

TOYOTA ANGANWADI DEVELOPMENT PROGRAMME (TADP)



Training Manual for Anganwadi Teachers

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Message

“Early childhood is considered to be the most critical phase of development. Healthy early child development, which includes physical, social / emotional, and linguistic/cognitive development (equally important), strongly affects mental and physical health, literacy and numeracy skills, and life success.”

K. V. Rajendra Hedge

General Manager, EA-State,
CSR, BIA & PR Division, Toyota Kirloskar Motor



The Anganwadi centres focus on preschool education to improve the nutritional and health status of children in the age group 0–6 years; to lay the foundation for proper psychological, physical and social development. Preschool provides opportunities for children to learn in ways that interest them, building a positive association with learning. The best preschool helps children develop a drive to realize what they will take with them throughout their time in school.

To assist the Government in its efforts and in line with the organization's vision, Toyota Kirloskar Motor stepped into developing model Anganwadi centres as a part of their corporate social responsibility activities. As a result, the combined efforts of the CSR team and Women and Child Development Department have evolved in the form of a project called as Toyota Anganwadi Development Program-TADP.

This project aimed at an integrated overhaul of the Anganwadi's by focussing on four pillars -Child-Friendly infrastructure, Activity Based learning, Teachers Capacity building and Health and Hygiene aspects. We understand the Anganwadi centres, and we have signed an MoU with the Government of Karnataka to develop 30 model Anganwadi centres in the Ramanagara district.

As part of the activity, we have studied multiple models in Anganwadi programs and developed a manual in line with GoI guidelines of Early Childhood Care and Education to enhance the capacity of Anganwadi teachers. This training manual is a book that simply understands the training process and provides a high standard of information in preschools education. Therefore, I appeal to all the teachers to use the manual and improve their learning and teaching skills in preschool education.

My sincere thanks to Mr Ikram IAS, CEO Ramanagara and Mr C V Raman, Deputy Director of Women and Child Development department Ramanagara for continued guidance and support to finalize the training manual.

I sincerely commend the efforts of SNEHA NGO, CDPO's, Anganwadi supervisors and teachers for your unrelenting work in bringing out this erudite manual and support in project implementation.

Foreword

“Importantly, learn how to learn. Thus, education must move towards less content and more towards thinking critically and solving problems, being creative and multidisciplinary, and innovating, adapting, and absorbing new. It is an endeavour to report the best material in novel and changing fields.”



This will facilitate an overall growing demand. Indeed, it is becoming increasingly critical that children not only learn but, more. This training module is designed for Anganwadi Workers to provide them with a basic understanding of the Government of India's Early Child Care Education curriculum and pedagogical approaches to ensure optimal and holistic development of young children in consultation with experts. Thus, they are ready to start formal schooling at the age of six years. The ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based

learning. These learning modules will comprise of alphabets, languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles, etc. logical thinking, problem-solving, drawing, painting and other visual art and movement.

It also focuses on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal cleanliness, teamwork, and cooperation. The overall aim of ECCE will be to attain optimal outcomes in physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication and early language, literacy, and numeracy.

Practices or initiatives of the TADP would get the opportunity to acquire knowledge, improve and adopt strategies for its replication in the other Anganwadi centres in the district and state. Along with this make the training manual public throughout the state and for utilisation by all stakeholders.

It's a pride that Toyota Kirloskar Motor Pvt. Ltd. (TKM), partnering with SNEHA (NGO), Mysore collaboration in implementation of "TOYOTA Anganwadi Development Programme – TADP" under TKM's Corporate Social Responsibility Programme which is in collaboration with the Women and Child Welfare Development, Government of Karnataka.

Ikram, IAS

Chief Executive Officer, Zilla Panchayath, Ramanahara

Foreword



“Pre-school education can be considered the cradle of socializing child learning. This is the period of pre-school education where a child from Anganwadi will meet and grow up with other children of a similar age”.



Pre-school is the most important stage in a child's learning process, growth and development. 80% of the brain development takes place until the child attains six years of age. For this reason, the NEP 2020 offers a special place for pre-school education.

It is imperative to organize our Anganwadi Pre-school education in order to instil in children the desire for independence, curiosity to think and bloom. It is absolutely necessary for the present era to provide a pre-school education that will fulfil all the aspects of play, lessons, entertainment, learning, physical and intellectual development.

This training manual was developed in collaboration with Toyota to provide training to Anganwadi activists who are the Renaissance of matriarchy. I hope our workers will take full advantage of this manual and training.

There are 1543 Anganwadi centres in Ramanagar district and 05 projects are in operation. Under the guidance of the Chief Executive Officer, Zilla Panchayat, Ramanagara, Toyota has selected 30 Anganwadi workers from all 5 projects under the CSR grant to train trainees. Under the aegis of SNEHA, preschool education in English medium and preschool activity based on Chilipili will have to be an ongoing continuous process. Since the trained Anganwadi workers will continue to train all the untrained Anganwadi workers in the district, in the next few days all children in Ramanagara district from 3 to 6 years of age may participate with 100 per cent attendance in activity-based- learning at the Anganwadi Center. The intellectual or cognitive development of children is enhanced by the attendance of children.

After learning in Anganwadi, government schools will have a higher enrolment of children, which will encourage more students to study in government schools. Getting a quality all-around education can reduce the likelihood of dropping out of school children. This will be helpful for children to learn more.

