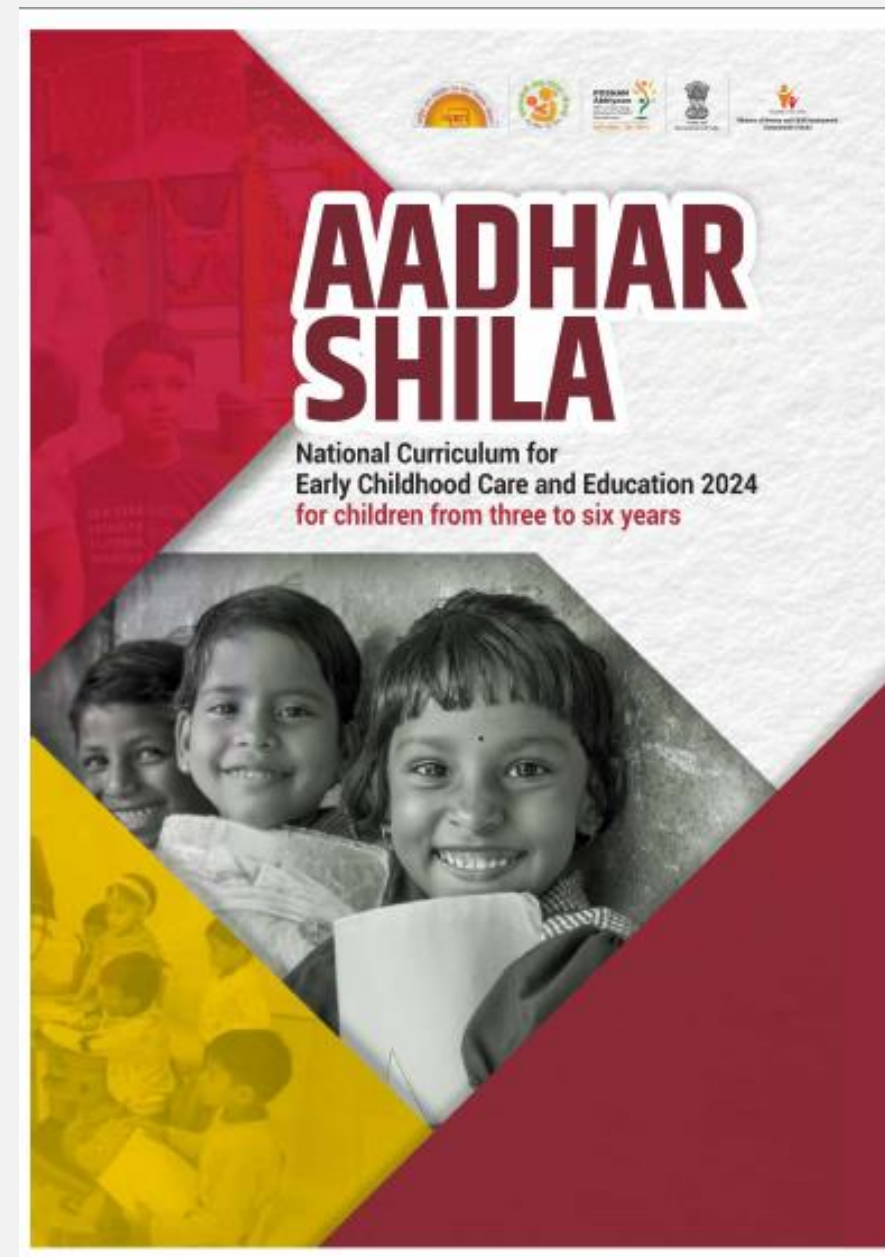


# **Masterclass for Anganwadi Workers on ECCE: Navchetana, Aadharshila and Poshan Bhi Padhai Bhi on 21<sup>st</sup> August, 2024**

**Organized and Conducted by NIPCCD**





Ministry of Women and Child Development  
Government of India



# Poshan Bhi Padhai Bhi

## ECCE Training of Anganwadi Workers



# Expansion and Coverage of Anganwadi System (1975-2024)

Launch of ICDS (33 community development blocks)



1975

4891

Operational AWCs

2004

Supreme Court ordered universalisation of ICDS (First Phase of expansion)

Universalization approved, Goal of 14 lakh AWCs

2008-2009



2018

Launch of Poshan Abhiyaan

Saksham Anganwadi and Poshan 2.0

2021

Launch of Poshan Bhi Padhai Bhi (PBPB),

- Anganwadi Protocol for Divyang Children
- Palna Scheme (Anganwadi cum Creche)
- Protocol for CMAM

2023-2024

7076 ICDS Projects, 13.9 lakh AWCs, 2 lakh Saksham Anganwadis in the next 5 years Components include Infrastructure Upgradation (WIFI, LED, Poshan Vatika, Smart Aidsetc.) and IT Poshan Tracker)



# India's Anganwadi Center (AWC) System is the World's Largest Public Provider of Early Childhood Services

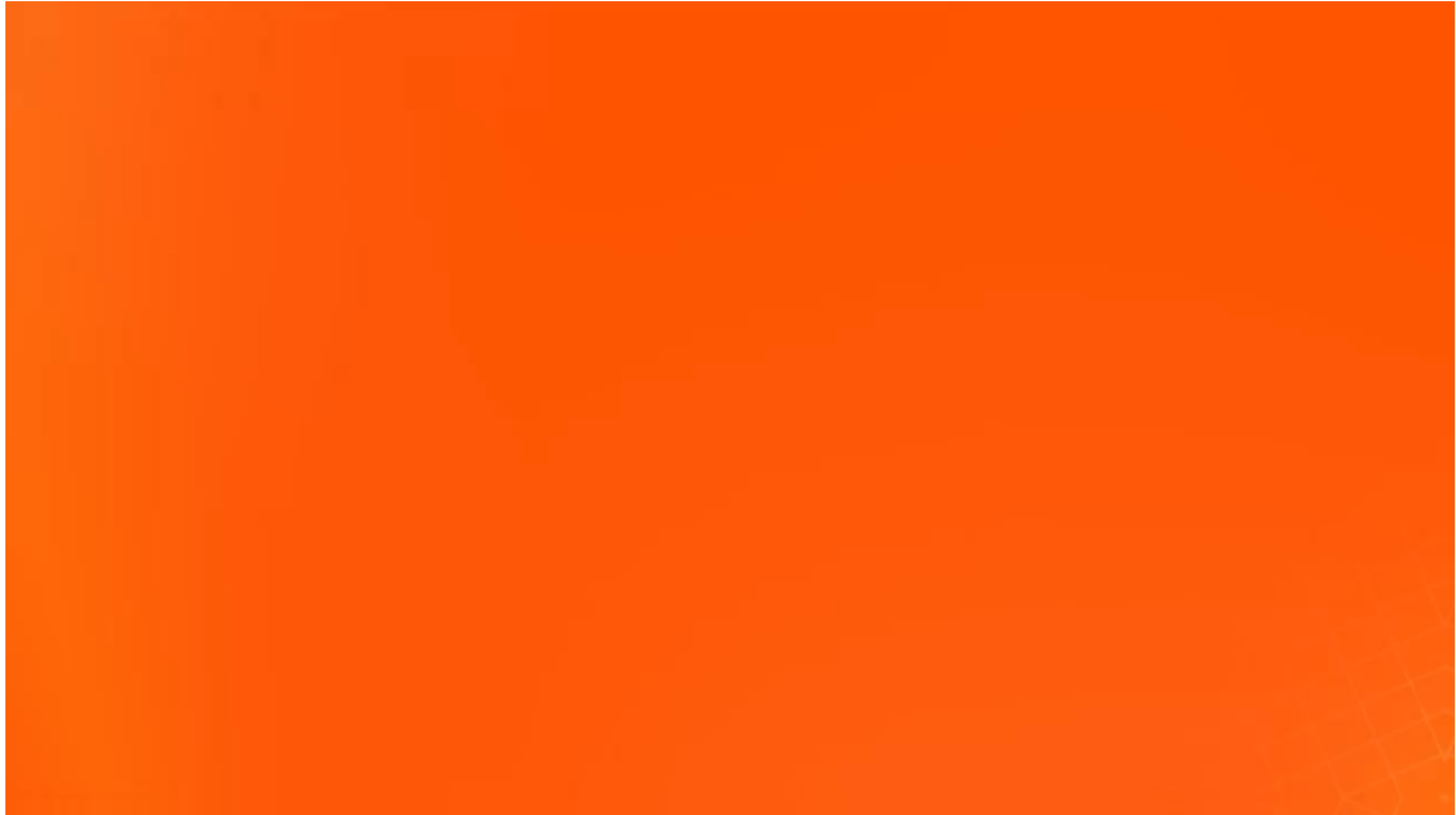
**“Changing the perception of Anganwadi as a “learning center”**



**13.9L centers impacting 8+ Cr children aged 0-6 years**



## Poshan Bhi Padhai Bhi Launch Video



# Poshan Bhi Padhai Bhi

**Holistic development**  
of children under 6 years



## Objectives

**Nurturing skills in key development domains** identified under NEP: physical/motor, cognitive, socio-emotional-ethical, cultural/artistic, communication and early language, literacy and numeracy



**Integrating early childhood nutrition**



## *Poshan Bhi Padhai Bhi*

To develop the capacities of Anganwadi Workers (AWW) with a basic understanding of the **ECCE curriculum and pedagogical approaches**, to enable them to provide high-quality play-based ECCE at the last mile



## Poshan Bhi Padhai Bhi- Training of all Anganwadi Functionaries on ECCE including Aadharshila & Navchetana

**Tier 1 Training:  
State Level Master Trainers (SLMTs)**

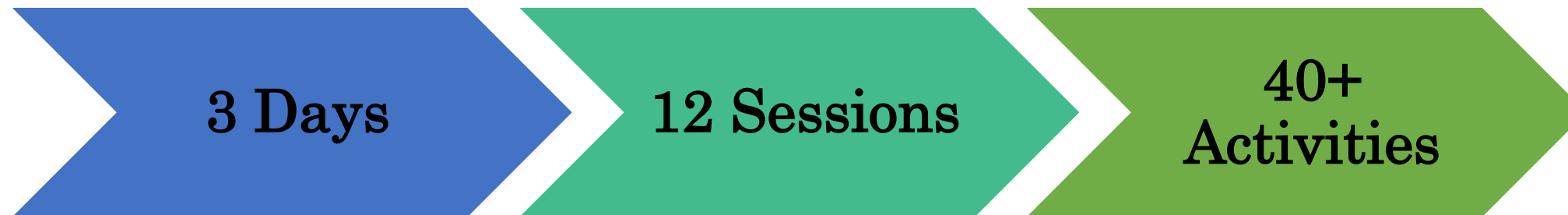
**Tier 2 Training :  
Anganwadi Workers (AWWs)**

**40,618**



**13.9 lakh**

**Impacting 8+ Cr Children aged 0-6 years**



**Rs. 476 cr. budget approved till 2025-26**



# पढ़ाई के साथ पोषण, करेगा देश रोशन

## POSHAN BHI PADHAI BHI



States / UT	Number of AWWs trained
Andaman and Nicobar Islands	207
Arunachal Pradesh	591
Assam	37
Chandigarh	376
Delhi	35
Jammu and Kashmir	4,204
Karnataka	395
Ladakh	230
Mizoram	876
<b>Grand Total</b>	<b>6,951</b>



Anganwadi Workers Training –6951 Trained so far

All CDPOs & Supervisors trained from 10 Utkarsh Districts



# Three-Day Programme Schedule (18 hours Duration)

## Day 1: Padhai

Session 1: Introducing Poshan Bhi Padhai Bhi, Aadharshila and Navchetana

Session 2: Aadharshila: Developmental Domains for 3-6 years

Session 3: Play Based Activities for ECCE in each AWC

Session 4: Weekly Play Based Calendar for ECCE

## Day 2: Poshan

Session 5: Protocol for Management of Malnutrition in Children: SAM, MAM and Micronutrient Deficiencies among Children

Session 6: Nutrition, Personal Hygiene and Sanitation for Children (0-6 years) & Dietary Guidelines

