Discussion on use of PSE kit:

Facilitator can share the guidelines of PSE Kit with the participants and then facilitate a discussion among the participants on the guidelines, especially on points related to using the PSE kit at the Anganwadi level. Emphasize that the PSE Kit is for the use of children and should be accessible to them.

Share points 4, 5, 6 and 8 of the guidelines with respect to the use of PSE kits and facilitate a discussion on the same. Also share the points mentioned in the Essential play and Learning Material section (page 49-52) of the National Curriculum Framework Document.

Display the sample kits of the states and introduce the items. Ask the participants to map the items of the kit with those mentioned in the indoor and outdoor material section of the Curriculum Framework document. Share handout 3 with the participants and use it as a reference to explain the function/use of the material in the PSE kits.

6. Group work: Divide the participants in groups. Provide a sample kit to the respective groups. Ask the groups to discuss below mentioned points and prepare a presentation on the same.

- Number and nature of activities using PSE kits ( refer to activities given in the curriculum)
- Rules/norms for use of PSE kits by the children on a daily basis in the AWCs considering the use among multi age grouping and number of children in the centres
- Demonstration of an activity where PSE kit is used

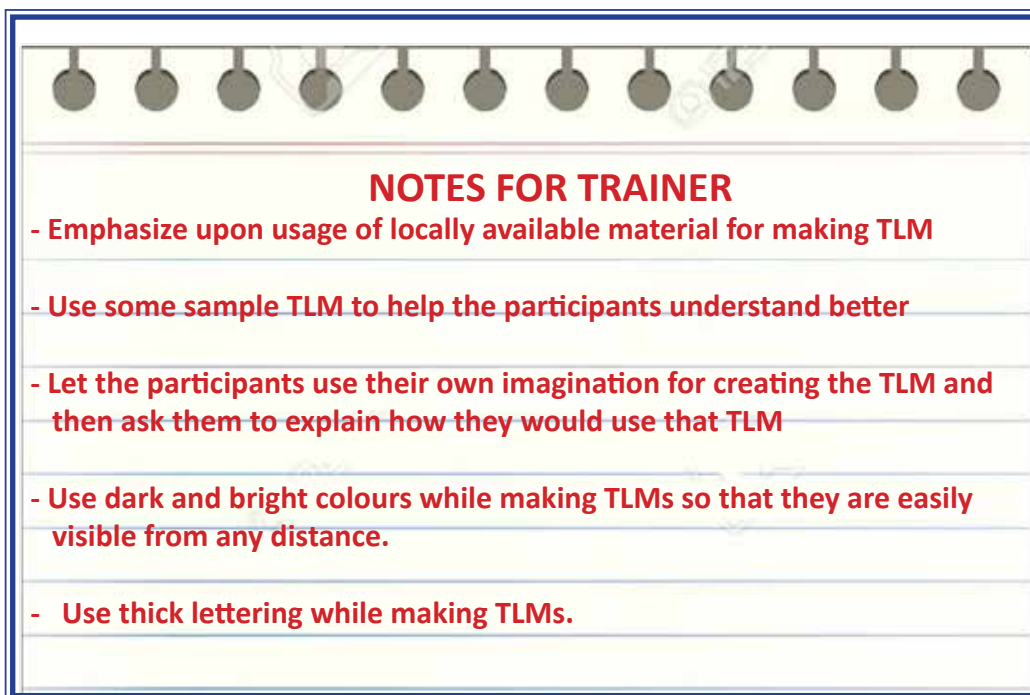
Provide half hour to the participants for the group work. Ask representative of the groups to make presentations. Facilitate discussion after the presentation. Emphasize the various uses of items in the early childhood education setting, for e.g., Dolls can be used for dramatic play or as a puppet etc.

While discussing, facilitator will also highlight the fact that there would be many activities wherein TLMs other than those in the PSE and the AWW would be required to prepare teaching learning material on her own as discussed above.



Summing Up and Reflection: To sum up the session, Facilitator can put a few questions and jointly arrive at the answers with the participants. The important points that emerge can be written down on a chart paper or on a flip chart and these could be used as reference while doing a recap the next day.

- What have we learned today?
- Are there any questions left?
- What did you like/ dislike about today's activities?
- Do you have any suggestions?



**NOTES FOR TRAINER**

- Emphasize upon usage of locally available material for making TLM
- Use some sample TLM to help the participants understand better
- Let the participants use their own imagination for creating the TLM and then ask them to explain how they would use that TLM
- Use dark and bright colours while making TLMs so that they are easily visible from any distance.
- Use thick lettering while making TLMs.



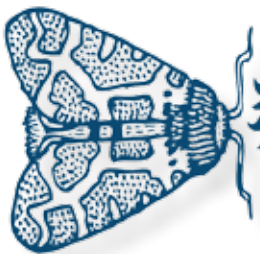


### LEARNING OBJECTIVES

- *To orient on the organization of space and learning corners*
- *To familiarize participants with the classroom management strategies*
- *To familiarize participants on grouping strategies of children and planning for the same.*
- *To orient participants on the positive discipline techniques*

### RESOURCES REQUIRED

- Handout 4
- Copy of National Curriculum framework.
- Crayons, sketch pens
- Papers, scissors
- Cellotape ,stapler
- Glazed paper
- TLM's developed in the previous sessions



## METHODOLOGY

### 1. Discussion on displaying/ creating corners/storing of TLMs:

With reference to discussion in the previous session on the PSE kit and teaching learning material, extend the same to structuring the environment with the help of available and self made materials in the AWCs. Refer to the section on setting up learning/activity corners on page 45-48 of National Curriculum Framework.

**Group Activity:** Make seven groups of participants and allocate one corner to each group. Ask each group to set up the allocated corner with the training room (the space can be divided among the groups).



The corners can be set up using the PSE kits and the teaching learning material developed by the groups in earlier session. The groups can also use dummy material (prepared by self)/indicative sign for eg. a placard labeled as story books, names of musical instruments etc. They can also prepare some material, if possible, for display at the corners. Provide half an hour to set up the corners.

After completion of time, entire group will visit the corners one by one and the representatives of the group at the corners will explain the items kept in the corners and the use of it by the children. Merge the groups and get participants back to the seats while appreciating the group efforts.

## 2. Open Discussion on utilizing indoor and outdoor spaces of AWCs:

Activity: Organize a game in outdoor such as spoon race or an indoor game such as passing the hurdle like jumping over objects without touching. Two persons could stand facing each other and hold hands – everyone has to cross this bridge, next time increase difficult level where they face each other but stand close to each other. Next time, they sit on floor where everyone crawls under to cross the bridge. etc., or do any other such activity. Once the activity is over, the facilitator will initiate a discussion on structuring the indoor and outdoor environment of the AWCs. Participants can be asked to share their experiences of how the spaces should be utilized in an AWC. The discussion should generally hover around the following points:

- **Organizing Learning Space(Indoor)**
- *Make learning corners like doll corner, sand pit corner, mirror corner or library for imaginative play where children play in free time*
- *Each corner should have different items for children to explore and observe*
- *Utilizing walls to displaying children work and thematic materials which to updated or changed periodically. This can also be used while working with children as well as building children language skills.*
- *Display has to be at eye level of children*
- *Display or organize weekly or daily plan charts etc.*
- *Cardboard boxes stored in a corner to store toys or material for future use*



- Organizing Learning Space(Outdoor)
- Clean ground with less hassle for children
- Use naturally available material like stones, feathers, sand, mud etc for learning activities
- Use space to conduct games and activities like running, jumping, skipping, hopping etc.
- Hang a jhula or tyre where children can swing.



### 3. Discussion on Classroom Arrangement and Management

Facilitator will discuss about the classroom arrangement while conducting large and small group activities. Emphasize on the need of a democratic and interactive relationship of children with the AWW which can be promoted by such seating arrangements. Encourage participants to share their own experiences with reference to situation of infrastructure and structure of environment in the AWCs of their respective states. Collect their responses.

Group work: Provide the participants with the following questions –

- Find activities that ensure children can participate without hesitation in classroom.
- Find ways in which participation of all children can be ensured in the centre.
- Identification of challenges related to organizing classroom space.

Now facilitate the group to address those contextual challenges and seek local and systemic solutions for the same. For example, if there is insufficient outdoor equipment or space, the community can be involved to contribute for the same.

When all the groups are done, they can be asked to present their points to the other groups, and a discussion can be initiated on the same, so that more ideas come forward.



#### 4. Discussion on Multi-Age Grouping

Introduce the concept of individual and multi-age grouping with the participants as a strategy for classroom management and transaction of content.

While some activities would require grouping of children of similar age and ability (for eg. putting puzzle pieces together), some activities can be undertaken with multi-age groups (for eg. story telling, poems and songs etc).

Also some activities can be conducted in large groups, like storytelling, while other activities require small group interaction, like playing with construction toys. Since AWC is an area where all children of 3-6 years sit together in a common space, multi-age grouping is inevitable.

**Group Activity:** Ask participants to form groups where they identify the activities in the curriculum that can be conducted in large group or small group. Discuss with participants about pros and cons of multiage grouping. Some of the positives could be enhancing cooperative learning where older children provide scaffolding in learning to younger children. In case of multiage grouping, the learning task has to be leveled in accordance with the age and ability of children.

The groups can make use of the following tables to identify and plan which activities can be fit into group activities, and more specifically, which can be used as Multi-age activities.

	SELECTED ACTIVITIES IN MONTHLY PLANS		
	COMMON GROUP ACTIVITIES	SMALL GROUP ACTIVITIES	
		SAME AGE	MULTI AGE





Identify the activities in the curriculum, which can be differentiated for different age groups (3-4, 4-5, 5-6 years) in accordance with their skills and abilities (some state curriculums have already outlined activities in accordance with the ages). The participants can select a lesson plan and modify it for the above age groups such that the same activity is modulated to suit the needs of different age groups of children.