We express our heartfelt gratitude to Mr Ikram, Chief Executive Officer of Zilla Panchayat, Ramanagara, for mentoring and supporting the children with quality education and training, and SNEHA (NGO) for their coordination and continuous supervision of the Department.

C.V. Raman

Deputy Director (DD)

Department of Women and Child Development (Government of Karnataka), Ramanagara

Foreword

“Anganwadi Centres (AWCs) are nurturing grounds that mirror the notion 'begin from the beginning'. This programme is an initiative of the Ministry of Women and Child Development, Government of India.”



The combined pre-natal and post-natal services provided in AWCs supports a strong foundation for future development through a high standard pre-school education for children aged between 3 and 6 years resulting in their overall development.

To support and accelerate the government's efforts in providing proper pre-school education to 3 to 6 years old children in Anganwadi Centres, Toyota Kirloskar Motors Pvt Ltd (TMK) stepped in to build the capacity of the Anganwadi Workers in Ramanagara district of Karnataka as a part of their

Corporate Social Responsibility (CSR) activities. Through its pilot, Toyota Anganwadi Development Programme (TADP) intends to work in 30 Anganwadi Centres identified by the Department of Women and Child Development (Government of Karnataka) across Ramanagara district.

TADP aims to deliver comprehensive training for Anganwadi Workers in line with Early Childhood Care and Education (ECCE) guidelines developed by the Government of India by focussing on creating an environment for creative learning, boosting physical and cognitive development among children with child-centric quality education along with improving health and hygiene standards.

This training manual is developed in line with ECCE in Kannada for easy understanding of the subject by the Anganwadi Workers on the importance of pre-school education for 3 to 6 years old and how to teach the different domains and themes using locally available materials.

I thank Sri Ikram, IAS CEO, Zilla Panchayat and Sri C.V. Raman, Deputy Director, Department of Women and Child Development (Government of Karnataka) and staff of all the 30 AWCs and others who were involved for joining hands to fine-tune the manual in the local language.

I thank Mr Manoj Kumar, Deputy Director, State Institute for Rural Development, who supported us to develop the manual. I take this opportunity to thank and congratulate all the staff members of SNEHA who have practically shared their best experiences to prepare this manual.

Ramasamy Krishnan
Executive Director, SNEHA-NGO

Background for the TOYOTA Anganwadi Development Programme (TADP):

The TADP helps to ensure opportunities for holistic learning and growth. The TADP programme needs to be determined by children's developmental and contextual needs, providing for more need based inputs and an enabling environment. Given this need for an individualised approach, it was believed that a common 'curriculum' would not be appropriate for all. However, over the years it has been observed that the practical realities are different and most of the child development programmes on offer currently do not have developmentally appropriate programmes for the young child. The vacuum created by a lack of curriculum framework has resulted in its being filled with either a minimalist programme or the downward extension of the primary stage curriculum leading to overburdening the child which can have a negative impact on the child's learning potential.

To ensure optimal development for all children, there is a need to create a planned curriculum framework, encompassing developmentally appropriate knowledge and skills, with flexibility for contextualization and diverse needs of young children. A curriculum is also required to ensure that important learning areas are covered, taking care of all the developmental needs of the young child. It also facilitates adoption of a common pedagogical approach to ensure a certain level of quality and address the widespread diversity in the TADP available for the young children in Ramanagara District.

Objectives of TADP

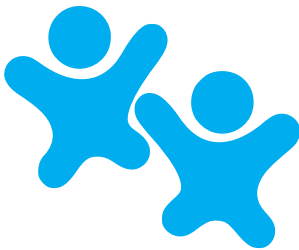
The aim of TADP is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the TADP centres is important for the well-being of the child and in achieving a four-Pillar action plan as presented below has been devised to meet the objectives of TADP.





1. Child Friendly AWC

- Upgrade aesthetics infrastructure
- Provide dedicated wall for exploring writing and drawing
- Skills
- Provide hygienic and usable washrooms



2. Activity based learning

- Provide age specific playing materials
- Activity based learning tools
- Pleasant & congenial
- environment to boost attendance in Anganwadi
- Centres



3. Capacity Building for AWW

- Development of training module
- Conducting training
- Enable trainer's training



4. Health & Hygiene

- Awareness on basic health & hygiene practices
- Educate on healthy & hygienic cooking process
- Promote kitchen garden concept for nutritious & fresh
- fruits & vegetables

Introduction

The first six of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Parents are critical in providing a stimulating learning environment to the child and the first two and a half to three years need not be in a formal learning environment. The purpose of this framework is to promote quality and excellence in early childhood care and education by providing guidelines for child care and early educational practices.

The vision for a child reflects our beliefs about children and childhood and what is possible and desirable for human life at the individual and societal levels. While putting forward a shared image of a child, full of potential, it is accepted that children differ in their strengths and capabilities, there is diversity in views about childhood and children, and that not all children have the same opportunities to develop their potential. However, a strong image of the child can motivate people to promote children's individual strengths, and to address conditions in children's environments that constrain opportunities to engage fully in early learning. This curriculum framework supports the creation of a shared image of a child that can guide our efforts to promote early learning at the local, state and national levels.