Session 7: Growth Monitoring and Poshan Tracker

Session 8: Parental Engagement and Community Mobilization for ECCE and Poshan

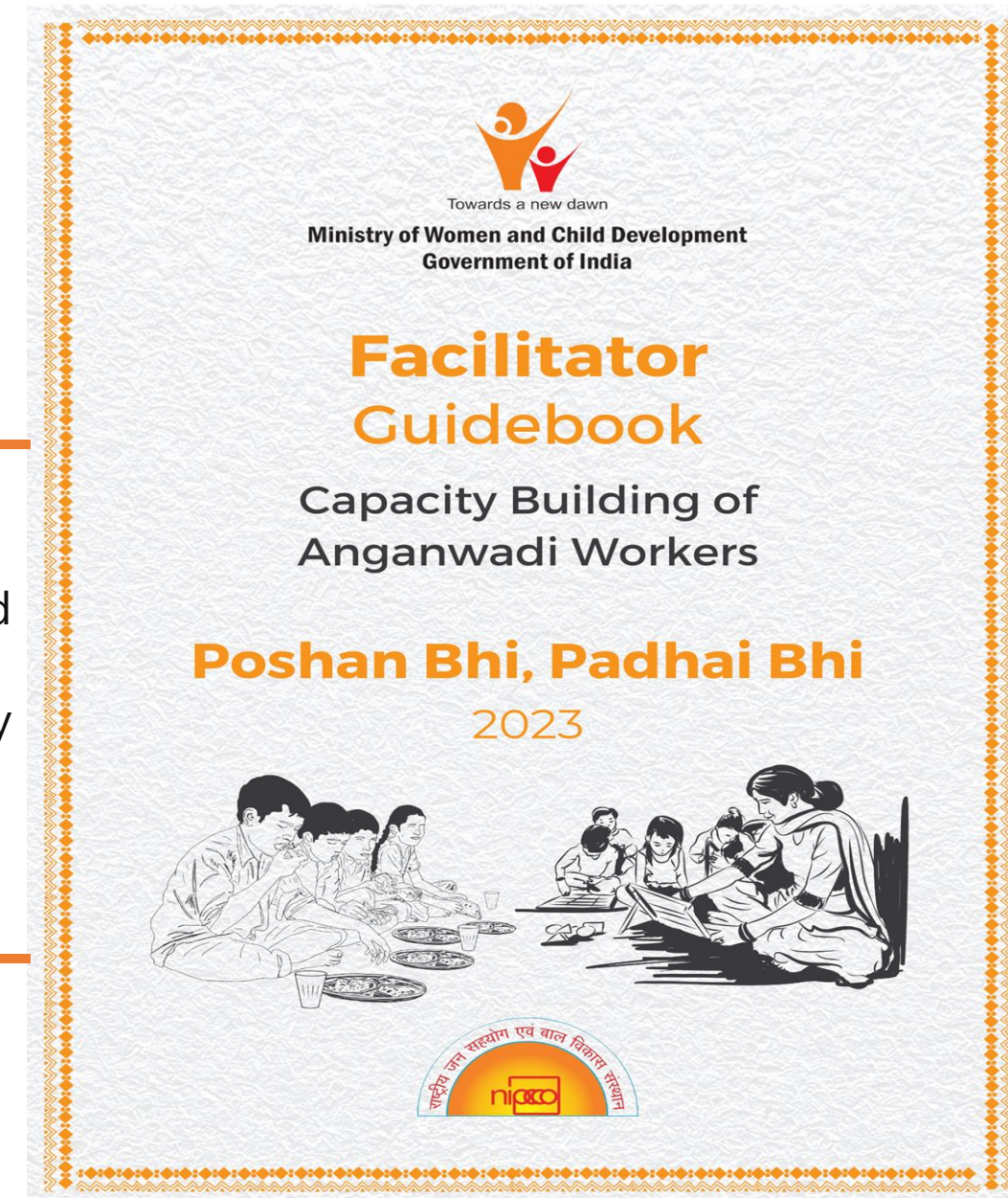
## Day 3: Poshan Bhi Padhai Bhi

Session 9: Divyang Children - Screening, Inclusion and Referrals

Session 10: Navchetana : Stimulation Activity Calendar from Birth to Three years

Session 11: Child Assessment and Learning Outcomes

Session 12: States Best Practices: Changing the perception of AWC as Learning Centre

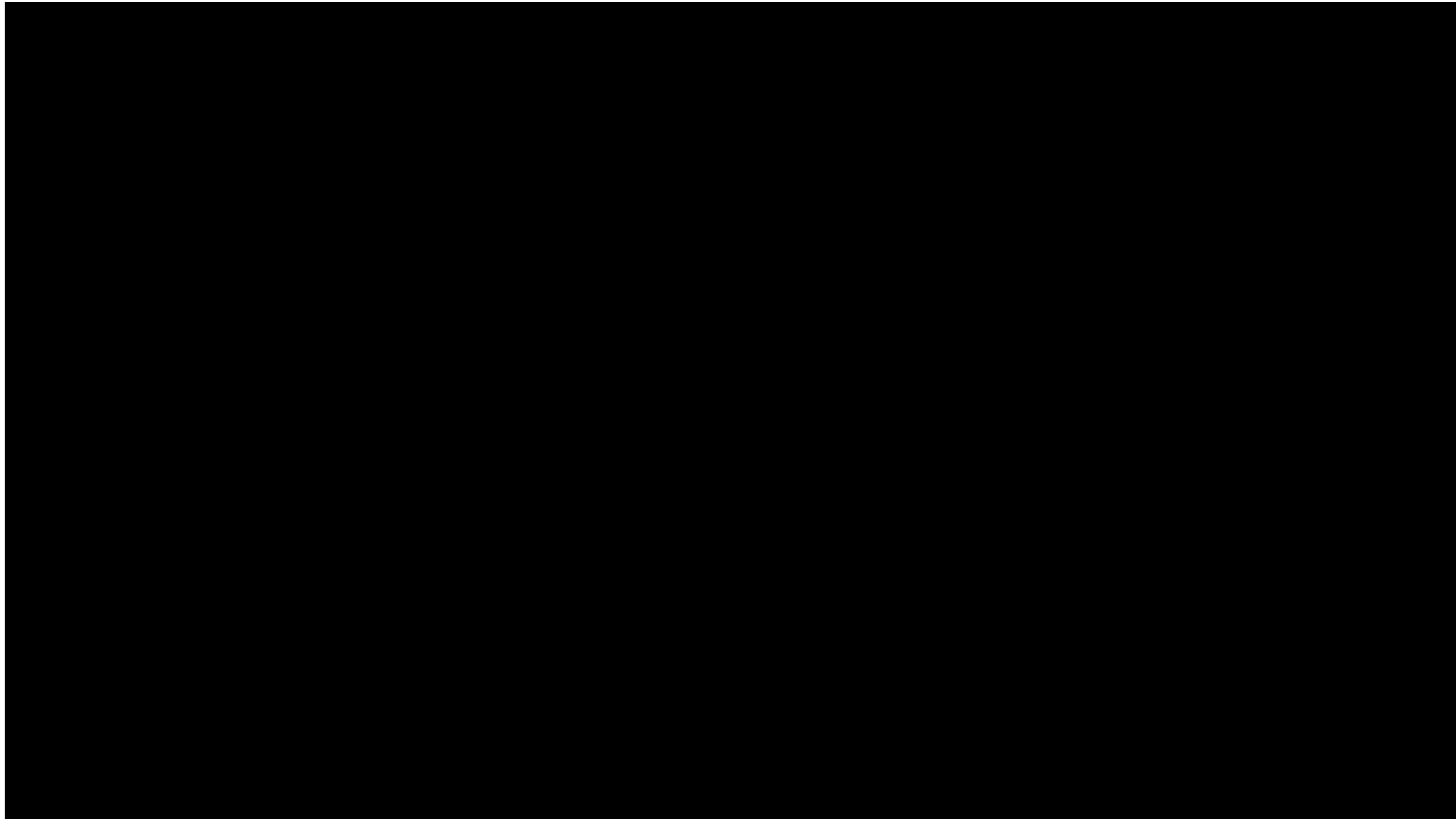




# Day 1: Padhai



# Understanding Sensitive Periods in Early Childhood Development

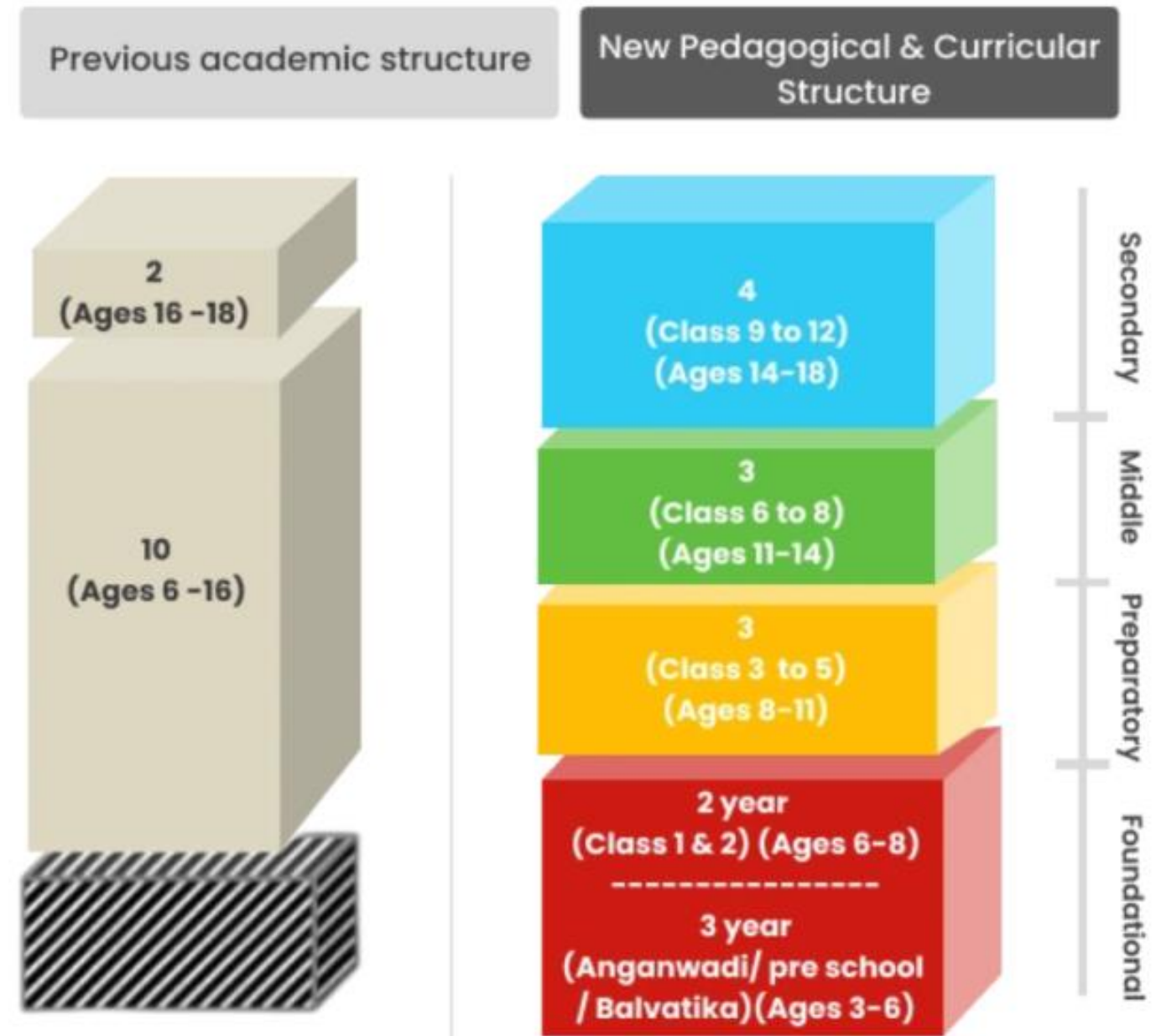


**85% of brain growth occurs in the first 2000 days Development, play and education activities before age 6 lead to lifelong benefits in health, school performance, skill development and employment.**

# National Education Policy 2020

## Path breaking Recommendation- ECCE

- Pre-primary (age 3 to 6 years) included in the continuum of education for the first time