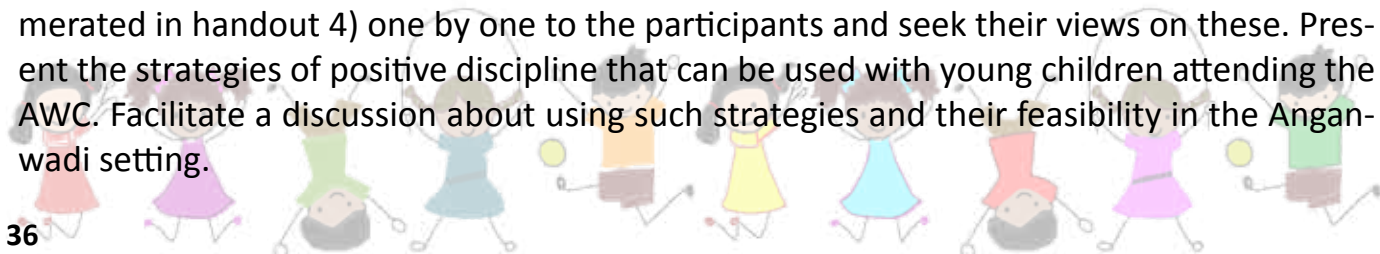
ACTIVITY	WHOLE CLASS COMPONENT	AGE WISE DIFFRENTIATION		
		3-4	4-5	5-6

Provide 15 minutes time to the group for the same. Ask the group representative to present the lesson plan structured in terms of what can be the activity for whole class and how the learning tasks associated with the activity can be differentiated for different age groups. Facilitate the discussion on importance of planning and knowing the strengths and abilities of each child as essential for creating such a lesson plan and executing it. Also suggest to the group that differentiation can be done in terms of content (concept, learning objective), process (way of transacting, teaching learning process) and outcome (product of the group) and takes into account varying needs and abilities of children. You can also extract examples from the state curriculums to explain the same.

### 5. Positive Discipline, Encouragement and Punishment

Explain to the participants that while managing children in the classroom in day to day activities and group activities, there is a need to focus on disciplining children positively.

Ask the participants to reflect on their childhood experiences and think about how they were disciplined by their parents and teachers. Encourage them to share their experiences. Build on their experiences and share (using handout 4 as a reference) the difference between punishment and discipline. Present the myths associated with punishment (as enumerated in handout 4) one by one to the participants and seek their views on these. Present the strategies of positive discipline that can be used with young children attending the AWC. Facilitate a discussion about using such strategies and their feasibility in the Anganwadi setting.



Summing Up Exercise and Reflection: To sum up the session, facilitator can put a few questions like those given below to the participants:

- *What have we learned today?*
- *Are there any questions left?*
- *What did you like/ dislike about today's activities?*
- *What are your suggestions?*

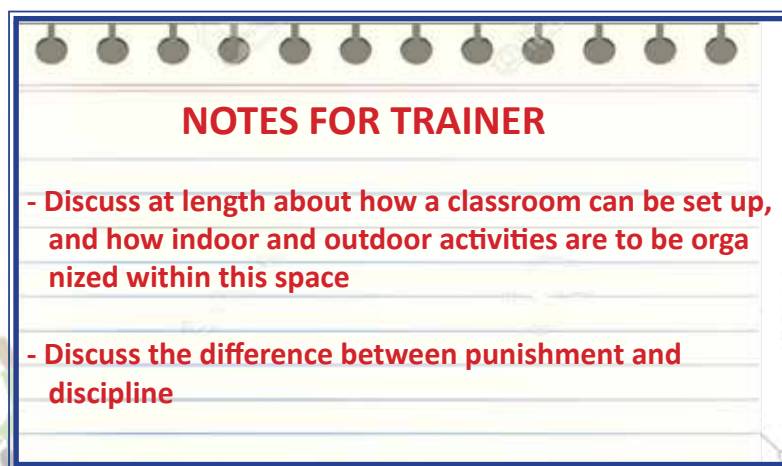
**For Facilitators Use:** Further participants can be asked to reflect on a few more questions that are given below and if they desire so and time permits, they could even take a few minutes to discuss their views or do small role play in their group, taking a cue from some of the questions.

- Are children free to choose what they would like to do/play at appropriate times?
- Are games, toys and materials accessible to children?
- Are children allowed to use any spaces and materials without adults and even to change them? Which are the ones they cannot use without adults and why?
- Are there any spaces where children can be and play without being observed by adults?
- Are the ground rules developed collaboratively between children and educators?
- Do we listen to children carefully and take them seriously? Are we curious and serious about what children have to offer or contribute?
- Do we listen to them emphatically or in a respectful manner?  
Do we listen to them even if the boundaries between reality and fantasy seem to get blurred?
- What do we do resolve conflict peacefully and constructively?
- Are we able to acknowledge and display that even we don't know everything?

**Closing the Session:** Since this session is a lengthy one involving intense discussion and activities, Facilitator would ask the participants to perform a short activity/exercise that would relax them and create a lighter mood.

Facilitator will ask them to listen carefully and do what has been said.

*"In order to wake up your mind and body, shake your toes, then your feet, legs, hands, shoulders, head and hair. Then massage your ears and your face, and with your tongue, massage the inner space of your mouth and your lips."*



**NOTES FOR TRAINER**

- Discuss at length about how a classroom can be set up, and how indoor and outdoor activities are to be organized within this space
- Discuss the difference between punishment and discipline



### LEARNING OBJECTIVES

- *To develop understanding on large and fine motor skills*
- *To orient the participants on importance of play and various types of children's play*
- *To familiarize participants with the activities fostering overall development*

### RESOURCES REQUIRED

- Handout 5
- Chart paper/flip chart
- Outdoor play material like ball, skipping rope etc.
- Indoor material like toys, dough (maida or clay) story books, blocks etc.

## METHODOLOGY



### 1. Open Discussion

Ask participants to remember the games they played as children and ask one of the participants to demonstrate.

Then ask them to describe one game they played as children. Initiate a discussion on what was learnt through playing these games.

Pose questions such as

- *Is play necessary for children and if yes, why?*
- *Do children learn anything from play?*
- *What are necessary conditions to organize play to ensure play is a meaningful activity?*
- *When children are jumping from walls or running here and there, is it called play?*



Ask for responses and build on their arguments, use definition and types of play as defined in National Curriculum Framework (refer to page 30) to build the case. Relate the types of play with the experiences of participants in early childhood settings.

Share the importance and functions of play as provided in Handout 5. Delineate the differences between free-play, outdoor and indoor play in discussion with participants. Emphasize that daily plan (curriculum) should be balanced in terms of providing opportunities for both indoor and outdoor play and free and structure play. Also brainstorm on the role of AWW in facilitating and providing opportunities for play.

## 2. Role-Play

Divide participants into small groups and ask them to select one participant as AWW and one as helper, and rest act as children. The AWW with the help of the AWH will conduct free play in both indoor and outdoor settings. While indoor activity can be demonstrated in the training room, the participants can be taken outdoors in the garden or open space, if feasible, for the outdoor activity. They can make use of easily available material like water, clay, sand etc., to conduct outdoor activities or even conduct a Nature walk.

Summing Up and Reflection: After the activity, facilitate reflection on following points with the group members:

- Logistics ( space and material) and planning required to conduct free play
- Variations that can be introduced in the game on the basis of material and space availability
- Modifying the activities for younger and older children to encourage participation of all.

Participants can give their views and points that emerge can be written down on a chart paper or flip chart. Facilitator can now sum up the session by discussing the following questions.

The important points that emerge can be written down on a chart paper or on a flip chart and these could be used as reference while doing a recap the next day.

- What have we learned today?
- Are there any questions left?
- What did you like/ dislike about today's activities?
- Do you have any suggestions for the coming sessions/days?





### LEARNING OBJECTIVES

- *To provide opportunity for the participants to plan and practice thematic activity for children*
- *To develop required teaching learning material*

### RESOURCES REQUIRED

- State Curriculum
- Weekly guides
- Story books, picture cards, stationary, boxes, sticks, stones, picture charts (animal or vegetables) sufficient for participants
- Cardboard
- 8 boxes of blank visiting cards
- Fevicol
- Sketch pens, markers, paper cutter, chart paper, black paper sheet



### METHODOLOGY

Ask participants to choose a thematic activity from the state curriculum which will cater to development of all domains. For alternative use, some sample activities based on language and cognitive development are provided which can be used by the participants. However, the focus should be on the thematic transaction of curriculum rather than domain specific activities.

#### 1. Hands on Experience

As participants to bring some leaves or stones or beads from outside hall. If training hall is situated in location where it is not possible then arrange for beads, small size stones or some cards or sticks.



Give a set of card pieces cut into different shapes and ask each group to make a picture out of their choice. Give a set of card pieces to another group ask them to arrange in a particular order.

While winding up the activities ask participants to identify what shapes they have got and how many items resembles of that shape in the training hall.

Ask participants to measure the length of their box, copy or pencil length etc using 'non-standard measures". They will write length of each item and discuss whether all have got same size and different

(Facilitator may choose some other activities related to sense development, pre-number and concept to provide hands on experiences)

Note: Facilitator can use the list given below to choose a variety of activities to develop different skills in children.