It views children as happy, healthy and confident; each child with unique identity, grounded in their individual strengths and capacities; and with respect for their unique social, linguistic, and cultural heritage and diversity. As children grow and learn, they explore, enquire, make discoveries and apply their understanding to become self-regulated lifelong learners. Furthermore, they are sensitive to diversity, are communicative, caring and creative in their relationship with people and environment.

Our young children strive to be:



Happy and
Healthy



Inquirer



Confident



Communicative



Creative



Caring



Open-Minded



Resilient



Sensitive to
Diversity



Respectful



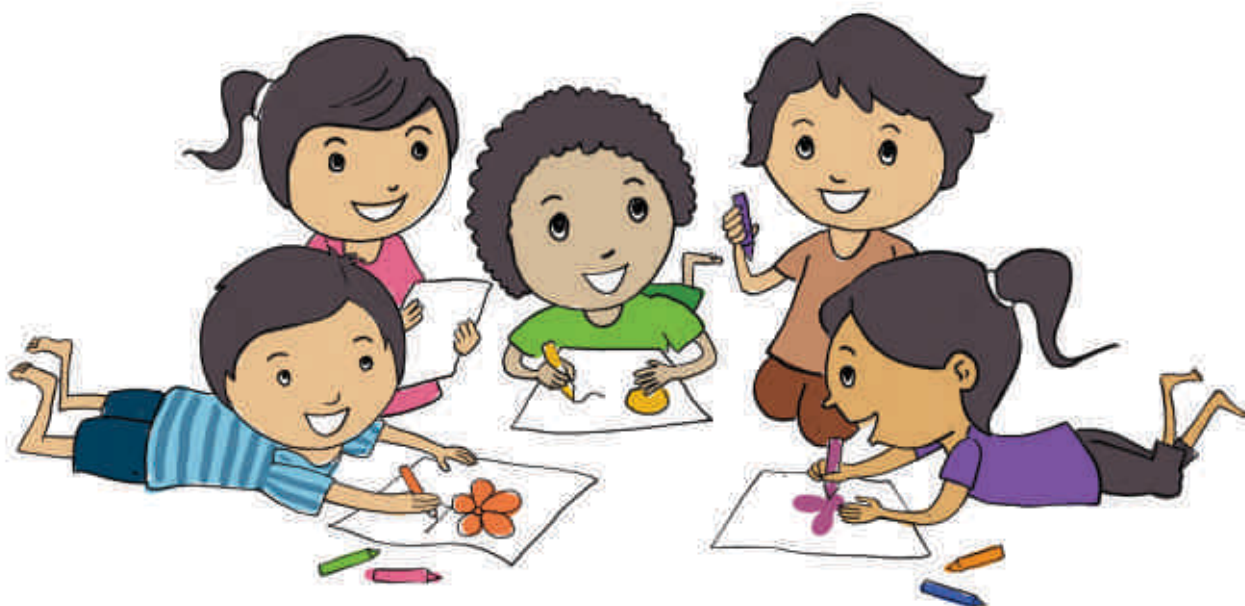
Mindful



Life-long Learner

Rationale

- The first six years of life are critical since the rate of development in these years is more rapid than at any other stage of development. Research in neuro-science confirms the importance of the early years in a child's life particularly since 90% of brain development has already taken place by the time a child is six years of age.
- Research also indicates that the development of brain is influenced not only by health, nutrition and quality of care but also the quality of psycho-social environment the child is exposed to in these early years. A psycho-socially deficit environment or emotional neglect can lead to negative consequences for a child's development, which may even be irreversible. This places a very large percentage of children from poorer or marginalised families, 'at risk', in terms of their life chances and opportunities.
- Scientific research also indicates that within the span of the early childhood years, there are certain 'sensitive periods' or 'critical periods' for development of some cognitive, linguistic, social and psychomotor competencies. These have significant implications for planning of a framework for children's learning and development.
- The TADP makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation years of lifelong learning. Therefore, it becomes important to provide a framework for planning for each sub-stage within the early childhood continuum up to the age of six years.
- A good learning programme at the early childhood stage helps to ensure appropriate opportunities for holistic learning and development particularly in these sensitive periods. Early intervention is of particular significance for children with developmental delays, infants with disabilities and children growing up in impoverished environments, by counteracting biological and environmental disadvantage, since plasticity in the brain allows circuits in the brain to organise and reorganise, in response to early stimulation.



Principles of Early Learning and Development

- The principles and practices relevant for learning and development in the early years are based on the insights and observations of thinkers and evidences from researches.
- Each of the principle elaborates specific ideas and at the same time they are all interconnected like the domains of development. The practical implications for each of the principle will also be influenced by the culture and individual prerequisites.
- Development and learning takes place in all domains, development in one domain influences the other domain: Children are thinking, feeling and interacting human beings and it is important to address all domains for their development. Changes or development in one domain facilitates or hinders the development of another domain.
- Children's development and learning follows a sequence in which later acquired abilities (skills and concepts) build upon what children already know and apply. In the first few years of life the growth, change and development mostly follow a predictable pattern; however the way these changes are demonstrated varies in different context and culture. Knowledge of known sequence of development enables in developing early stimulation activities and curricular planning for children.
- Child Development and Learning are characterized by individual variation: While learning and development follows a predictable pattern there may be individual variation in the normative course of development as well as uniqueness of each child as an individual. No two children, even within the same family are the same. Each child has an individual pattern and timing of growth and development as well as individual styles of learning. Each individual child has his/her own strengths.
- Children develop holistically and benefit from experiential learning: This simply means that children learn best through active exploration using the senses such as touch, taste, smell and manipulation to build perceptual skills. Children should be actively interested and engaged in their learning with a high sense of motivation and positive disposition to explore and build skills across various domains.
- From birth onwards children are mentally and physically active. They learn through all their senses and stimulations. Early care and stimulations whether positive or negative have a cumulative impact on children's development. Since care and early stimulation promotes brain development and leads to the forming neural connections, it is imperative that children are provided with optimal stimulation in the early years and prevent cumulative deficit in the long run.
- Development and learning result from a continuous interaction of biological maturation and experience. A child has genetic endowments which may predict healthy growth, but inadequate nutrition in the early years of life will keep this potential from being fulfilled. On the other hand if the