# **NIPCCD Pioneering the Initiative: Charting a New Course**

## **Navchetana**

**National Framework for Early Childhood Stimulation (Birth to 3 years) 2024**

## **Aadharshila**

**National Curriculum for Early Childhood Care and Education (3 to 6 years) 2024**

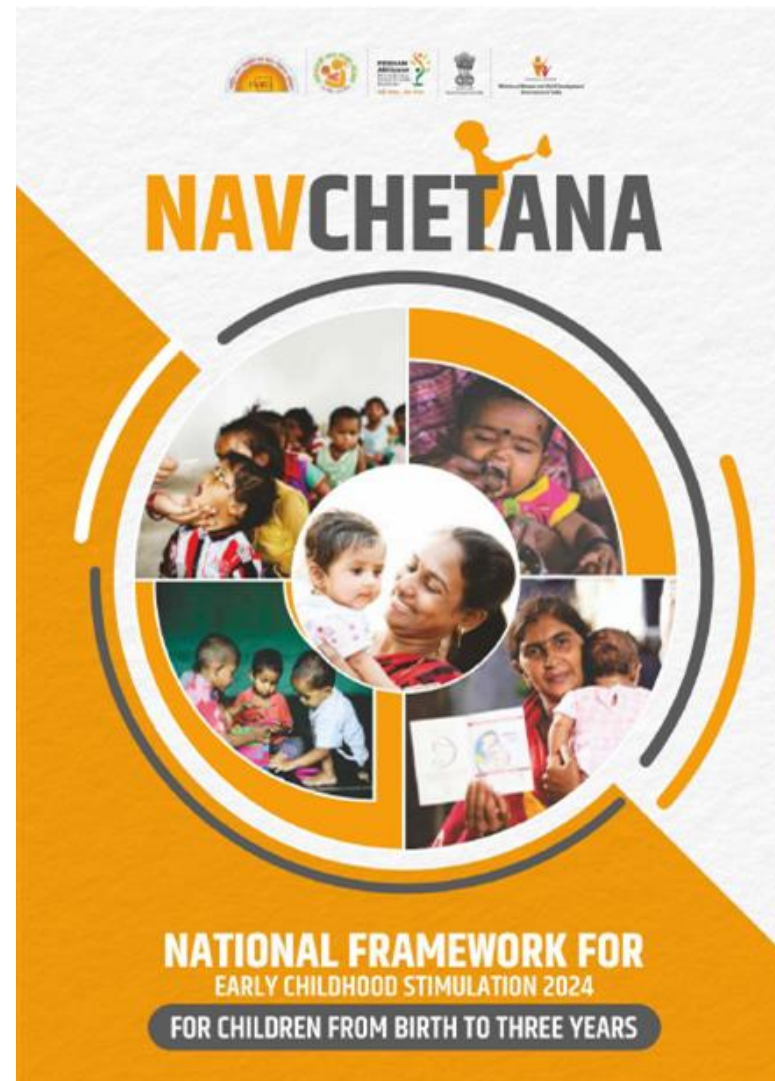


Comprehensive alignment with NEP, 2020 & NCF-FS, 2022

Comprehensive Analysis of nearly Sixteen State-Level ECCE Curricula

Based on Recommendations of ECCE Taskforce, MWCD, 2022 and Internal Committee, 2023

Divvyang Inclusion



# NAVCHETANA

## नवचेतना

### National Framework for Early Childhood Stimulation 2024 - For Children from Birth to Three Years

#### Objective



To empower caregivers and Anganwadi Workers for holistic early stimulation, through **responsive caregiving** and **opportunities for early learning**, for **optimal development of children, both body and brain.**

# Early Childhood Stimulation Objectives

Early Childhood Stimulation (ECS), is a set of intentional efforts to activate a child's development through continuous interaction, parenting behaviours and provision of opportunities to develop motor, cognitive, and language skills. The main objective of Early Childhood Stimulation (ECS) is **to provide children with opportunities to achieve the optimum level of development during this critical period**. Specific objectives include:

- 
- **Healthy Development:** Ensure health through breastfeeding, immunization, nutritious food, and growth monitoring
  - **Emotional Security:** Build trust by making the child feel loved, safe, and supported
  - **Intellectual Curiosity:** Stimulate curiosity and understanding through exploration and experimentation
  - **Language Development:** Enhance language skills by regular talking, reading, and singing
  - **Motor Skills:** Develop muscular coordination, motor skills, and hygiene habits
  - **Social Awareness:** Foster sensitivity to personal and others' needs, and social adjustment
  - **Values:** Instill values of sympathy, tolerance, kindness, and respect

# The Nurturing Care Framework

Fills conceptual and practical gaps in the understanding of care and stimulation from birth to 3 year.

- Guides engagement inside the home as well as AWCs or Creches assisting Caregivers in conducting stimulation activities to support and major a child's growth and development in first 3 years.
- Includes five interrelated components
  - Good health
  - Nutrition
  - Safety and security
  - Responsive caregiving
  - Opportunities for early learning

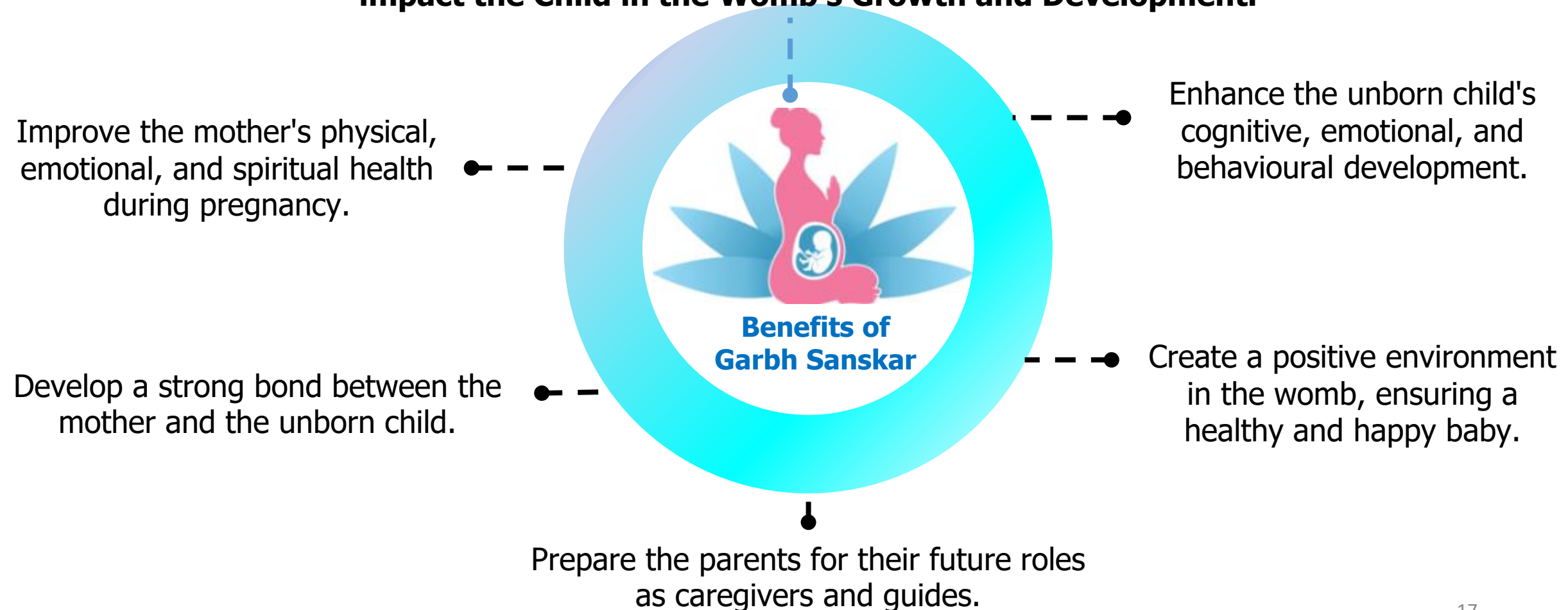




## Nurturing a Child starting from Pregnancy: Garbh Sanskar

**"Garbh Sanskar"** involves following meaningful practices to stimulate, educate and make the child healthy from the time of its conception.

**A Mother's Nutrition, Thoughts, Emotions & Actions Significantly impact the Child in the Womb's Growth and Development.**



## Effective ways to Manage Mental & Physical Health during Pregnancy and Postpartum



- Enhance self love and self-care
- Balanced Nutritious Diet



- Adequate Rest and Sleep
- Avoid Negative Thoughts.



- Regular Exercise, Yoga, Meditation and Gentle Walks
- Social Support from family, partner or other pregnant mothers.



Communicate with your Healthcare Provider. Stay connected with ASHA & Anganwadi Workers for necessary support

**Ensuring that the mother is mentally and emotionally healthy is the duty of one and all:**



**Mother should be encouraged to have positive conversations with her unborn child.**

# National Framework for Early Childhood Stimulation(Birth to 3 years) 2024

- **Can be used by Anganwadi Workers, Creche Worker and other caregivers including ASHA.**
- Incorporates **best practices from States** like Aama Kuni Pila Scheme (**Odisha**), 'Aarambh' for 0-3 yr children and 'Ankur' for parental guidance (**Maharashtra**), coaching of parents through regular home visits in Early Childhood Development Mission (**Meghalaya**), digital interventions by **Punjab, Telangana, Daman & Diu**, 'Ghare Ghare Anganwadi' (**Assam**), etc.

## Principles of Responsive 'Caregiving



# Caregivers Three Acts

## Love, Talk & Play

**Love helps the child feel secure, and at ease**



### LOVE

- Make eye contact with the baby
- Smile at the baby
- Hug, kiss, caress and cuddle baby
- Hold the baby close to your body

**Talking to the child  
enables them to  
interact**



### TALK

- Imitate the baby's babbling sounds
- Describe and name the baby's gestures and activities
- Talk to the baby about common objects or activities
- Sing to the baby

**Play facilitates  
learning**



### PLAY

- Play with the baby
- Provide them with play materials that stimulate their minds and senses
- Participate in the child's imaginative play
- Have fun with the baby



## Caregiver Guidance for Early Stimulation- Contact Points

### During Home Visits (By AWWs & ASHA)

Home Visits must be undertaken by AWWs for Mothers and Children using Stimulation Activity Calendar.

### Regular Monthly Meetings

During Regular monthly Meetings of Mothers/caregivers at the creche/ Anganwadi centre for growth monitoring, THR etc.

### Community-based Events

Community-based events (CBEs mandatory to be organized twice per month at every Anganwadi Centre) under Mission Poshan 2.0 and Village Health Sanitation and Nutrition Days (VHSNDs).

### Parental Guidance

Provide tailored Guidance to Parents and Caregivers Monitor children's growth and provide counselling to parents. Create awareness about better child care in the community through mothers' meetings



## Sample Guidelines for Preparing for the Home Visit

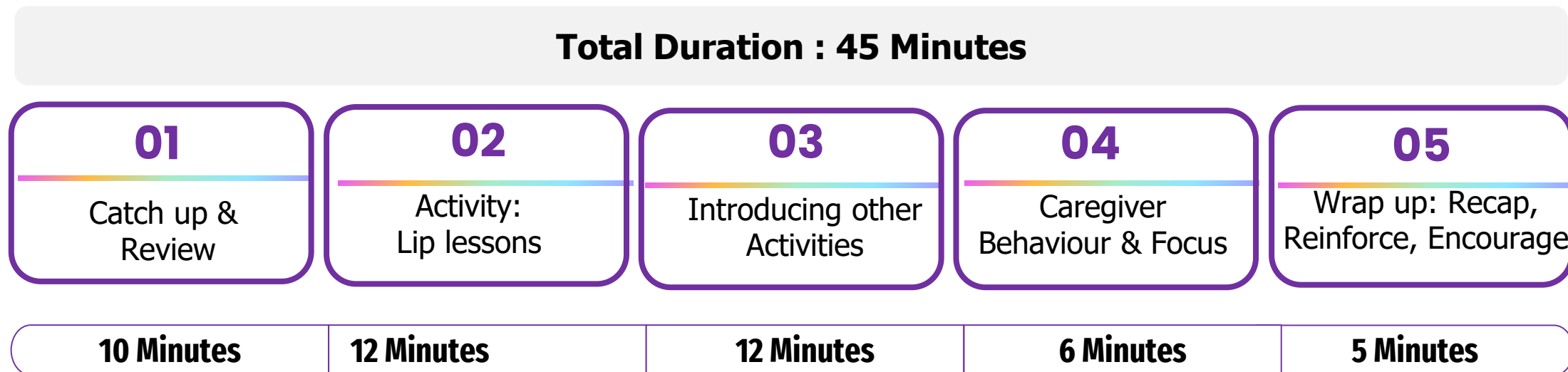
The National Framework aims at Creating Opportunities for Early Learning through Stimulation Activity Calender (0- 36 months) with Monthly Stimulation Plans: with specific set of activities and parenting tips an AWW must refer to for maximum efficacy.

