



नए समाज की ओर
Towards a new dawn

ECCE TRAINING MODULE FOR ANGANWADI WORKERS

Ministry of Women and Child Development
Government of India
New Delhi

September, 2017



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INTRODUCTION TO THE TRAINING MODULE

This training module is part of the job training module for Anganwadi Workers and focuses only on the early childhood care and education (ECCE) part of the training. This module is planned for a period of 5 days out of the 26 days allocated for the job training. The purpose of this module is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate ECE activities for 3 to 6 year olds.

It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of 3 years, to help Anganwadi Workers counsel parents/caregivers on early stimulation.

It is expected that this training will be followed by periodic refresher or thematic trainings for further knowledge and skill enhancement.

S. No	SESSION	DURATION	TIME	Annexure and Video
DAY 1				
	Warm up	¼ hour	9:00 – 9:15 am	
Session 1	Introductory session - Brain development and holistic development of the child: Importance of the first six years of life. - ECCE for birth to six years: Aims and importance for school readiness and lifelong learning	1 hour	9:15 – 10:15 am	Video 1: Windows of opportunity
Session 2	Birth to three years of age - Key aspects of development of young children - Developmental domains and milestones	1 hour	10:15 – 11:15 am	Annexure A: Developmental milestones for children from birth to six years Annexure B: Discussion sheet on care for child development
Session 3	Early stimulation - Importance - Early stimulation activities, infant games and development of play materials	2 hours	11:15 am – 1:15pm	Annexure C: Early stimulation activities
Lunch		1 hour	1:15 – 2:15pm	
Session 4	Introduction to Mother and Child Protection (MCP) cards	1 ¼ hours	2:15 – 3:30 pm	
Session 5	Use of MCP cards for parent counselling for early stimulation	2 hours	3:30 – 5:30 pm	
DAY 2				
	Warm up	¼ hour	9:00 – 9:15 am	
Session 6	Three to six years of age - Developmental domains and milestones - How children learn : Importance of play - What is school readiness?	1 hour	9:15 – 10.15am	Annexure A: Developmental milestones for children from birth to six years Annexure D: How young children learn Video 2: Children engaged in outdoor play Video 3: Exploring school readiness

Session 7	Introduction to ECE curriculum and routine - What is a balanced ECE curriculum? - Principles of planning an ECE schedule/routine - Introduction and shared reading of ECE state curriculum, ECE routine and AWW handbook (if applicable) - Theme based planning: yearly, monthly, weekly and daily plans - Use of activity books	3 hour	10:15am – 1:15pm	
Lunch		1 hour	1:15 – 2:15pm	
Session 8	- Developing developmentally appropriate activities for children across domains and low cost play material	3 ¼ hours	2:15 – 5:30pm	Video 4: Creative activities with children
DAY 3				
Session 9	Field visit - Set up of an AWC to promote activity based learning for preschoolers—activity corners, organization and management of time and space - Demonstration of 3-4 hour ECE routine by trainer in model Anganwadi Centres using PSE kit and existing teaching and learning material followed by Discussion.	4 ¼ hours	9:00 am – 1:15 pm	
Lunch		1 hour	1:00 – 2:15pm	
Session 10	Early identification and referral	1 hour	2:15 – 3:15pm	Annexure E: Four posters on early signs of disabilities
Session 11	Inclusion of children with disabilities	1 ¾ hours	3:15 – 5:30 pm	Annexure F: Four posters on management strategies for children with disabilities Annexure G: Strategies for inclusion of children with disabilities

DAY 4				
	Warm up	¼ hour	9:00 – 9:15 am	
Session 12	Skill building - Developing stories and storytelling aids - Storytelling - Action songs and rhymes	2 hours	9:15 – 11:15am	Video 5: Story telling through pictures
Session 13	Skill building - Organizing free and outdoor play	2 hours	11:15am – 1:15pm	Video 6, 7 and 8: Free play (doll house, blocks corner, outdoor ball games)
Lunch		1 hour	1:15 – 2:15pm	
Session 14	Skill building - Free and guided conversation	1 ½ hours	2:15 – 3:45pm	Video 9: Guided conversation
Session 15	Skill building - Activities for emergent literacy and numeracy	1 ¾ hours	3:45 – 5:30pm	Video 10: Emergent literacy- Letter sound identification Video 11: Emergent literacy- Story reading using a book Video 12: Emergent numeracy Video 13: Child doing a pre-number activity Video 14: Print awareness Video 15: Emergent writing activities
DAY 5				
	Warm up	¼ hour	9:00 – 9:15 am	
Session 16	Assessment of young children - Portfolios - Observation - Child assessment cards	2 hour	9:15 – 11:15am	
Session 17	Planning for 4-hour ECE routine	2 hours	11:15am – 1:15pm	Annexure H: Recommended ECE routine from IECEI study
Lunch		1 hour	1:15 – 2:15pm	
Session 18	Planning for 4-hour ECE routine	1 hour	2:15 – 3:15pm	
Session 19	- Guidelines and planning for celebration of ECCE day - Advocacy for importance of ECE	1½ hours	3:15 – 4:45pm	Annexure I: Guidelines for celebration of ECCE day
Session 20	Feedback from trainees	¾ hour	4:45 – 5:30pm	



DAY ONE

SESSION 1 : INTRODUCTORY SESSION

Duration:1 hour

Expected learning outcomes:

The participants will:

- a) Understand the process of brain development and related importance of early years
- b) Understand the concept and significance of ECCE and school readiness

Materials Required:

White board, felt pens, flip charts, flip boards, Video 1: Windows of opportunity, Early Childhood Education Programme, Venita Kaul, NCERT (pages- 17-21)

Method:

Activity 1: Sharing of one's own childhood experiences (30 minutes)

- a) Ask participants to share one pleasant and one not so pleasant memory each of their childhood days. After 10 minutes, start sharing your own personal memory to help participants to open up.
- b) While participants share their personal memories, take cues from the experiences shared and write them on the flipchart.
- c) Extend the discussion while emphasizing the role of the childhood days and memories and how they have a lifelong impact. Use example of how we remember rhymes learnt in early childhood even as adults.
- d) Showcase Video 1: Windows of opportunity to discuss the importance of brain development during early years.

Activity 2: Role of the AWC in addressing children's developmental needs (30 minutes)

- a) Write down few questions on the board and ask the participants about their opinions on them. Some of the following questions can be used:
 - ❖ Most of you have been working with young children? Have you observed their behaviour? If yes, what were your observations?
 - ❖ What do you feel are some of the developmental needs of young children?
 - ❖ What kind of environment is required for the development of the young child?
 - ❖ Why is it important to engage with young children?
 - ❖ What role do Anganwadi Centres play in ensuring and facilitating good quality early childhood care and education?



Facilitator's note:

Sum up the discussion by highlighting:

- Criticality of early years and brain development
 - o First three years are the most important in a child's life.
 - o Brain is most plastic, grows fastest and is most responsive to the outside world in these years.
 - o While genes, nutritional and health status play an important part, the environment of the child is very important for his/her growth and development.
- Importance of ECCE in providing a stimulating environment that promotes school readiness, especially for underprivileged children who may not have adequate resources at home.
- Nature of ECCE: A holistic intervention covering health, nutrition and care, including psycho-social and emotional needs period.
- Role of parents, community and ICDS in promoting school readiness and all round development of the child period.
- School readiness: In the broadest sense, refers to how ready are children for school? How ready is the Anganwadi for school for the children? And how enabled are the parents and families for supporting children's early education?
- Discuss that children are not innately "ready" or "not ready" for school. It is lack of opportunities that is the problem.

SESSION 2: BIRTH TO THREE YEARS OF AGE

Duration: 1 hour

Expected Learning Outcomes:

The participants will:

- a) Learn about key aspects of child development continuum
- b) Acquire knowledge on the developmental domains and milestones

Material Required:

Handout on domains of development and developmental milestones, cards/chits made of chart paper with developmental milestones written on them, markers, National Early Childhood Care and Education (ECCE) Curriculum Framework (25-29 pages)

Method:

Activity 1: Introduction to early development continuum, domains and milestones (30 minutes)

- a) Ask the participants to name a few children in their families and communities. Ask them what ages they are and what they are able to do (for example, a six-month-old can hold her head upright, a nine-month-old can sit without support).
- b) Ask the participants if they can say that these children are progressing well. How can they say that?
- c) Discuss with the group about the domains of development and milestones for birth -3 years using ANNEXURE-A.

Background note:

A child's development is holistic in nature, but can be categorized under different domains—physical/motor, cognitive, language, socio-emotional and creative and aesthetic appreciation. These five domains are interdependent—each domain is linked with the other and affects its development and each skill is a blending of other skills. For example, recognizing and naming the colour of an object is a combination of cognitive and linguistic skills. Development in each of these areas is dependent on appropriate stimulation and opportunities to learn.

Accomplishments or major achievements along the developmental continuum across these five domains are called developmental milestones. These developmental milestones are an orderly sequence of steps and appear within a fairly predictable age range. At the same time, it is important to note that each child is unique and develops at her/his own pace and all children do not acquire the same set of skills at the same age.

Activity 2: Understanding the sequence of developmental milestones from birth to 3 years (30 minutes)

- a) Divide participants into groups of 4-5.
- b) Distribute cards with skills from different domains of development, with examples written on them.
- c) Ask the participants to sequence the cards age-wise.
- d) Continue till all groups have sequenced the cards in correct order.

Facilitator's Note: Summarize the session

Ask why it is important to know the milestones and how this knowledge is useful for providing age appropriate experiences to children. Present the true/false sheet on child development. Read out the statements and invite participants to answer true or false. Refer to the answer sheet given in ANNEXURE B for steering the discussion.

SESSION 3: EARLY STIMULATION

Duration: 2 hours

Expected Learning Outcomes

The participants will:

- a) Understand the importance of early stimulation
- b) Develop skills to plan and conduct stimulation activities and counsel parents

Material Required:

Chart paper, cardboard box, old pictures, thread, glue, and 'waste materials' for making toys.

Method:

Activity 1: Importance of responsive care practices and early stimulation (30 minutes)

Now that the participants have learnt about how children develop,

- a) Ask the participants their views on what young children need for their optimal development and how adults can foster acquisition of skills across all domains of development.
- b) Explain how early stimulation affects child development and why. Discuss the importance of responsive caregiving, adequate and early stimulation—play and communication with children.

Facilitator's note:

Play and communication, as well as proper feeding, help a child grow healthy and learn. Some participants may think that a newborn is too young to talk to or play with. Point out that the following are all examples of stimulating activities that foster development of various domains: making eye contact with a newborn, rocking a newborn lightly, making repetitive sounds to a child, responding to the sounds made by a child, giving him/her toys and objects to hold and other such interactions.

Activity 2: Responsive care activities for children (15 minutes)

- a) Ask participants about the common play and communication activities they have seen parents doing with their children and how these benefit young children.
- b) List answers on a flip chart and link these to the next activity.

Activity 3: Developing age appropriate early stimulation activities and play materials (1 hour 15 minutes)

- a) Prepare cards noting different ages of children between birth and 3 years and milestones/development domains.
- b) Divide the participants into groups of 4-5. Distribute the cards to the participants.
- c) Ask the participants to plan play and communication activities and prepare related play and learning materials.

d) Mention some suggestive age appropriate stimulation activities as given below:

- ❖ Newborns: Simple actions such as making eye contact, smiling at, singing or talking to, and even holding a baby are age-appropriate activities for a newborn. Providing opportunities and space to the child to move their arms and legs freely is important.
- ❖ 1-6 months: Looking into the eyes of the baby, smiling and talking to the baby, are useful for babies in this age. Responding to the baby's sounds and gestures is very useful.
- ❖ 6-12 months: Letting the child do things on her/his own, for example eating, letting her/him play with common household items.
- ❖ 12 months to 2 years: Giving things to stack, put into containers, giving toys to push/pull, encouraging the child to walk, asking simple questions, responding to child's question, showing things in the immediate environment and labelling them, playing word games.
- ❖ 2 years and older: Helping the child count, compare things—match, sort, classify, using simple homemade toys, providing opportunities to draw. Asking simple questions and encouraging the child to talk, sing songs, recite and act out rhymes, and listen to stories using picture books. Using traditional stories and games to foster desired behaviours, as children at this age can understand what is right and wrong. Modeling good behavior and gently correcting is better for their socio-emotional development than scolding children for misbehaving.

e) Ask the participants to present their activities and materials to the rest of the group.

Facilitator's note:

Summarize the session by emphasizing that early childhood stimulation aims at providing an enabling environment such that a child can achieve her/his optimum potential. The detailed session on activities is attached as ANNEXURE C.

SESSION 4: MOTHER AND CHILD PROTECTION CARD

Duration: 1 hour 15 minutes

Expected Learning Outcomes:

The participants will:

- a) Understand the importance of the Mother and Child Protection (MCP) card
- b) Learn to make effective use of the Mother and Child Protection card for early stimulation

Material Required:

Mother and Child Protection Card

Method:

Activity 1: Introduction to the Mother and Child Protection Card (1 hour 15 minutes)

- a) Ask the following questions to check participants' awareness regarding the MCP card period.
 - ❖ What is the purpose of the card? To learn, understand and adopt better practices for children.

- ❖ Who keeps the card? Mother and other family members
- ❖ Who uses the MCP Card? AWWs, ANMs, ASHAs, parents and other caregivers
- ❖ Who are the caregivers in the community? Mothers, fathers and other family members, such as grand mothers/grandparents

- b) Show the MCP card to the group and discuss the importance of nurturing and responsive care.
- c) Discuss the activities illustrated in the MCP card and their role in promoting the child's growth and development.
- d) Explain why each component is important and how each of these—health, responsive feeding and early stimulation – are interlinked.
- e) Take the participants through the guidance provided for different age groups and give examples from the stimulation activities presented in the previous session.

Background note:

The Mother and Child Protection card is a tool to support parents and caregivers in promoting the essential elements of stimulation, health, nutrition and protection. It draws from evidence in neuroscience on the importance of stimulation, nutrition and protection of children, including children with disabilities, for their optimal development. It provides information on immunization, complementary and responsive feeding and early stimulation to parents and caregivers.

Anganwadi Workers can use the card to explain a child's progress and to inform parents about the age-appropriate developmental milestones, their significance and how these can be promoted through early stimulation activities. It is important to emphasize the parents can promote their child's development through early stimulation during all contact times with the child by combining this with other daily routine activities such as feeding, bathing, and dressing the child. For example, the mother can look into the child's eyes, smile at, talk, and sing to the child while feeding. Emphasize that it is equally important for fathers to spend time and interact with their child.

Facilitator's note:

Summarize the session by highlighting that the home environment in early years lays the foundation for the future growth of a child. Anganwadi Workers should establish strong partnership with parents and other caregivers and support them in creating a caring and nurturing environment to support their child's optimal development.

SESSION 5: USE OF MCP CARDS FOR PARENT COUNSELLING FOR EARLY STIMULATION

Duration: 2 hour 15 minutes

Expected Learning Outcomes:

The participants will develop skills to counsel parents on activities to stimulate the growth and development of their young children.

Method

Activity 1: Dialogue with families about responsive care and early stimulation (45 minutes)

- a) Divide participants into groups for role play. Ask that one of the group members plays the role of an Anganwadi Worker while the other plays the role of a parent/caregiver. Ask that the group member playing as the Anganwadi Worker recommend age appropriate stimulation activities to the person playing as the parent/caregiver. Check for understanding on items that can be used for organizing play activities at home and how these items can be used.
- b) Introduce an activity recommended on the Mother and Child Protection card and demonstrate how to conduct a counselling session with caregivers while emphasizing the following points:
 - ❖ Hold regular meetings with parents
 - ❖ Listen to mothers and observe them
 - ❖ Find out about existing practices
 - ❖ Praise parents/caregivers for what they are doing well
 - ❖ Provide advice if any gaps are observed in the existing knowledge and/or practices
 - ❖ Explain each activity mentioned on the card, along with its importance
 - ❖ Explain the milestones and help the parent/caregiver understand her/his child's development
 - ❖ In case a child has not achieved the expected milestones, guide the parent/caregiver on how to conduct stimulation activities at home
 - ❖ Encourage parents/caregivers to spend more time with the child and explain how they can do this with daily, routine activities

Background note:

Coaching caregivers on conducting stimulation activities

Most families try to do their best for their children. Their efforts must be praised and they should be empowered to continue early stimulation in home settings. They may not know that play and interaction are essential to promote the optimal development of their child. They should be counseled to:

- get the child's attention
- communicate with their child, respond to their child
- introduce play activities gradually, in a sensitive and responsive manner, selecting activities that are appropriate for the age and skills of their child
- follow the child's lead during the activities
- help the child with a new task, and praise the child for her efforts

- c) Discuss with the group that some children may not achieve the milestones as per their age. Demonstrate how the MCP card can be used to counsel parents/caregivers on early stimulation and care for their children.

Background note:

Children with developmental delays, disabilities or who are malnourished may require additional support to develop optimally. While caregivers are often able to recognize when a child is slow in achieving the developmental milestones compared to other children in their families and communities, they need support to plan and implement appropriate stimulation activities for their child. Caregivers may not always feed or communicate with these children as frequently as needed, and it is important that they are aware of the special needs of these children and their capacities.

Activity 2: Supporting families to promote child development and care during early years (45 minutes)

- a) Prepare cards with examples of situations in which children have not achieved the milestones (e.g., a one year old child who does not stand without support).
- b) Divide the participants into groups of 4-5. Distribute the cards to the participants.
- c) Ask them how they would counsel the parents using the MCP card and what stimulation and play activities they would recommend for the situations on their cards.
- d) Ask the group representatives to make presentations to the whole group.

Activity 3: Holistic development of young children-addressing challenges and concerns(30 minutes)

- a) Ask the participants to list the challenges they may face in counseling parents/caregivers, and also the challenges that caregivers may face with their children.
- b) Invite the group representatives to share the challenges and concerns.
- c) Facilitate in identifying feasible solutions.

Facilitator's note:

Remind participants that they will learn more about nutrition and health needs of and care for children in other parts of their training programme. While, for the ease of transaction of the training programme, they are learning separately about development, nutrition and health during early years, they should ensure that they look at the child holistically and address the issues in an integrated manner while counselling the parent.

Draw the attention of the participants to the need for linkages with health and nutrition sectors, including for referrals in cases of poorly nourished children and children with disabilities and developmental delays. Emphasize the importance of working in coordination with ANMs and ASHA Workers, with Nutrition Resource Centres in cases of children with severe and acute malnutrition (SAM) condition, and with District Early Intervention Centres in cases of children with developmental delays and disabilities.