child is suffering from an inherent condition, then the detrimental impact learning and development can be minimized through systematic, individualized intervention. With this perspective in mind, it is important for early childhood educators to maintain high expectations and employ all their knowledge, ingenuity, and persistence to find ways to help every child succeed.

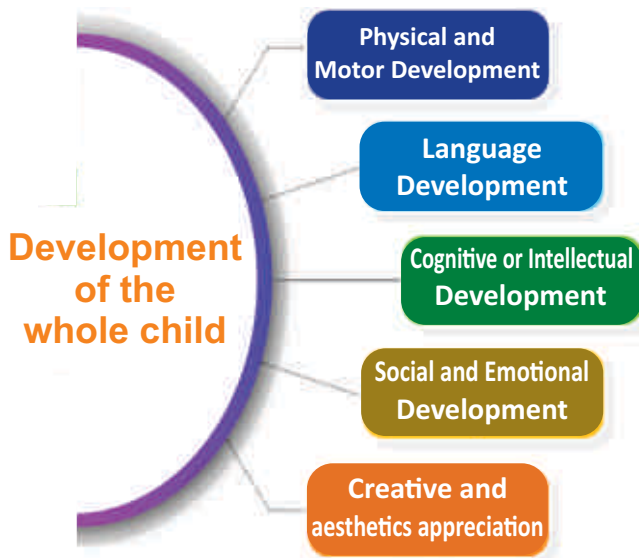
- Research evidences reveal that some aspects of development occur most efficiently at certain points in the life span. For example the optimal period for oral language development in children is in the first three years of life, peer social skills are developed effectively during 3-5 years of life etc. Thus it is important to use these “windows of opportunity” and ensure that the children get the needed environmental inputs and supports for a particular kind of learning and development at its “prime time” for desired outcomes.
- Children's learning reflects a recurring spiral that begins in awareness, and moves to exploration, to inquiry, and finally, to application: Any new learning by children begins with awareness, which is generated from their experiences with objects, events, or people and ends with utilization, where children are able to use what they have learnt for multiple purposes and apply their learning to new situations. At this stage children start exploring the next level of information and the spiral continues. Children show a great degree of individual variations and the curriculum should make suitable adaptations with disabilities to ensure that children are provided developmentally appropriate materials and experiences. Children learn and develop in a stimulating/nurturing/supportive/protective.
- During the early years of life, children move from sensory or behavioural responses to symbolic or representational knowledge. They learn within a social context and from meaningful interactions with other children, adults and materials around them. Throughout the early years, adults must provide a nurturing environment and play significant roles in helping children learn to develop empathy and cooperation, cultural socialization and self-regulation, language acquisition and communication, peer relationships, self-concept and identity formations. Development and learning is largely influenced by the social and cultural
- Development and learning of children happens hand in hand and it largely depends on the influence of the child's family, immediate environment, the community and at a broader level the society. Every culture has its own norms, structures and behaviours and more so each culture has its own way of interpreting children's behaviour and development in its own way. Educators must be sensitive how their own culture has shaped their thinking and also consider the multiple environments in which different children live and how they need to be considered while making decision for children's development and learning.
- Children are curious and have an innate desire to learn. Children observe what happens, talk, discuss and reflecting on their findings, stretch their imagination for possibilities, ask questions, and formulate answers. While exploring and learning young children construct their knowledge and understanding of the world, they learn as well as from teachers, family members, peers and older children, and from books and other media. To enable these teachers must use multiple teaching strategies in meeting children's different learning needs.
- Play is central to the child's well-being and development. Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Play contributes to the development of representational as well as abstract thought. Children engage in various kinds of play, such as physical play, language play, object play, pretend or dramatic play, constructive play, and games with rules. This further influences their motivation, disposition and approaches to learning. Developing positive approaches to learning goes a long way to determine later academic success in life. Adults must provide opportunities for children to explore, play and apply.

Preparing the Anganwadi Workers

The AWWs running an early-childhood education programme is the single most important factor in determining the quality of the programme, and yet it is the most neglected aspect of the educational system. Preparation of AWWs, training, coaching and ongoing support which is very crucial, is hardly emphasised. Given the variations in duration is dire need for standardization and for providing better professional development opportunities to the AWWs in all sectors. The AWWs should undergo and complete a course with hands-on supervised training period, working with young children in classroom settings of in AW centres. In the context of involvement and active partnership of the community members women and men from the local community, having a good understanding of the socio cultural context can be chosen to support the teachers in the preschool centres. She can be provided induction and intensive training and support to address the developmental needs of the children. Women from the local community are considered as potential change makers in this process.