**Step 1:** Identify the age of the child

**Step 2:** Refer to the stimulation activity calendar to identify activities to be conducted as per the child's age

**Step 3:** Prepare the teaching-learning-material if any.

**Step 4:** Identify any one or two caregiving behaviors to emphasize during the home-visit.



## Home-visit guide 4 (Sample)

**Child's age** | 6-8 months  
**Skills/Topic** | Lip Lessons and Where's the Toy  
**Duration** | 45 minutes

## 01 Catch up & Review

### Catch up and Review | 10 minutes



- Well-being questions
- Inquire about baby's health
- Review previous visit

### Language Activity: Lip Lessons | 12 mins

Say,  
*Today's first activity is called 'Lip Lessons'.*

## 02 Activity: Lip lessons



### Demonstration



**Step 1:** If the parents and baby are comfortable and happy in your presence, find a place to sit next to the baby. Now talk to the baby until they start making some sounds of their own.



**Step 2:** Imitate the baby's sounds. "Aa, ss, oooo, eee, bb bb" Make eye contact with the baby as you are doing this, smile and observe how the baby reacts.



**Step 3:** Now slowly move your face closer to the baby and place their hand on your mouth as you are making the sounds. Repeat this with the baby a few times trying out different sounds each time.

### Explaining the Importance

You must also tell them why this activity is important. "Listening to new sounds, playing with sounds by repeating them and touching the mouth while making sounds cultivates the child's interest in listening and communicating. The baby will also start to understand the relationship between listening and speaking. Small sound activities like these starting at this age will improve the baby's chances of communicating confidently with others as they get older."

### Setting Expectations

Explain to the family that this activity can be done repeatedly "If the baby looks playful and is making sounds then join them in playing with sounds! You can do this when you are getting the baby ready after their bath, or when the family gathers together in the evening you can involve the baby in the conversation. Do this every day if you can - mumma can do it, papa can do, grandma can do it. Everyone can do it!"

### Play Activity: Where's the Toy | 12 mins

Say,  
*Today's first activity is called 'Where's the Toy'.*

## 03 Introducing other Activities



### Preparation

Gather the Material required

- One or two simple household objects.
- A cloth





## Demonstration



**Step 1:** Show the object to the baby and talk to them about it. "Look at this? What is it? It's a spoon."



**Step 2:** Make sure that you are making eye contact with the baby and smiling at them as you are doing this. If the baby reaches out for the object, then let them have it. If not then try with another object. Let the baby play with the object.



**Step 3:** Now gently try to take back the object and place it under a cloth as they are watching. Point to the cloth and ask the baby "Where is the spoon?" Hold them carefully as they try to touch the cloth and find the object. Talk to the baby and praise them for their efforts! "Very nice baby! Did you figure out that the spoon is under the cloth?"

## Explaining the Importance

Now you can tell them why this activity is important. "This activity is like a fun puzzle for the baby's brain. The baby will start to understand that objects are present even when you can't see them directly. They will use their sense of touch, their eyes, their ears, everything to find the hidden object. All of this will improve their cognitive abilities!"

## Setting Expectations

Explain to the family that this activity can be done repeatedly "You can do this activity with the baby whenever you find them in a playful mood. This can be a great bonding activity for the baby and all their caregivers! Do this every day if you can and remember mumma can do it, papa can do, grandpa can do it. Everyone can do it!"

# 04 Caregiver Behaviour & Focus

## Parenting Tip | 6 minutes

Now is a great time to draw parent's attention to the parenting tip of the day. "Did you notice how every time I was playing with the baby I was making eye contact and smiling at them? Doing this makes the baby feel special and safe when they are interacting with you. It shows them that you care about them and that you are paying attention to them! So remember to do this at least a few times every day - and if all of the baby's caregivers show them that you care, the baby will grow up secure and confident."

# 05 Wrap up: Recap, Reinforce, Encourage

## Recap, Reinforce, Encourage | 5 minutes

Wrap up the home visit by informing the parents about the next visit.

- **Reinforce:** "See you next month with new toys and games. I hope to hear that you have been doing the activities and making eye contact with the baby."
- **Encourage:** "The baby is so lucky to have such lovely caregivers!"



# Stimulation Activity Calendar with total of 140 activities

## Framework Contains Stimulation Activity Calendar From birth to 3 years (36 months)

### Discovering Loving Faces

#### Steps:

1. While looking at the baby, smile, and see if baby smiles back.
2. Open and close your mouth, making soft sounds for them.
3. Hold baby's hands and gently guide them over your face.
4. Let baby hold your nose and have fun!

#### Value of activity:

Enhances visual engagement, promotes facial recognition, and fosters tactile exploration, strengthening the bond between baby and caregiver.



### 0-3 MONTHS



### Singing to Baby

#### Steps:

1. Choose any song or lullaby and sing it softly to your baby.
2. Use a soothing voice and look at your baby while you sing.
3. Watch for baby's reactions, noting what they enjoy about the singing.
4. Enjoy this bonding moment through shared melodies and repeat whenever you have time!

#### Value of activity:

Singing promotes language development, emotional connection, and a sense of security.



### Imitating Sounds

#### Steps:

1. Sit with the baby and listen to the sounds they make.
2. When baby makes a sound, repeat it back to them.
3. Encourage baby to make the sound again.
4. Smile and express joy, showing that you appreciate baby's sounds - "Baby can talk!"

#### Value of activity:

Builds a secure attachment, promotes emotional regulation, and provides comfort through responsive caregiving.



### Gentle Soothing

#### Steps:

1. Identify what the baby needs; are they wet, hungry, tired, or uncomfortable?
2. If the baby is tired or uncomfortable, hold them closely, moving slowly and speak softly.
3. Say the baby's name quietly to reassure them.
4. Gently touch and rub the baby's back to soothe them.

#### Value of activity:

Builds a secure attachment, promotes emotional regulation, and provides comfort through responsive caregiving.

### Loving and Hugging

#### Steps:

1. Hold your baby close for a cozy, safe hug.
2. Rock and cuddle your baby gently and give them small affectionate kisses.
3. Softly tell your baby you love them to make them feel secure.
4. Cuddle often, just to show your love at any time!

#### Value of activity:

Singing promotes language development, emotional connection, and a sense of security.





# नवचेतना

प्रारंभिक बाल्यावस्था उत्प्रेरण के लिए  
राष्ट्रीय रूपरेखा 2024

जन्म से 3 वर्ष तक के बच्चों के लिए

बौद्धिक विकास गतिविधि कैलेंडर





# नवचेतना

प्रारंभिक बाल्यावस्था उत्प्रेरण के लिए  
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जन्म से 3 वर्ष तक के बच्चों के लिए

बौद्धिक विकास गतिविधि कैलेंडर

गतिविधि : निर्देशों को समझना

## Adapting the activities to support Developmental Delays and Disabilities

**Example 1:**  
At 14 months, a child may be unable to perform activities recommended for them in the activity calendar, such as Hide and Seek, due to their inability to walk without support.

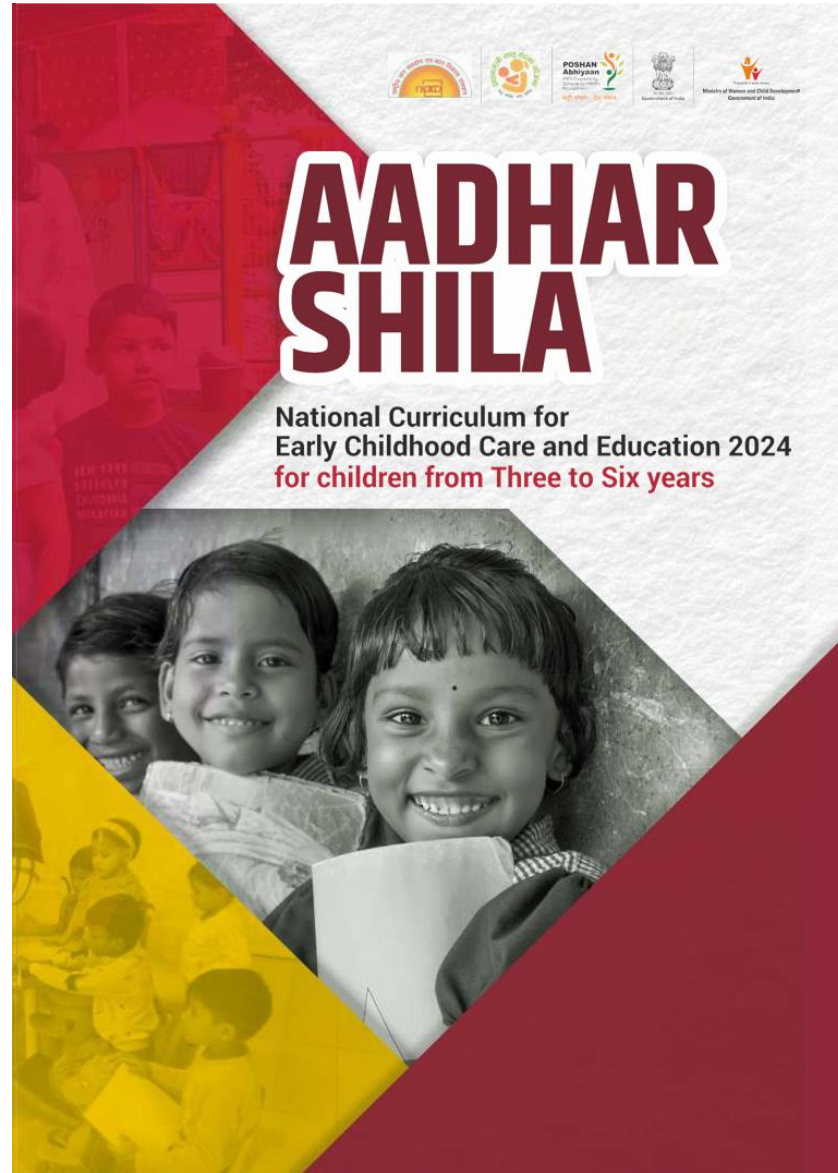
**Adaptation 1:**  
The caregiver should, in such cases, pick up activities recommended for children aged six or seven months such as 'Reaching out to the ball, In and Out etc.' that only require the child to crawl, slowly building their ability to walk.

Type of Disability	Example of an existing activity	Suggested modification
Fine Motor	'Reaching out to the ball,' recommended for a 7-month old child.	The Anganwadi worker can use soft objects (like clay, spongy boll), for the child to hold and play with in order to improve hand functions
Vision Impairment	'Household Exploration,' recommended for a 12-month old child.	The caregiver can describe the house verbally, in as much detail as possible, to stimulate the child's remaining senses, and help them perceive their surroundings.
		The caregiver must repeat every

To support children with delay **caregivers should choose activities recommended for younger children.** This enables them to progress to the developmental milestone at their own pace.

To support children with early signs and symptoms of disability, **the activity can be modified to suit the child's abilities.** This ensures that the activity remains encouraging and enjoyable for the child.





# AADHARSHILA आधारशिला

## National Curriculum for Early Childhood Care and Education 2024 (For Children From Three to Six years)

### Objective



To improve the quality of early childhood education transacted at the Anganwadi Centre, by prioritizing competency-based lesson plans and activities, covering all learning domains.