DAY TWO

SESSION 6: THREE TO SIX YEARS OF AGE

Duration: 1 hour

Expected Learning Outcomes:

The participants will:

- a) Be aware of age appropriate milestones for 3- 6 years
- b) Understand about how young children learn
- c) Understand the importance of play for learning and development
- d) Learn about the concept of school readiness

Materials Required:

Chart paper/VIPP cards, felt pens, bowl, Video 2: Children engaged in play, Video 3: Exploring school readiness

Method:

Activity 1: Passing the parcel (10 minutes)

- a) Divide the participants into groups and prepare chits from the chart paper wherein developmental milestones related to all aspects of development for the 3 to 6 years age group are written beforehand.
- b) Put all the chits in the bowl and pass it around to all the groups while creating some music or sounds by clapping or singing. When the music/sound stops, whichever group has the bowl should ask any one of its members to pick a chit and read out the given indicator and the group members can collectively do three things:
 - ❖ look at the milestone written on the chit and identify what domain it belongs to
 - ❖ state the relevant age group
 - ❖ Suggest one activity related to the milestone for a child in the given age group. For example, if the chit says "identifies colours and shapes and classifies blue circles", the group who gets the chit will state that it is for cognitive development domain and will identify which age group it is appropriate for. For example it could be for children who are 4-5 years of age. Then the group would discuss among themselves and suggest one related activity for cognitive development of 4-5 years old. Passing the parcel activity can be repeated again as described above.
- c) After the above activity, ask the participants:
 - ❖ How the age and level of development of a child is important in selecting activities.
 - ❖ What the indicators would be to know if an activity is not developmentally appropriate for the child.

Facilitator's note:

The idea is that through the game the whole group engages in discussion and comes to a common understanding of age-specific development indicators. They can refer to the development milestones for 3- 6 year olds given as ANNEXURE A.

Activity 2: Activities for Children and their significance (20 minutes)

- a) Divide participants in groups of 4. Give them two questions to discuss:
 - ❖ What are the activities and tasks that children enjoy doing? Why so?
 - ❖ What do you think they learn from these activities?
- b) Ask all groups to share their responses to the questions, noting the reasons behind selecting the activities they identified. List down all the reasons on chart paper.

Facilitator's note:

The trainer can take cues from the discussion and guide the discussion towards the characteristics of young children and how they learn. This can be further followed with some key inputs from the trainer's side (e.g., preschool aged children do not learn by merely listening to adult; they learn by observing others, including elders; through play; by exploring the world around them; through experimenting, trial and error; and by asking questions). Detailed information on how young children learn is attached as ANNEXURE D.

Activity 3: Importance of Play for Children's development (15 minutes)

- a) Elaborate on the types and role of play in the development of children by showcasing the Video 2 on children engaged in play in an ECE setting. Discuss how younger children play alone or in groups of two and how they learn to play in groups and teams and follow rules as they become older.
- b) After the video, initiate a discussion on the importance of play and use the following questions:
 - ❖ What are children doing in the video?
 - ❖ Do you think they are learning anything? If yes, what?
 - ❖ How do you think that play can enhance learning?

Facilitator's note:

Sum up by highlighting the importance and role of play in promoting development in all domains:

- ❖ Gross motor skills are developed as a child learns to reach, grasp, crawl, run, climb and balance. Fine motor skills are developed as children handle small toys, thread beads etc.
- ❖ Children learn to solve problems through play. As they explore the world around them, they learn colours, numbers, sizes and shapes. They learn to compare and analyze, which helps to develop in them a scientific temper.
- ❖ Children develop language and literacy skills as they listen to others and re-enact their roles and responsibilities through dramatic play.
- ❖ During play they are required to cooperate, negotiate, take turns and play by the rules, which are important skills for socialization. They begin to develop and understand rules and negotiate them, as well as learn about social roles in real life.

Activity 4: School Readiness: Concept and Significance (15 minutes)

- Ask the participants what they understand of school readiness and to write their answers on the flip chart.
- Show Video 3 on school readiness to the participants.
- Follow up with a discussion around what school readiness is and why it is important for children to be school ready before leaving Anganwadi Centre and joining primary school. Trainer may refer to page number 23 and 24 of National ECCE Curriculum Framework to further get detailed understanding on school readiness.

SESSION 7: INTRODUCING THE ECE CURRICULUM AND ROUTINE

Duration: 3 hours

Expected Learning Outcomes

The participants will:

- Become familiar with the state ECE curriculum
- Be able to use the given material as reference while planning sessions on their own.
- Learn to develop yearly and monthly/weekly and daily plans, based on the state curriculum and by following principles of program planning
- Understand the appropriate use of activity books and other materials for children

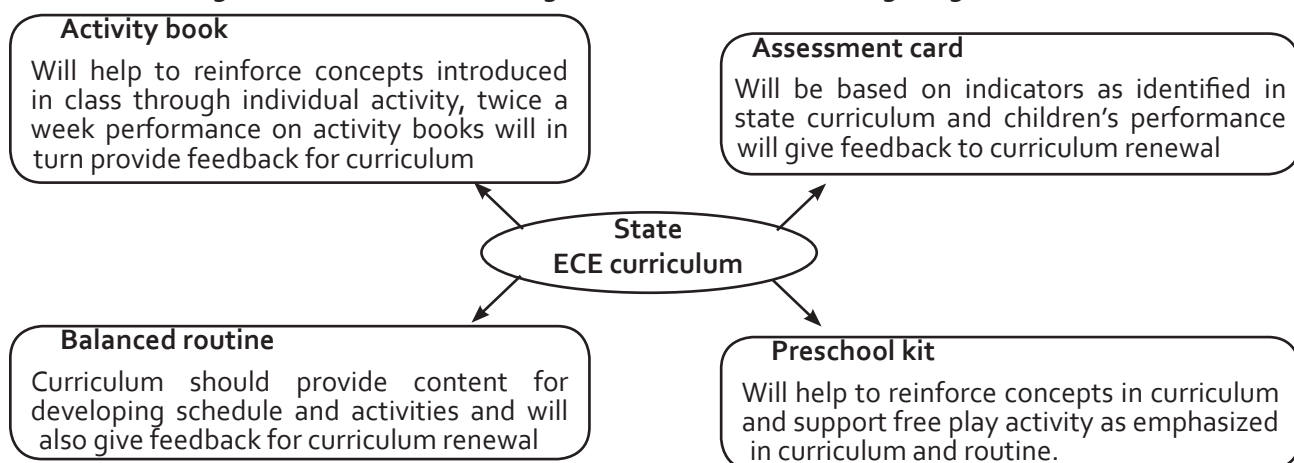
Materials Required:

Power Point presentation of key features of the state ECE curriculum; copies of the state ECE curriculum, AWW handbook, ECE kit, activity books, National Curriculum Framework on ECCE, Early Childhood Education Programme, Venita Kaul, NCERT (42-45) and chart paper.

Method:

Activity 1: Planning for ECCE: Shared readings and group presentations (1 hour)

- Introduce all the state-specific materials to the trainees. Conduct a 10-minute presentation and show all the materials to the participants, discussing the rationale behind the development of the material.
- Talk about the state ECE curriculum and highlight ways of integrating it with Anganwadi Worker handbook/ activity bank, activity books, pre-school education (PSE) kits while conducting an ECE routine in an Anganwadi. Please use the figure given below for reference.



- c) Thereafter, divide participants into 4 groups and give one section of the state ECE curriculum to each group for shared reading and to discuss and identify ways to make connections with existing ECE reference material such as an ECE routine, AWW handbook, activity books, and assessment cards.
- d) Ask the participants to make a group presentation summarizing the curriculum content and connections with existing ECE materials and present any gaps identified in the process. The remaining groups can then ask questions after the presentations.

Activity 2: Theme based planning: Yearly and monthly, weekly and daily plans (1 hour 30 minutes)

- a) Ask the participants if they make any short term and long term plans for themselves or their families. Do they plan their finances? Are these plans guided by any objective?
- b) After listening to a few responses from the participants, orient them on the importance of planning curricula for the long term, medium term and short term (Refer to page 52-54 of the National ECCE Curriculum Framework).
- c) Share basics principles of programme planning (Refer to page 42-45 of the Early Childhood Education Programme, Venita Kaul, NCERT). Note that planning should:
 - ❖ reflect a balance of indoor and outdoor activities, free and structured activities, individual group activities, large and small group activities
 - ❖ be flexible to accommodate immediate needs and situations
 - ❖ address age as well as developmental levels of children
 - ❖ be based on long term objectives and expected outcomes and should lead to their achievement
- d) Discuss the state ECE curriculum in terms of objectives, broad structure and learning outcomes of the curriculum. Discuss the themes that can be covered with pre-school children. Some themes can be: My Family and I, Environment (including animals, plants and water), Communication, Transport, Fruits and Vegetables, Festivals etc. Note that one or more themes can be selected each month and activities can be planned accordingly; in all, about ten themes in a year is feasible.
- e) Ask participants to develop a monthly plan using the template below.

Months	Themes	Language	Cognitive	Creative	Physical	Emergent literacy & numeracy (4-5 years)
April-May	Myself, Parts of the Body, Senses					
Jun-July	My Family, My Home, My School					
Aug-Sept	Environment (Plants, Food)					
Oct-Nov	Environment (Animal)					

Dec-Jan	Environment (Water, Air)					
Feb-Mar	Transport/ Community Helpers					

- f) Ask one or two groups to share their plans, to be reviewed to see if there is sufficient time allocation for all developmental domains, including activities for each day and having separate plans for younger and older children, with the plans for older children focusing more on building school readiness skills.
- g) Based on the sample month's plan, ask the participants to further divide it into week-wise planning based on the given template and apply this to a day's routine.
- h) Ask participants to present their group work and discuss the feasibility of the monthly plan from the implementation perspective.

Month				
Theme				
Sub theme				
	Week 1	Week 2	Week 3	Week 4
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				

Activity 3: Introduction to the activity books (30 minutes)

- a) Introduce the activity books for different ages to the participants and discuss the importance of the books for children. Emphasize that activity books are not a substitute for classroom processes, but rather, should be used to reinforce the concepts introduced in class through individual activity. Discuss the dos and don'ts of using the activity books with children:
 - ❖ Introduce activity sheets from the activity books to children with clear instructions
 - ❖ Be flexible in the use of activity books as per the child's needs and pace of learning
 - ❖ Clarify to children that there is no compulsion to complete activity sheets neatly or within a stipulated time
 - ❖ Do not use activity books every day. Two worksheets per week are enough to engage young children.
 - ❖ Use the activity book to give insights to parents regarding the progress of their children.

SESSION 8: DEVELOPING DEVELOPMENTALLY APPROPRIATE ACTIVITIES FOR CHILDREN (ACROSS DOMAINS) AND LOW COST TEACHING AND PLAY MATERIAL

Duration: 3 hour 15 minutes

Expected learning outcomes:

The participants will:

- Develop age appropriate activities for development of language, cognitive and school readiness competencies
- Develop teaching learning materials (TLMs) that can be used to make learning interesting
- Become familiar with the components of the PSE Kit and strategies for using it

Materials Required:

Old newspapers, papers, sketch pen, colour crayons, scissors, cello tape, chart paper, empty boxes, cans, story books, PSE kit guidelines, Video 4: Creative activities with children.

Method:

Activity 1: Recall domains of development (15 minutes)

- Divide participants in 4 groups and ask following questions:
 - ❖ Can you recollect the domains of development? List out the domains.
 - ❖ What kind of activities should be carried out in each domain, specifically for 3-6- year-old pre-school children? List out a few of them for each domain.
 - ❖ Do you think all children achieve the milestones at the same time? Why?

Facilitator's note:

Discuss the fact that there is diversity among young children. There are differences in children's development and growth in each domain. The pace of learning for every child is different. Children with special needs develop differently than children who are developing at what scientists have determined is an average pace. There are children who show a developmental acceleration function at a level more like older children. There are also children who show a developmental delay function more like younger children. There are also some who are late bloomers.

Background note:

Recapitulation of domains of development

- ❖ Large/Gross motor skills: Using large groups of muscles to sit, stand, walk, run, and keep balance, etc.
- ❖ Small/Fine motor skills: Using eye and hand coordination to be able to eat, draw, dress, build blocksplay, write, and do many other things.
- ❖ Language and Literacy skills: Speaking, using body language and gestures, communicating, and understanding what others say, seeing meaning in reading and writing and pre literacy skills.
- ❖ Cognitive skills: Thinking skills, including learning, understanding, problem solving, reasoning, and remembering, classifying objects, thinking in sequence, concept formation.
- ❖ Social/Emotional skills: Interacting with others, having relationships with family, friends, and teachers; cooperating, and responding to the feelings of others, respecting diversity; respecting others rights, regulating emotions, inner discipline.

Activity 2: Development of domain specific activities (1 hour 15 minutes)

- a) Referring to state ECE curriculum, trainer will select and demonstrate at least two activities in each of all 5 domains of development: language, cognitive, socio- emotional and creative development.
- b) Participants will observe the demonstration while keeping in mind one crucial question:
 - ❖ What skills, concepts or capacities do these activities cater to?
- c) Show Video 4 on creative activities for children
- d) After conducting the activities, ask participants to write all the responses on the chart paper. Trainer will further elaborate on them by providing essential information to the participants regarding language, cognitive and socio-emotional development.
- e) Divide the participants in groups to design and present at least three activities each under all the above domains. Remaining groups will suggest changes, if required.

Background note:

While planning activities, participants needs to focus on the following skills and concepts listed under each domain:

Under cognitive development:

- ❖ Identification of shape, colours, body parts, object names, etc.
- ❖ Development of Sensory organs – hearing, touch, sight, taste, smell
- ❖ Development of Pre-number concepts
- ❖ Development of cognitive skills of – Identification, matching, classification, sorting, sequence thinking, serial thinking, pattern making, concentration and attention span.
- ❖ Problem Solving
- ❖ Identification of Number and Numerals

Under creative development:

- ❖ Building imagination
- ❖ Building creativity
- ❖ Expressing through arts
- ❖ Appreciating others
- ❖ Fine motor coordination
- ❖ Concentration

Under language development:

- ❖ Listening - conversation, stories, songs and poems, objects, events, festivals, family and others
- ❖ Speaking - expressing own views, sharing experiences, asking variety of questions, responding in full sentences, extending sentences, adding/creating new words, using imagination, explaining about objects and things that are around

- ❖ Emergent Reading
 - Extending vocabulary and verbal expression
 - Strengthening comprehension in the AW language
 - Print Awareness
 - Developing interest in story books and reading as an activity
 - Phonemic Awareness
 - Identification of various words and letters
 - Book handling – how to hold, and turn pages etc. How to do pretend reading...etc.
- ❖ Emergent writing
 - Seeing meaning in / connecting writing as an activity with their daily life
 - Making drawing based on heard stories
 - Making character that they liked in particular story/ poem
 - Doing make-believe writing
 - Free drawing
 - Inventive spelling
- ❖ Cutting and pasting in a particular shape
- ❖ Book handling – how to hold a book, turn pages, pretend reading etc.

Activity 3: Introducing Pre-school Education (PSE) Kit (30 minutes)

- a) Introduce and share Preschool education kit with the participants.
- b) Emphasize on three categories of materials available to the Anganwadi Worker:
 - ❖ Preschool Education (PSE) kit: Material that can be procured from market by department
 - ❖ Material which can be prepared by Teacher/Anganwadi Worker
 - ❖ Locally available low cost material in the environment

Facilitator's note:

Highlight that the selected material should be safe, hygienic and child friendly. List of material that is locally available and can be used: old and clean clothes, bottle caps, old tyres, plastic bottles, wooden toys, coconut shells, used paper, leaves and pebbles etc.

- c) Display the sample PSE kit of the state and introduce the items. Ask the participants to work in groups to do the following tasks:
 - ❖ Map the items of the kit with respect to the domains it caters to
 - ❖ Arrange PSE kit material in 4 learning corners i.e. blocks corner, book corner, pretend play corner and art & craft corner
 - ❖ Each group will demonstrate one activity each using PSE kit

Activity 4: Development of domain specific teaching and play material (1 hour 15 minutes)

- a) Expand the discussion towards the teaching learning material that can be developed by Anganwadi Workers.
- b) Conduct a session on developing following materials and discuss the use of all the materials developed during the session. Allow time for practice with the use of materials.

Some Suggested Play/Learning Materials to be developed by Anganwadi Worker

Sensory and cognitive development	Oral language and emergent literacy
Touch boards Seriation cards Sequential thinking cards Four and eight piece puzzles Flash cards of vegetables, fruits, animals, vehicles etc. Dominoes made on cardboards	Picture cards – word and letter identification and discussion Flash cards with numbers, pictures, alphabets etc. Picture Books Puppets/ Masks for a particular story or concept, picture books, charts etc.
Pretend play	
Finger or cloth puppets Making rag dolls Making a puppet or head mask	



DAY THREE

SESSION 9: FIELD VISIT

Duration: 4 hours

Expected learning outcomes:

The participants will:

- a) Understand what constitutes a child-friendly learning environment
- b) Learn to organize space and activity corners
- c) Develop skills in conducting core preschool education activities

Materials Required:

Stationary (e.g., crayons, sketch pens, paper, scissors, cello tape, stapler, glazed paper), TLMs developed in the previous session, white board, National ECCE Curriculum Framework Pages 81-97

Method

Activity 1: Demonstration of 3-4 hour routine (3 hour)

- a) Visit a nearby model AWC which meets most of the criteria of a vibrant ECCE centre.
- b) Divide the group into 2 and visit two model AWCs, with a trainer to accompany each group.
- c) Each trainer should plan and demonstrate a 3-4 hour ECE routine in one of the model Anganwadi Centres using the state ECE curriculum, PSE kit and existing TLMs.
- d) Ask trainees to observe the centre and a day's routine based on the following questions:
 - ❖ Observe classroom environment, both indoor and outdoor, at the AWC
 - ❖ Is it clearly evident that a routine was followed? Was there enough time for each activity?
 - ❖ How did the trainer introduce concepts?
 - ❖ What materials were used?
 - ❖ How did the trainer transition from one activity to another?
 - ❖ How had the trainer organized activities to cater to different age groups?
 - ❖ Were all children involved in the activities? If yes, how did the trainer ensure that? If not, what could she have done?

Activity 2: Observation sharing (45 minutes)

- a) After coming back to the training centre, conduct a sharing session on the above questions after the completion of field work.
- b) Ask participants to share their observations in detail including at least one positive element and one concern.

Facilitators' note:

Emphasize the following key elements that should be part of a day's routine:

- Activities cover all domains of development
- There should be a mix of free and structured play
- There should be a mix of group and individual activities, mix of quiet and active activities etc.
- Opportunities to be provided for all children to participate.

Background note:**Learning environment**

Indoor Environment	Outdoor Environment
❖ The centre is neat, clean, safe, organized and attractive. ❖ There are some mats, mats for classroom activities and in case the children want to sleep. ❖ Walls display children's work, thematic charts and posters at children's eye level. ❖ A daily routine chart is displayed for the AWW/ teacher to follow easily. ❖ There are 3-4 activity/ display corners (e.g., manipulative and construction toy corner with puzzles, blocks, pretend play corner with dolls and other toys, story book corner and art and craft corner). ❖ There is a low black-board at children's height with chalk for children to scribble/ draw. ❖ Objects are labelled, children's name cards are displayed and reading materials are available for a print-rich environment. ❖ Furniture and materials are suited for children.	❖ Safe and clean drinking and cooking water is available. ❖ There are handwashing facilities, including soap. ❖ Adequate, safe space/playground for games and activities, with age appropriate outdoor play material and equipment are available (e.g., balls, tyres, sandpits, swings). ❖ The centre is fenced and has a lockable gate.