Domains of Development



Every child is a unique individual and has skills and abilities that can be further enhanced and developed. A good early childhood care and education programme respects the different pace of development of all children and ensures that the child develops physically, socially, emotionally, morally and intellectually to their full potential. Thus, the main aim of providing quality care and education during the early years is to enable the child to develop as a holistic individual and realise his/her potential to the fullest in all the areas of development. Development of the child is classified under six main areas of development. The curriculum must address the following interrelated domains of holistic development through an integrated and play based approach which focuses on development of life skills.

Three- Six Years:

6.1 Physical Development

a) Gross Motor Development

- Physical growth, health and strengthening of a child's bones,
- Control, coordination and balance



b) Fine Motor Development

- Strength and coordination of fine motor skill
- Use of the body with the right place and direction
- Coordination of small muscles with efficiency: eye and hand coordination

6.2 Language development:

- Develop Listening and Comprehension skills
- Use expressive and receptive communication skills
- Develop effective verbal and non-verbal communication skills
- Develop vocabulary and use language for a variety of purposes.
- Display emergent literacy skills and love for reading (preparing children to read and write): such as identify and differentiate sounds, phonological awareness; print awareness and concepts; recognition of letters; letter- sound correspondence; segmentation, building words and sentences and early writing.
- Demonstrate interest and ability in writing
- Develop competency in home language while acquiring beginning proficiency in language of school transaction and/ or English, if needed.



6.3 Cognitive Developments:

Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation; understanding of and vocabulary related to space, quantity, length and volume, one to one correspondence; counting etc),

- Predicting patterns and making estimations in measurement; data handling;
- Develop skills related to sequential thinking, critical thinking, observing, reasoning and problem solving;
- Explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalizations.
- Differentiate between events that happen in past, present and the future
- Develop knowledge of relationship between people, places and regions

Sensory and Perceptual Development:

- Demonstrate the use of different senses (sight, hear, feel, taste, smell) to guide movements and recognize objects
- Awareness of space and direction, distance, quantity etc.
- Physical Health and Motor Development:
- Developing coordination and control of large motor muscles
- Developing strength and coordination of small motor muscles
- Demonstrate the use of body with proper sense of space and direction
- Coordination of fine muscles with dexterity; eye hand coordination
- Developing sense of balance, physical co-ordination
- Recognize different food and demonstrate healthy dietary habits
- Display healthy habits, personal care and hygiene. Display ability to follow safety rules, make choices and avoid danger.



Touch



Smell



Taste



Hearing



Sight



6.4. Social and Emotional Development

- Self awareness
- Self regulation
- Thinking from other's point of view;
- empathy; sharing