## How do Children Learn in Early Years (3 to 6)?

### Key considerations and Principles for Teaching Learning in Early Years

- Active Listening
- Problem Solving Encouragement
- Effective Questioning
- Fostering Independence

- **Reading Strategies**
- **Writing Strategies**

### ELPS Approach for Early Maths

**Step 1-  
Experience**

**Step 2-  
Language**

**Step 3-  
Pictorial**

**Step 4-  
Symbol**

### Scaffolding and Gradual Release of Responsibility Model



### Key Characteristics of Playful Learning

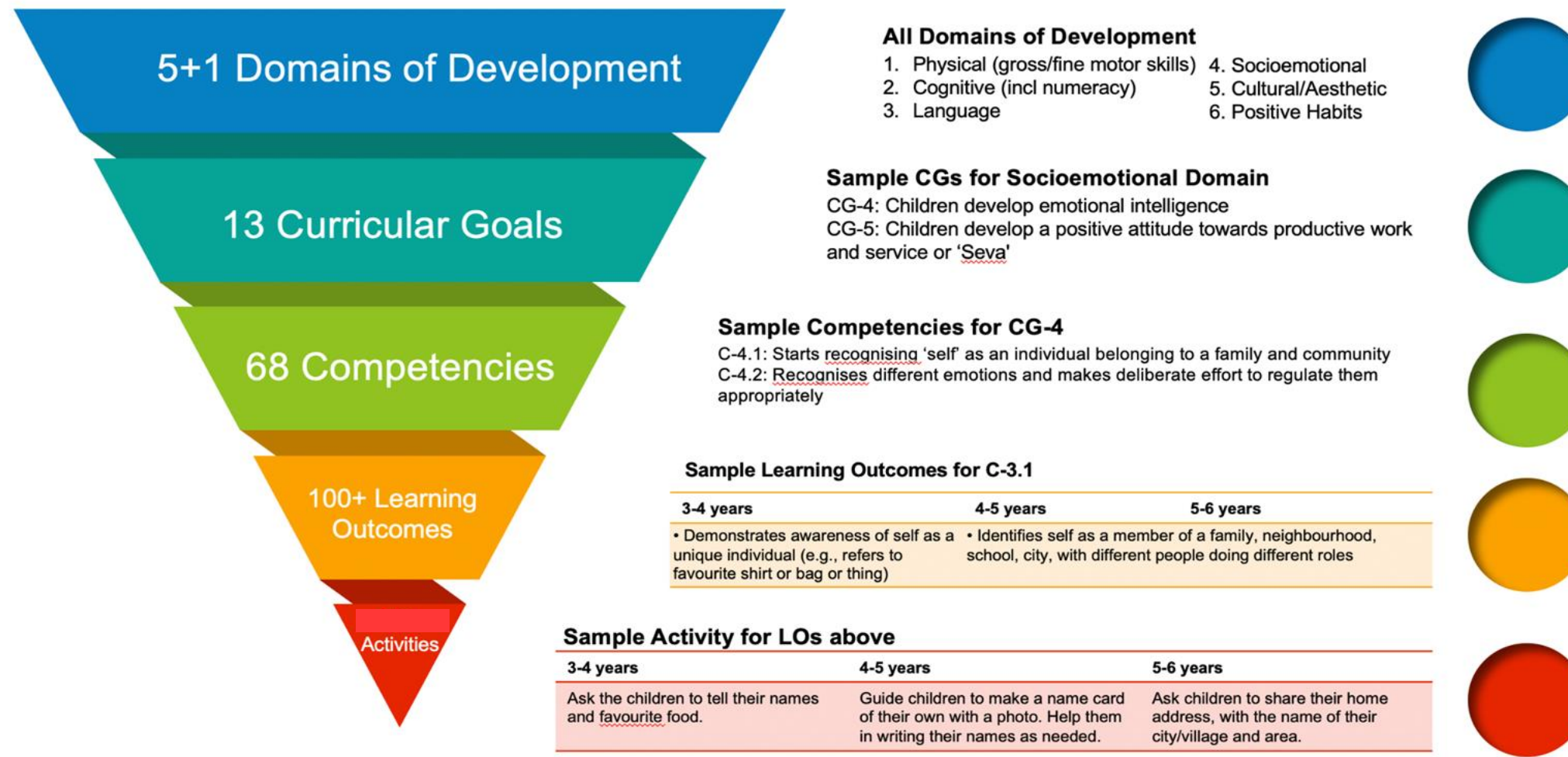
Joyful, Meaningful, Actively Engaging, Interactive & Socially Interactive

### Promoting Socio-Emotional and Ethical Development and Positive Learning Habits

**Playful Classroom Activities:** Conversations, Story Telling, Toy-based learning Children's Songs and Rhymes, Music and Movement, Arts and Crafts, Indoor Games, Outdoor Play Nature Interaction and Field Trips.

# Early Years Classroom: Curricular Approach and Planning (3 to 6)

## NCF-FS 2022- Comprehensive Framework for Curricular Flow



\*CG- Curricular Goals, LO- Learning Outcomes

# ECCE Curriculum - Coverage (Domains and Curricular Goals / Suggested Themes / Activities)

## 6 Domains of Learning and 13 Curricular Goals from NCF-FS 2022

**01**

### **Physical Development**

- CG-1: Children develop habits that keep them healthy and safe
- CG-2: Children develop sharpness in sensorial perceptions
- CG-3: Children develop a fit and flexible body

**03**

### **Cognitive Development**

- CG-7: Children make sense of world around through observation and logical thinking
- CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

**05**

### **Aesthetic and Cultural Development**

- CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways

**02**

### **Socio-Emotional and Ethical Development**

- CG-4: Children develop emotional intelligence
- CG-5: Children develop a positive attitude towards productive work and service or 'Seva'
- CG-6: Children develop a positive regard for the natural environment around them

**04**

### **Language and Literacy Development**

- CG-9: Children develop effective communication skills for day-to-day interactions in two languages
- CG-10: Children develop fluency in reading and writing in Language 1 (mother tongue)
- CG-11: Children receive oral exposure in Language 2 which could be the regional language. (Adapted for age-appropriateness)

**06**

### **Positive Learning Habits**

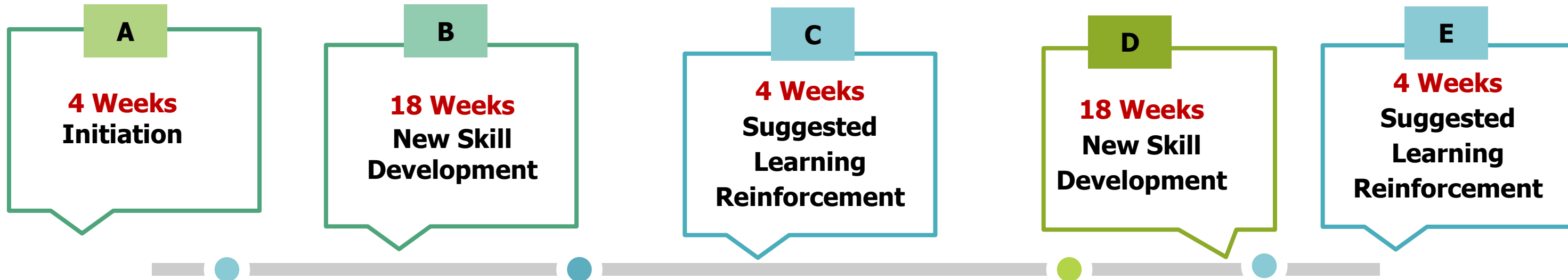
- CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom



# New ECCE Curriculum (3-6 years) 2024

4 Weeks of Initiation + 36 Weeks of Active Learning+ 8 Weeks of Reinforcement

Aligned with  
NEP -2020 , National Curriculum Framework (NCF-FS), 2022,  
MWCD ECCE Taskforce Report, 2022, 15+ State Curricula, leveraging technology



AWW's would be suggested an initiation plan to welcome children and set up their learning spaces.

**36 Weeks Active Learning:** with competency-linked activities, suggested themes, activity variation, mapped worksheets and reinforcement opportunities that teachers can conduct with their multi-age and multi-level classrooms for 6 days a week.

**08 Weeks of Reinforcement:** Suggested Learning Reinforcement Plan of total 8 Weeks each after 18 Weeks of New Skill Development

# A Snapshot from Original Weekly Plan (English)

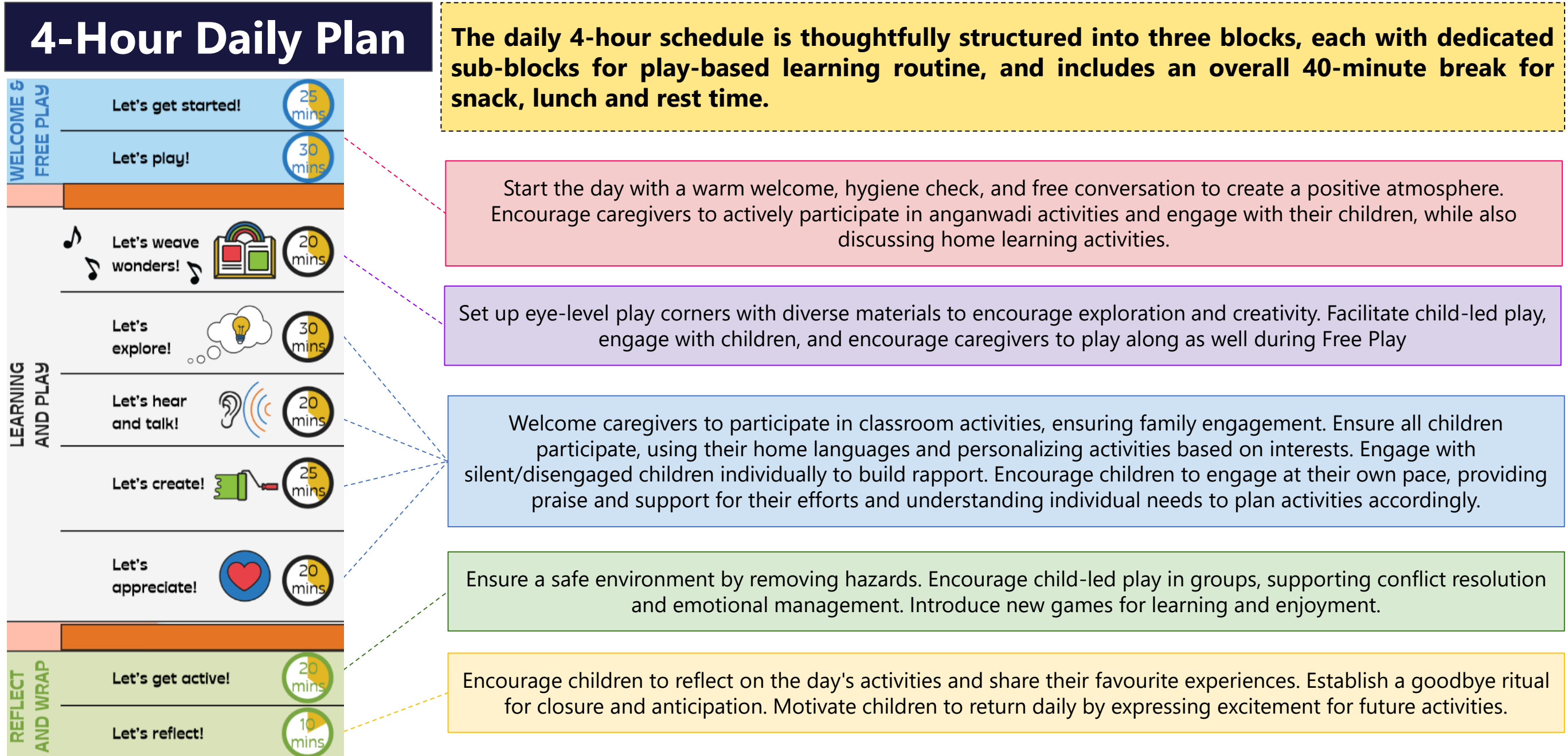
5+1 days → Weekly Plan 5 days new learning + Saturday → free play/child-led, AWW reinforcement, preparation for next week