Activity 3: Hands-On Experience: How to Set Up the Learning Environment (15 minutes)

- After coming back to training centre, divide participants into small groups and allocate one corner to each group.
- Ask each group to set up the allocated corner in the training room as observed in the model AWC. The corners can be set up using the PSE kits and the teaching learning materials (TLMs) developed by the groups in an earlier session.
- Ask each group to present their corners to the other participants, explaining the materials and set up of each corner, how they will be used by children and how this will benefit the children.

SESSION 10: EARLY IDENTIFICATION AND REFERRAL

Duration- 1 hour

Expected Learning Outcomes:

The participants will:

- Understand the signs of major disabilities, viz., physical-motor, visual, hearing and intellectual
- Learn about the importance of referral and intervention

Materials Required-

- Visual Aid: Four posters on early signs of disabilities (ANNEXURE E)

Method

ACTIVITY 1: Concept and importance of early detection of disabilities

- Ask the participants to identify all the children/adults that they know in their village/ neighbourhood/family who have a disability. Let all the participants discuss the different types of disabilities.
- On chart paper, list out the information discussed as below.

Name of child/person	Type of disability	How did you come to know/What were the indicators?	What are the things that the person cannot do? What can the person do?

Facilitator's note:

The discussion should lead the participants to understand how disability restricts the development and functioning of the individual. The point to be highlighted here is also that disability restricts capacity only in limited areas, while the person with disability can do many things. For example, in the case of a child who is blind, while she may not be able to see, she has the ability to learn, participate in class, play with her friends, etc.

- Discuss the concept and importance of early detection of disabilities. Discuss how disability impacts the development of the child. Present early signs of all the four major disabilities. Use the posters to further explain the early signs (posters in ANNEXURE E).
- Talk about the importance of referral to the participants. Inform them that when they feel that a child is developmentally not on track, they should refer the child for comprehensive assessment and further intervention to hospitals/NHM-RBSK/ PHC/District Early Intervention Centres (DEIC) for treatment and intervention or contact the ASHA/LHVs and seek assistance for referral.

SESSION 11: INCLUSION OF CHILDREN WITH DISABILITIES

Duration- 2 hours 30 minutes

Expected Learning Outcomes:

The participants will:

- a) Understand the concept of inclusion
- b) Understand the importance of inclusion of children with disabilities (CWD) in AWC
- c) Learn the basic strategies of managing CWD in AWC
- d) Learn to adapt activities and aids for inclusion of CWD in AWC

Materials Required:

- a) Four posters on management strategies for children with disabilities (ANNEXURE F)
- b) Chart paper, cardboard, worksheets for colouring, empty match boxes, chickpeas, sand, pebbles, branches, cushions, *chunnis*.
- c) Handout with examples on strategies for inclusion of children with disabilities (ANNEXURE G)

Method

Activity 1: Introduction to the concept of inclusive ECE (30 minutes)

- a) Discuss the concept of inclusive ECE, its importance and management strategies using the posters.
- b) Follow this with a question-answer session.

Activity 2: Case Studies: Focus group discussion (45 minutes)

- a) Divide participants into groups of about 5-6 members each.
- b) Ask them to read and discuss the two cases presented below, answering the following questions:
 - ❖ What are the stimulation and development opportunities available to Suresh and Deepak?
 - ❖ How important is early childhood education for children with disabilities?
 - ❖ Could Deepak be included in an AWC? If so, how can an AWW include him in the class/activities?

Case 1

Suresh is 4 year old. He attends the local preschool centre. His grandmother leaves him at the preschool centre daily on the working days at 9.45 am. He wishes the Anganwadi Worker 'Namaste' on arrival at the centre. He participates in all the activities of the preschool, such as singing of rhymes, exercising, playing games, colouring, and listening to stories told by the Anganwadi Worker. He has learnt to wash his hands before and after eating. He carries his tiffin with him, eating his food from home and supplementary food received at the AWC. He interacts and communicates with other children at the AWC. At times, he fights with the other children. His immunization record is maintained by the Anganwadi Worker.

Case 2

Deepak is also 4 years old like Suresh. Deepak has poor vision and falls frequently while moving around. His mother does not allow him to move around too much. Hence, he is always at home. He sits in a corner in his house, and keeps rocking his body. His siblings go to school, so there is no one at home to talk to him. His mother feeds him. She does not like it if he eats by himself, as he tends to get messy.

Facilitators' note:

Facilitator will discuss with the participants the importance of ECCE and how it helps in overall development of children-identify the benefits of sending a child to AWW. The facilitator can then stretch the discussion to how children with disabilities (CWD) are denied this basic right to opportunities for equal development. Highlight how unfair this is. Link it to attitudes, barriers in inclusion of CWD in AWCs. Try to sum up positive and facilitative ideas which the group suggests for inclusion of CWD in the AWC.

It is also important to point out to participants that children with disabilities are a heterogeneous group. This means that all children with disabilities, are not the same. For example, say, in case of children with visual impairment, some would have low vision, some partial blindness, some totally blind, some with a tunnel vision. So, each child is unique, and depending on the extent of disability, would require suitable adaptations in the setting of the AWC, activities and aids and medical help.

Activity 3: Adapting and preparing aids and activities for a CWD in an AWC (60 minutes)

Facilitators' note:

The biggest barrier to including children with disabilities is that the AWW does not know how to engage the child in the classroom activities. Majority of CWD can be included in the AWC by making minor modifications in aids, activities and setting of the centre.

Divide the entire group into 7 small subgroups. Ask each sub-group to choose one of the tasks listed below. Give the materials to them to prepare. After 30 minutes of group work, ask the participants to share their work with the whole group.

- ❖ **Activities involving colouring:** Give some colouring worksheets to the participants and ask them to adapt the sheets so that a visually impaired child can colour.
- ❖ **Activities involving tearing and pasting:** Give some worksheets for tearing and pasting and ask the participants to adapt these for a child with visual impairment. Also ask the group to discuss what would they have to keep in mind while using these for a child with hearing impairment or a child with intellectual impairment.

Facilitator's note:

Worksheets for colouring could be adapted by putting straws, match sticks, wool, thread, strings, twigs, fevicol etc. or pin pricks on the entire outline of the figure to be coloured, which a child with visual impairment can feel and colour within. Before the child can colour, give plenty of opportunities to hold crayons and scribble. Ensure that the paper to be torn and glue or the crayons are put in the child's hand, as the child cannot see. Allow to explore the materials before she actually starts to use it. For a child with hearing impairment, ensure that the child has followed what is to be done. For a child with intellectual impairment, the child may require multiple instructions and demonstrations. The child may not be able to follow multiple instructions. So, make the task simple. How would they do that? Can this child first learn just tearing?

- ❖ **Sound discrimination and awareness of sounds:** Ask the group to make sound boxes for a child with hearing impairment. Use empty cans/empty match boxes and fill two cans/boxes each with materials like pebbles, sand, dal, rice. The boxes are to be matched on the basis of the sounds they produce. Can the group think of more sound based games?

Facilitator's note:

This activity would help a child with sound discrimination. Ability to screen out unwanted sounds and selecting the sounds that you want to hear is important in the hearing process. Children with hearing impairment may have difficulty doing this. Activities on sound discrimination help a child become aware of the sounds in his/her environment. Facilitator could also initiate an activity of making sounds using body, for example, clicking of fingers, clicking of tongue, breathing sound and rhythmic clapping (Refer Annexure G).

- ❖ **Story Telling:** Ask the participants if they have to tell a simple story (say, 'A thirsty crow'), to a child with hearing impairment, what adaptations would they need to make? Ask them to demonstrate a story with appropriate storytelling aids. (For example, flash cards, cut-outs for the story).
- ❖ **Shapes and Sizes:** Ask the group to prepare 3-dimensional cut-outs of shapes (triangle, circle and square) in 3 sizes (small, bigger, and biggest) and to demonstrate their use to foster the concept of shape and size for a child with visual impairment and a child with intellectual impairment. Ask the participants what other concepts would require adapted materials and how could the TLMs be adapted?

Facilitator's note:

All children, particularly children with disabilities benefit from the use of teaching learning materials, which keep them engaged, focused and actively learning. AWW could prepare and cut-outs of shapes and sizes from card-board/thermocool. These 3-dimensional shape-size aids could be used for example, for a child with visual impairment, who can learn the concept of shape by feeling the cut-outs and also tracing them. The AWW could also provide blocks of different shapes and sizes. Worksheets on shapes and size concept can be adapted by putting thick cloth/sand paper/card board/thick paper cut-outs on the shapes drawn on the worksheets, which the child touches, feels and learns (Refer Annexure G).

- ❖ Ask the group to discuss adaptations needed for a child with cerebral palsy whose body and hands are stiff:
 - How to help a child who has a very stiff body and cannot sit in class, to sit up in a chair?
 - While other children can holding crayons and colour, what fine motor activities can you alternately give to this child who has very poor grip so that she does not feel left out?

Facilitator's note:

The facilitator can discuss importance of proper positioning/seating of a child with cerebral palsy. This helps the child to participate in the activities as he can now sit up and look around to know what is happening. For a child who cannot sit on his own, the AWW could use pillows to support, or use cloth/*chunnies* to hold them up in proper position on a chair, or use old tyres to help the child to sit up. As worksheets mostly involve hand activities, a child with stiff hands/no hand grip/hands remaining in a fist, may have difficulty with these. While other children do colouring/tearing/pasting/folding, such a child can be given activities for opening up of hands and strengthening of hand muscles, for example kneading of plasticine, rolling of rolling pin, crushing of paper, scooping sand and releasing it, kneading of paper for paper-machie, rolling out 'snakes' from clay balls, squeezing soft balls, and other such activities which provide opportunities to exercise the hands, palm and fingers. Adaptations may also be required for the teaching learning materials, such as, using elastic or 'gripper' for improving the grip of the child on a crayon (Refer Annexure G).

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- ❖ Present to the group the case of a child who is very slow and is not able to learn a simple task such as holding a crayon in her hand, even after many days of instructions. She is perhaps, intellectually challenged. How would they teach this to the child?

Facilitator's note:

Whatever the child needs to do, should be explained slowly and in simple language. You may even need to demonstrate the activity. For example, if the child is to be taught to hold a crayon or a pencil, this should be explained and this seemingly simple activity would need to be broken down into smaller steps- like pick crayon, hold between finger and thumb, hold at a place that you can use it for colouring, grip should not be loose.

Multi-sensory approach is very useful, and helps all children, including children with disabilities. One can make use of real materials, visual cues such as flash cards, body movements and rhymes, for example, for reinforcement.

To enrich the discussions, refer to the detailed handout for more examples on strategies for inclusion of children with disabilities which is attached as Annexure G.



Day 4

SESSION 12: SKILL BUILDING - STORY TELLING, ACTION SONGS AND RHYMES

Duration: 2 hours

Expected Learning Outcomes:

The participants will

- a) Learn how to develop stories
- b) Learn how to develop material required for storytelling
- c) Learn to more effectively tell stories and teach action songs and rhymes

Materials Required:

Whiteboard, felt pens, flip charts, Video 5: Story telling through pictures, locally available material for development of storytelling aids i.e. old newspaper and magazines, pictures, used cloth, etc.), appropriate sample of picture books and story books, storytelling aids

Method

Activity 1 – Understanding story development (20 minutes)

- a) Showcase the Video 5 of an Anganwadi Worker telling a story to children. Ask participants to observe the session while looking for the following aspects of the story: context, length, appropriateness for the age group, characters, use of language, voice modulation and sequence of events.
- b) After the video ends, open the floor for the participants to talk about the video/story telling session and their observations. Use a flipchart to write the comments of the participants.
- c) Club the comments into themes, such as length of the story, context, characters, language, sequence and end of the story.
- a) Follow this with a discussion on what makes a story interesting for children in terms of length, theme, and presentation.
- b) Discuss the 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.

Activity 2 – Developing a story and storytelling aids for young children(45 minutes)

- a) Divide the participants into groups of 4-5 and ask them to develop a story for young children.
- b) Ask each group to develop one type of story-telling aid (e.g., story cards, finger puppets, hand puppet) for the story the group has developed.
- c) Sum up the session by talking about why story selection is important and recapitulate the aspects to be kept in mind. Tell the participants that the story they have developed will be presented while using the aids.

Facilitator's note:

While developing the story, keep following key concepts in mind:

- ❖ A story has a beginning, middle, and an end
- ❖ Stories may have many characters but there should be one main character around which the story should revolve
- ❖ A story has a setting that tells where the story takes place
- ❖ The main character has a problem that needs to be solved
- ❖ The main character takes action to solve the problem

Source: McGee, Lea M., and Donald J. Richgels. *Designing Early Literacy Programs: Strategies for At-Risk Preschool and Kindergarten Children*.

Activity 3 – Demonstration of storytelling (40 minutes)

- a) Ask one participant from each of the groups from the story development session to come and do a storytelling session using the story and the aids developed by them.
- b) Ask all the participants to observe the storytelling sessions very carefully.
- c) After all the demonstrations, ask participants to critically evaluate the story and the storytelling techniques observed, providing suggestions on improving the quality of story development and storytelling.
- d) Sum up the session by emphasizing the importance of storytelling for young children and highlighting the important aspects of storytelling, such as voice modulation, intonations, seating arrangement, and use of visual aids.

Activity 4 – Demonstration of action songs (15 minutes)

- a) Ask the participants to sit in a circle and ask one of them to demonstrate an action song/rhyme.
- b) Follow up the demonstration with a discussion on the benefits of action songs versus songs without the actions.

Facilitator's note:

Talk about introducing the children to kinesthetic movements, rhythm and rhyming words and its importance. Movement allows children to connect concepts to action and to learn through actual experience. Mere repetition of songs and rhymes become rote memorization.

Sum up the session by talking about having storytelling and action songs session every day for young children as they help them to develop language competencies. Explain to the participants that it provides young children with the opportunities to:

- ❖ Build imagination and curiosity
- ❖ Increase their vocabulary
- ❖ Enhance listening and speaking skills
- ❖ Introduce them to different settings through stories
- ❖ Learn to articulate in complete sentences
- ❖ Comprehend instructions
- ❖ Develop questioning skills
- ❖ Learn through experience and connect concepts to action

SESSION 13: ORGANIZING FREE AND OUTDOOR PLAY: SKILL BUILDING

Duration: 2 hours

Expected Learning Outcomes:

The participants will:

- a) Understand the importance of planned free play for creativity, socio-emotional, cognitive and language development, and for learning to persevere and complete a task as well as by providing a means of channelizing their emotions.
- b) Learn to organize and manage free play activity so that all children get opportunities to play in the corner of their choice
- c) Learn to facilitate free play.

Materials Required:

Play material for the four corners (i.e., pretend/imaginative play corner, art and craft corner, picture book corner, and construction/manipulative play corner; see list of materials under Activity 1), ball, a baton for relay race, National ECCE Curriculum framework (pg.44-48), video 6 and 7 on free play.

Method:

Activity 1: Understanding organized free play(40 minutes)

- a) Show Video 6 and 7, where children are involved in free play. After the video, ask the following questions to initiate discussion:
 - ❖ What did you observe?
 - ❖ What were children doing in the activity corners? What were they talking about?
 - ❖ Was any planning evident in organizing the free play?
 - ❖ What was the Anganwadi Worker doing during free play?
 - ❖ What kind of learning/development opportunities did you observe children were getting during free play with respect to the different domains?
 - ❖ How could it have been done better?

Facilitator's note:

Record all the responses and sum up the session by emphasizing the role of free play:

- ❖ Children learn to make choices and simple decisions and become more independent
- ❖ They are active participants and not just passive recipients.
- ❖ Free play serves as a natural way for children to express their ideas and emotions, get socialized and explore the world around them. They also learn some executive skills like persevering a task or concept and experiencing the joy of completing it.

Activity 2: Organizing the classroom and material for free play (35 minutes)

- a) Divide participants into 4 groups. Assign each group to set up one activity corner.



Description of the 4 corners and examples of materials they could include:

- ❖ **Pretend/imaginative play corner:** Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (e.g., pots, dishes, spoons), pretend food (vegetables or fruits made of clay), dress-up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth), combs and a mirror, doctor's set
 - ❖ **Picture book corner:** A variety of children's books, children's magazines and books made by children in the classroom; these can include large board books, picture books, local folk tales, simple story books, and theme-related books
 - ❖ **Construction/manipulative toy corner:** Blocks of different colours, shapes and sizes; puzzles; matching cards; lacing strings or lacing cards; threading strings and beads; small toys such as cars, trucks, animals, figures and other toys that relate to children's current interests or objects from the environment
 - ❖ **Art and craft corner:** Different types of paper; pencils; different coloured chalk, crayons, washable markers, and paints; slates; paintbrushes; tape; playdough or clay; rolling pins and boards; ice-cream sticks; old newspaper and magazines for collages
- b) Once the corners have been set up, ask respective groups to present their corners to the rest of the participants. Provide and seek feedback, recommending any additional materials or modifications to improve the corner to facilitate children's play.

Activity 3: Demonstration of guided outdoor play activities

- a) Demonstrate a few guided outdoor activities as follows, and then ask participants to take part in them:
- 1) Throwing at a target
 - 2) Throw and catch
 - 3) Relay race - a race between two or more teams, where members of a team take turn by running only for a part of the race and then passing the baton (could be any item) to the next member until they reach the endpoint.
- b) Ask participants which skills will be developed during these activities. Emphasize the role of these guided activities in helping children to exercise specific gross motor skills, concentrate on a given task, follow instructions, wait for their turn and cooperate while playing with other children.

SESSION 14: CONDUCTING FREE AND GUIDED CONVERSATION: SKILL BUILDING

Duration: 1 hour 30 minutes

Expected Learning Outcomes:

The participants will:

- a) Understand the importance of free and guided conversation
- b) Learn to initiate/conduct conversation with children to enhance their language competencies

Materials Required:

Picture cards, flashcards, story/ picture book, Video 9 on free and guided conversation

Method:

Activity 1: Identifying themes/topics for free and guided conversation

- a) Divide participants into 4 groups. Ask them to recall all the activities that help in developing skills to receive and understand information and express it orally. Help the participants to understand that free conversation and guided conversation on a particular theme are also activities which help children develop skills for listening and expressing themselves with confidence and comprehension.
- b) Ask the participants to list the activities or themes or topics for guided conversation that they have used or can use in the Anganwadi Centre. These can be drawn from the themes in the curriculum.
- c) Ask the participants to list activities, themes or topics that they have used or can use for guided conversation in the Anganwadi Centre.

Activity 2: Understanding free and guided conversation

- a) Show the Video 9 of good practice on free and guided conversation to the participants.
- b) After the video, ask the following questions to initiate discussion:
 - ❖ What was the nature of the tone and pitch of the AWW's voice while interacting with children?
 - ❖ Was the theme of interest to children?
 - ❖ What kind of questions were asked during the conversation?
 - ❖ How did AWWs involve all children?
 - ❖ What TLMs were used for the given activity?
 - ❖ How could it have been done better?