### Language Development:

- Activity for Word and Sound Association and Identification e.g., rhyming words, reciting rhymes.
- Conduct story telling session. For e.g., participants can identify words and sounds and make circles on word starting with specific sound; Children can use books in pairs.
- Oral discussion – open and structured to improve their listening, speaking skills and thinking in sequence about things they see and knowing their environment better.
- Names of animals, birds, fruits, festivals etc can be used
- Activities for writing readiness such as - Working on worksheet – pattern making, letter coping, Coloring in enclosed space, Joining dots, Free hand drawing, Making Patterns

### Cognitive Development:

- Colour matching - through game and colour board
- Pre number concept- oral games
- Number card- matching, naming and identification,
- Classification based on one and later 2-3 attributes
- Seriation – up to 7 level
- kind of exercise that can children do using local material stones, sticks, leaf for concept formation

For Activities: Refer to theme – animal, festival, fruits/ vegetables

- Oral activities – who is tallest in the classroom or whose name start with specific letter...whose birthday in which month? etc.
- Problem solving if they could not reach home...what will happen, ask small questions about daily life...where are different directions...if sun comes first or moon and why?



- Blackboard based activities like joining dots, making curves and pattern, shapes etc.
- **How to use Blocks and cards**
- **To make things/ shapes (give challenge to children---encourage their imagination and )creativity)**
- **To make animals, shapes, human figures**

## 2. Group work

Form groups with 4-5 members then each group will review weekly/daily plan as given in curriculum and identify activities related to 'language and concept formation and adapt as per the feasibility. Each group will identify 4-5 activities to be transacted by each group at AWCs

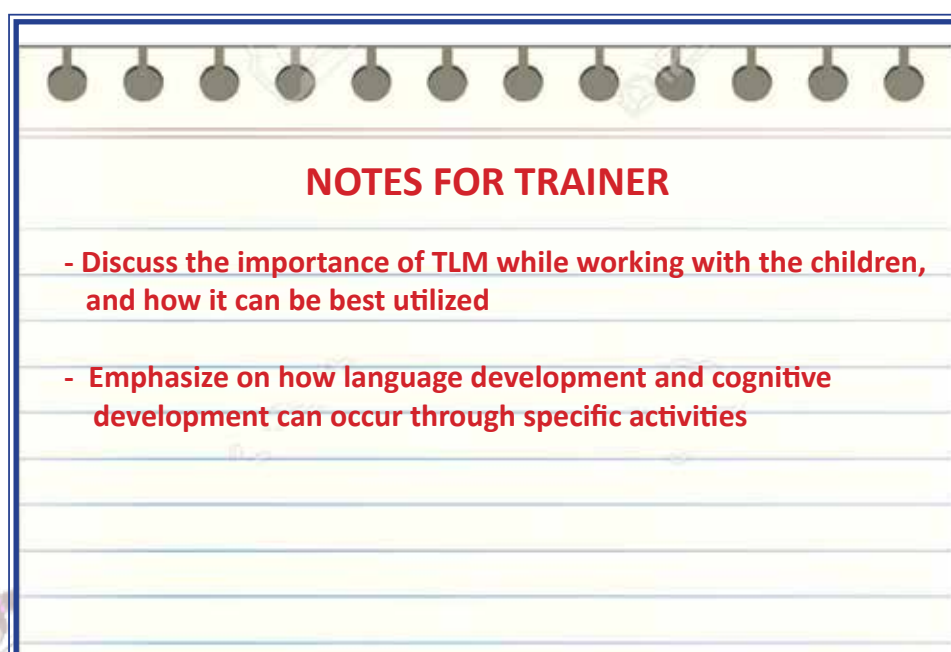
Develop materials required for demonstration – Picture card, Sequence card of a story. Each material should have at least 4 copies.

Group will demonstrate one activity with all members as it will be done at the centre. Facilitator and other will give feedback on the same.

## 3. Logistics

The participants will spend the day at the AWCs identified and allocated by the organizers. It is preferable that each group goes to a different AWC. The groups will implement the planned activities at the AWCs with the children. Later, during the day, the entire group will meet after lunch for experience sharing (day 3; session 2). Discuss following

- About field travel logistics- travel time, transport etc.
- About Check list of what to be done at the centre
- About Responsibility of each group and assigned facilitator
- Procurement and development of teaching learning material associated with the activity for children.







*Session 1 (Planning as discussed in Day 2, session 4)*

*Duration: 3 hours for demonstration, 1 hour for experience sharing and feedback*

### LEARNING OBJECTIVES

- *To provide hands on experience to the participants in implementing the planned activity in a real time scenario i.e. at AWC.*

### RESOURCES REQUIRED

- State Curriculum
- Weekly guides
- A set card having various shapes (at least 20-230) per group
- Story books, picture cards
- Colours, and paper sheets or any other material needed by the participants depending on the activity selected for demonstration.

*Session 2: Sharing of Field experience*

## METHODOLOGY

### 1. Open Session

Ask group members to share their experiences of conducting the thematic activity at the centers. Let the presentation be group wise. Encourage participants to identify the challenges that were faced while transacting the activities, for eg. if the space was sufficient; whether they were able to establish a rapport with the children; was the plan implemented successfully or some adaptations or modifications were required; age appropriateness of the activity; group or whole group activities; response and engagement of children.



Ask facilitator/observer to share his/her experience. The observation could be as per checklist having following

Timing of activities

- Classroom and sitting arrangement
- Use of Material- appropriateness or sufficient
- Enjoyment of children
- Nature of activity- learning objective was clear, had clarity on steps of activities, etc, appropriate for younger and older children
- Use of indoor or outdoor space

**Note:** *Alternatively, considering the background of participants and their experiences, you may also decide to convert the transaction activity by the participants at the AWCs to the observation activity i.e. the participants will observe the transaction by an AWW of a thematic plan. And take note and afterwards have discussion on how it could be done using criteria- focus of activity, classroom arrangement, use of materials, small and large group activity, timing.*

**NOTES FOR TRAINER**

- Discuss the importance of TLM while working with the children, and how it can be best utilized
- Emphasize on how language development and cognitive development can occur through specific activities

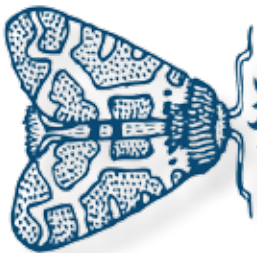


### LEARNING OBJECTIVES

- *To orient participants on the role creative and expressive arts in ECCE (music, songs, poems, dance, drama, art and craft etc)*
- *To identify and understand integration of art, craft and music in daily/weekly plan of the curriculum*
- *The orient the participants towards art of effective storytelling to young children.*

### RESOURCES REQUIRED

- Children's Story books
- Musical instruments like dhapli or dholak
- Handout 6
- Colours, brushes, cotton, A4 papers, news paper, film
- Projector and laptop



### METHODOLOGY

Start the session with a song or a nursery rhyme where everyone stand or sit in circle using a musical instrument. Repeat it two three times as per an objective

Ask the participants how they felt while doing it. Did the activity help in evoking interest among them? What was the focus of the activity? Lead the discussion towards importance of integrating different activities in curriculum planning and how arts and music in teaching and learning process benefit children is an important part of children's daily routine.

#### 1. Film Screening- Creativity (NCERT)

Discussion on film

- Objectives of creativity – ability to represent ideas in different form ability to enjoy and appreciate their culture forms, sensitivity, imagination, appreciation of art,
- How to flourish and nurture in children- variety, focus on local craft and music
- Key activities that can be done every day or weekly basis – dance, music, art, clay making, making things from local items



## 2. Hand on Experience on Craft activities

Select craft activities from the state curriculum and ask participants to practice these doing these themselves. Alternatively, following are sample activities that can be conducted with the participants:

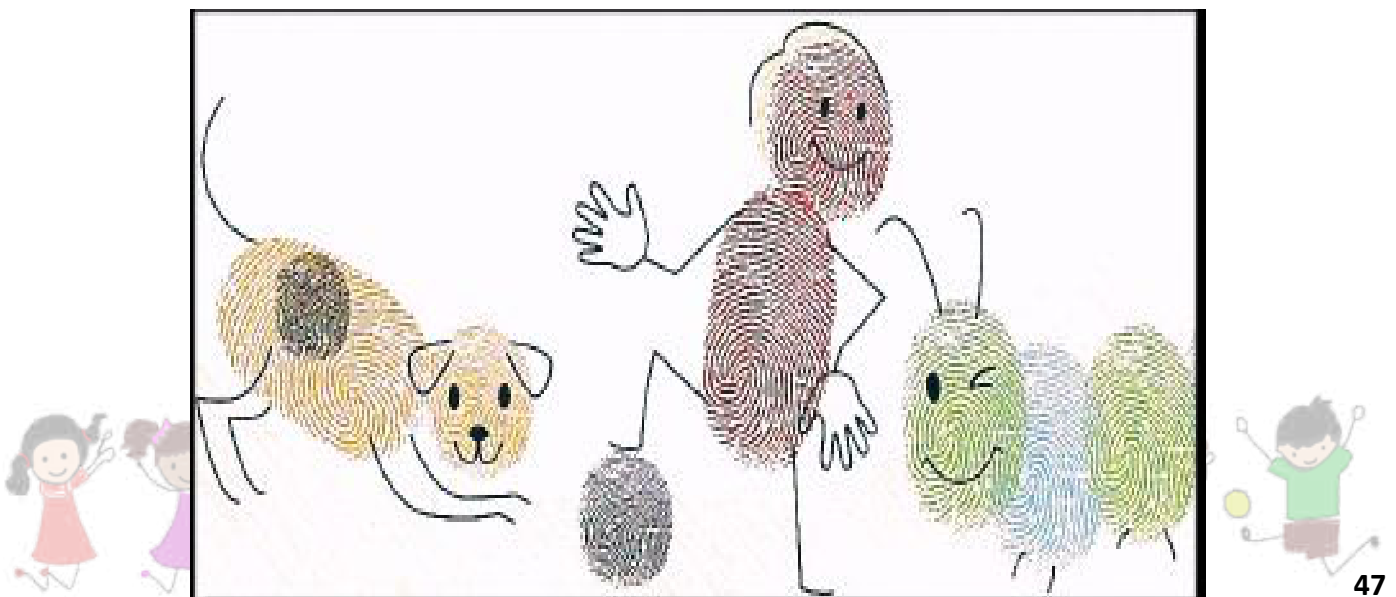
- Finger printing: Organize finger printing session where each participant makes finger printing as shared by facilitator.
- Making malas from newspaper: Ask participants to make strips that are about 1 inch broad at one side and less than 1 other side. Each participants should have about 3-4 such strips. Then ask them to roll up each strip but they will start rolling up from broader side. These beads can be coloured using various colure and them put in a string. Use various ideas to make is interesting. These can also be used to decorate the centre or to make jewellery pieces.