WEEK 1						
WHAT CHILDREN WOULD LEARN:						
<ul style="list-style-type: none"> <li>Understands need for a clean, organized classroom and maintaining personal hygiene</li> <li>Recognises and explores different shapes and colours</li> <li>Identifies common animals, birds, fruits &amp; vegetables &amp; learns about their characteristics</li> </ul>			<ul style="list-style-type: none"> <li>Identifies, describes one's role with different people &amp; describes common objects and pictures</li> <li>Explores and uses different materials to make visual art work</li> <li>Develops listening skills: recognises common sounds, distinguishes between high &amp; low pitch, identifies beginning sounds of words</li> </ul>			
LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WELCOME & FREE PLAY	Let's get started! 25 mins	Welcome	Warm up	Hygiene check	Attendance	Weather
	Let's play! 30 mins	Provide different play materials for choice based play				Free conversation
Snack (10mins)						
LEARNING AND PLAY	Let's weave wonders! 20 mins	Story telling: Gratitude Towards Family & Friends 1.1	Singing Rhymes: Vegetables 2.1	Story telling: Environment 1.2	Story Telling: Friendship & Co-operation 1.3	Singing Rhymes: Body Parts 2.2
	Let's explore! 30 mins	Animals Around Us: Identify & describe common animals 6	Colours around us: Identify, Find & Sort 7	Shapes around us: Identify, Find, Create & Sort 8	Exploring My Anganwadi Centre 9	Animals Around Us: Identify & describe common animals 6
	Let's hear and talk! 20 mins	My Family & Me: Introduce, Talk About Self & Family 35	Guess the sound: Create, recognise & Differentiate 36	Who am I?: Guess, Identify & Describe objects 37	Playing with Sounds: Identify & Differentiate beginning/ending sounds 38	Guess the sound: Create, recognise & Differentiate 36
	Let's create! 25 mins	Stamp & Print: Fruits & Vegetables Create & Guess Impressions 63	Artistic Adventure: Free Painting & Drawing 64	Sandy Discoveries: Free Sand Play 65	My Storage Box: Decorate & Create Personal Storage Box 66	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings 67
	Let's appreciate! 20 mins	Keep Me Where I Belong: Sort & Store Objects Appropriately 95	Grow a Plant: Nurture, Understand Parts & Function 96	Scavenger Hunt: Find Objects of Different Colour &/or Shape 97	My Family & Me: Introduce-Talk about self & family 35	Loud or Soft: Identify sounds, Distinguish & Create Different Pitch Sounds 98
Lunch and Rest (30min)						
REFLECT AND WRAP	Let's get active! 20 mins	Provide different outdoor play materials for choice based play				
	Let's reflect! 10 mins	Free conversation	Recap	Favourite Activity	Clean Up	Share about next day
HOME LEARNING ACTIVITIES						
Walk around the house & talk about belongings- who possesses what, where are things stored, why is it important to keep things in their place etc.		Look at old family pictures or talk about family members- name, relationship with child, favourite memory with them. Look at pictures in magazines, newspapers & talk about different types of families.		Under adult supervision, sit with child in kitchen or walk to a vegetable vendor and identify different fruits and vegetables-talk about their colour, taste etc.		

**Weekly Reinforcement**  
(with every 4th Saturday as ECCE Day)

**\*Weekly suggestion of 3 simple activities for caregivers%**

# 4 Hour Daily Plan



# Activity Compendium - Sample (English)

## Activity Design

130 Suggested Activities | Each with specific steps for 3 Age Groups

Mapped to **Weekly Plans**


Easily available, **low-cost/no-cost** materials

Suggestions for **multi-age multi-level** teaching.

Suggestions for fostering a supportive learning environment.

**\*Tips for inclusion**

Mapped to **Competency Framework**

<b>ACTIVITY NAME</b>	Family: Talk about relationships, draw family tree, role-play		
<b>What materials will you need?</b>	Family photo, paper, crayons, colours, chart papers		
			
<b>HOW TO CONDUCT THIS ACTIVITY</b>			
<b>Ages 3-4</b>	<b>Ages 4-5</b>	<b>Ages 5-6</b>	
1. Let the children talk about his/her family (the names of family members like father, mother, sister, brother and others). Ask children to talk about their interests, likes/dislikes etc. 2. Discuss in detail what each family member does.	1. Ask the children to paste their family photos on the chart paper and talk to other children about their relationship with the persons in the picture. 2. Let the children draw a family tree and paste photos of family members on it. Also provide opportunities to talk about their house. 3. If a child doesn't have a family photo then they can simply draw and tell names of their family members, etc.	1. Discuss with children what names do we have for different relatives. 2. Help children to draw a family portrait. 3. After children draw, let them compare and talk about different types of families. For Eg - Families are from different backgrounds and are diverse in nature. We need to appreciate it, respect for other families, their cultures etc.	
<b>Activity Variation</b>	Ask children to perform a role play of their different family members and other children can guess who are they enacting.		
<b>Theme Connect (Example)</b>	If you are conducting this activity where the theme of the month is 'Myself', discuss my family members and their importance.		
<b>Teacher Notes</b>	<ul style="list-style-type: none"><li>Inclusion of all children: To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel.</li><li>Inclusion of children's home languages: Introduce all names in children's home languages and allow them to respond in their home language.</li></ul>		
<b>Targeted Curricular Goal and Competency</b>	<ul style="list-style-type: none"><li>CG-4: Children develop emotional intelligence<ul style="list-style-type: none"><li>C-4.1: Starts recognising 'self' as an individual belonging to a family and community</li></ul></li></ul>		
<b>Other competencies addressed</b>	Shows coordination between sensorial perceptions and body movements, starts recognising self in a family, interacts comfortably and responds positively		
<b>What can be observed?</b>	<ul style="list-style-type: none"><li>Active Exploration: Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes.</li><li>Emotional Responses: Note expressions of joy, curiosity, fear, etc. Liking for different family members.</li><li>Question Responses: Assess varied answers to open-ended questions, e.g., 'What does the term "family" mean to you? How do families provide support and love? Awareness about family members, participation and involvement, curiosity, memory, recalling, attention, decision making.</li><li>Language and Creativity: Watch for vocabulary on family members and notice how natural materials are creatively used in play.</li></ul>		

Activity Name

Activity Code

Step-by-step process

A thematic approach is suggested, however there's flexibility regarding the sequence of themes and months.

Other competencies

Assessment Notes to track & plan for children's progress, engagement & learning.









## **Week 2 – (63) Stamp & Print Fruits & Vegetables Create & Guess impressions**

## **Week 8- Shapes around us Identify, Find Create & Sort**

## Critical Concerns Related to Early Learning and Development

Handling Variations in Learning (3-6 years) through Strategies aiming at multi-age classrooms

<b>Activity Variation</b> 	Ask children to perform a role play of their different family members and other children can guess who are they enacting.
<b>Theme Connect (Example)</b> 	If you are conducting this activity where the theme of the month is 'Myself', discuss my family members and their importance.
<b>Teacher Notes</b> 	<ul style="list-style-type: none"> <li>• <b>Inclusion of all children:</b> To support children with special needs, use tactile picture cards or real objects that children can touch, taste and feel.</li> <li>• <b>Inclusion of children's home languages:</b> Introduce all names in children's home languages and allow them to respond in their home language.</li> </ul>
<b>Targeted Curricular Goal and Competency</b> 	<ul style="list-style-type: none"> <li>• <b>CG-4:</b> Children develop emotional intelligence <ul style="list-style-type: none"> <li>◦ <b>C-4.1:</b> Starts recognising 'self' as an individual belonging to a family and community</li> </ul> </li> </ul>
<b>Other competencies addressed</b> 	Shows coordination between sensorial perceptions and body movements, starts recognising self in a family, interacts comfortably and responds positively
<b>What can be observed?</b> 	<ul style="list-style-type: none"> <li>• <b>Active Exploration:</b> Observe children engaging senses in the environment, e.g., discussing family members' likes and dislikes.</li> <li>• <b>Emotional Responses:</b> Note expressions of joy, curiosity, fear, etc. Liking for different family members.</li> <li>• <b>Question Responses:</b> Assess varied answers to open-ended questions, e.g., 'What does the term "family" mean to you? How do families provide support and love? Awareness about family members, participation and involvement, curiosity, memory, recalling, attention, decision making.</li> <li>• <b>Language and Creativity:</b> Watch for vocabulary on family members and notice how natural materials are creatively used in play.</li> </ul>

Activity Name: Identify Animal, Birds and Insects around me. Increasing complexity for every activity as the age group increases (ages 3 to 4, 4-5 and 5-6).

### Equal treatment

With the same level of attention, respect, and opportunities

### Sensitize Parents

Emphasize the elimination of discriminatory behaviours.

### Stay aware

Stay aware and step in if there is teasing or bullying related to gender

### Ensuring and encouraging Gender equality

#### Reject Stereotypes

Choose books, plays, and activities that do not perpetuate them.

#### Reinforce gender neutrality

Avoid segregation of tasks based on gender, provide a mix of toys

#### Capacity Building

Undergo trainings to stay informed about the integration of gender equality into teaching methods.

## Activity-level Theme Connect

### 40 suggested Themes

Themes explored during the Recap and Reinforcement Weeks:



Theme Connect  
(Example)



*If you are conducting this activity where the theme of the month is '**Fruits and Vegetables**', discuss the different colours of vegetables and fruits with children and ask them questions like: what are the colours of their favourite vegetables and fruits?*

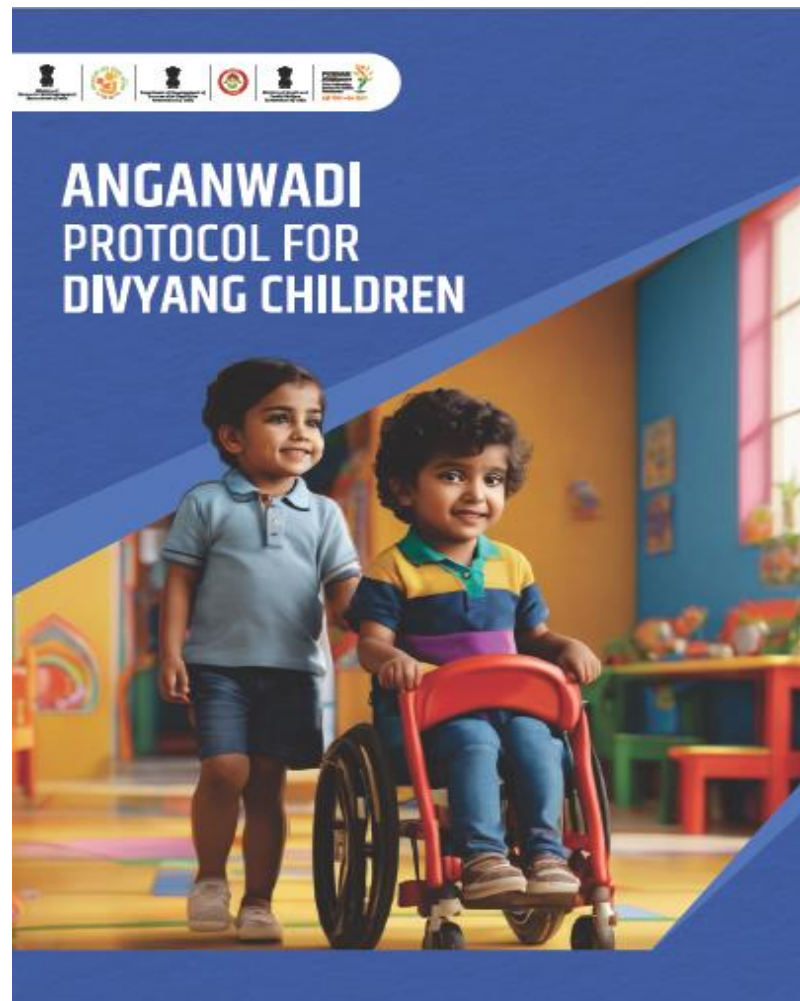
The AWW can either check the print out of the Weekly schedule received during BBPB training, or can also download from the Poshan Tracker app and see the details of each activity suggested in the plan, in the same sequence order as recommended for each day and week.

This shall support with quick access to all the details she needs to facilitate an activity (TLM needed, outcomes of the activity, guide on how to conduct activity and support, include all children in the same, variations that can be brought in etc.) without spending much time and effort on sifting through the book to search for details.