Facilitator's note:

After the discussion add the following guidelines to keep in mind while conducting free or guided conversation:

- ❖ Free and guided conversation is aimed more at helping children develop their language skills, rather than at teaching them about the particular topic
- ❖ Conversations can be built around a theme, picture, story or a personal experience
- ❖ 'Voice and tone' should be soft and conversational
- ❖ Ask open-ended questions which help children to extend their thinking and build on the conversation
- ❖ Engage children in conversation that is cognitively demanding but not threatening to improve their thinking skills

SESSION 16: SKILL BUILDING: ACTIVITIES FOR EMERGENT LITERACY AND NUMERACY (FOR 4-6 YEAR-OLDS)

Duration: 1 hour 45 minutes

Expected Learning Outcomes:

The participants will:

- a) Understand the importance of emergent literacy and numeracy
- b) Learn how to organize and conduct emergent literacy and numeracy activities

Materials required:

Video 10: Emergent literacy- Letter sound identification, Video 11: Emergent literacy- Story reading using a book, Video 12: Emergent numeracy, Video 13: Child doing a pre-number activity, Video 14: Print awareness, Video 15: Emergent writing activities, projector, computer, white board, marker, state ECE curriculum

Method

Activity 1- Importance of emergent literacy and numeracy (15 minutes)

- a) Show the videos (Video 10: Emergent literacy: Letter sound identification, Video 14: Print awareness) of two session each on emergent literacy.
- b) After the video, ask participants to share their observations based on the questions below. Encourage and provide enough time to all the participants to respond
 - ❖ Who was conducting the session?
 - ❖ What activities did you see in the video?
 - ❖ What kind of learning opportunities were the young children getting?
 - ❖ Were children able to understand and respond to the AWW?
 - ❖ How are these activities different from what you do in your Anganwadi Centre?
 - ❖ Which teaching learning materials were being used?
 - ❖ How are these activities related to reading and writing and learning of mathematics?
- c) Write their observations on the board. Highlight what constitutes emergent literacy and numeracy and why these skills are important.

Background note:

Literacy emerges gradually in early years. Emergent literacy activities help children make meaning of words and express themselves, and are critical skills to be developed before children can read and write. The emergent literacy activities advance the language skills by promoting talking, listening for meaning, curiosity about words or letters and seeing them as means to communicate, following directions, and giving directions, developing large vocabularies. These activities can be embedded in familiar activities and in play, for example in pretend play by giving paper and pens in that corner, where children may pretend to prepare lists before they go for shopping.

Emergent literacy experiences include:

- ❖ Oral language: Ability to understand and use language through listening, speaking and acquiring of new vocabulary

- ❖ Print awareness: Understanding of the functions of letters, words, pictures and printed text and how these relate to oral language
- ❖ Book knowledge: Book handling and understanding of what a book is and how it is to be used or read
- ❖ Pretend reading and writing
- ❖ Alphabet knowledge: Ability to identify and say names of the alphabets
- ❖ Phonological awareness: Ability to identify sounds and the understanding that sounds are combined to make words
- ❖ Emergent writing: scribbling, random strings of letters, child invented spelling based on phonemic awareness and attributing meaning to these

Emergent numeracy

The foundation for mathematical concepts is laid in the early years of education. Learning to match, sort, classify, and put objects in order develop number sense in children. The AWW should begin with simple matching, moving on to sorting, classification, seriation, quantities (few/many, more/less) and eventually to specific numbers (for example, two pencils, five balloons). A variety of experiences, both guided and free, to handle and explore objects help children understand relationships between objects, apply reasoning, as well as develop spatial concept (for example, top/bottom, inside/outside). The early numeracy activities should build on the daily life experiences of children at home and at the AWC.

- ❖ Recognising patterns and shapes
- ❖ Reasoning activities: puzzles
- ❖ Comparisons and measurements, for example of size, weight, height and length
- ❖ Matching of objects/ pictures according to a specific criteria
- ❖ Sorting, grouping and classification on the basis of one dimension, progressing to more than one dimensions
- ❖ Sequential thinking: understanding the order of things- what comes first, lays foundation for understanding ordinal positions
- ❖ Spatial relationships: concepts of top/ bottom, straight/ curved etc. are important for understanding of basic mathematical concepts
- ❖ One to one correspondence: matching sets of objects with cardinal numbers and using one count term for each object
- ❖ Counting beginning from building groupings or sets of objects, progressing to the numbers

Activity 2: Promoting oral language and emergent literacy(25 minutes)

- a) Introduce the participants to different language and emergent literacy activities like shared reading, picture reading, word chain, word wall, etc. through video (Video 11: Emergent literacy: Story reading using a book and Video 15: Emergent writing activities).
- b) Demonstrate a picture reading activity. Show a big-sized picture to the group. Ask following questions:
 - o What is happening in this picture?
 - o Who all can you spot in the picture?
 - o What are they doing?
 - o What may they be thinking?
 - o What may they be feeling?



Listen carefully to the responses of the participants and answer their questions, if any. Build on their responses by commenting on the characters, asking for interpretations and relating one's own experience. Use skilful questioning, including simple recall questions and open ended questions to continue the conversation. Emphasize on the plot, vocabulary and refer to the illustration and printed words (to foster sight reading) of the picture. Maintain fun and joy in the activity.

Background note:

Some suggestive activities for development of oral language and emergent literacy skills among children:

- a) Create word chain: Children should be exposed to different sounds so that they understand that each word is made up of sounds. In this activity, children should be asked to hear the word carefully and make another word with the beginning sound, ending sound and rhyming sound, progressively, of the spoken word thus creating a word chain based on similar sounds.
- b) Create a word wall: The words that children find fascinating in a story, could be written on a chart paper and read aloud to make connection between spoken and written words.
- c) Shared reading: Reading story books with children, providing supportive activities before, during and after book reading.
 - ❖ Introduce a story and writer's name to children. After that show pictures to children and let them use their imagination to predict the story in their own ways, based on pictures. Then read the story to them.
 - ❖ Ask questions which provide opportunity to children to predict the sequence of the story. This will help children to expand their thinking and imagination.
 - ❖ While reading the story familiarize children with process of reading such as the direction of a book from left to right, turning to next page after finishing one page etc. Encourage children to decode words from the print after listening to a story.
 - ❖ Ask various questions in the context of the story to help children to explore and comprehend their understanding.
 - ❖ Ask children to 'write' a story based on what they have heard. Allow children to do 'make believe' writing. After that sit with them one by one and ask what they have expressed in the writing and put it in proper words and text.
- d) Pretend writing: This activity will help children to understand that an idea can also be communicated in written form, thus developing an interest in writing. Provide crayon/ pencil and paper to children. Allow them to draw whatever they feel like. Encourage children to write few lines about the picture they drew. Allow them to do make believe writing and invent their own spellings. Once children have finished 'writing', ask them what they have written. Children will interpret it in their own words; model their writing and stick the paper on the display board with the child's name written on the paper. This activity can be repeated while asking children to write their names or a story they like the most.

It is important to create a print-rich environment and draw attention of children to words in their immediate environment, for example in functional print such as daily schedule displayed in the centre, labels of objects, names of children.

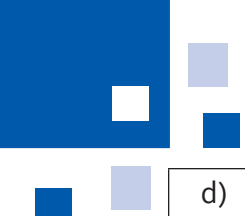
Activity 3: Activities for emergent numeracy (25 minutes)

- a) Introduce the participants to different activities on emergent numeracy through demonstration such as sorting of red blocks and blue blocks, matching of pictures of flowers, classification of pictures of animals and birds, comparison of long and short sticks, seriation of number dominoes, pattern completion and counting of objects, . Share examples of emergent numeracy activities and their significance. Show videos (Video 12: Emergent numeracy, Video 13: Child doing a pre-number activity), if possible.
- b) Develop number dominoes as an example teaching learning material. Demonstrate use of the number dominoes.
- c) Divide participants into groups of 4-5. Ask them to list five examples of outdoor experience that would promote early numeracy, also listing the materials and equipment required and the numeracy skill that would be promoted. Ask group representatives to present their work.
- d) Expanding the activities presented by the participants, give examples of how to increase the complexity of the tasks when children have mastered a particular level of the expected skills.

Background note

Some suggestive activities for development of emergent numeracy skills among young children are:

- a) Classification set: Classification can be done with any concept including colour, shapes, size, fruits and vegetables. For example, asking children to identify all red objects in the environment, or classifying black beads and yellow beads from a cluster of beads. It should be done initially with the real objects in the immediate environment. Start with a single criteria, for example, classifying square and triangle blocks, progressing to two or more attributes, for example, red squares and blue rectangles. It is also important to give experiences of classification, where children are just asked to classify, without any criteria provided by the AWW, and then asking children how they classified. Children may have their own logic of how things are related. Once a child is able to classify objects, the skill can be fostered further, using picture cards.
- b) Comparison: This activity helps children to understand and compare two things with each other and form concepts of shape, size, weight and height, for instance, to identify differences between light and heavy, short and long etc. This can be done with any object which can be compared on the basis of a criteria, such as short and long sticks, small and big stones etc. The objects given for comparison of an attribute should be same on other attributes, say, both the items could be sticks, one long and one short, two stones, one heavy and one light. Once children are able to identify similarities and differences, and compare, the concept of measuring could be introduced through play activities, for example through sand play and water play.
- c) Pattern copying and pattern completion: This is an introductory activity for children to develop basic understanding on pattern so that in future children will be able to understand complex patterns in mathematics. This can be initially planned as an activity to copy a given pattern, progressing to pattern completion, for example asking children to make a pattern of two leaves one flower.

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- d) Counting and learning the concept of number: Children could be asked to collect leaves, flowers, balls or any such objects from the environment and count them. Begin with less than nine objects, progressing further as children acquire the concept. In this way children will learn one to one correspondence.
 - e) Number identification: Number cards with numerals written on them may be shown to children, asking the children to place corresponding number of beads beside the card. For instance, if the card has number 2 written on it, the child will keep two beads besides the card.

Activity 4: Developing activities on emergent literacy and numeracy (40 minutes)

Divide the participants into groups of 4-5. Ask the groups to plan one emergent literacy and numeracy activity, develop the play materials for the same and demonstrate. Have a follow up discussion after the demonstrations.



DAY FIVE

SESSION 16: ASSESSMENT OF YOUNG CHILDREN

Duration: 2 hours

Expected learning outcomes:

The participants will:

- a) Understand what is assessment and why it is important
- b) Get oriented to the fact that assessment of young children is meant to help children achieve their developmental milestones and not to judge them or label them.
- c) Be acquainted with the different techniques of assessing young children
- d) Learn how to use child assessment cards.

Materials required:

Child Assessment Card, National ECCE Curriculum Framework (pg.59-61)

Method:

Activity 1 – Introduction to assessment (20 minutes)

- a) Conduct a few activities with participants such as those given below to introduce the concept of 'assessment' to them. Give different tasks to the participants and ask them to grade each other's performance, as to whether each participant performed well or needs help, as required in the Assessment Card.
 - ❖ Ask a few participants to recite a poem individually
 - ❖ Ask a few participants to do a shared reading session.
 - ❖ Ask a few participants to conduct a guided conversation activity with others.

Activity 2 – Discussion (30 minutes)

- a) A likely finding of the previous activity to be discussed will be that each of the participants is at a different level in terms of task completion, despite being provided same conditions and resources. This leads to the understanding that assessment is necessary to know where each child stands in terms of expected learning outcomes. Since each child develops at his or her own pace, the assessment of skills and abilities informs the Anganwadi Worker to make suitable interventions, by making modifications in her plans.
- b) Ask participants their views on the significance of assessment and methods of assessing children.
- c) Share and discuss the section on Assessment of children's development and learning in National ECCE Curriculum Framework.

Activity 3 – Introduction to assessment report : Discussion(1 hour)

- a) Introduce the participants to “assessment report” to help them understand the purpose and method of conducting assessment and reporting on it.
- b) Emphasize that no tests are to be conducted for assessment on individual children at this age. Assessment has to be based purely on observation of children in natural classroom setting and through anecdotal records.
- c) Show the assessment report to the participants and talk about different indicators for different ages. Also discuss how the Anganwadi Worker is expected to report each child’s progress in the report for each indicator once every quarter, based on observation on specific tasks or based on general observation over time.
- d) Ask the participants to go through the indicators mentioned for different ages and ask them to list indicators for which assessment can be challenging.
- e) Have a discussion around those specific indicators and collectively try to solve the issues they have regarding the indicators.
- f) Inform the participants that after the assessment on different indicators they have to give their opinion about the learning level of the child and also discuss how to plan for the child for the next quarter to help the child reach the developmental milestones. This would involve focusing on areas where child needs help.
- g) Get each participant to fill up an Assessment report for one quarter as practice activity.

Facilitator’s note:

Sum up the discussion by mentioning:

- ❖ There need not be a strict format for assessing young children.
- ❖ An Anganwadi Worker needs to be observant and develop the habit of reporting/ noting down the achievements as well as the difficulties faced by children at her centre on a regular basis.
- ❖ Anganwadi Worker needs to view and report all developments of a child in a positive light and feedback should be to encourage the child.
- ❖ Monthly ECCE Day can be used to display children’s work and engage with parents and community. This will help to showcase the centre’s work and also encourage parents to send children to the AWC.

SESSION 17: PLANNING 4 HOUR ECE ROUTINE

Duration: 2 hours

Expected learning outcomes:

The participants will be able to

- a) visualize a day’s routine to be implemented in an Anganwadi Centre
- b) learn to carry out daily planning.

Materials’ required:

Chart papers, Felt pens, National ECCE Curriculum Framework

Method:

Activity 1: Planning a sample daily routine (1 hour 20 minutes)

- a) Ask participants to go back to their previous groups that were formed while making the curriculum plan.
- b) Now, ask them to use the given template and prepare a sample plan for a day, highlighting the following crucial points while planning daily routine:
 1. Include a balance of active and quiet activities.
 2. Provide for individual, small and whole group activity and interactions.
 3. Allow for active exploration of materials within the learning environment.
 4. Encourage flexibility to meet children's varying needs.
 5. Incorporate both indoor and outdoor activities and free and guided activities.
 6. Have a balance of both child-initiated and teacher-directed opportunities.
 7. Have a balance of structure and flexibility
 8. Ensure needs of all children including those with disabilities are being addressed.
- c) Show the given template to the participants and ask them to plan the daily schedule. Before starting the planning spend some time on discussing the teacher led vs. child led activities. Mention that activities like free play and free conversation are self-directed and provide opportunity to children to explore, use imagination, interact with materials and surroundings to construct their own knowledge, whereas the guided activities are more teacher led.

Time	Routine	Group setting/ place	Teacher initiated/ Child initiated	Activities
8:00-8:30 am				

- a) Ask participants to present and reflect on the plan being developed. Give the example of daily sample routine as given in National ECCE Curriculum Framework. Talk to the participants regarding the recommended classroom practice coming through from the India Early Childhood Education Impact Study (ANNEXURE H). The recommendations include a suggested time distribution of activities in an effective preschool class.
- b) Talk about the importance of having age and developmentally appropriate classroom transaction along with following a routine, which should be planned yet flexible.

Sample Daily Routine

1. Morning circle time (30 min): welcome/ greeting, prayer, conversation
2. Work with materials (80 min): free play and guided play (40 min each)
3. Outdoor games (30 min)
4. Goodbye circle time (40 min): Story/ rhymes based on identified themes
5. School readiness activities (30 min): for children aged 4-6 years In this sample, at least an hour each day is spent on the allotted theme.

Activity 2: Discussion on sample plans (40 minutes)

- a) Spend some time on discussing all the given sections in the sample daily routine plan in their state specific ECE curriculum. In the new routine the 4 hour duration has been broken into the following units:
 - 1) Morning Circle Time – This is the time when the AWW will set rules, take attendance, conduct a small prayer and a song, will talk about the day's activities, encourage children to share news from their homes or neighbourhood through free conversation and also have some structured or guided conversation based on the theme that is being followed. This can also be story telling time and time for a short rhyme or song.
 - 2) Free Play and Guided Play– This is one of the most important parts of the day as children get a chance to exercise their choice and work with their hands. This is also the time when it is possible for the AWW to provide age specific instruction to children by rotation in small groups or individually while others are engaged in free play. Free play in activity corners gives children scope to explore and experiment, talk among themselves, learn to persevere and complete a task and provide opportunity to actively use their imagination.
 - 3) Outdoor Play – this is important for children as it gives them scope to participate in activities that involve large muscle movements. For older children, this is the time to learn to participate in team games.
 - 4) Good Bye Circle Time : Younger children can leave after 20 minutes. After this, the older children can focus on early literacy activities. The trainer will initiate a discussion on how this is different from formal teaching of 3Rs .
 - 5) Feeding Time Interactions can be used as an opportunity for informal exchanges between teacher and children – about hand washing, sharing responsibilities around distribution of food, taste of food, different food habits, the ingredients, etc. Food can be served immediately after the good bye circle time. Younger children can leave after feeding. The older children stay back for focused school readiness activities.

SESSION 18: PLANNING 4 HOUR ECE ROUTINE

Duration: 1 hour

Expected learning outcomes:

The participants will

- a) Learn to plan and organize activities as per the shared sample plan
- b) Be able to visualize and demonstrate a day's routine to be implemented in Anganwadi Centres

Materials Required:

Preschool Education kit, teaching learning material, State ECE curriculum, AWW handbook (if available)

Method

Activity 1: Demonstration of sample plan in groups

- a) Divide the participants into 4 groups.
- b) Each group will be given the task of doing a demonstration as per the plan they have developed.



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- c) Set up the 4 corners of the classroom with appropriate materials to facilitate this activity.
 - d) Each group will be given time to study a week's routine in detail and then decide on the given activity on a particular day.
 - e) Move in groups and show them how to cross- reference the resource banks and the routine given in their handbook.
 - f) Demonstration by participants will be reviewed and discussed by the entire group who, along with the trainer, will give feedback and suggestions for improvement.

SESSION 19: GUIDELINES AND PLANNING FOR CELEBRATION OF ECCE DAY, ADVOCACY FOR IMPORTANCE OF ECE

Duration: 3 hours

Expected learning outcomes:

The participants will:

- a) Learn how to strengthen relationships with parents in order to establish mutual trust and respect between children's various care-givers.
- b) Develop an understanding and methods of carrying out initiatives like organizing ECCE day to involve parents.
- c) Be able to strengthen visibility and respect for and understanding of early childhood education within the community, thereby encouraging local parents to send their children to preschool.
- d) Provide opportunity to participants to do mock practice on organizing an ECCE day.

Materials required:

Guidelines for celebrating ECCE day (MWCD), white board, markers, chart papers, felt pens

Method

Activity 1: Introducing ECCE day : Discussion (1 hour)

- a) Ask the participants about their experience with the parents and communities they are working with.
- b) Initiate a discussion on the importance of parents and family in the development of a child. The parents are a critical link for ensuring continuity between the home and AWCs.
 - ❖ How often do you interact with parents? Is it planned?
 - ❖ What do you generally discuss with them?
 - ❖ Are there any monthly meetings/ interactions where families and communities are invited to the preschool?
- c) Introduce ECCE Day and ask participants about their understanding of it.
 - ❖ Have you heard about ECCE day? Have you organized ECCE day?
 - ❖ What is ECCE day? What is the purpose of it?