## 3. Story Telling

Tell an oral story and then using a story book with pictures. Keep audience and purpose in mind. (Use voice modulation, intonation, rhymes and songs to catch attention of the group)

- Discuss about story- what they liked and why? And new word they leant etc. Discuss storytelling serves multiple purposes – it could be pure fun and could lead to another activity. Story should never end with moral lecture – let it emerge through discussion if required.
- Discuss about purpose and techniques of storytelling: Lead the discussion towards story telling as an important tool to foster language skills, creativity and imagination among children as well as to foster good habits.
- Share that story telling is a technique, which requires voice modulation, intonations and visual aids ( puppets, flash cards, chart etc) having clear purpose, appropriateness of story- length, sitting arrangement, voice and facial expression, engagement of children while narrating a story, creation of atmosphere.

(Refer to handout 6 for guidelines regarding selecting and telling a story to children.)

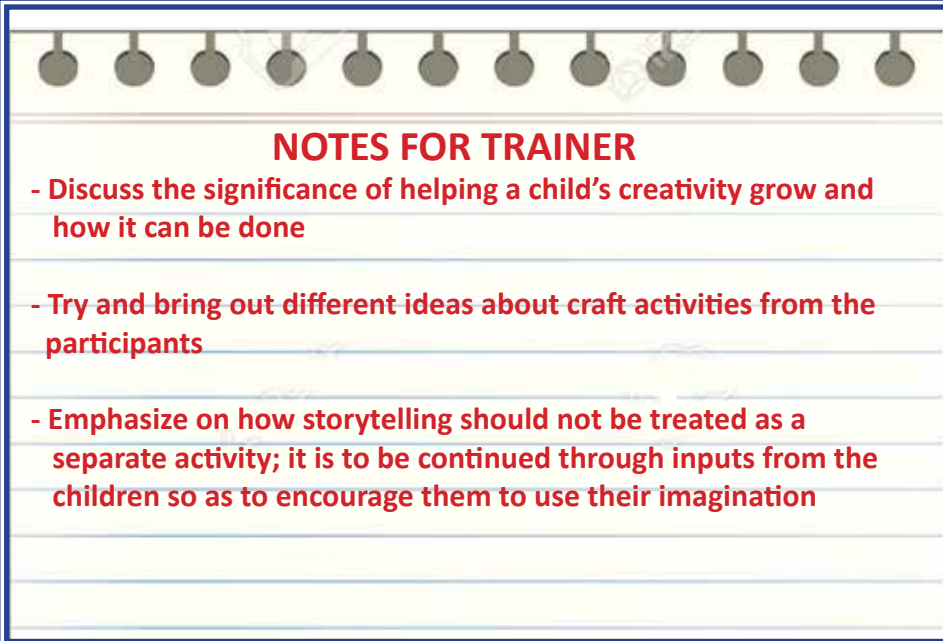




Divide participants in 4-5 groups. Ask each group to select a story from the story books and practice story telling within the group using story telling techniques. Provide about 15 minutes for the same. After the time is completed, ask groups to present the story. A representative can tell the story or all the members can present the same together by dividing sections of the story among themselves. Ask participants to also think and share the inputs that will need to be provided to AWW in providing an orientation to them on storytelling techniques.

#### 4. Group work

Ask the participants to divide in groups with 4-5 participants in each group. Provide a group task of identifying activities, which have used art, craft drama and music as the method of transaction in the curriculum. The group can select a theme from the curriculum and demonstrate a selected activity based on art, craft, music, rhythm etc. Ask groups to make presentation of the activities in a classroom simulation (one of the group members can act as an AWW to transact the activity and other group members can pose as children). Let other groups provide feedback on the transaction of activities.



**NOTES FOR TRAINER**

- Discuss the significance of helping a child's creativity grow and how it can be done
- Try and bring out different ideas about craft activities from the participants
- Emphasize on how storytelling should not be treated as a separate activity; it is to be continued through inputs from the children so as to encourage them to use their imagination





### LEARNING OBJECTIVES

- *To know and understand the significance of assessment of children*
- *To familiarize participants with techniques of continuous assessment of children's learning in curriculum transaction*
- *To orient participants on the assessment of children's development through Child Assessment Cards*
- *To understand the structure and maintenance of children's portfolio.*
- *To develop methods of understanding, observing and supporting children's competencies and development through assessment*

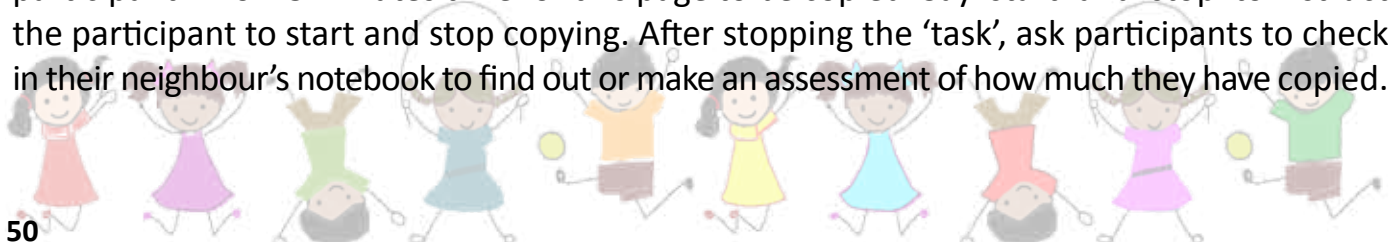
### RESOURCES REQUIRED

- Copies of National Curriculum Framework
- Handouts 7 and 8
- Play material or TLMs to enact a classroom scene

### METHODOLOGY

#### 1. Activity

Facilitator will introduce 'assessment' by the following activity. Provide a simple task like copying a page from the storybook to all the participants. Give a paper and pen to each participant. Allow 5 minutes time for this page to be copied. Say 'start' and 'stop' to instruct the participant to start and stop copying. After stopping the 'task', ask participants to check in their neighbour's notebook to find out or make an assessment of how much they have copied.



## 2. Discussion

It will be a common finding that each of the participants is at different level in terms of task completion despite being provided same conditions and resources. This leads to the fact that assessment is necessary to know where the children stand in terms of learning outcomes. Since, each child develops at his or her own pace, the assessment of skills and abilities informs the AWW to make suitable interventions. Ask participants their views on the

- significance of assessment
- methods of assessment

Share the section on Assessment of Children's Development and learning in National Curriculum Framework (page 57-61) through a power point presentation. Ask the participants to refer to handout 7 for the purpose and method of conducting assessment. Emphasize that no tests are to be conducted for assessment which is to be purely based on observation of children in natural classroom setting and anecdotal records. As per the handout 7, the products or outcomes of children's work can also be assessed. Share the documentation requisites and sampling of activities for assessment as given on page 61 of the document.

Lead the discussion towards using portfolio as a tool for assessment. Page 61 of the curriculum framework document provides the structure of portfolio and defines the range of work that can be put into a child's portfolio. Share various functions of a portfolio in terms of record of children's learning and sharing progress of a child with the parents.

Discuss the various challenges that an AWW faces while doing assessment. List those challenges on the board and address one by one then ask them to think about following points:

- which are the indicators difficult to observe and why?
- Which are the indicators easy and why?
- Meaning of scale – 1,2,3 etc
- precautions during assessment

## 3. Hands on Experience

Ask the participants to divide into three groups and provide a group task of creating portfolios for 3-4, 4-5 and 5-6 year age group of children as per the structure shared in the session. Provide half an hour to complete the task. The groups can display their respective portfolios at the end of the group work for feedback from other groups. They can also present various uses for which the portfolios can be utilized. Facilitator can prepare a portfolio and give a demonstration to the participants to emulate.

Assessment of Learning Outcomes Vs Overall development: Share that assessment of learning outcomes is different from assessment of children's development. The child assessment cards (handout 8) serve the purpose of assessing development as per developmental domain. These are for age groups of 3-4, 4-5 and 5-6 years.





The development progress is measured through the attainment of skills provided in the child assessment cards.

The assessment of learning together with development gives a holistic picture of the development progress of the child.

#### 4. How to assess- Discuss and practice

Facilitator can briefly discuss the following points and then move on to group work wherein the participants of one group would enact a scene of a classroom (drama) and the other group would pose as AWW and thus practice assessment. They should use one of the formulas in discussed in the session and be careful to only describe what they observe without interpreting, explaining or judging it, thereby separating their descriptions from their interpretations and judgments.

Note for Facilitator: Facilitator can discuss the following points while discussing assessment.

##### Assessment:

- Recording of the assessment can be done on a daily, weekly or monthly basis
- Use observation method- conduct specific activities if required to know whether children can do that particular item or not
- Use assessment in preparing weekly planning and sharing with parents in monthly meeting

Facilitator can also discuss these principles for observation which would facilitate the participants to observe each other during the role play activity.

### GUIDING PRINCIPLES FOR OBSERVATION

#### Appearance

- What's the height and weight of the child?
- Is the child able to use clear facial expression to show his/her feelings? How clear are they?
- Which kind of body sensation and control over the body has the child? Is the child able to control its salivation?
- Does the child has or need glasses? How is his/her eye sight?
- How would you describe the child's general level of clothing, hygiene and sanitation?