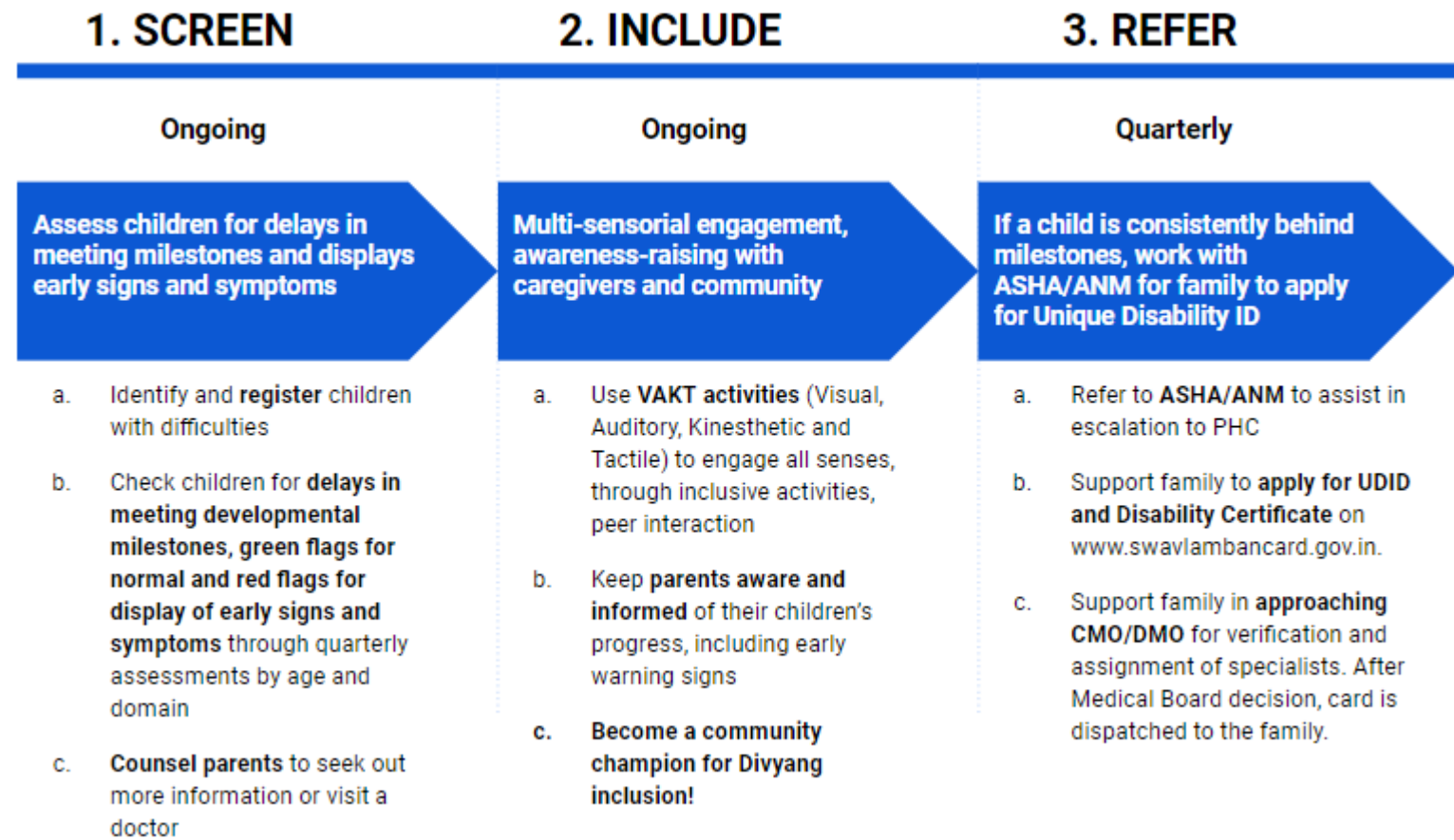


# Children with Delays and Disabilities

Critical process of Screening-Inclusion-Referrals has been outlined in the Ministry's Anganwadi Protocol for Divyang Children, 2023.



## 3 Step Protocol: Screening, Referral and Inclusion



\*VAKT: Visual, Auditory, Kinesthetic, and Tactile

# Launch Video of Protocol for Divyang Children



## Disability Screening Schedule (DSS) – Screening Tool for 0-6 years Children

Devised by Internal Committee Member and finalized in consultation with DEPwD

Can be used by community workers including Anganwadi Worker for house-to-house preliminary screening for identification of 'warning signs' or 'red flags' of having a disability or of being 'at risk' of developing a disability.

1

About the Disability Screening Schedule (DSS)

2

Instructions for Anganwadi Worker/ Community Worker

3

Information about the child

4

A set of 21 Questions for the parents/observations by the community worker seeing in the child and filling in the response

5

Age-specific milestones to be observed in the Children

**Note:** DSS is not meant to diagnose disability or disease as it is not a diagnostic test.

In case a child shows one or more of the warning signs detailed in it, the child should be referred to PHC/CMO/DEIC/Rehabilitation Practitioners for proper diagnosis and intervention.

# Screening, Inclusion and Referrals of Children with Delays and Disabilities

## I) Screening

- Administer Screening Schedule Green flags for normal and red flags for display of early signs and symptoms
- Conduct Quarterly Assessments by Domain (Physical, Language, Social-Emotional, Cognitive) to detect Delays in Developmental Milestone

## II) Inclusion

No Delays/Early Signs  
Normal Development

### INCLUSION PHASE

- **Undertake Diverse Activities** (prayers, songs, sharing games, group interaction activity etc.)
- **Multisensory Approach** (Visual-Auditory-Kinesthetic-Tactile)
  - **Use Toys as TLMs**
  - **Conduct Regular Assessments**
- **Family counselling & Guidance**
- **Community Events on Divyang Inclusion**

Continuous Delays/  
Early Signs Identified

### REFERRAL PHASE

- Recognize Continuous Delays
  - Initiate Referral

## III) Referral & Follow-Up

### Step 1: Refer to

**ASHA/ANM/RBSK:** AWW refers the case to ASHA/ANM/RBSK for further health evaluation.

If YES signs

If NO signs

### Step 2: Support UDID

**Application:** AWW assists the family in applying for UDID on [www.swavlambancard.gov.in](http://www.swavlambancard.gov.in).

If YES signs

If NO confirmation

### Step 3: Approach CMO/DMO:

AWW helps the family approach CMO/DMO for specialist assessments.

If YES signs

If NO confirmation

**Follow-up:** AWW conducts follow-up checks to track progress & initiate early intervention when needed.



# Poshan Component

Addressing Malnutrition:  
SAM, MAM and  
Micronutrient Malnutrition  
among Children

Importance of Nutrition for  
Children (0-6 years)