- ❖ In what ways does it help an ECCE Worker to connect with the parents and the community?
- ❖ Ask participants to share their experience of conducting ECCE day and discuss.

Facilitator's note:

Facilitate discussion on the same and encourage participants to share their experiences of organizing ECCE day. Highlight the importance of ECCE day by adding:

- ❖ To enlighten the parents and community about age and developmentally appropriate early childhood care and education practices.
- ❖ To facilitate active participation of parents and community members by creating opportunities for them to contribute human and material support to the AWC.
- ❖ To educate parents and community regarding value of non-formal play and activity based method of learning.
- ❖ Inform parents about the progress of their child on growth, development and learning milestones
- ❖ Explore ways to engage community members in monitoring and supporting the services offered at the Anganwadi Centres.

Refer to the guidelines of organizing ECCE day (issued by MWCD). Detailed guidelines are given as ANNEXURE I

Activity 2: Group work (40 minutes)

- a) Ask the participants to think about the strategies that will help them build better relationship with parents and the community.
- b) Present the strategies to the whole group and discuss it.

Facilitator's note:

Wrap up the discussion by highlighting the importance of establishing communication channels and rapport with the parents and community. Summarize the discussions by adding strategies like:

- ❖ Daily interact with parents/ grandparents when they come to drop their children or during home visits
- ❖ Invite parents and community members to the preschool to observe preschool activities conducted in the Anganwadi and explain the rationale for these practices
- ❖ Involve grandparents/ parents/ community members in conducting story telling sessions for the children in Anganwadi based on their availability
- ❖ Organize an ECCE day in the AWC
- ❖ Conduct a parents' meeting at the AWC to share children's progress and orient parents on ensuring continuity of similar stimulation activities at home.
- ❖ Conduct a community meeting at the AWC to inform and seek support about various issues pertaining to functioning of AWC.

Activity 3: How to plan ECCE day (1 hour 20 minutes)

- a) Ask participants to imagine they are planning an ECCE Day for the parents and community.
- b) Split up into two groups and prepare the following tasks:

Group 1:

Prepare an activity plan of what you are going to do with the children and their families. Include at least one song or dance; make sure each child participates; showcase a routine activity or a talk on critical issues for parents and community.

Group 2:

Do pre-planning keeping in mind the following aspects:

- ❖ Decide the date of event and venue
- ❖ Identify the focus of ECCE day
- ❖ Prepare invitation to the event
- ❖ Plan logistics and material support in coordination with supervisor and CDPOs
- ❖ Identify resource persons
- ❖ Identify and coordinate with the stakeholders from health, education, PRIs to participate in the event
- ❖ Engage community in organizing the activities and encourage them to attend and participate.

- c) Ask participants to present the work of each group and invite feedback and suggestions from each other.
- d) Talk about how an ECCE functionary has to work closely with the community as they deal with children who are the future of the community and the country at large.
- e) Sum up the discussion by highlighting the crucial role of AWW, supervisor and CDPO in planning ECCE day along with the process for planning ECCE day as given in Annexure I.

SESSION 20: FEEDBACK FROM PARTICIPANTS

Duration: 30 minutes

Expected outcome:

The participants will share their reflections on the training content and processes

Materials required:

White board, Marker

Activity 1: Reflection

- a) Ask and encourage the participants to share their reflections on the content covered and the methodology used.
- b) Have a discussion around the concerns being shared by the participants in a positive and constructive manner with a view to further improve the programme.



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ANNEXURES

ANNEXURE A: DEVELOPMENTAL MILESTONES FOR CHILDREN-Birth to six years

Domain-Physical and Motor Development									
Sub-Domain- Physical development									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Specific Aspect - Physical Fitness									
Broad Guideline - Demonstrates the stamina and energy to participate in daily activities									
Shows alertness during waking periods		Explores and interacts with the environment playfully	Explores various ways to move body (e.g. climbing, dancing)		Begins to participate in games, outdoor play, and other forms of exercise	Continues to progress in participation in activities			Initiates physical activities (e.g., movement games with other children, dancing to music)
		Sustains structured physical activity for at least 3-5 minutes at a time				Sustains physical activities for at least 10 minutes at a time for at least 30 minutes each day	Engages in at least 60 minutes or upto several hours, daily of unstructured physical activity	Engages in structured physical activities for more than 60 minutes each day	
Sub-Domain- Motor development									
Specific Aspect- Sensori-Motor Coordination									
Broad Guideline- The child will be able to use his/her senses (see hear, touch, smell and taste) to guide motion.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Responds by turning/looking towards sounds and touch.	Explores objects with hands and mouth.	Tries to 'bite' into hard surfaces with gum	Enjoys feeling different textures (e.g. bricks, walls, tile, wood, twigs, water)	Explores and responds to different surface and textures (e.g., mats, mud floor, soft pillows, etc.)	Moves objects from one hand to another	Demonstrates awareness of own body in space (e.g., walks around a table without bumping into it)	"Physically reacts appropriately to the environment (e.g., bends knees for a soft landing, moves quickly to avoid obstacles)"	Carries a glass full of water across the room without spilling it	
				Coordinates eye and hand movements (e.g., puts a smaller object into a large container)			Improves eye-hand coordination (e.g., catches a bounced ball)		

Specific Aspect - Gross Motor									
Broad Guideline - Coordination of large muscles to engage in different activities									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Moves arms, legs	Plays with feet and toes								
Turns head side to side	Develops control over head movement								
Lifts head and chest when on stomach	Lifts head and chest with weight on hands when on stomach								
Rolls from stomach to back and back to stomach	Moves when on the floor by rolling	Creeps and crawls with purpose				Crawls through tunnels	Creeps, crawls and rolls slowly	Creeps and crawls speedily through a narrow space; rolls fast	Supports body weight on one knee or hand in crawling position; rolls with eyes closed
Sits with support, back straight	Sits without support; gets into crawling position from sitting position	Gets into sitting position independently and plays while in this position		Bends down from a standing position		Bends over easily			
	Pulls to standing position	Stands alone				Picks up objects from a standing position	Stands on one foot unsteadily	Stands on one foot for few seconds	
		Walks holding furniture	Walks alone	Walks in a straight line		Walks on tiptoes	Walks with ease on straight lines	Walks on straight, curved and circular lines with ease	Walks up and down on an inclined plane with ease
				Walks backwards, though not in a well coordinated way			Walks backwards with improved coordination	Walks backward, forward and sideways with coordination and ease	Walks forward confidently and backwards cautiously with eyes closed

					Balances on one foot with assistance	Balances on one foot for a very short time, stops when directed to	Balances on one foot for a longer time	Maintains balance while moving quickly
				Jumps while standing at one place	Jumps easily	Jumps from a height of 60 cms often with hands touching the ground	Jumps from a height of 1 mt without support of hands on touching ground	Jumps from a height of 1.5 mt, body is well coordinated and lands on feet with confidence
							Skips unevenly	Skips with agility
						Runs in a straight line at even pace	Runs fast with improved pace	Runs fast for a longer time
			Tries to climb stairs with support		Walks up and down the stairs on alternating feet, without support	Climbs and descends with both feet on a step at a time. Sometimes uses alternate foot	Climbs and descends steps with alternate feet on each step	Climbs and descends a rope ladder
				Throws/drops a ball clumsily		Throws a ball in a specific direction	Throws a ball or a ring with some precision often missing the target	Throws a cricket size ball at a given target; dodges the ball
						Catches a rolled /thrown ball by using arms, hands and body.	Bounces and catches a large ball	Catches medium size ball with hand

			Kicks a small ball				Kicks a small ball forward	Kicks a large stationary ball to a short distance in a given direction	Kicks a ball at a given target with some precision	Kicks a ball at a given target with accuracy and precision if the target is at a moderate distance of about 3-4 ft.
			Maintains balance while sitting and manipulating toys	Learns to move hands and body off of the support				Swings in a sitting position with some help from an adult	Swings in a sitting position without help	Swings in a standing position without support
								Plays actively and tires easily. Needs brief rest periods between short activity sessions	Engages in active play and exercises for a longer period	Shows activeness and engages in activity for longer period
Specific Aspect - Fine Motor										
Broad Guideline - Uses fingers and hands for different purposes										
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years	
Grasp fingers pressed into palm		Grasps small objects with thumb and forefingers		Tries to grab and keep the ball			Holds crayons with fingers instead of fist			
					Puts rings on a peg	Puts large pegs in holes	Puts a stiff wire or thread through a large hole	Puts a stiff wire or thread through a smaller hole or beads	Puts a stiff wire or thread through holes arranged in a complex order or design	
				Scribbles with oversize crayons on a large sheet of paper		Scribbles with crayon and make vertical, horizontal and circular strokes with crayon	Creates mock letters and numbers	Writes some letters or numbers which are recognisable	Writes different letters and numbers with which s/he is familiar in his/her everyday environment	
						Fastens large buttons	Buttons small buttons slowly			Buttons and unbuttons skillfully

[illegible]

Domain - Personal and Socio-Emotional Development

Sub Domain - Social Relationships and Interpersonal Skills										
Specific Aspect - Interaction with adults and peers										
Broad Guideline - Child trusts and interacts with familiar individuals										
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years	
Smiles back at caregiver; Makes eye contact while breast feeding	Smiles, waves or laughs in response to positive adult interaction	Vocalizes when near familiar adults	Initiates interaction with caregivers through smiles, gestures		Expresses pleasure when familiar adults are around	Uses simple ways of communication, e.g., to share toys sweets with familiar adults	Approaches familiar adults freely		Enjoys interacting with other adults and adults	
			Shows preference for familiar adults by smiling, moving hands, babbling, etc.			Begins to build relationships with other adults and children	Continues to develop preferences for familiar adults	Manages in the absence of adults		
			Enjoys playing with adults like peek-a-boo			Shows comfort while sitting next to other child and plays with same toys without much interaction	Enjoys playing with and imitating other children	Enjoys playing in a group of children	Enjoys and engages in cooperative play with group	
					Offers a toy to another child who is crying or upset	"Expresses concern for another child by touching or talking to child "	Gives simple help to peers who are in need (e.g., hug, comfort object, pat)	Expresses sympathy towards peers (e.g., says, "Don't cry")	Shows awareness, understanding, and concern for what others are feeling	
Sub Domain - Self Awareness and Self Esteem										
Specific Aspect: Personal identity, sense of self and positive self image										
Broad Guideline - Child is able to perceive herself/himself in a positive way										
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years	
		Identifies himself/herself in reflection(mirror, water, picture)		Understands his/her actions (to play, eat, dress)		Knows age and gender	Identifies one's likes, dislikes, thoughts and feelings	Demonstrates confidence in approaching tasks	Handles appropriate tasks independently	

	Explores the face and other body parts	Recognizes own name, e.g., looks up, or turns head toward a person who is saying his/her name	Responds with gestures or vocalizations when name is taken		Shows personal desires (I want, Don't want)	Shows strong sense of self as an individual and tries to be assertive.	Begins to develop individuality	Demonstrates a need for independence while still seeking security from adults.	Shows self-esteem in demonstrating new skills and aware of his or her own characteristics and skills.
Sub Domain - Emotional Well being									
Specific Aspect - Emotionally expressive									
Broad Guideline - The child should be able to recognize and express varied range of emotions (anger, joy, frustration, jealousy, fear, etc.)									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
"Cries when hungry, uncomfortable, tired, or unhappy"				Experiences a wide range of emotions (e.g., affection, fear, anger, sadness).	Shows awareness of being seen by others (e.g., repeats behaviour when notices that someone is watching)	Expresses need for emotional support	Begins to express feelings, needs and opinions with more accuracy in difficult situations	Progresses in understanding the feelings, and that others may feel differently about the same situation	Begins to understand the use of resources to comfort self and controls expression of emotion with adult's guidance
Likes to be held close	Begins to distinguish between angry and friendly voices	Frowns in response to discomfort or inability to do something	Looks at the caregiver on the accomplishment of a new task (e.g., standing or walking)	Observes parent's facial expressions (e.g., look at parents after throwing a toy).		Recognizes feelings when labeled by adults	Labels own feelings and those of others' based on their facial expression or tone of voice		Uses more complex language to express his/her understanding of feelings and their causes
Specific Aspect - Accepting and Respecting Diversity									
Broad Guideline - Respecting others/treat everyone with respect									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
						Notice differences in others, objects, and environment	"Begins to understand differences among people on the basis of culture, ethnicity, abilities, and disabilities"	"Shows awareness of and respect for differences among people"	Understands similarities and respects differences among people

Sub Domain - Self Regulation									
Specific Aspect- Emotional control									
Broad Guideline - Regulation of impulses, emotions and behaviour									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Cries and calms when picked up			Shows Separation anxiety	"Clings to caregiver in the presence of strangers"	"Cries when caregiver is not in sight or clings to caregiver in the presence of strangers"		"Separates with assistance from significant adults without demonstrating a great deal of anxiety"	Tolerates the absence of familiar adults	
		Expresses anger when somebody takes his/her toy	Reacts to changes in daily routines	Follows some consistently set rules and routines	Tries to adjust to routines and rules	Anticipates and follows simple routines, with reminders and assistance	"Change behaviour for different surroundings"		



Domain-Approaches Towards Learning

Sub-Domain- Curiosity and Interest									
Broad Guideline- The child is able to show curiosity and interest to experience and learn new things.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
		"Shows interest by exploring environment through sensori-motor movements e.g. touches, tastes etc. "		Shows interest towards new activities/objects		Shows interest in performing routine tasks	Shows interest in sensory and other experiences e.g. listens stories, plays with friends etc.	Shows interest in new experiences with others children e.g. says, Sonu goes for swimming. Can I?	Shows interest in wider range of experiences, both independently and with peers/ adults
					Asks simple question e.g. says, "what that?" or "who coming?"	Asks questions about new experiences e.g. why, what and how	Asks numerous complex questions e.g. how metro works?	Asks questions about future events for e.g. when will we go to nani's house again?	Asks higher level questions e.g. what would happen if all colours disappear
Sub-Domain- Initiative									
Specific Aspect- Initiative									
Broad Guideline- The child should be able to take initiative in doing activities									
			Wants to take initiative to do daily activities independently				Initiates games with other children	Asks another child to play together	
								Initiates an activity and puts it into practice (Block construction)	
				Expresses his/her preferences towards activities, experiences, people or objects		Expresses preferences and some-times is not in agreement with others	Shows stubbornness while making preference	Makes decisions regarding their own self	Deliberates and weighs different options regarding which one would be better
Sub-Domain- Persistence									

Specific Aspect- Persistence in Activities									
Broad Guideline- The child should be able to persist at a task									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Repeats simple movements (e.g., waving)						Repeats the preferred activities with increased attention	Repeats preferred activities and focuses on activity for longer period of time	Focuses on activity with increased attention and can ignore interruptions e.g. can focus on activity even when other children are sitting around	Focuses on activity for a sustained period of time and returns to the activity after being interrupted
						Completes self chosen, short-term, concrete tasks	Completes a range of self help tasks e.g. feeding, undressing, grooming	Completes task, long-term and less concrete	Completes long-term or complex tasks with supervision
						Tries several times a difficult task for 3-5 minutes	Tries several times a difficult task for 5-10 minutes	Tries several times a difficult task for 10-15 minutes	Tries several times a difficult task for 15-20 minutes
Specific Aspect- Sound Discrimination and Musical Creativity									
Broad Guideline- Child demonstrates skills to distinguish different sounds									
Turns towards the direction of the sound	"Responds with movement and facial expressions to musical sounds"	"Responds with movement and facial expressions to musical sounds"	Recognises few songs, claps for the song	Claps and moves body for the song	Responds to music with body movements	Sings simple melodies and is able to do very simple dance	"Chooses the music he/she likes and selects the most favorable songs."	"Recognizes the type of music by rhythm and experiments with new positions when dancing"	"Sings the lyrics he/she has memorized and experiments with new positions while dancing"

Domain- Language, Communication and Literacy

Sub-Domain- Receptive and Expressive Language									
Specific Aspect- Receptive and Expressive									
Broad Guideline- The child should be able to communicate in various ways									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Smiles reflexively when someone pays attention	Recognizes the voice of familiar people and turns towards the speakers		Pays attention to familiar voices		Develops a listening span of upto 6 minutes		Listens with increasing attention to spoken language, conversations and stories read aloud for 5 minutes or so	Listens with increasing attention to spoken language, conversations and stories read aloud for 5-10 minutes	Listens with increasing attention to spoken language, conversations and stories read aloud for 10-15 minutes
Responds to sounds in the environment (e.g., startles or cries if there is an unexpected sound				Uses words to express emotions	Uses telegraphic sentences (e.g., "I go")		Responds appropriately to a simple question or a request through words or gestures	Responds appropriately to a simple question, instruction or a request through appropriate actions or simple sentences	Responds appropriately to a slightly more complex question, instruction or a request through appropriate actions or complex sentences
Points to familiar objects when named					Points at different objects after naming them		.	Tells the difference between real and fictional words	Learns specialized words for different categories
			Responds appropriately to simple requests such as "wave bye-bye"	Answers "yes" or "No" questions	Responds to simple directions (e.g., jump, run etc.)	Demonstrates ability to follow 1-2 step direction	Follows 2 step directions given in a sequence.		Learns to follow multi-step directions in instructional situations
Vocalizes to get attention	Makes sounds to let others know that s/he is experiencing pain or pleasure		Communicates a need through facial expressions which describe actions			Uses nonverbal gestures and body language to express needs and feelings (e.g., gives spontaneous hug)	Expresses ideas in words, phrases or simple short sentences	Speaks in complete sentences about an idea/experience/object	Begins to communicate using more than two sentences and knows the rules related to sentence formation

Specific Aspect-Structure of Language									
Broad Guideline - The child should be able to pick up most parts of speech to form more complete sentences									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
				Expresses with single words, using different vocal sound	Tries using combination words to form phrases and sentences	Continues to communicate in sentences with some parts of speech missing	Uses sentence with simple grammatical structures	Uses sentences, in home language, that show an emergence of more complex grammatical structures.	Speaks mostly in complex and compound sentences, and uses "if" statements to express conditional relations
							Correctly uses the personal pronoun (I, they, and you)	Uses the correct grammatical structure with respect to gender	
Specific Aspect - Vocabulary									
Broad Guideline - The child should be able to recognize and use words when heard or seen									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
			Develops vocabulary of 50 words	Develops vocabulary of 150 words	Develops vocabulary of 200 words		Develops a vocabulary of several hundred words; Enquires about meaning of unfamiliar words		
	Identifies some objects using baby talk		Develops vocabulary where several words might still be baby talk				Develops awareness of, and simple vocabulary related to the body, for e.g., head, eyes, nose, mouth, ears, teeth, etc.	Develops awareness of, and more extended vocabulary related to the body, for e.g. neck, shoulder, elbow, knee, ankle chest etc.	Develops awareness of and still more extended vocabulary related to the body, for e.g., eye-brows, eyelashes, lips, cheeks, heels, hips, etc.
Sub-Domain- Literacy									
Specific Aspect- Book Appreciation									