#### Motor skills

- How would you describe the child's movements? (e.g. Slow, insecure movement, strong and powerful, very controlled, bustling, clumsy...)
- Is the child able to walk without any external help?
- Does the child show a strikingly urge to move? Does the child have good hand-eye coordination?
- Is the child playing with either both hands or one hand only?
- Does the child have a good pinch grip?



## Emotional competencies

- In what kind of mood is the child generally? Can you observe any rapid changes or document some long-term changes?
- Is the child anxious when meeting strangers?
- Do you regard the child as self-confident? In which situations can you observe that?
- Do you regard the child as insecure? What makes you believe that?
- When meeting strangers, is the child shy or outgoing?
- Does the child acknowledge caregivers?
- Is the child's behavior towards strangers and well-known people similar or different?

## Social competencies

- **How does the child approach others?**
- **Does the child act sociably and take initiative, or are they passive or isolated?**
- **Is the child passive and observant, or interested and curious?**
- **Which position does the child take in the group? (leader, follower, etc)**  
**Behavior while playing**
- **Which kind of material prefers the child to play with?**
- **Is the child playing always on his or her own, or do they always have company?**
- **How does the child treat materials and toys?**
- **Is the child independent?**
- **How does the child react towards praise or criticism?**
- **Is the child displaying an obsessive sense of order?**

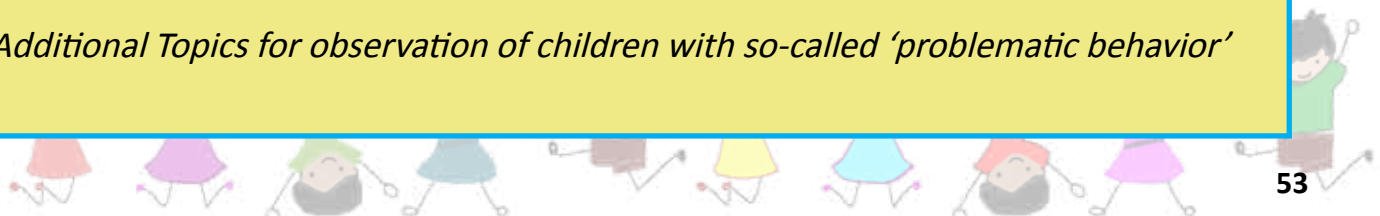
## Usage of material

- **Does the child have preferred materials?**
- **Is the child using adequate material for different games?**
- **Does the child know how to use the material?**
- **Is the child able to explore the material in a creative way?**

## Lingual capacities

- **Does the child feel comfortable speaking in a group or with grown ups?**
- Does the child like tell stories or are they very shy?
- Does the child have a wide or limited vocabulary?
- Is the child able to distinguish between different similar sounds?
- Does the child have a clear voice and is audible when they speak?
- Is the child able to recount stories they have heard and relay experiences?
- Is the child inhibited or eloquent?
- Does the child understand verbal assignments?
- Does the child respond to his or her name?
- Does the child know the names of his or her caregivers?

*Additional Topics for observation of children with so-called 'problematic behavior'*



### Specific observation of a child

- Take your time and give affection!
- Note down situations, where the child shows problems or faces challenges
- When and where do such challenges appear?
- How do they emerge?
- Who is part of the conflict

### 5. Exercise-Planning based on observation

Facilitator can facilitate a half an hour practical observation session of an actual AW centre following which participants can write down their thoughts based on the knowledge and understanding gained till now and make a daily or weekly plan. Participants can note down their independent observations and describe how it will help them in planning their lessons. Facilitator can ask a few of them to share their written work and discuss it with the whole group. Examples of some can be such:

*In my observations, I realized that the children enjoy exploring their surroundings whenever we are outside. Whether it is observing little insects, birds, acquiring knowledge regarding the trees and plants in the garden or talking with passers-by, they are highly interested in what is going on around them. I want to use this exploratory urge to teach them about nature and the value of life.*

*(Cognitive and social)*

*In my observations, I realized that some of the children have difficulties in using their native language and acquiring the necessary skills for starting school. Therefore, I want to plan my lessons in such a way that promotes their lingual capacities.*

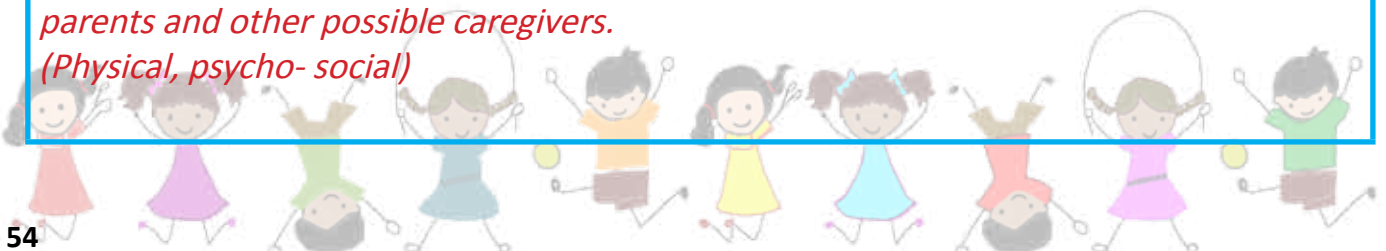
*(Language)*

*In my observations, I realized that the children greatly enjoy painting and using creative arts for self-expression. However, lots of material is being wasted or broken, because they have difficulties in using it properly. Therefore, I want to do an activity that teaches the children how to use painting material (paint and brushes) in various ways and with care and respect, without telling them what to paint.*

*(Creative)*

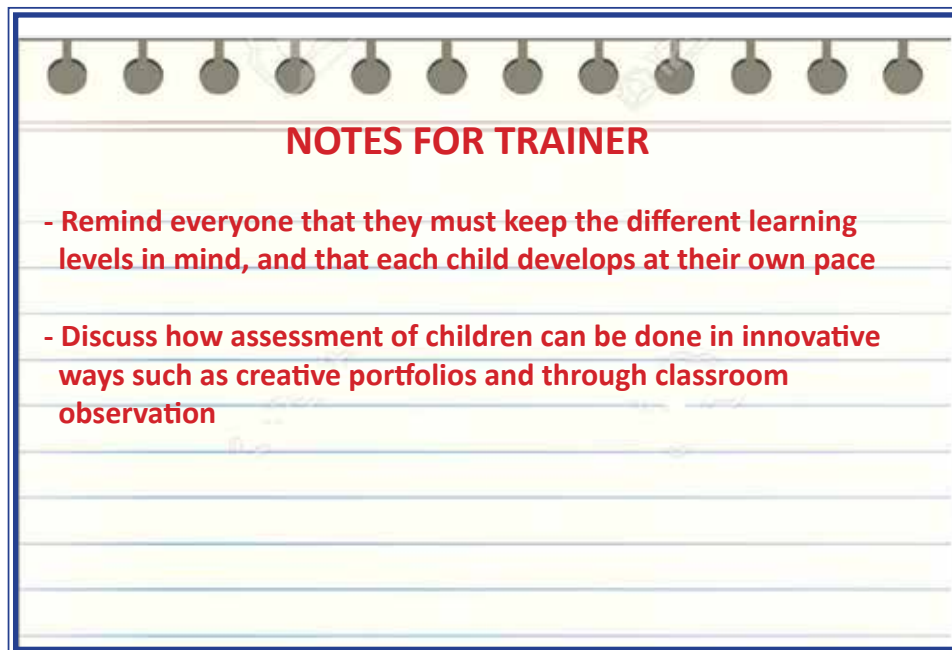
*In my observations I realized that the children have little knowledge regarding hygiene and health, including nutrition. Therefore I want to put this topic at the center of my activities for the upcoming month and also include information and activities for or with parents and other possible caregivers.*

*(Physical, psycho- social)*



## Summing Up:

While summing up, facilitator can discuss the significance of child observation as an integral part of assessment. Child observation is designed to help the educators monitor the child's behavior and development. Based on your observations, you are encouraged to create activities which support the child's development and competencies and develop the required TLMs. Additionally, it can be helpful to use the notes when talking with the parents or other care-takers (e.g. if the child shows problematic behavior or lack of development).



**NOTES FOR TRAINER**

- Remind everyone that they must keep the different learning levels in mind, and that each child develops at their own pace
- Discuss how assessment of children can be done in innovative ways such as creative portfolios and through classroom observation



### LEARNING OBJECTIVES

- *To develop sensitivity towards the barriers faced by the children from varied economic, linguistic and social background and abilities.*
- *To understand issues of diversity and exclusion in terms of economic and social background, language, gender, development and ability.*

### RESOURCES REQUIRED

- Music Players with speakers
- Name tags of three colours
- Stationary
- Power point presentation on social exclusion

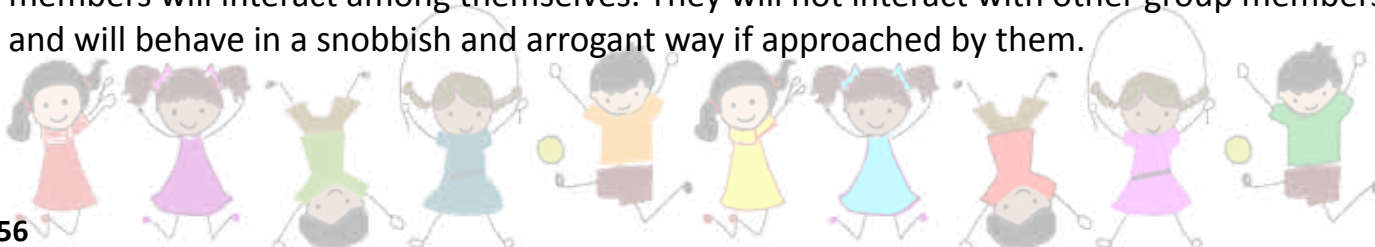


### METHODOLOGY

#### 1. Activity

Tell the participants that they are going to enact a scene of a social gathering (marriage, festival etc). Divide the participants into 3 groups. Give instructions to each group separately. Tell the groups that the instructions given to each of three groups are confidential and should not be shared with members of other groups till the role play ends. Distinguish each group with a different colour name-tag which the group members can display on their clothing such that it is visible to others. Each group can decide a name for itself, which can be written on the name tag. Provide following instructions to the three groups:

**Group A:** The members of this group have to assume that they belong to the upper caste and economically well off background. During enacting the social gathering scene, the group members will interact among themselves. They will not interact with other group members and will behave in a snobbish and arrogant way if approached by them.