Growth Monitoring and  
Poshan Tracker

Parental Engagement &  
Community Mobilization for  
ECCE & Poshan

Nutrition Interventions  
under Poshan 2.0

1000 Days Window Period  
IYCF Practices

Growth Monitoring  
Assessment Techniques

Engaging Parents, Families  
and Communities

Nutrition Counselling

Balanced Diet and Diet Diversity  
Personnel Hygiene and  
Sanitation

FAQs on Poshan Tracker

Safe and Secure Environment  
for Children

# Mission Saksham Anganwadi and Poshan 2.0 (Mission Poshan 2.0): A Strategic Shift in Nutrition Policy

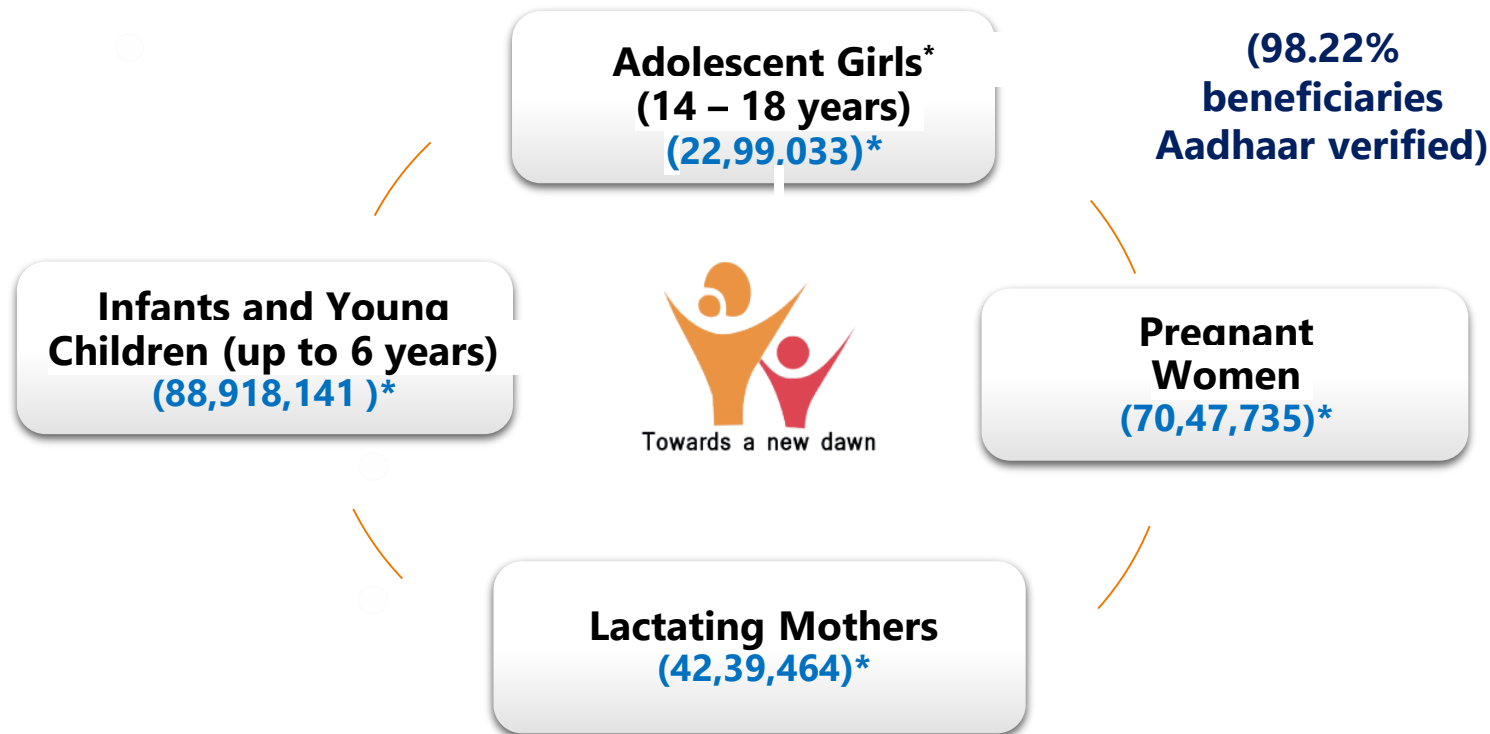


**Focus on  
Health, Wellness, Immunity**

**Lifecycle  
Approach**

**Integrates  
Three Schemes**

**13.99 lakh Anganwadi Centres as delivery nodes ;  
13,34,056 Anganwadi Workers**



## CORE FOCUS AREAS



**Maternal (and adolescent girl) health and nutrition**



**Infant and Young Child Feeding Practices**



**Treatment of Malnourished Children**



**Wellness through traditional practices & AYUSH**

# Progress under Poshan Tracker 2024



**Eligible Beneficiaries - 10,02,05,340**

## Supplementary Nutrition



Hot Cooked Meal (HCM)  
Given for atleast 25 days – **85,37,049**

Take Home Ration (THR)  
Given for atleast 25 days- **3,43,60,962**



## AWC Infrastructure



Own Building  
**6,99,489**



Functional Toilets  
**9,25,182**



Drinking Water Source  
**9,10,907**

## Growth Monitoring



Children Measured (0-6 Years) Stunting & Underweight  
**8,58,73,557**

## Home Visits



Pregnant Women & Lactating Mothers  
**90,64,332**



Children (0-2 years)  
**1,69,28,292**



# Leveraging IT through Poshan Tracker

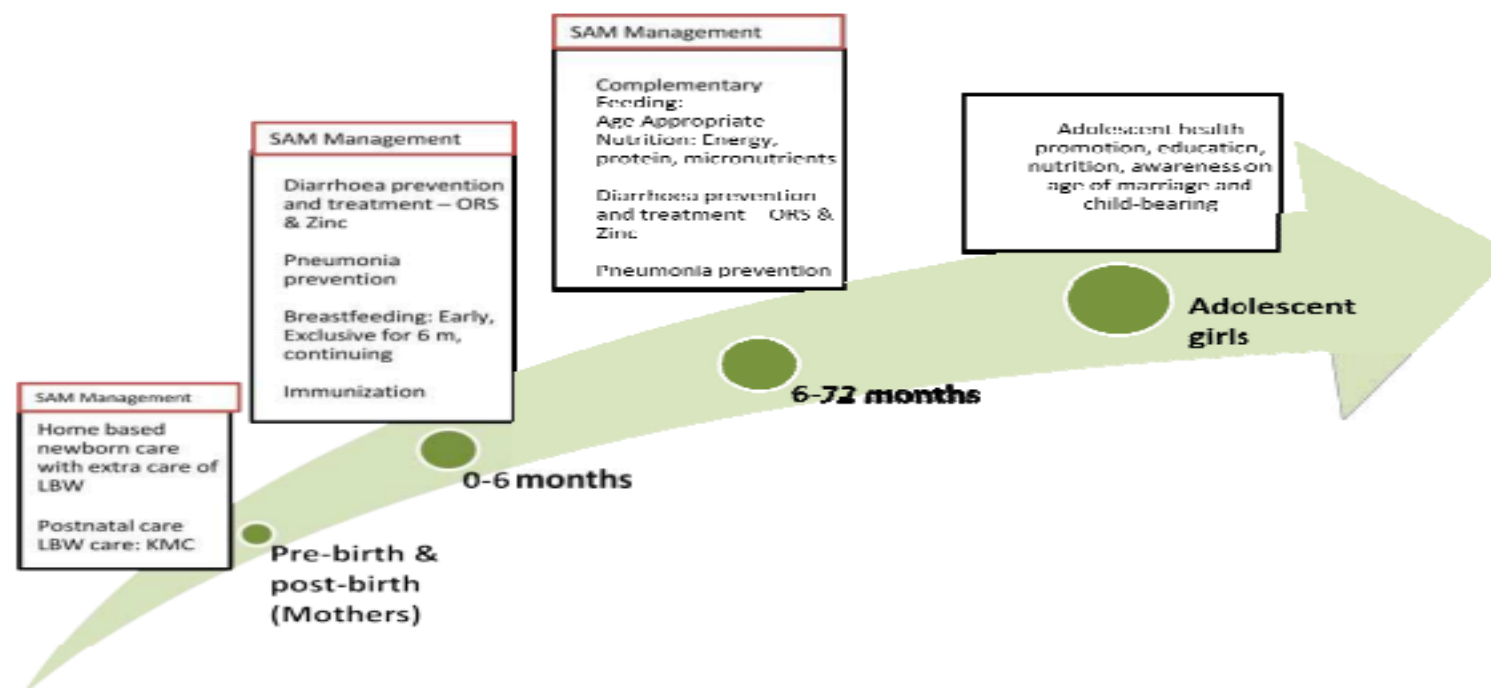
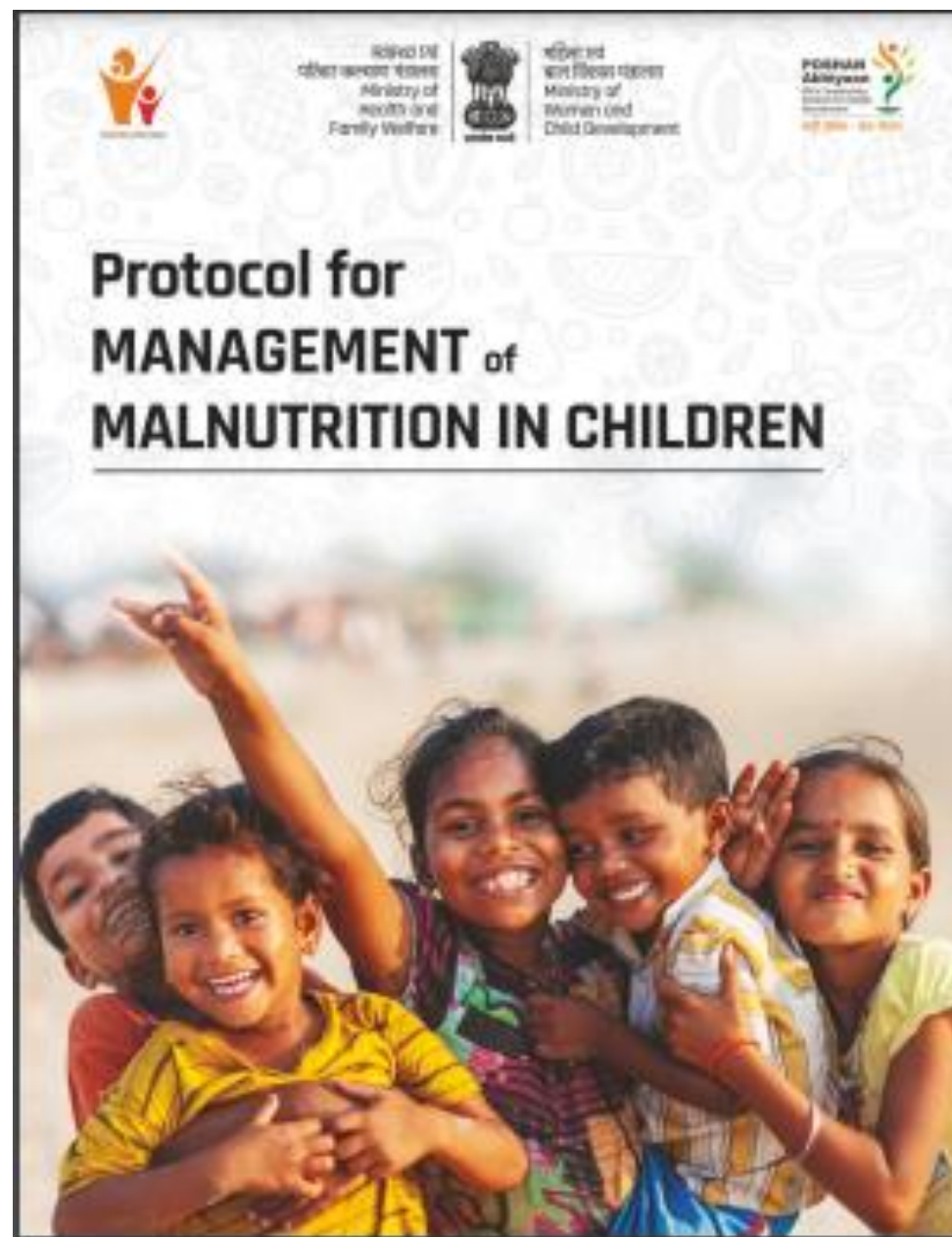
- Available in 24 languages
- 13.94 Lakh Anganwadi centers are equipped with smart phones.
- Anganwadi centers - LGD Compliant and Geo-tagged
- 95% of over 10 crore beneficiaries are Aadhaar authenticated
- For the first time in the Anganwadi co system- baseline data on nutritional indicators has been made available by Poshan Tracker
- Monitors nutritional delivery (THR/HCM) and growth measurement on real time basis

1.5 lakh AWWs and 21,000 State Officials have been trained by NeGD on various modules of 'Poshan Tracker'.





# Protocol for Management of Malnutrition in Children



# Personnel Hygiene & Sanitation

## Linking Nutrition, Sanitation & Hygiene



## How to Handrub?

RUB HANDS FOR HAND HYGIENE! WASH HANDS WHEN VISIBLY SOILED

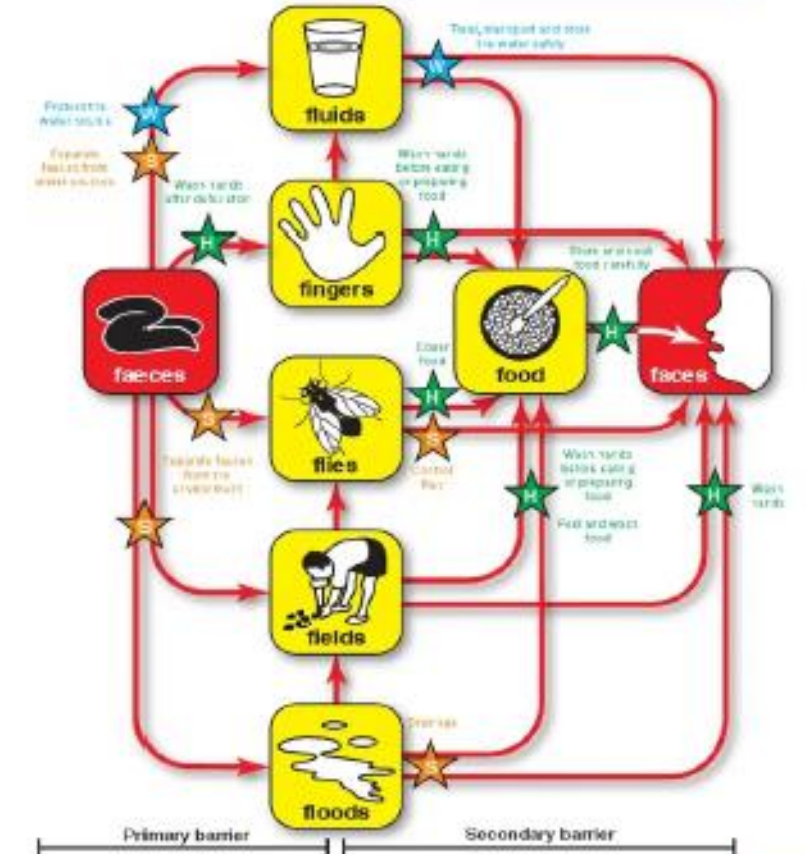
Duration of the entire procedure: 20-30 seconds



## The 'f' diagram

The movement of pathogens from the faeces of a sick person to where they are ingested by somebody else can take many pathways, some direct and some indirect. The diagram illustrates the main pathways. They are easily memorised as they all begin with the letter 'f'. Faeces (drinking water, food, flies, floods, on soil and on it, floors, fingers and faeces) and surface water generally.

Water can stop the transfer of pathogens but is not always available. Sanitation can stop the transfer of pathogens but is not always available. Hygiene can stop the transfer of pathogens but is not always available.



Note: The diagram is a summary of pathways; other associated in use may be important. Drinking water may be contaminated by a dirty water container, for example, or food may be infected by dirty cooking vessels.

WEDC





# Economic Survey, 2023-24

## Poshan Bhi Padhai Bhi : Pre-Schools Network anchored in Anganwadis

### BOX VII.5: 'Poshan Bhi Padhai Bhi': Pre-schools network anchored in Anganwadis

In alignment with the guidelines of the NEP 2020, 'Poshan bhi Padhai bhi' (PBPB) was launched in May 2023. It is a path-breaking ECCE programme to help India develop the world's largest, universal, high-quality preschool network at Anganwadi Centres. For the first time, early stimulation for 0-3 years is being covered by a Government programme.

#### About PBPB

Through the programme, every child would be provided with at least two hours of high-quality preschool instruction daily. All States will follow the national ECCE task force recommendations for a play-based, activity-based learning pedagogy explicitly targeted at developmental milestones of 0-3-year-olds and 3-6-year-olds, including special support for Divyang children.

#### Key features of PBPB

- Use of teaching-learning material, including visual aids (blackboard, posters, flashcards, activity books, etc), audio aids (radio) and audio-visual (videos, films), spatial material (drawing, painting, puzzles), etc.
- Mother tongue as primary teacher instruction medium
- Jan Andolan will involve communities in strengthening the foundations of the country's future generations.

#### Strengthening the country-wide-web of Anganwadis

Close to 13.9 lakh operational Anganwadi centres across the country provide supplementary nutrition, early care and education to around eight crore beneficiary children under the age of 6 years, making it the largest public provisioning of such services globally. Considering global evidence that 85 per cent of brain development is achieved by the age of 6 years, the Anganwadi eco-system becomes a critical access point for building our children's base to secure their future.



### Economic Survey 2023-24

## #Poshan Bhi Padhai Bhi

शिक्षा + पोषण =  
उज्ज्वल भविष्य

अच्छे और स्वस्थ  
भोजन के साथ ज्ञान  
प्राप्ति का उत्सव है

'पोषण भी  
पढ़ाई भी'



# Voices from the Field








**Anganwadi Workers Training under  
Poshan Bhi Padhai Bhi**

Date: 24/07/2024 - 26/07/2024




*#PoshanBhiPadhai Bhi #ECCCE #AnganwadiWorkers  
#Training #Navchetana #Aadharshila*





Date: 09/8/2024- 11/8/2024



*#PoshanBhiPadhai Bhi #ECCCE #AnganwadiWorkers  
#Training #Navchetana #Aadharshila*





# पढ़ाई के साथ पोषण, करेगा देश रोशन

## POSHAN BHI PADHAI BHI