Broad Guideline- Bonding and Interest in books									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
			Explores book with senses (sight, touch, smell)	Brings the book to an adult to be read out	Demonstrates interest in books, pictures and looks at them without any adult help	Turns pages to find a favorite picture in a familiar book	Shows interest in reading or in written text by enjoying read aloud	Holds a book right side up based on the knowledge of the positions of the objects pictured	Tries to read his/her favourite stories independently by pretending reading
		Expresses different feelings when someone is reading to him/her		Prefers certain books		Picks favourite books	Holds correctly a picture book, turning the pages one by one, from beginning to end	Sits over a longer time and looks at a picture book or some other printed material	Knows how print is read (e.g., left to right, top to bottom, etc.).
						Remembers words and expressions from his favourite story	Asks and answers simple questions in a simple sentence about a story related to a particular character, action, or picture in the story-book	Develops a small story based on pictures	Makes prediction regarding a story that has not been read
Specific Aspect - Print Awareness									
Broad Guideline - Recognizes words, signs and symbols in the environment									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
						Begins to recognize some frequently-seen signs and symbols in the environment that contain print; Notices both words and pictures on a page	Extends awareness of print in classroom, home and community and begins to notice print in various contexts	Begins to see that space separates printed words; knows difference between letter and punctuation mark	Begin to understand that letters represent specific sounds; begin to distinguish some similar looking letters
							Begins to understand that print progresses from left to right	Follows written text on a page while pretending reading or following along	

Specific Aspect - Phonological Awareness, Phonics and Letter Knowledge									
Broad Guideline - Develops awareness of sounds through exposure to words, rhymes, songs etc.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
		Imitates various sounds made by adults	Enjoys nursery rhymes			Enjoys hearing nursery rhymes and begins to recite familiar phrases of songs, books and rhymes		Able to indicate the beginning and ending sounds of words	Names 4-5 words that begin with the same sound
			Makes sounds that are associated with vehicles, animals, birds or toys				Becomes aware of the fact that multiple words could begin with the same sound	Picks words starting with the same sound	Correctly tells the vowels and most of the consonant sounds
							Differentiates between similar-sounding words		Recognizes vowel sounds with assistance
							Identifies words that rhyme	Provides rhyming words in songs, poems with a rhyming pattern	Recognizes and repeats multisyllable words
							Recognizes the first letter in his/her own name	Associate letters in their own names with those present in other words	Recognizes several letters of the alphabet
							Begin to understand that letters make words	Understands that letters form words; letters are not the same as numbers	Begins to distinguish between letters with similar shapes

Specific Aspect - Writing									
Broad Guideline - Develops skills and interest in writing									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
				Scribbles are all over the paper	Uses upper arm muscles for holding the writing instrument, thus writing is large	Scribbles with crayon/writing instrument and makes vertical, horizontal and circular strokes	Uses mock letters to represent words	Draws an object or a person from their surroundings	Understands the concept of writing as a tool for sharing information or a message.
								Represents personal experiences and stories using drawings	Writes own name with some help
		Makes shapes with food	Makes marks with fingers on floor or table	Sketches shapes on a paper	Draws horizontal lines and circles		Draws basic geometrical shapes e.g., circle, triangle, square, etc.	Draws the stick figure of a human body to represent a person	
									Spells two to three letter words by connecting them in a sequence; tries to use vowels
Specific Aspect - Reading									
Broad Guideline - Develops interest and skills in reading									
			Pays attention to pictures in a book				Recognises symbols in the surroundings (e.g., logos)	Recognises first name and some common letters	Identifies more letters and common sight words
							Pretends to "read" a book to self	Pretends to "read" independently or with others, turning pages and looking at illustrations.	Reads familiar sight words (e.g., names)

Domain- Sensory, Perceptual and Cognitive development

Sub-Domain- Development of senses									
Specific Aspect-Use of senses (sight, hearing, touch, smell, and taste) to guide the motions									
Broad Guideline- Child develops the senses of sight, hearing, touch, smell, and taste									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Focuses eyes on near persons or objects	Shifts eyes from one to another (objects/ persons)		Focuses eyes on far objects or persons	" "		Follows moving objects/ persons with both eyes working together			
Responds to familiar sounds	Smiles when hears parents/ caregiver's voice	Locates the source of sound		Shows interest in the sounds of radio or TV	" Understands when called from another room"	Enjoys hearing and listening to songs			
	React more to salty tastes	Accepts new foods and taste offered					Matches and identifies sweet, sour and salty tastes	Distinguishes between and names the taste, i.e. sweet, salty, bitter and sour	Recalls familiar food stuffs through the sense of taste, for e.g., lime, sugar, sauce etc.
	"Recognises familiar smells and calm by familiar smells (e.g., blanket that smells of breast milk)"	Notices unpleasant smells and reacts with facial expressions		Notices additional odors		Identifies some foods by smell.	Discriminates between pleasant and unpleasant odours	Identifies objects on the basis of their smell	Recalls familiar smells
Touches objects nearby (grasps finger when touch their palm)	Reaches out and touch, rubs and squeezes materials		" "	Explores all sorts of textures – hard, soft, cold, wet, sticky and squishy			Identifies and distinguishes between rough and smooth, hard and soft etc.	Names, classifies and serializes rough and smooth surfaces or hard and soft surfaces to three levels- rough, smooth, more smooth	Identifies and names the texture with eyes closed and serializes rough and smooth surfaces to more than three levels

Sub-Domain- Explore environment through various senses									
Specific Aspect-Use senses to interact with the environment									
Broad Guideline-The child is able to engage with environment through senses									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Uses senses to explore environment (e.g., touch, sight, taste, smell and hearing) with adult assistance.	Notifies plants, animals and other people in the environment with the help of an adult.		Use senses to explore objects and experience their properties (e.g., colour, texture, weight, taste).	Uses senses to actively investigate and explore the effects of new actions on the objects	"Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking"	Distinguishes natural objects from man made objects using different senses			
			Observes and expresses interest in nature and natural phenomena (e.g. rain, wind, flowers, breeze, grass, butterfly, leaves, birds).		Identifies some plants and animals and explore their characteristics (looks at pets and domestic animals, takes flowers, collects leaves etc.)	Observes and examines natural phenomena (fog, thunder or different living creatures (insects, pets).	Differentiates between, and name common animals and birds	Discusses changes in weather and seasons, using common weather-related vocabulary (e.g., rainy, sunny, windy).	Describes simple relationships between animals, plants and the environment (e.g., "Fish live in water." "Some animals eat plants.").
Sub-Domain- Development of cognitive abilities									
Specific Aspect - Memory and Observation skills									
Broad Guideline - Demonstrates ability to observe, remember and recall objects incidents, events, persons etc.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
Recognises parents (standing 8 to 12 inches in front of them)		Recognizes familiar people	Recognises parents from across the room.	Recognises people they know approaching from a distance	Recognizes familiar objects and pictures in books		Recognizes familiar people even though they may not have seen them for a while		

	Remembers new pictures or toys shown to them one to six days previously		Remembers specific information (where his/her toys are kept)	Remembers the usual location of a favourite object, and ask for it when not present		Remembers and communicate what happened earlier in the day	Observes, remember and recall immediately to four objects shown to him/her at a time	Observes, remember and immediately recall four to six objects shown to him/her at a time	Observes, remember and immediately recall six to seven objects shown to him/her at a time
							Memorizes a short nursery rhyme of 2-3 lines.	Memorizes a full verse	Memorizes a longer poem with more than one verse.
Specific Aspect - Classification and seriation									
Broad Guideline - Demonstrates ability to classify objects on the basis of concepts or attributes (e.g. colour, size or shape).									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
							Does simple classification on the basis of any one concept or dimension, for e.g., shape, colour	Does classification on the basis of two concepts, for e.g., shape and colour	Classifies on the basis of three concepts, for e.g., shape, colour and size
Specific Aspect - Development of sequential thinking									
Broad Guideline - Demonstrates ability to understand the order and sequence of numbers or objects									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
							Repeats a given pattern involving three to four objects	Reproduces and extends a logical sequence with objects, pictures, stories and events	Thinks in forward and reverse sequence
Specific Aspect - Problem solving and reasoning									
Broad Guideline - Child is able to find multiple solutions/answers to questions, tasks, problems and challenges									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
		Looks in appropriate direction for toys that have been dropped or partially covered by a blanket	Looks for a toy he/she has seen hidden.	Finds hidden toys and will go looking for them	Solves problems by trial and error (E.g. Tries to reach a toy with several ways)	Solves problems using innovative ways (Climbs on a stool to reach an object/toy)			Applies different strategies to find solution to problems.

					Begin to identify difference between two different pictures or objects.	Asks help for completing tasks (but may refuse while assisting)	Identifies major difference between two similar pictures or objects.	Identifies relatively minor difference between two similar pictures or objects.	Identifies many minute differences between two similar pictures or objects.
					Uses gestures and (toward the end of the year) simple language to get help	Asks help for completing tasks (but may refuse while assisting)	Asks for help on challenging tasks (e.g., "Can take the teddy from the almira).	Seeks specific help from both adults and peers (E.g. Can you hold this stick for me)	Accurately identifies the type of help needed (e.g., "I think I know how to do this, but i need help in this portion)
Specific Aspect - Symbolic Representation									
Broad Guideline -The child is able to substitute objects or pretend to play a role									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
				Uses dolls and models of animals as if they were real (e.g., rocks doll, pets stuffed dog)	Plays with dolls or stuffed animals and realistic props together (e.g., use a play spoon to feed a doll)	Uses a similar object to represent another object in play (e.g., pretend a pencil is a spoon)	Uses or make a prop to represent an object (e.g., build a telephone)	Uses dissimilar objects to represent other objects in play or perform an action with an imaginary object (e.g., use stirring action without anything in hand)	
				Acts role plays and use props in pretend play	Acts simple themes in pretend play (cooking, driving etc.) and use one object to represent another (bottle for phone)	Act out relational roles in play (e.g., mom or dad with baby)	Carries out pretend play depicting different situations.	Carries out pretend play depicting different situations, improvising different objects creatively.	Carries out pretend play depicting different situations, improvising different objects creatively with greater complexity.

Sub-Domain- Development of mathematical concepts									
Specific Aspect-Concepts of size, shape, quantity, length, width, height etc.									
Broad Guideline- The child is able to demonstrate knowledge and skills to operate with size, shapes, widths heights, lengths etc.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
				Shows awareness of the relative size of objects	Identifies simple objects by their shape	Describes physical objects in terms of relative size (e.g., big, little, small, tall, short, long, heavy, light) and quantity (e.g., many, a lot, full, empty, whole, part, all, none)	Differentiates between big and small objects and match objects of the same size	Places objects in order of size i.e. seriate up to three levels	Places objects in order of size, i.e. seriate up to five levels
							"Identifies simple shapes (e.g., circle, triangle, rectangle, and square)."	"Identifies three-dimensional shapes (e.g., cylinders, spheres, cones) through everyday experiences."	Names and draws different shapes
Specific Aspect-Concept of Number									
Broad Guideline- Demonstrate knowledge of number and number operations.									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
	Understands the concept of "more" when referring to toys or food.			"Shows age by raising fingers."		Counts to at least 5 from memory.	Names some numbers (from 0 to 100).	Counts and places numbers in order up to 5	Counts and places numbers in order up to 10
								Recognizes the number symbols up to 5	Recognizes and write the number symbols/digits up to 10

Specific Aspect- Concept of space									
Broad Guideline- Understands the physical relationship (i.e., direction and position) between self									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
			"Demonstrates use of body and materials in space"	Understands how things and objects fit and move in space and understands that when an object is completely hidden, it is still there	"Uses blocks to create their own simple structures and arrangements."	"Explores the size, shape, and spatial arrangement of real objects"	"Shows understanding of different relationships of objects in space."	"Shows increasing understanding of directionality, order and position of objects and words (next to, beside, above, below, under, over etc.)"	Understands 'left' and 'right'
Specific Aspect- Concept of time									
Broad Guideline- Understands the concept of time (especially as it relates to daily									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
				"Understands the concept of time as it relates to everyday life (e.g., meals, sleeping"	"Uses terms related to time: "tomorrow" and "yesterday"	Understands the concepts of day and night, afternoon and evening in terms of daily activities	Develops the concept of before-after	Develops the concept of early-late	
								Realizes that time is measured with a clock	Reads time from a clock in a rudimentary way
								Demonstrate awareness of past and present	
Specific Aspect- Concept of Money									
Broad Guideline- Identifies values and denominations of coins and currencies									
Birth-3 months	3-6 months	6-9 months	9-12 months	12-18 months	18-24 months	24-36 months	3-4 years	4-5 years	5-6 years
							Distinguishes money from other objects	Understands that money is needed to buy things	Understands that some coins/ currency have more value

ANNEXURE B: Discussion sheet- care for child development (CCD)

S. No.				Comment
1.	A mother does a better job when she feels confident about her abilities to provide care.	True		Before a caregiver leaves, she should have a chance to practise any new activity with you and be confident that she will be able to do the activity at home.
2.	The brain develops more rapidly when the child first enters school than at any other age.		False	The brain develops most rapidly before birth and in the first two years of life. The efforts to help the child learn at this age will benefit the child for their whole life.
3.	Young children learn more by trying things out and copying others than by being told what to do.	True		Evidence shows that children learn by doing things
4.	A father should talk to his child, even before the child can speak.	True		The father is preparing the child for speech and how people communicate.
5.	Before a child speaks, the only way the child communicates is by crying.		False	Young infants communicate by moving and reaching. For example, they communicate hunger by sucking their hands, shaping their mouth, turning to the mother's breast. Help caregivers see the child's signs and interpret them. Waiting until the child cries is distressful to the child and to the caregiver.
6.	A baby can hear at birth.	True		There is even evidence that a child hears before birth, and recognizes the voices of persons closest to her or him—including mother and father.
7.	A baby cannot see at birth.		False	The child can see at birth, although sight becomes more refined as the days go on. The child is most attracted to faces. Studies show that a child can even begin to copy the faces of others within 2 to 3 weeks. Some have found imitation even earlier, within the first few days of life.
8.	A child should be scolded when she or he puts something into the mouth.		False	Children put things in their mouth because the mouth is very sensitive. They learn hot and cold, smooth and rough through their mouth, as well as by their hands. Make sure the objects are safe and clean.
9.	A child drops things just to annoy the father and mother.		False	Dropping can be by accident. However, the child is also learning by trial. What happens, how long before there is a sound, how other persons react, etc.
10.	A child begins to play when she or he is old enough to play with other children.		False	A caregiver can begin to play with a child from birth. Children learn through play. Caregivers can play with a young infant child with movements, touching, and attracting the attention and interest of the child with simple noises and colourful objects.
11.	Children can learn by playing with pots and pans, cups, and spoons.	True		Children do not need store bought toys. They can learn from many household items
12.	Talk to your child, but do not talk to the child while breastfeeding. It will distract the child from eating.		False	A mother can talk softly to a child and gently be affectionate to a child who is breastfeeding without distracting the child from feeding. It helps the mother become close to her child. The child is comforted by the sounds and touch of the mother.

Source: WHO (2012), Care for Child Development: Facilitators Notes, WHO, Geneva.

Meaning

Early stimulation includes varied activities that stimulate the whole child. **It includes the experiences and the environment created by the caregiver to facilitate the development of a child.**

Significance: Early stimulation

- ensures healthy development
- encourages children to play
- enhances growth in all domains of development
- develops social relationships and trust
- promotes environmental awareness

Stimulation in early years is not just important but essential. Appropriate stimulation in early childhood is one of the critical factors that influence development in early years.

Immediate environment of a child provides many opportunities for early stimulation— daily household activities, other children, adults and pets in the immediate environment, as well as outdoor excursions, which offer a high level of interest for an infant and a young child.

Providing opportunities for all senses to be activated should be a fun and meaningful experience for those being cared for as well as their caregivers.

Knowing that stimulation can lead to a smarter, happier, healthier child, what methods should parents and caregivers use for purposeful stimulation of a young child's brain? And when should they begin?

Infants below six months

The first year of a child's life is a period of rapid development. Being with others, seeing them around, interacting with them helps infant learn. The stimulating activities in this stage should focus particularly on development of sensory capacities and strengthening of motor skills.

After the first month, child is awake and active for reasonable time duration, thus one can plan activities for him/her. For example, at the age of three months child starts tracing sounds, so, a simple activity such as making sound with spoon and bowl is also stimulating. Hanging play materials in their line of vision helps in developing sensory skills related to sight. A five month old is interested in kicking and other large motor activities—providing toys near her feet, for example, promotes motor development. Around six months of age, caregiver should provide opportunities to squeeze, pickup, press and hold things to promote fine motor development of children.

Suggestive stimulation activities for birth to 6-months-olds

Physical and Motor	Language	Cognitive	Socio-emotional
Hold a brightly coloured object 8 -10" away from child's face and move the object slowly from one side to the other.	Shake a rattle on one side of the child's head, and then on the other side.	Place bright toys near the child.	Hold, rock and sing to the young baby.
Tie an object that makes a sound, on one side of the child's bed.	Play different kinds of music on in an audio visual equipment.	Provide soft toys, for example a stuffed toy made with a clean sock to hold and feel.	Stroking and tickling the child.
Encourage bodily movements like rolling over/moving forward and kicking, by strategically placing a sound toy in the direction you want the child to move.	As the child grows older, hold the child in your arms, talk in a soft voice and take him/her to different places.	Touch different body parts and name them.	Have eye to eye contact and smile to the baby.
Do baby aerobics and exercises.	Give toys that they can move and make noise.	Hang big pictures of people and animals on the wall at the child's eye level.	Bathe and feed the baby in a fun way, while interacting with the baby.
	Keep talking to the child each time you are around even if you are not holding him/her.	Let the child explore by touching, grasping, shaking, sucking etc.	While the baby is nursing, massage his/her fingers and hands.

Tips for caregivers

- During the first six months most stimulation activities need to be carried out while the child is lying on his back in the bed or holding the baby in prone position in the lap.
- Infants sleep almost 18 hours in a day. Guard against too much/too little stimulation during the time he/she is awake.
- Rhymes should be in simple words and should relate to the child's world.

Six months to one-year-olds

During this time a child starts crawling. The child's needs for exploration must be catered to by providing experiences with riding and string toys, rolling and chasing balls, tossing bean bags, etc. Lullabies and songs should form a part of the daily routine. Story telling should begin at this stage to promote language.