**Group B:** The members of this group belong to economic class and caste which has a medium status in the society. The group members should interact among themselves and also make an effort to interact with members of Group A. They would however, ignore any approaches of interaction by members of Group C.

**Group C:** The members of this group belong to lower class and caste. They would make an effort to interact to the members of group A and B.

Give 5-10 minutes for role preparation. Start the role play of a social gathering.

Play some music in the background to give a feel of the marriage/festival. There are people talking, eating and performing rituals in the gathering. Give about 15 minutes for this role-play.

During the enactment, observe the interactions among the group and make notes for discussion. After the time is over, ask the participants to return to their seats.

Initiate a discussion among the group members about their experiences in the role play. How did they feel when they could or could not interact with other group members? Facilitate the discussion into understanding the dynamics that happened during the party role play. Ask the participants to reveal the instructions that were given in confidentiality to each group.

Tell them that the interpersonal dynamics during the role play are a reflection of reality of our society. Due to deprivation and lack of opportunities, some sections of the society face barriers in participation and ultimately fall out of mainstream.

Share the power point presentation on social exclusion to explain its meaning and orient participants towards social inclusion. Discuss that the social groups on the basis of their caste, gender, religion, language, ability and economic status face exclusion at various levels.

## 2. Group Discussion on Barrier to young Children and Way forward:

Ask the participants to identify barriers of access and participation faced by young children from SC and ST background, minority, urban deprived, being a boy or a girl, having developmental delays or disabilities, speaking different languages and children in difficult circumstances.

Raise questions about factors that prevent children from accessing services of the AWCs. Also, what are the factors related to AWCs that discourage or prevent children's participation. Make groups of participants, preferably and allocate one to two of the above topics to each group.

Provide 20 minutes for the group work and ask group representatives to make presentations. Discuss the contextual realities at the level of AWC. The aim is to orient and sensitize participants on the barriers and challenges faced by the children from diverse backgrounds in accessing services and participating in the activities of the AWCs.



### LEARNING OBJECTIVES

- *To orient participants on the strategies for handling diversity in the Anganwadi centre.*
- *To familiarize participants on the identification of children with special needs*
- *To orient participants on strategies for inclusion of children with disabilities and making appropriate modifications in curriculum and transaction.*

### RESOURCES REQUIRED

- Power point presentation on Inclusive Education in Context of ECCE
- Handout 9
- Section from Toto-Chan book

## METHODOLOGY

### 1. Group work

Continuing from the previous session, ask participants to suggest actions/evolve strategies to improve the access (both physical and social access) and participation of children in the AWCs. This time the groups from previous session can be merged to form new groups.

As provided in earlier session, similar topics can be provided to the groups for suggesting groups viz. strategies for young children from SC and ST background, minority, urban deprived, being a boy or a girl, having developmental delays or disabilities, speaking different languages and children in difficult circumstances. Ask the group representatives to make presentation on the strategies for social inclusion of children with above backgrounds.



## 1. Reading a chapter from Toto-chan book ( read the small section)

Discuss with participant the key issue that was addressed and how it was addressed.

## 2. Group Discussion

Lead the discussion on to the needs and benefits of including children with disabilities in the regular anganwadi setup and services. Emphasize that inclusion is important to prevent cumulative effects of disability and disadvantage.

Ask the participants to identify necessary conditions at AWC that foster inclusion of all children (boys and girls, children with different ability and class)

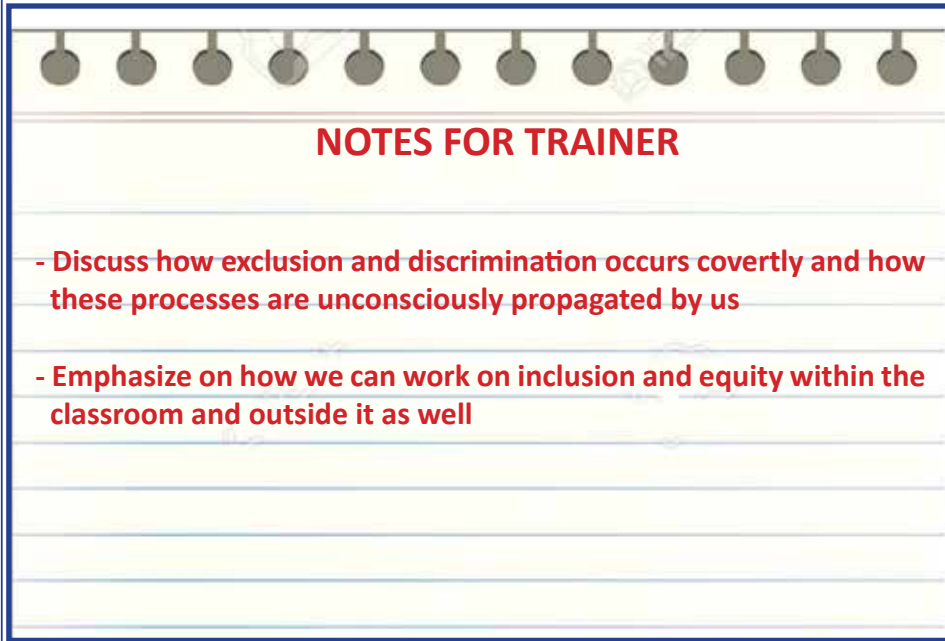
The group will develop a weekly/lesson plan from the state curriculum as per instruction shared in handout 9, adapt the lesson plan to suit the need of children with visual, hearing, speech, intellectual, physical disabilities. The following template can be provided to participants for group work:

Lesson Plan theme	Learning objectives	Resources Required	Methodology of Transaction	Modifications/ adaptations for children with special needs
				Visual Impairment
				Hearing Impairment
				Physical impairment
				Intellectual Impairment
				Speech impairment
				Others



Provide half an hour for the group work. Ask group representatives to present the modified lesson plans. Facilitate a discussion on the modification and adaptation of curriculum for children with special needs and provide inputs on the presentations.

**Activity:** Facilitator will conduct a game/activity that exhibit all features



**NOTES FOR TRAINER**

- Discuss how exclusion and discrimination occurs covertly and how these processes are unconsciously propagated by us
- Emphasize on how we can work on inclusion and equity within the classroom and outside it as well



### LEARNING OBJECTIVES

- *To orient participants on establishing partnerships with local organizations, PRIs, community*
- *To develop an understanding of the initiatives to involve parents: organizing ECCE day and other events*
- *To familiarize with establishing linkages with other existing services for health, nutrition, education and disability*

### RESOURCES REQUIRED

- Handout 10
- Handout 11
- Chart and marker pen



## METHODOLOGY

### 1. Discussion

Initiate a discussion on the importance of parents and family in the development of a child. The parents are critical link for ensuring continuity between the home and AWCs. Continue the discussion with inputs on planning and executing meetings with community and parents. Share that organization of ECCE day by AWWs, will be a major platform to establish and strengthen involvement of parents and communities. Share the guidelines of organizing ECCE day (issued by MWCD) as provided in Handout 11. Facilitate discussion on the same and encourage participants to share experiences of their respective states in organizing ECCE day (many states have initiated celebration of ECCE day on a monthly basis).





## 2. Group work

In an effort to establish communication with parents, the home visits will also be needed to be undertaken by AWW. Provide a group task to the participants for highlighting the dynamics pertaining to parental and community involvement especially PRIs. Ask the participants to divide in 4 groups and prepare a role-play on the following:

- Conducting a home visit for a child who has been absent from last many days to seek information about him/her
- Conducting a parents meeting at the AWC to share children's progress and orient parents on ensuring continuity at home
- Conducting a community meeting at the AWC to inform and seek support about various issues pertaining to functioning of AWC.
- Organizing an ECCE day in the AWC

Provide about 15 minutes for the preparation time for role-play and ask the groups to present the role-play one by one. Discuss the highlights of the role-play among the group and invite feedback and comments from the participants.