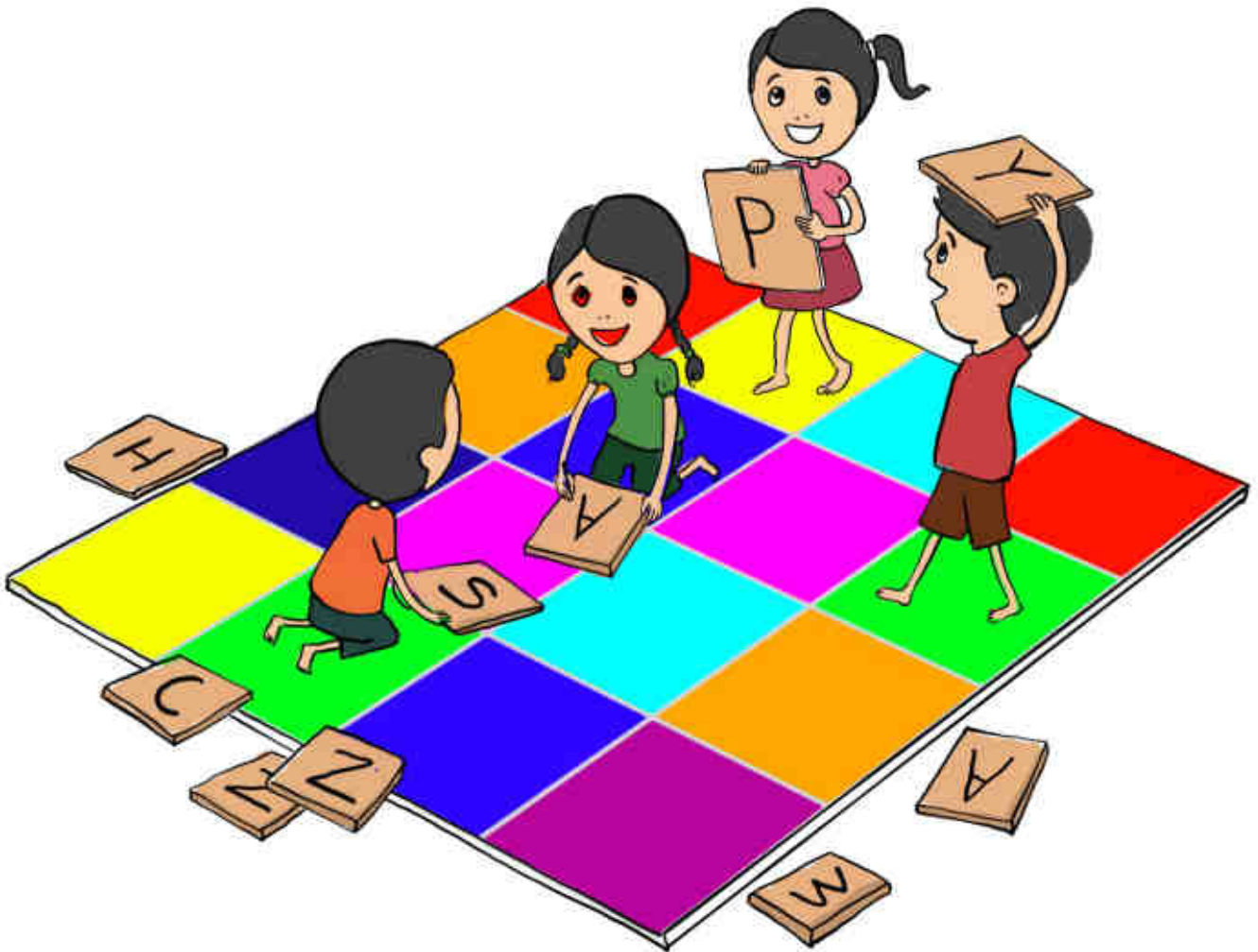


6.5 Development of Creative and Aesthetic Appreciation:

- Representing objects, events and ideas in the form of drawing, clay modelling and other art forms
- Develop expression, enjoyment and disposition for music and movement
- Demonstrate creativity and inventiveness with materials
- Personal, Social and Emotional Development:
 - Development of self-concept; self-control; life skills/ self-help skills;
 - Develop initiative and curiosity in new experiences and learning
 - Developing a sense of independence and autonomy;
 - Display awareness of abilities and preferences, appreciates similarities and differences in people and awareness of behaviour and its actions
 - Displays relevant and appropriate habit formation, increased attention span, engagement and persistence in daily activities
 - Develop interpersonal skills with respect to peers, family, teachers and community
 - Display behaviours of cooperation; compassion; social relationships; group interaction; pro- social behaviour; expressing feelings, accepting others feelings
 - Develop the ability to adapt and control emotions.

Pedagogical Approaches

The TADP recognise that children learn best through play and learning by doing. Children of this age group are naturally curious to explore their immediate world using their senses. Anyone who has spent time observing young children will have noticed that they are in constant interaction with their environment, they want to touch everything they see. All that matters to children is Play, Play, and Play. Furthermore children learn by doing, by experiencing and actively participating in the learning process. Thus the curriculum adopts a play and activity based approach in which the learning processes are based on the needs, interests, abilities and social context of the children for whom it is planned. The methodology in this approach is largely based on creating a stimulating learning environment for the child through planned activities/ tasks which are joyful, and involve active thinking/learning by the child. Children are visualised as active beings who construct their own knowledge and the process of teaching –learning is one of co-construction of knowledge, with adults as facilitators.



What is Play?

Play for a child is natural, spontaneous, enjoyable, rewarding and it is self initiated. While children do not engage in play for its learning outcomes, yet it has been shown that play prompts growth and development. In recent times play has been considered as a behavioural disposition that occurs in describable and reproducible contexts and is manifested in a variety of observable behaviours. (Fein & Vandenberg, 1983). There are majorly four types of play such as

- **Functional Play:** Children use their senses and muscles to explore and experiment with materials and learn how things go together. It satisfies children's need to be active and to explore.
- **Constructive Play:** Children learn use of different materials, put things together based on a plan, develop and use strategies of reaching their goal.
- **Dramatic or Pretend Play:** Children take on a role, pretend to be someone else and use real or pretend objects to play out a role. Children re-enact they have experienced or watched earlier, use words and gestures and show the role they are playing.
- **Games with Rules:** Children gradually learn to play with others, control their behaviour and conform to a structure of pre-set rules. However the focus is more on enjoyment rather than winning or losing and cooperative and collaborative games in which children play with each other than against each other.



What is an activity?

A good activity is a part of a well-planned series of experiences identified by the teacher for the child for a particular learning area/areas and not an isolated learning experience. Where child is actively engaged physically and mentally. Challenging enough for the child so as to help her/ him practice and apply here/his skills and knowledge in a variety of ways, across many situations. Enables children to learn in a joyful and interesting way. Keeping these perspectives in mind the curriculum in early childhood is defined as an organized framework that includes three components.



- **Context:** This component is the setting, the environment in which stimulation and learning takes place.
- **Content:** This component is the subject matter of the curriculum, the goals and objectives for children's learning.
- **Processes:** This component is the pedagogy of learning, how Teachers interact with children, creates opportunities for learning and the ways in which children achieve the goals and objectives of the curriculum.

Each of these components, to be implemented well, requires knowledge of how children develop and learn at each stage of development.

9.1 Guiding Principles

Keeping the vision of holistic and integrated development of the child, with focus on care and Early learning at each sub-stage of the developmental continuum and the interrelatedness of the domains of development there is a need to have separate section for Birth to three years and 3-6 years as far as the specifics are being laid out. Three to six years – protection from hazards, health care, nutrition, attachment to an adult, developmentally appropriate play-based preschool education with a structured and planned school readiness component for 5 to 6 year olds. The programme should be relevant to individual and societal needs. The age demarcations are indicative and the activities have to be planned and adapted according to the developmental level of the children.