Suggestive stimulation activities for 6 months to 1-year-olds

Physical and Motor	Language	Cognitive	Socio-emotional
Have a clean place for to crawl. Put bright toys around so that the child tries to reach out or move towards them.	Point to things around, describe and name them.	Take a toy and hide it, in front of the child, under a cloth, in your palms, behind you. Encourage the child to look for it.	Allow the child to be handled by other adults around.
Do stretching and bending exercises	Sing simple action rhymes on body parts in a soft voice and also touch the specific body parts as they are named in the rhyme.	Allow the child to feel different textures – water, dough, big beads, paper, cloth soft toys etc	Massage the baby, it releases body tensions and helps in bonding with the caregiver.
Fill a water tub with squeeze toys, sponges, and washcloths. Let the child squeeze them.	Hold big pictures of food or toys familiar to the child. Name and talk about the pictures allowing the child to touch the pictures.	Take the child outdoors and show different animals, birds and vehicles in the surrounding, imitate their sounds.	Make picture books with the child's photographs and create stories about the child.
Wrap various objects in paper. Let the child unwrap these.	Fill several containers with different materials like grains, bells, marbles etc. Let the child shake them.	Show different coloured flowers and help the child smell them.	Play finger games/ tickle games.
Cut out two opposite sides of large cardboard boxes. Let the baby crawl and walk through these.	Read aloud from books with colourful pictures.	Conduct peek-a-boo-games with scarves, blankets, towels, etc.	Encourage the child to do things for himself/ herself, for example sipping, eating, and sitting.

Tips for the caregiver

- Provide suitable apparatus, furniture items, etc. to enable the child to grasp, pull, push, hold and crawl, hold and stand, start walking using support.
- Interact in a playful manner and reinforce the child's efforts by describing and praising the child's behavior.
- Allow time for independent play with toys as the child is watched over.
- Using a variety of methods enhances well-rounded learning.

1- to 3- year-olds

One year olds are able to stand up and are beginning to walk. By two years, a child is mobile and experimenting all kinds of gross movements both with legs and hands. During the period of two to three years of age, they grow in physical independence in a major way. A leap is witnessed in a child's ability to communication and a tremendous increase in vocabulary and its usage. In personal-

social domain too, a child moves from a comparative passive 'receiving' role to an active assertive interaction pattern. A child's curiosity leads to development of her/his understanding of all that is, and that happens around.

Suggestive stimulation activities for 1- to 3-year-olds

Physical and Motor	Language	Cognitive	Socio-emotional
Keep a rope in the middle of a room, help the child walk up to the rope and cross over it. Increase the height of the rope from the floor as the child grows in ability and confidence.	Picture reading. Point to things in a picture, describe and name them	Fill big buckets with water. Provide containers of different sizes, plastic bottles, and sponges and let them explore.	Set up a pretend play area in your room with dollhouse and other housekeeping props.
Roll a ball to the child. Encourage the child to roll the ball back to the caregiver. Also encourage catching, throwing and kicking the ball and passing it through a tunnel.	Take the child outdoors and focus his /her attention to sounds she/he can hear. Identify these sounds and imitate them.	Play treasure hunts on a variety of themes.	Do informal talk using a puppet. Hold a glove puppet of any familiar animal or of a boy/ girl and interact with the child.
Most toddlers are learning how to walk and run. Go for lots of walks. You can also conduct theme based walks such as finding blue colour things.	Sing songs and rhymes. Create their new versions of songs with the child.	Play guessing of secret items by peeking a little bit and play other memory games.	Do role play for habit formation.
Organize activities for walking backwards, jumping over a rope, climbing, sliding, running, drawing wheeled toys with strings, etc.	Read story books to the child. Tell children to repeat stories to encourage sequential thinking.	Take the child on a walk, encouraging collection of things they like. Back in the room, help the child sort them into groups. For example, all leaves in one box, all stones in one, all twigs in one etc.	Attend to child when hurt, hungry etc.
	Encourage children to tell their own stories using various aids like puppet, flannel board, masks.	Provide fit together single piece fix-in puzzles with a knob. 2 pieces and 3 -4 piece puzzles may be introduced gradually.	Praise and encourage the child for her/his work.
	Do drama and role play with children.		Give small responsibilities to the child, for example bringing plates, laying table etc.

Tips for the caregiver

- The content of the puzzles, pictures and the story should be related to objects, events and people familiar to the child, so that he inter-relates the pictures and daily experiences.
- Talk in short simple sentences.
- Activities like sand play, water play and manipulating small articles like buttons, stones, etc. should be used to foster fine motor development.

ANNEXURE D: How young children learn

The brains of young children are wired in such a way that they are motivated to actively explore the world and learn from it. There are four important ways in which young children learn. They are: through concrete experiences, through play, from the daily routines and in the context of nurturing relationships.

Young children learn through concrete experiences

Children who are 3 years of age tend to be concrete thinkers. They have difficulty remembering events and processing abstract concepts. Therefore, if we want children to learn and understand concepts, we should create opportunities to provide them hands on experience with materials to see how things work and construct knowledge. As they grow older they begin to engage in symbolic thinking which helps them to deal with abstract ideas.

Young children learn through play

- ❖ By 3-4 year old children begin to carry out more associative play i.e. they play with other children and are able to share to a limited extent.
- ❖ By four and a half to six years of age, the child gets involved more and more in cooperative play i.e. plays in group situations in which there is common goal.

Play helps to promote development in all domains:

- ❖ Develop physical skills- Gross motor skills are developed as a child learns to reach, grasp, crawl, run, climb and balance. Fine motor skills are developed as children handle small toys.
- ❖ Develop cognitive concepts- Children learn to solve problems through play. As they explore the world around them, they learn colors, numbers, size and shapes. They learn to compare and analyze, which helps to develop scientific thinking. Play gives them an opportunity to enhance their memory skills as well as their attention span. Children engage in higher levels of cognitive processes as they engage in dramatic play, which involves symbolic thinking and deferred imitation. They often act out challenging situations and try to resolve them through play e.g. pretending to be a doctor or teacher.
- ❖ Develop language skills- Children develop language and literacy skills as they listen to others and discuss their roles and responsibilities in dramatic play. It also helps them to practice turn taking which is an important skill in communication.
- ❖ Develop social skills- During play they are required to cooperate, negotiate, take turns and play by the rules, these are important skills for socialization. They begin to develop rules for different types of games, and negotiate them. These experiences help them to understand the various rules as well as social roles in the real life.

Young children learn in the context of relationships

The early relationships that young children experience, teach them who they are and what they can expect from the world around them. Safe and trustworthy relationships help to promote brain development. Young children learn to behave in appropriate ways, to a large extent, by observing or imitating others around them. They learn language through imitating and interacting with others.

It is essential for the teacher to develop a relationship with each child in her class and make them feel special. The quality and stability of early relationships lay the foundation for a wide range of developmental outcomes like:

- ❖ self-confidence

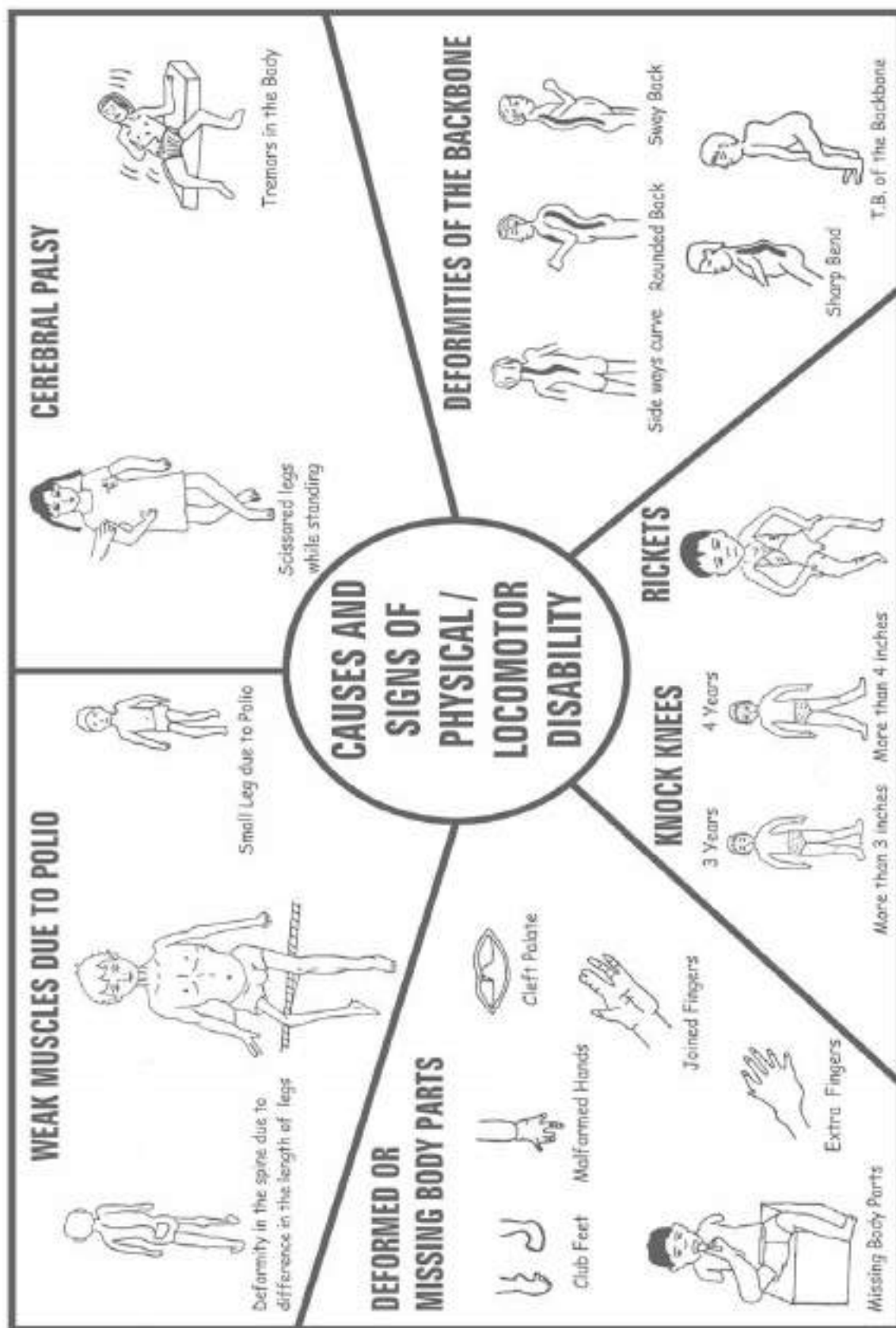
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- ❖ motivation to learn
 - ❖ achievement in school and later in life
 - ❖ the ability to control aggressive impulses
 - ❖ resolve conflicts in non-violent ways
 - ❖ knowing the difference between right and wrong
 - ❖ having the capacity to develop and sustain casual friendships and intimate relationships

Young children learn through activities in the daily routine

- ❖ Daily routines help children to apply the knowledge they have acquired in the classrooms to real life situations.
- ❖ Daily routines help children to make sense of their world. This involves understanding how their worlds are organized – e.g. after waking up, they get dressed, brush their teeth and then have breakfast. As they come into contact with more people they begin to learn patterns and routines for social interaction.
- ❖ Greetings, good-byes, and chatting with others are examples of routine interactions that teach social skills.

These interactions are also opportunities to help the children to develop language skills. Thus routines provide the two key ingredients for learning: relationships and repetition.

Annexure E : Four posters on early signs of disability



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SIGNS OF HEARING IMPAIRMENT

Is the answer 'NO' to the following ?

- If you clap at a distance of about three feet from the infant, does the infant startle?
- Does the babbling of the infant increase between 8-12 months ?
- Does a 12 months old infant understand simple words like 'come' ?
- When the child speaks, can you understand it ?
- Does the child respond when she is called by her name ?
- By 3 years of age, has the child started talking ?

Is the answer 'YES' to the following ?

- Does the child explain any of his needs through gestures?
- Is there frequent infection and discharge from the ears?
- Does the child frequently complain of earache?

SIGNS OF INTELLECTUAL DISABILITY

Observe if the development of the child is age appropriate?

If no, the child could be having Intellectual Disability

- Neck Support (3-6 months)



- Rolling Over (3-6 months)

- Sit without support (9 months)
- Speak few words (2 years)
- Eat on his own (4 years)

- Walk without support (15 months)
- Tell his/her name (3 years)
- Engage in free conversation (5 years)

Causes of Intellectual Disability

Down Syndrome

- Body is floppy at birth
- Corner of the eye is covered with skin
- Flat face and palm of hand
- Small mouth which remains open
- Small, stubby fingers
- Small fingers, a long line which runs across the palm

Cerebral Palsy

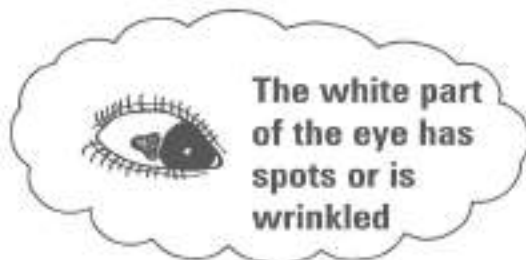
- Stiff muscles
- Poor body balance
- Uncontrolled tremors in the body
- Could have intellectual impairment
- Could have visual or hearing impairment

Other Causes

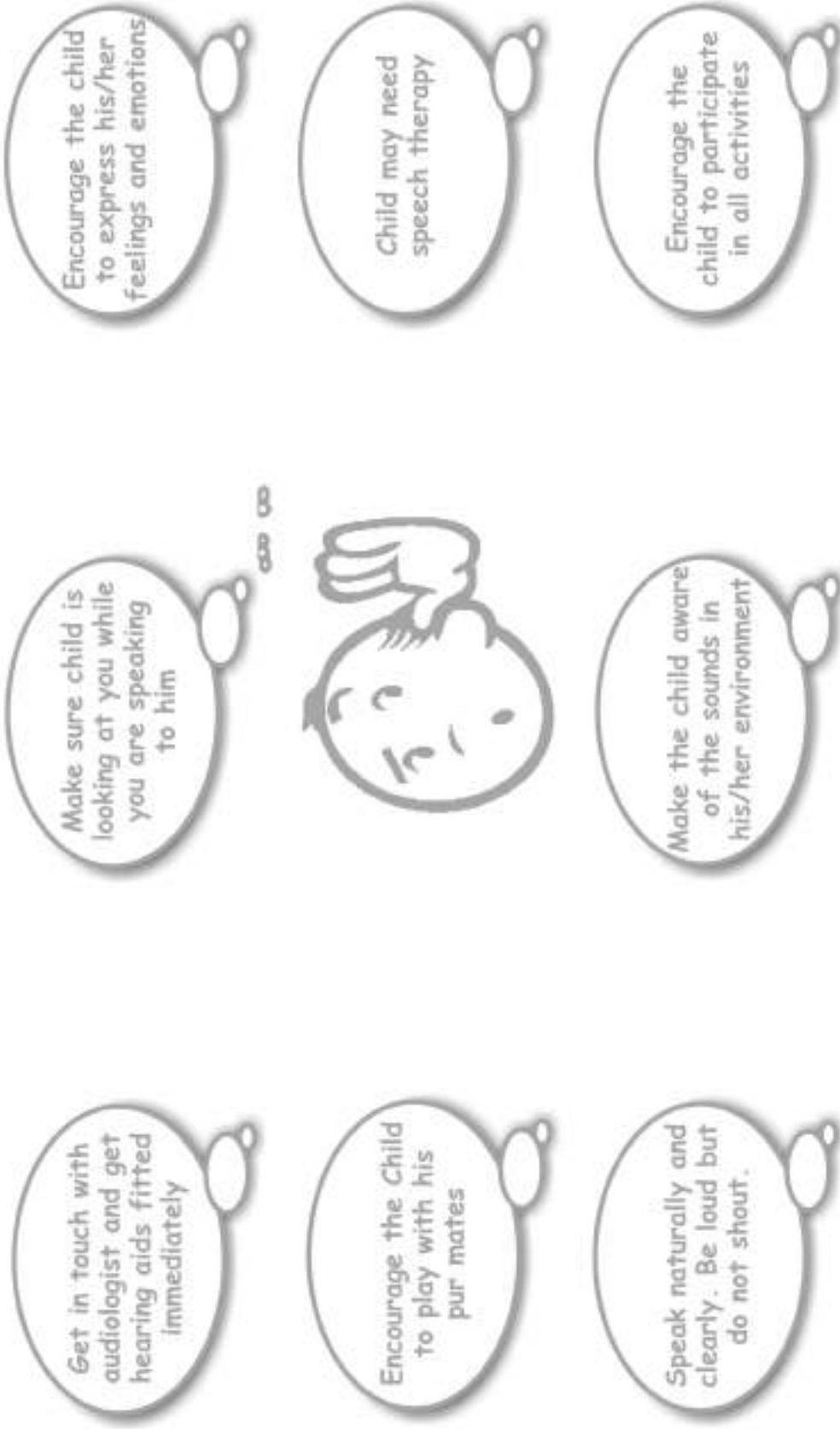
- Lack of care during pregnancy
- If the child does not cry at birth or turn blue
- Child gets convulsions/fits
- Low iodine intake
- Very large or very small Head

Very Large Head
Very Small Head

EARLY SIGNS OF VISUAL IMPAIRMENT



Managing a child with Hearing Impairment : General Principles



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MANAGING A CHILD WITH VISUAL CHALLENGE: GENERAL PRINCIPLES



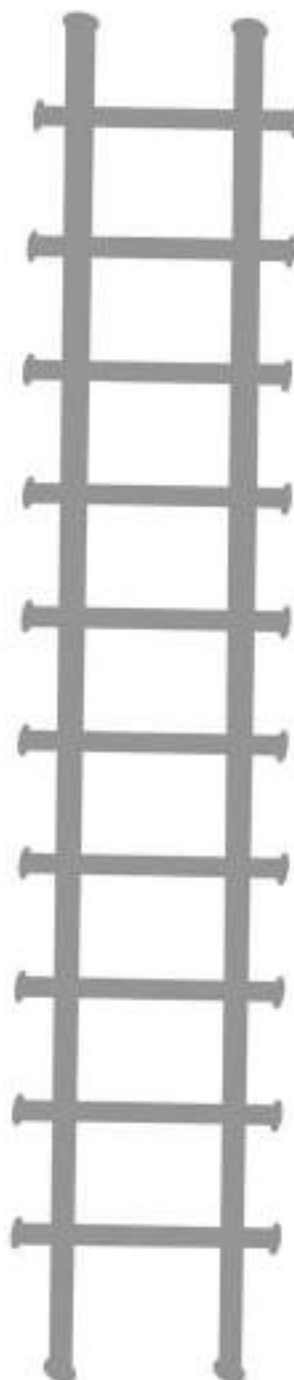
MANAGING A CHILD WITH PHYSICAL AND LOCOMOTOR CHALLENGE : GENERAL PRINCIPLES



- Child may need regular physiotherapy/ exercises of the weak muscles
- Make spaces accessible by providing ramps, lifts, railings
- The Child may require a wheel chair, calipers, crutches or artificial limbs
- Give opportunities for outdoor play
- Make the child sit in such a position in the class so that she can participate in all activities
- Admit in local school. May need an escort for going to school



MANAGING A CHILD WITH INTELLECTUAL CHALLENGE : GENERAL PRINCIPLES

- 
- Use short, simple, clear sentences
 - Break each activity into smaller steps
 - Demonstrate, repeat activities.
Allow practice
 - Use multi-sensory approach
 - Encourage the child to do things
on his own
 - Try improve attention span
 - They give up activities.
Encourage perseverance
 - Reinforce and reward
successful attempts
 - Teach activities of daily living
 - Teach vocational skills

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ANNEXURE G: Strategies for inclusion of children with disabilities

- All children including children with disabilities have right to education and should be given equal development opportunities.
- IECE is when ALL children, irrespective of their gender, caste, ethnicity and disability learn and study together in one classroom and in the same centre.
- AWW in the inclusive Anganwadi Centre embraces all children as 'her' children and the responsibility of learning of each child as 'her' responsibility.
- For this, the AWW/supervisor may need to bring about changes in room/building, furniture, equipment, teaching method, attitudes, worksheets etc.