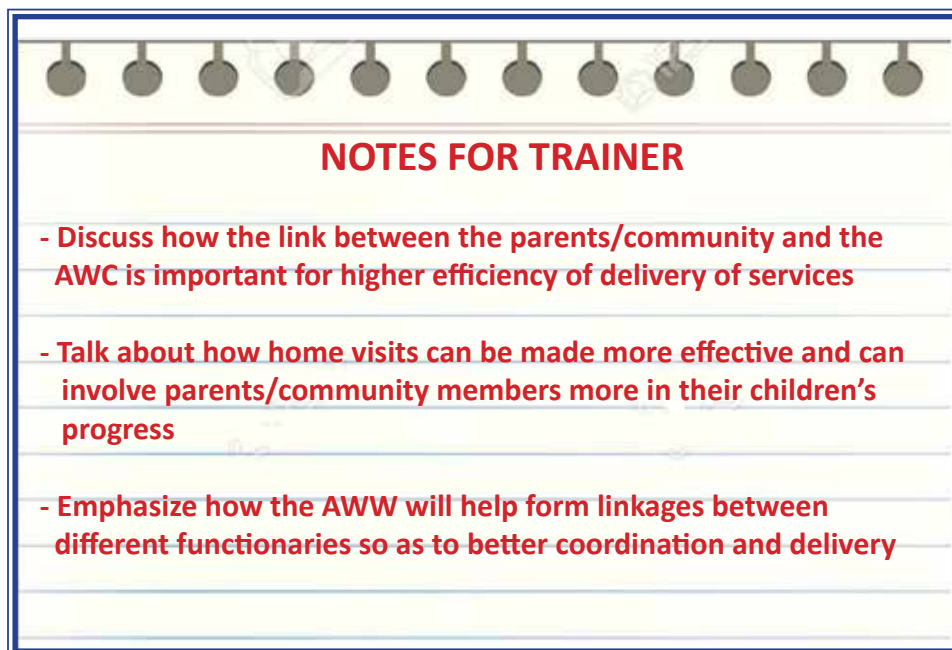


ECCE SERVICES IN THE ICDS	LINKED SERVICES CONCERNED DEPARTMENT	CONCERNED PERSONNEL	STRATEGIES FOR ESTABLISHING LINKAGES (by the AWW)
Immunization	Services under NRHM; Health Department	ASHA worker, link worker	
Growth Monitoring	Services under NRHM; Health Department		
Early identification and assessment	Block Resource Centre, SSA Others	Block Resource Centre Coordinator	
School readiness and transition	Education Department	Block Resource Centre Coordinator	



Lead the discussion on to the importance of establishing linkages with the existing health, education and other services to ensure delivery of ICDS services. Conduct a mapping exercise with the participants in order to identify such services and associated personnel. This exercise will orient the participants on the need of establishing linkages with whom and with what strategies for the delivery of ECCE services. Ask participants to be divided into groups, preferably state wise. Share the given template with the participants for the group work:

Some suggestive items are provided under the above table heading as a sample for the facilitator and participants. These can be elaborated upon depending on the state context. Provide about half an hour for the above group work. Ask the group representatives to make presentations of the mapping exercise.



**NOTES FOR TRAINER**

- Discuss how the link between the parents/community and the AWC is important for higher efficiency of delivery of services
- Talk about how home visits can be made more effective and can involve parents/community members more in their children's progress
- Emphasize how the AWW will help form linkages between different functionaries so as to better coordination and delivery



(30 minutes for discussing and one hour for planning themes and preparing materials)

### LEARNING OBJECTIVES

- *To provide opportunity for the participants to plan and practice thematic activity for children*
- *To develop required teaching learning material*

### RESOURCES REQUIRED

- State curriculum
- Weekly guides, story books, picture cards stationary, boxes, sticks, stones, picture charts (animal or vegetables)-sufficient for participants
- Cardboard, 8 boxes of blank visiting cards
- Fevicol, sketch pens, markers, paper cutter
- Chart paper, black paper sheet, clay and other material required for preparing relevant TLMs

## METHODOLOGY



Ask participants to select a thematic activity from the state curriculum to implement at the AWCs. Guide them to plan for assessment along with the activities that will be conducted at the AWCs. Some sample activities are provided below for helping participants to plan and transact the activities. The focus should be on thematic activity rather domain based activity.

### 1. Open Discussion

Facilitator will share information about domain of language development and emphasize on the following aspects:

- Importance/ Objectives of Language Development – Medium of expression – needs, ideas,...how children learn the language



- Four Areas/skills of Language – Listening, Speaking, Reading readiness and Writing readiness
- Ways of developing Language – Free conversation, Dramatization, Puppet Play, Role play, story, rhymes, language games

Trainer will list down key aspects on the blackboard for the participants.

## 2. Hands on Experience

**Activity:** Trainer will ask the participants to close their eyes and s/he will produce different sounds with the help of objects/ tapping feet, clapping the table, desk, spoon etc. and ask them to identify the specific sound. More of such activities may be done to build participants' understanding about the importance of sound in developing listening skill among children.

Facilitator will conduct 2-3 language games for letter identification and sound identification and later 2-3 rhymes. Ask participants to make flash cards or a drawing and then create a story.

(Facilitator may choose some other activities related to listening skills, speaking and reading skills on experience)

Note: Facilitator can use the list given below to choose a variety of activities to develop different skills in children.

### Language:

- Activity for Word and Sound Association and Identification e.g., rhyming words, reciting rhymes.
- Conduct story telling session. For e.g., participants can identify words and sounds and make circles on word starting with specific sound; Children can use books in pairs.
- Oral discussion – open and structured to improve their listening, speaking skills and thinking in sequence about things they see and knowing their environment better.
- Names of animals, birds, fruits, festivals etc can be used
- Activities for writing readiness such as - Working on worksheet – pattern making, letter copying, Coloring in enclosed space, Joining dots, Free hand drawing, Making Patterns

### Creative Domain:

- coloring and drawing
- making a collage
- telling a story by seeing pictures/books/cards
- gathering the toys after play and placing them in their respective places
- making human figures
- Clay modelling
- Dramatization
- stories
- Nature Walk





## For Facilitator's Reference

Organizing Nature Walk: Participants will go out for nature walk and facilitator will facilitate this. Post walk have conduct discussion on following topic:

- Importance of Nature walk in development of various domains
- Things to keep in the mind pre nature walk- preparing the child, give instructions to the children, precautions
- Things to keep in the mind post nature walk – talk about children’ observation and experience discuss about children’s collected material and plan some activities with the help of material



### 3. Group work

Form groups with 4-5 members then each group will review weekly/daily plan as given in curriculum and identify activities related to ‘language and concept formation and adapt as per the feasibility. Each group will identify 4-5 activities to be transacted by each group at AWCs

Develop materials required for demonstration – Picture card, Sequence card of a story. Each material should have at least 4 copies.

Group will demonstrate one activity with all members as it will be done at the centre. Facilitator and other will give feedback on the same.

### 4. Logistics

The participants will spend the day at the AWCs identified and allocated by the organizers. It is preferable that each group goes to a different AWC. The groups will implement the planned activities at the AWCs with the children. Later, during the day, the entire group will meet after lunch for experience sharing (day 5; session 2). Discuss following

- About field travel logistics- travel time, transport etc.
- About Check list of what to be done at the centre
- About Responsibility of each group and assigned facilitator
- Procurement and development of teaching learning material associated with the activity for children.



## NOTES FOR TRAINER

- Discuss the importance of Language development and its components, and for inculcating listening skills
- Emphasize upon usage of locally available material for making TLM
- Use some sample TLM to help the participants understand better
- Let the participants use their own imagination for creating the TLM and then ask them to explain how they would use that TLM
- Use dark and bright colours while making TLMs so that they are easily visible from any distance.
- Use thick lettering while making TLMs.





DAY 5  
SESSION  
1 and 2

TOPIC  
IMPLEMENTING A THEMATIC ACTIVITY FOR  
DEMONSTRATION AT THE AWC

DURATION  
4 hr and 30 minutes

*30 minutes for planning, 3 hours for demonstration, 1 hour for experience sharing and feedback*

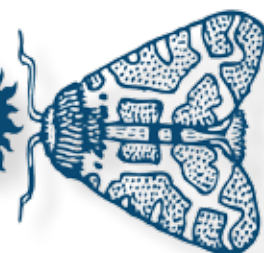
### LEARNING OBJECTIVES

- *To provide hands on experience to the participants in implementing the planned activity related to Creative Expression in a real time scenario i.e. at AWC.*

### RESOURCES REQUIRED

- Weekly guides/curriculum
- Stationary like crayons, water colours, sketch pens, art paper, scissors, cello tape, stapler, glazed paper etc, any other material needed by the participants depending on the activity selected for demonstration

## METHODOLOGY



**Demonstration at Site:** The participants in small group will spend the day at the AWCs identified and allocated by the organizers. The groups will implement the planned activities at the AWCs with the children.

Later, during the day, the entire group will meet after lunch for experience sharing (Day 5, Session 2).

**Discussion:** Ask group members to share their experiences of the participants in implementing the same. Encourage participants to identify the challenges that were faced while transacting the activities. Let the presentation be group wise. Encourage participants to identify the challenges that were faced while transacting the activities, for eg. if the space was sufficient, whether they were able to establish a rapport with the children, was the plan implemented successfully or some adaptations or modifications were required, age appropriateness of the activity, group or whole group activities, response and engagement of children, was activities too simple or complicated.

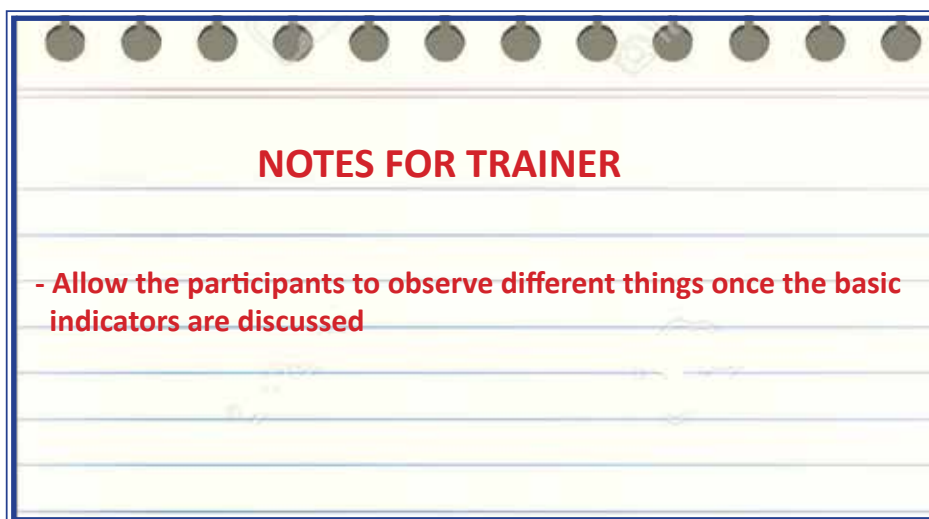


Remember that children may take some time to engage in work as they will be meeting you for the first time.