Three – Six Years: Focus on Care, Early Learning and School Readiness

A developmentally appropriate programme for this age group considers the following aspects with its components while planning the curriculum.

Context:

- Early childhood initiatives that are strongly rooted in the children's homes and communities are more likely to be effective. Ensure that it reflects responsiveness to family/ home values, social and cultural background, their immediate environment, the learning and experience already with them.
- Provides a flexible class arrangement to allow for change from large group to small group activities or from quiet to more energetic activities.
- Display in which every child can find something of her/his own which she/he can identify with and thus feel proud of.
- Periodic change of display which arouses curiosity of the children and stimulates them to talk and discuss with each other.
- Learning/ Activity corners are established places in the ECCE centres with resources that keep changing according to the themes/topics in focus and provides opportunity to explore according to the skills that need to be developed and practiced
- Provides flexibility in being responsive to children's strengths, needs and interests or should allow for changes based on immediate learning situation.
- Ensure parent and community involvement in planning and implementation of ECCE programmes

Content:

- Curriculum goal and objectives guide the learning process and observation of the children.
- Both long term and short term planning is designed for effective implementation of the programmes.
- Choose topics/themes related to the child's self, relationship with people and understanding of the world around.
- Children learn in many different ways and thus the teacher needs to plan a variety of experiences or activities for the children.
- Learning opportunities should be interconnected, linking learning experiences across developmental domains in a meaningful context, reflecting the real life context of the children
- The activities should be age and developmentally appropriate and contextually relevant for the children attending the programme.

- Children learn in a spiral and not in a linear way make it necessary for teachers to provide opportunities to children through materials and activities, to revisit concepts introduced earlier again and again, for a deeper understanding. The experiences should progress from simple to complex, concrete to pictorial to abstract.
- Adaptations and accommodations are necessary for supporting young children with disabilities e.g. activities and play materials may be modified to meet individual needs.

Process:

- The duration of the early childhood education programme should be 4 hours. The program should provide for some rest period during the day and if it is of longer duration, as a full day programme, then a nap time is to be ensured.
- The attention span of young children is 15-20 minutes; therefore the duration of activities should be around 20 minutes, with additional time allotted for winding up and initiation of the next activity. However, the programme should allow space and flexibility for need based variations.
- Routine fosters a sense of security in children. Therefore some routine should be followed in the daily programme.
- There should be a balance between structured and unstructured; active and quiet; outdoor and indoor; self-directed and adult initiated learning opportunities and individual, small group and large group activities which are related to the child's environment, are enjoyable and challenging for children.
- Depending on the nature of learning task, grouping may be done on the basis of interests and styles of learning of children, ability levels of children and age of children.
- When the child is comfortable and proficient with the mother tongue/ home language first, it supports developing proficiency in the second language later. Children, who develop proficiency in using their home language to communicate, get information, solve problems and think, can easily learn to use a second language in similar ways. Therefore, children should be encouraged to be proficient in their mother tongue/ home language first and then the formal school language (which could be the regional language or English) should be introduced. Continuous, consistent, and rich exposure to both languages is important for full bilingual development.
- The teachers must actively seek parental support by showing them how they can work with their children at home to reinforce the learning experiences that take place in centres.
- Family members must be included and encouraged to be involved in programme activities and governance. Family members must be involved in their child's learning experiences at the early childhood care and education centre.
- Anganwadi-community joint ventures have a positive impact that helps in supporting the school staff, students, and families in the development and implementation of healthy school initiatives. It helps in accessing resources and services that is available.

Early Learning Environment

In planning for an effective Early Childhood Care and Education Programme it is important to make sure the environment includes and caters to the many learning styles of young children.

- Children between the ages of two to six acquire knowledge in ways that are considerably different from the way older children learn.
- Children during the early years learn best through direct sensory encounters with the world.
- They acquire knowledge by manipulating, exploring, and experimenting with real objects. We can say that they almost exclusively learn by doing and hands-on experiences.
- The indoor and outdoor play areas form the physical environment for facilitating learning for the children. These must provide opportunities for children to explore discover and learn in safe environment.
- The indoor environment should be planned keeping in mind the interests and developmental needs of young children. A large indoor space can be divided into learning/activity corners with an appropriate arrangement of shelves and furniture. It is of utmost importance to keep in mind that the quality of the physical classroom space, along with the materials provided, affects the levels of child involvement and the quality of interactions between adults and children.

Further details on organizing the preschool classroom are provided in the following section.

- The outdoor environment plays an equally important role in the development of children as it provides a space for play, exploration and social interactions. It is mandatory that all children have the opportunity to engage in daily outdoor physical activity. A specific time must be set aside every day for break time and for outdoor play/activities.
- This time can be used for free choice of play on the climbing and playground equipment, for more structured activities involving physical movement and balance, and for practical activities such as working in the gardening patch, digging and planting, etc.
- The sand and water play area can be in troughs with wheels to enable both indoor and outdoor play. It is important that the learning materials are modified for children with special needs

11.1 Setting up an early years classroom

The classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play. It should also have learning/activity 'corners', such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activity. An example of optimal utilization of classroom space which allows flexibility is given below:

Classroom arrangement during large group activities (e.g. circle time): During the morning circle time, leave enough space between the children. This way the children who come late will be able to join the circle easily and participate in the activities with minimal disruption.