Children with disabilities must attend the Anganwadi Centre and participate in all the activities of the AWC, equally with other children. All children, including children with disabilities, must be provided opportunities to explore different mediums, toys and materials like sand, plasticine, colours, crayons, paint brushes, saw dust, blocks, beads, books etc.

While preparing for IECE, the AWW and Supervisor should:

- Be ready to accept diversity and differences
- Have knowledge about childhood disabilities
- Be ready to adapt her teaching aids/method, worksheets/activities and bring slight modifications in teaching and classroom arrangement to help ALL children in her class to learn.
- Be innovative. Ask yourself 'How Can I vary this activity for that child?' Innovate so that the child learns and responds.

*Managing a child with Physical and Locomotor Challenge: General principles

Restriction areas: small muscles-grasping, reaching, holding; Large muscles- walking sitting, standing, balance, stiffness; Positioning.

1. Children with physical disability are likely to have normal intelligence and would benefit from ECE/school experience.
2. Admit in Anganwadi/local school. The child with physical disability may need an escort for going to AW/school from home.
3. Make the child sit in the AWC in such a position so that she can participate in all activities
4. Accessible and open shelves which stock toys /books/daily needs things in AWC helps the child to take out materials that she needs independently.
5. Ensure proper positioning. This helps the child to remain involved in the environment as he can now sit up and look around to know what is happening. For a child who cannot sit on own, prop up using pillows, or use cloth/duppattas to tie with chairs to hold them up Use tyres and logs to help the child to sit up
6. Even though the child may have difficulty in movement, try to give opportunities for outdoor play. He may not play like others, but think of ways to involve partially.
7. Use of adaptive aids to increase opportunities for integration with non-disabled e.g. use of adaptive feeding equipment while self-feeding Make spaces accessible by providing ramps,

*SOURCE: Chopra, Geeta (2012). Stimulating Development in Young Children with Disabilities at Anganwadi and at Home: A Practical Guide, Engage publications, New Delhi.



lifts, railings, slopes.

8. They would need to move around independently, for which the child may require wheel chair, calipers, crutches, sticks or artificial limbs. For this, encourage the parents to get in touch with District Rehabilitation centres or hospitals to arrange for assistive devices. Take help of ASHA/ ANM/LHV and tie up with RBSK scheme.
9. Child may need regular physiotherapy/ exercises.

***Managing a child with Hearing Impairment: General Principles**

Restriction areas: Hearing; speech; communication; social interaction; concentration.

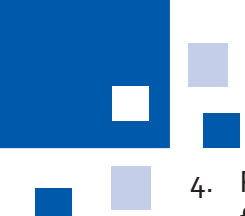
1. Get in touch with audiologist and get hearing aids fitted immediately.
2. Ability to screen out unwanted sounds and selecting the sounds that you want to hear is important in the hearing process. Children with hearing impairment may have difficulty doing this. Make the child aware of the sounds in his/her environment.
3. Speak naturally and clearly. Be loud but do not shout. Encourage children to try to listen attentively.
4. Make sure child is looking at you while you are speaking, so that she can observe facial expressions, gestures and lip movements. Make her sit close to you.
5. Encourage the child to play with his peer mates and participate in all activities
6. Encourage the child to express his/her feelings and emotions.
7. They would have difficulty in participating in activities which are chiefly language based, like attending story narration in AWC. Use flash cards and pictures as cues while telling stories and also ensure that the child is sitting close to you.
8. Remember, the sense of hearing of this child has got affected, which in turn comes in the way of the child acquiring language and communication skills, which in turn affects the child participation with peers. For example, when playing with peers, the group may find difficult to explain to her what the group wants, so the child with hearing impairment could have difficulty in participating in group activities. Help the child to understand. Explain the rules of the game beforehand.
9. Plan games which are movement based.

***Managing a child with Visual Impairment: General Principles**

Restriction areas: Mobility; environment learning and concept formation; Self feeding and self care; Social skill acquisition.

1. As the child cannot see, we need to explain and describe the environment to the child.
2. Give the child objects that he can touch, explore and learn about. For example, even a simple thing like a flower needs to be touched, smelled and 'seen' from the tactile and auditory sense than the visual one.
3. These children have a tendency to bend their head forward or sideways. Teach them to keep their head up. When somebody speaks to them, teach them to turn their head towards the person who is talking to them.

*SOURCE: Chopra, Geeta (2012). Stimulating Development in Young Children with Disabilities at Anganwadi and at Home: A Practical Guide, Engage publications, New Delhi.

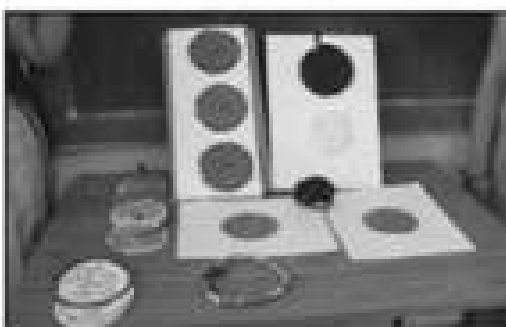
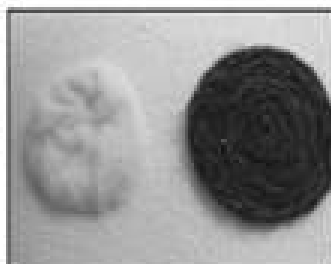
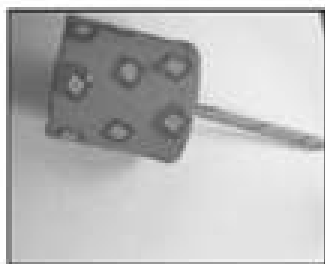
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4. Provide them with opportunities to learn about their environment. Eg if showing pictures of fruits in class, the visually impaired child may be given models of fruits which she can feel and understand, or better still, give fresh fruits in hand.
 5. Visually impaired child does not realise that there are objects and people around with whom she can play. Nor does this child reach out for objects, as they don't exist for her. So, bring the objects within grasping range. Even when given objects, they may not understand how to use/manipulate them. Eg., a pull along toy with a string attached to it. She does not know till 'shown' how to use this toy. It is important to remember that no observational learning is happening for this child.
 6. Use large print of alphabets and digits. Give magnifying glass.
 7. These children have a normally formed body. They should be trained to move around independently. Help them to go independently in the anganwadi. For this, keep the space free of clutter, and don't change the setting of furniture.
 8. Encourage and teach the child to eat his own food and use toilet independently.
 9. Visually challenged children can learn to read and write using a special educational equipment like Braille. Educational opportunities should not be denied to them.

*Managing a child with Intellectual Challenge: General Principles

Restriction areas: Cognition; learning; understanding; concept formation; activities of daily living like-bathing, combing, toileting, self-feeding.

1. Whatever you want the child to do, explain it slowly and in simple language. You may even need to demonstrate the activity. For example, if you want to teach him to hold a crayon or a pencil, this should be explained and this seemingly simple activity would need to be broken down into smaller steps. The child may need a few sittings to be able to hold crayon/pencil adaptively.

*SOURCE: Chopra, Geeta (2012). Stimulating Development in Young Children with Disabilities at Anganwadi and at Home: A Practical Guide, Engage publications, New Delhi.



*SOURCE: Chopra, Geeta (2012). Stimulating Development in Young Children with Disabilities at Anganwadi and at Home: A Practical Guide, Engage publications, New Delhi.



Annexure-I : Guidelines for celebration of ECCE day

F.No. 1-6/2013-ECCE
Government of India
Ministry of Women & Child Development

Shastri Bhawan, New Delhi
5th August, 2013.

To

1. Chief Secretaries in all States/ Principal Advisors to Administrations in all UTs
2. Principal Secretaries/ Secretaries dealing with ICDS Scheme - 35 States/UTs

Sub: Organisation of 'Fixed Monthly ECCE Day' under ICDS at Anganwadi Centres (AWCs)

Sir/Madam

Non-formal pre-school education (PSE) is one of the core services of ICDS Scheme. Under Restructured and Strengthened ICDS, the AWC is being repositioned as a 'Vibrant ECD Centre' by positioning Early Childhood Care and Education (ECCE) at the centre stage, with added focus on care and early learning.

2. Concurrently, we have also initiated action for formulating and approving the National ECCE Policy to add impetus to the quality of ECCE services. In addition, drafts for the National ECCE Curriculum and Quality Standards for ECCE were shared with States and based on pilots, curriculum for full year have been initiated and are being developed.

3. In order to actualize the concept of making AWC a 'Vibrant ECD Centre' it has been decided to organize 'Fixed Monthly ECCE Day' every month beginning from 19 August 2013, under ICDS at AWCs.

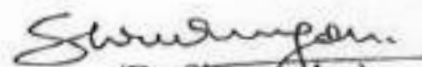
4. For this, in the districts where Restructured and Strengthened ICDS has been rolled out, the funds could be met from the provision of Rs 1000 per AWC per annum kept for 'Fixed Monthly Village ECCE Day'. In other districts fund for Innovation and ICT could be leveraged to organise 'Fixed Monthly ECCE Day'. Resources required for training of frontline functionaries/ mothers could be met from 'Training Fund' under the head as 'Other Training'. The expenditure on organisation of 'Fixed Monthly ECCE Day' should be met out of the grant released to the States/ UTs and duly reported in the quarterly SoEs.

5. Further, under the Strengthened and Restructured ICDS there is provision for furthering ECCE objectives like PSE Kit @ Rs. 3000 per AWC per annum, Activity Book @ Rs. 50 and Assessment Card @ Rs. 10 for each child (3-6 years). These concepts are embedded in the 'ICDS Mission Broad Framework for Implementation' as per phasing.

Cont...

6. Brief outline of the 'Fixed Monthly ECCE Day' & activities are suggested in the Broad Guidelines enclosed herewith for immediate reference and action accordingly.
7. Wide publicity may be given to the 'Fixed Monthly ECCE Day'.
8. A brief report on action initiated may be submitted and may also be incorporated in the APIPs.
9. It will be appreciated if good practices are documented regarding community and family participation. Further suggestions to improve ECCE will be highly appreciated.

Yours faithfully,



(Dr. Shreeranjana)

Joint Secretary to the Government of India

Copy to:

Directors dealing with ICDS Scheme -35 States/UTs



Guidelines for Fixed Monthly ECCE Day



Ministry of Women and Child Development

Government of India





CONTENTS

Introduction	97
Purpose of Fixed Monthly ECCE Day	97
Suggestive Activities to be organized on Fixed Monthly ECCE Day	98
Who will be involved in the organisation of the Fixed Monthly ECCE Day	99
Issues to be Discussed	99
Role of AWWs, ICDS Supervisors, CDPOs, Member of PRIs etc.	100
Supervisory and Monitoring Arrangements for Organisation of Fixed Monthly ECCE Day	101
Expected Outcomes of Holding Fixed Monthly ECCE Day	101



Introduction

The Fixed Monthly ECCE Day is to be organized once every month at the AWC.

The Fixed Monthly ECCE Day will be a platform for interface between the Anganwadi Worker and the parents/community. The ICDS functionaries would organize activities for advocacy, awareness generation and involvement of parents and community.

The Fixed Monthly ECCE Day would facilitate involvement of parents and community in the early childhood care and education of children and establish the partnerships for optimum development of the young child.

All the children attending the Anganwadi Centre, and preferably all other children in the age group of 0-6 years in the community and their parents would participate in the Fixed Monthly ECCE Day.

Purpose of the Fixed Monthly ECCE Day

- ◆ To enlighten the parents and community about age and developmentally appropriate early child care and education practices
- ◆ Facilitate active participation of parents and community by creating opportunities for parents to contribute human and material support to the AWC.
- ◆ Inform parents and community to get them well versed with the non-formal play and activity based method of learning.
- ◆ Inform parents about the progress of their child on growth, development and learning milestones.

Suggestive Activities to be Conducted on the Fixed Monthly ECCE Day

Following is the list of suggestive activities to be organized on the Fixed Monthly ECCE Day. The Supervisor and AWW may shortlist the activities for each ECCE Day and ensure that all the activities are organized as per the indicative time plan. The activities of the Fixed Monthly ECCE Day should be organized with active involvement of the community members.

Activity to be Organized on Fixed Monthly ECCE Day		
A. Monthly	B. Bi-Monthly	C. Half- Yearly
Display of work of all the children from the daily activities of the curriculum (Art and craft work, models, worksheets etc.).	Presentations such as dance, drama, rhyme recitation, role play etc. by groups of children. (Ensure participation of all children attending the AWC).	Sports Day. (Ensure participation of all children attending the AWC).
Demonstration of activities of children for parents and community and explaining the rationale for conducting the activities.	Group activities for parents and children availing home based ECCE services.	Participation of all young children and parents/ community in fun activities such as Bal Mela/ Diwali/ Local Festival Fairs, exhibits etc.
Parent –AWW interaction and sharing of child assessment and taking feedback.	Development of play and learning material through parent and community participation.	Child friendly paintings on AWC walls.
Display of Advocacy Material on ECCE (Charts/Audio- Visual).	Development of play material through participation of local artisans/ crafts persons	
Talks for the parents on topics listed in the "Issues to be Discussed with Parents"		
Involve Community for awards and incentives to children/AWW/AWH		
Toy Bank/ Activity Bank/ Book Bank: Creating a corner where parents can donate toys, games, books, puppets and other play and learning material		
Collation of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank		
Setting up 'Activity Corners' at the Anganwadi Centres for block and manipulative play, art and craft, language, nature and science etc.		

- The activities enlisted in column 'A' are to be organized every month.
- The activities enlisted in Column 'B' are to be organized in addition to activities of Column 'A' once every two months.
- The activities enlisted in Column 'C' are to be organised in addition to activities of Column 'A' and Column 'B' once every six months.

Who will be involved in the organisation of the Fixed Monthly ECCE Day

- AWW
- AWH
- Crèche Worker, Additional AWW and link Worker (if they are working in AWC) and any teacher/ worker for other programmes for PSE/ ECCE
- PRI Members/ members of ALMSC
- Members of Community Based Organisation (Village education committee, Mother's (Parent's) committee, Village resource Groups)
- Local NGOs working in relevant field
- Primary school teachers, Preraks of Literacy Mission, nursery teacher/ trained ECCE persons of the community
- Grand Parents, especially Grand Mothers , Elderly Citizens etc
- Local artisans, Craft persons and folk artists
- Traditional/ community leaders
- Office-bearers of Mahila Mandals
- Office bearers of Youth Clubs/ Nehru Yuva Kendras
- Health functionaries (ANM/LHV)/ ASHA (as considered/ necessary)
- Sakhi/ Saheli of 'Sabla'/ Kishori Shakti Yojana
- Any other as appropriate

Issues to be discussed with parents on Fixed Monthly ECCE Day

Orientation sessions and workshops may be organized to build the capacities of parents and community as they are the prime caregivers during early childhood. A topic from the following suggested list may be identified respectively for each Fixed Monthly ECCE Day.

- Importance of early childhood
- Significance of non- formal preschool education and ECCE
- Growth and developmental milestones during early years; developmental delays; early signs of disability
- Early Stimulation
- Care giving at home
- Importance of play
- Good habit formation
- Role of community and parents in ECCE
- Preparing children for school
- Developing a mechanism in consultation with community for involving mothers and the older girls in performing various tasks at the Anganwadi (such as, preparation and distribution of food, organizing outdoor activities for children, etc.)

- Involvement of Mother's Group and Parents Group in teaching songs, nursery rhymes, stories, organizing group games, cooking food, distribution of the food etc. in the Anganwadi.
- Other issues may be identified based upon the needs of the community

Role of AWWs/AWHs in holding Fixed Monthly ECCE Day

- Arrangement of venue (preferably Panchayat Ghar) if space at AWC is not adequate.
- Providing advance information to the locality about venue and timings of ECCE Day.
- Make a list of all children below 6 years of age, preferably also record the number of children receiving pre-school education from other sources in the community
- Provide supplementary nutrition to the children.
- Prepare a list of activities identified for Fixed Monthly ECCE Day.
- Decide and organise thematic events for children and conduct activities.
- Arrange and display PSE material.
- Form positive rapport with parents/caregivers/guardian and to convince them.
- Coordinate with CDPO and Supervisor.
- Demonstrate through role model (a child of that AWC) to motivate parents.
- Use Mother and Child Protection Card, IPC Tool Kit and other relevant tools.
- Prepare a report on the celebration so that further improvements can be done.
- Ensure that all the children participate in the Fixed Monthly ECCE Day activities.
- Invite the parents of children attending the AWC, parents of other young children in the community and other community members.
- Encourage grandparents especially grandmother to attend and participate in the ECCE Day.
- Invite teachers from nearby primary school to be part of celebration to facilitate smooth transition of children from AWC to primary school.
- Cross learn from best practices in the cluster/ project.
- Maintain record.

Role of Members of PRI/ULBs in Holding Fixed Monthly ECCE Day

- Ensure that members of community based organisations are available to support the session.
- Ensure participation of school teacher and all PRI members.
- Ensure availability of clean drinking water, proper sanitation and other measures for smooth organisation of ECCE day.

Role of CDPO/Supervisor in Holding Fixed Monthly ECCE Day

- Ensure sanction of required budget on time to each AWC.
- Ensure timely supply of required amount of PSE kit, activity booklet , assessment card etc
- Ensure proper arrangement of folk artisans and audio visual aid if required
- Ensure alternative arrangement in case AWW is on leave.
- Ensure alternative arrangement for space if it is not sufficient at AWC

Supervisory and Monitoring Arrangements for Organisation of Fixed Monthly ECCE Day

In view of the importance of holding ECCE day, it is suggested that the status of holding ECCE day has to be reviewed in all programme ICDS review meetings to be held at state, district block and AWC level. This review has to be made during holding of State, District and Block level monitoring and review meeting of ICDS and during holding meetings of Anganwadi Level Monitoring & Support Committee (ALMSC).

Expected Outcomes of Fixed Monthly ECCE Day

The organisation of the Fixed Monthly ECCE Day on a regular basis as per the guidelines will result in achievement of the following outcomes:

- Generating awareness in the community about importance of ECCE
- Enrolment of all children including girls in AWC
- Awareness regarding locally and less expensive materials available for play activities for children under 6 years of age.
- Greater emphasis on parental role in making ECCE more useful for their children.
- Keeping the parents informed about child progress of child assessment card and ECCE activity booklet
- Generating awareness in the community about role of local artisans in preparation of inexpensive PSE material of indigenous origin made from locally available resources.





सत्यमेव जयते

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