Ask facilitator/observer of each group to share his/her experience on participants' teaching methods and engagement with children. Ideally, facilitator should have a check list to observe participants performance or teaching methodology. The observation could be around following.

- Time required for each activity
- Classroom and sitting arrangement
- Use of Material- appropriateness or sufficient
- Enjoyment of children
- Nature of activity- learning objective was clear, had clarity on steps of activities, etc, appropriate for younger and older children
- Small or whole group activity and appropriateness for their age
- Use of indoor or outdoor space

*Note: Alternatively, considering the background of participants and their experiences, you may also decide to convert the transaction activity by the participants at the AWCs to the observation activity i.e. the participants will observe the transaction by an AWW of a thematic plan. And take note and afterwards have discussion on how it could be done using criteria- focus of activity, classroom arrangement, use of materials, small and large group activity, timing*





### LEARNING OBJECTIVES

- *To orient participants on the role of an Anganwadi worker/helper.*
- *To develop role clarity among the AWW with respect to other workers in the services linked to ICDS.*

### RESOURCES REQUIRED

- Chart or sketch pen



### METHODOLOGY

#### 1. Open Discussion

Initiate the discussion on enumerating role of an AWW/helper which is important due to two reasons. Firstly, it helps the person in that role to understand the nature of work and undertake appropriate responsibilities or steps for action. Secondly, since ICDS is multi-sectoral in its implementation, the AWW is required to work in coordination with workers from other department. Role clarity at a more operational level will support AWW in delivering the services.

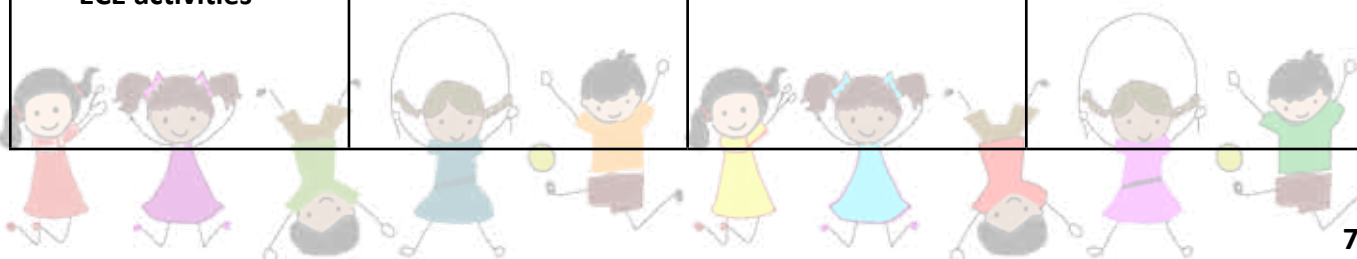
#### 2. Role play

Divide participants in 4-5 groups. And ask them to prepare a play which depicts the role of AWW, Helper and Supervisor related to ECE clearly.

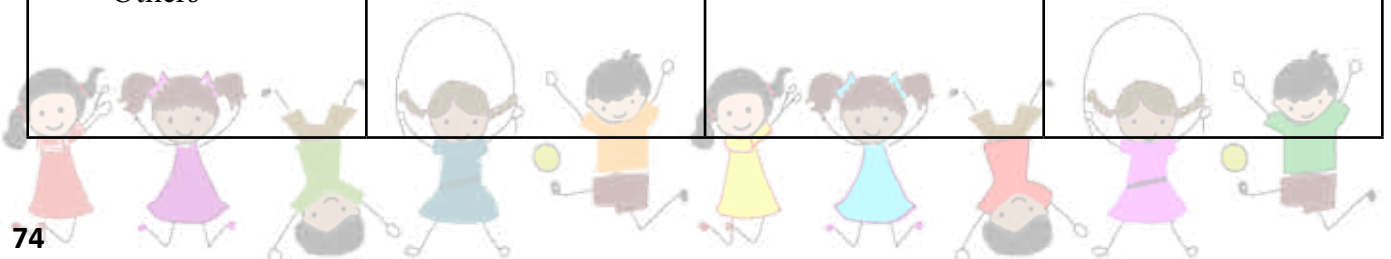


Give 15 minutes for preparations and 10 minutes for presentation  
 Discuss the role of each stakeholder while referring to JD of AWW, helper and Supervisor.

ROLE AND RESPONSIBILITY	AWW	HELPER	SUPERVISOR
Enrollment and Attendance of Children			
Health and Nutrition			
Cleanliness			
Planning			
Organization of AW space			
TLM preparation			
ECE activities			



ROLE AND RESPONSIBILITY	AWW	HELPER	SUPERVISOR
Children assessment			
Parents engagement			
Infrastructure of AWW			
Organization of function at centre			
Home based counseling			
Parents meeting			
Others			



Based on presentation and discussion, ask participants to make a role and responsibilities matrix of each stakeholder- AWW, Helper, Supervisor.

**NOTES FOR TRAINER**

- Discuss how the cooperative and coordinated performance of duties by the AWW, AWH and Supervisor help in the ideal state of functioning for the AWC
- Keep in mind that there should be a fair distribution of activities between the different functionaries



### LEARNING OBJECTIVES

- *To orient participants on the supportive supervision and monitoring by CDPOs/ Supervisors in context of implementation of ECCE curriculum*

### RESOURCES REQUIRED

- Handout 12

## METHODOLOGY



### 1. Group Work

In continuation of previous section, ask participants to discuss about the role of supervisor in context of ECD at centre and Sector level. Some of the questions that should be probed could be:

- What kind of work to be undertaken by supervisor at centre during field visit?
- How to support AWC and strengthen ECE through sector meetings? Training, monitoring progress, advocacy with higher authority?
- What are the things/points that should be measured by supervisor to measure quality of ECE services at centre?

Facilitator may add more questions based on discussion held in previous section.

Based on group work have discussion about anticipated role of supervisor that act as mentor and leaders to AWWS.





## 2. Open Discussion

Introduce concept of supportive supervision among the participants. In present scenario of ICDS implementation, supervision and monitoring is one of the weak areas, especially in the case of early childhood education. The AWW in need of the curricular and pedagogical inputs is only subjected to monitoring without any support to implement the activities. It is important to strengthen the supervision and monitoring in context of present roll out of contextualized curriculum to make it successful on the field.

Share with the participants that supportive supervision is a facilitative approach to supervision that promotes mentorship, joint problem solving and communication between supervisors and supervisees. In recent years, supportive supervision has been implemented to improve routine program monitoring and evaluation (M&E).

The cornerstone of supportive supervision is working with staff to establish goals, monitor performance, identify and correct problems, and proactively improve the quality of service. Together, the supervisor and workers identify and address weaknesses on the spot, thus preventing poor practices from becoming routine. Supervisory visits are also an opportunity to recognize good practices and help workers to maintain their high-level of performance.

Emphasize that such an approach requires constructive feedback to be shared with workers by the supervisors. Refer to handout 11 for the Sandwich model of feedback sharing and share the same with participants with examples. Allow one or two participants to practice and demonstrate the same.

Lead the discussion towards importance of monitoring of roll out of curriculum at the level of CDPOs and Supervisors.

## 3. Sharing the Story

Share the story on monitoring provided in handout 11. Elicit participants' responses on the same. Guide participants to broadly identify areas or indicators that will require monitoring by Supervisors on curriculum roll out.

On the basis of above areas, facilitate participants to enumerate process of supportive supervision in the template provided in handout 11. Ask participants to make groups and undertake this exercise. The group representatives can present the filled template on supportive supervision. This exercise when undertaken in the Supervisors and CDPOs can serve as a resource to guide them for supportive supervision in alignment of broad monitoring and evaluation framework for curriculum implementation.



## NOTES FOR TRAINER

- Stress on the importance of Supportive Supervision and how it can be practiced
- Discuss the use of Sector Meetings



### LEARNING OBJECTIVES

- *To orient participants on their role as a master trainer*
- *To orient participants on the facilitation skills and techniques to be used in the training program*

### RESOURCES REQUIRED

- Annexure 2



### METHODOLOGY

While referring to the earlier stated objective of this training program to train master trainers for the roll out of contextualized ECCE curriculum, share that it is important to understand role as a master trainer in order to impart further trainings in the respective states. The role of the master trainer will not be limited to training participants on the contextualized curriculum but also to provide guidance and on-site support for implementation of curriculum.

The master trainers will also be part of the second phase of training on the curriculum. The time period in between two phases will be crucial for understanding the roll out process and challenges being faced on field. The same could be addressed in next phase of trainings.

Present section on facilitation skills provided in Annexure 2 with the participants. Facilitate discussion on the points while referring to structure and transaction in the present training program as an example. Encourage participants to add on to section on the facilitation skills.



### Other important Work

- Recap of the training and planning through quiz
- Group Discussion for next level training and planning Exercise-
  - o Discussion of Master Trainers before actual training agenda and framework
  - o Venue – residential or non-residential
  - o Development of Training materials
  - o Preparation of demonstration material



## **XI References**

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- *Creating Inclusive Learner Friendly Environment Toolkit, UNESCO. Available online: <http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit>*
- *Towards a Quality Early Childhood Program. WCD, Gujarat and UNICEF*
- *Balwadi Curriculum Manual, Mobile Creches*
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- *CARE (2008) Training Handbook and Activity Bank for ECCE Program- A Source book for training of ECCE Educators, Written by Amita Govinda*
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