Puzzles and block corner



Story and picture books corner



Drawing and painting corner



Dolls / Dramatic play corner

Circle time:

During this time, the children sit in a circle, along with the teacher. Circle time may be used for engaging the children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly. The teacher sits on the same type of chair/ mat as the children, which conveys that the teacher is a facilitator rather than a director.



Free play:

It is important to give children some opportunities to engage in free play. When children have the opportunity to choose what to play with, they follow their interests and usually remain engaged in activities for long periods of time (15-20 minutes) and require minimal teacher supervision. Such opportunities help children to make simple choices, a skill that is needed for problem solving. In addition, as they remain focused in such activities for a longer duration, it helps to increase their attention span.

Classroom arrangement during small group activities:

The classroom should allow for the teacher to engage children of a particular age group in small group activities. During this time, other children can play independently in one of the four corners (free play). The children should be encouraged to choose a corner of their own interest as this will motivate them to be engaged in the learning process. Meanwhile, in the small group, the teacher can focus on facilitating activities or discussions that are somewhat challenging and need guidance from an adult. In this way, the space in the Anganwadi centre can be used efficiently by dividing the children into one large group and four small groups. It should be ensured that the teacher can observe all children in each of the corners from where she might be working with a group of children.



11.2 Learning/Activity Corners:

- A physical space is divided into interest areas in an Anganwadi setting where children can explore, make things, experiment and pursue their own interests.
- Separate interest areas or learning corners are established places in the classroom with resources that actively engage children and may change according to the theme/ topics. Young children learn a great deal by interacting with objects in their surroundings. They are naturally curious; they love to explore and experiment with objects and learn from such experiences.

The important learning corners that need to be set up in a preschool classroom are:

- Dramatic play corner, reading/ story books corner, puzzles and block corner and drawing/ painting corner.
- The other corners such as the creative art corner, writing corner, science corner and music corner could be included and set up on a rotation basis in the classroom.

Reading and story books corner:

- Young children need to have the opportunity to touch, feel, and smell the books. When exposed to books, they begin to identify the front and the back of the book and learn how to turn pages.
- After reading a story in the class it is helpful if the teacher leaves a copy of the book in the book corner. Thus children have the opportunity to revisit the book and take an active interest as they begin to understand what this book is about.
- It is essential for children to interact with books as they acquire a number of pre-literacy skills through such experiences.
- A variety of children's books, children's magazines and books made by children in the classroom should be in this corner. These can include large board books, picture books, local folk tales, simple story books, theme related books, comics, newspapers etc.



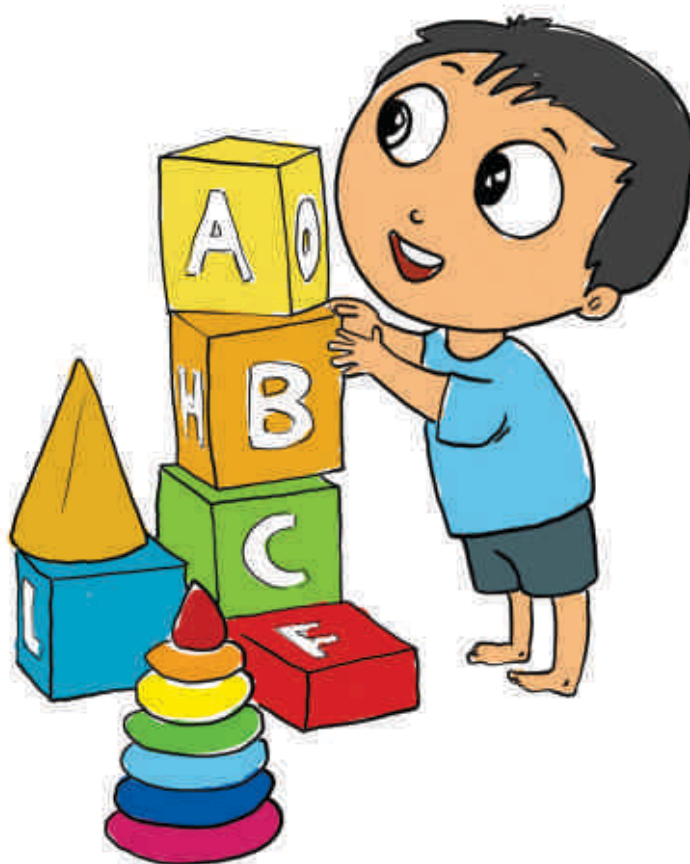
Dramatic play corner:

- Children often enjoy pretending to be a teacher, a parent, a policeman or a doctor.
- While this may seem to be just a child's fantasy, it is an important mechanism for children to learn. By acting out what they see in their environment, they strengthen their memory. Also, this is a way for children to solve problems and engage in perspective taking.
- The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc), pretend food (vegetables or fruits made of clay), dress-up clothes (e.g. scarf, cap, stole, jacket, small sari, long pieces of cloth etc.), combs and a mirror.



Puzzles and block corner:

- By playing with blocks, children begin to learn about shapes, sizes, and colours. They may compare the blocks, arrange them in some shapes (e.g. railway track), or create elaborate three dimensional structures. Blocks motivate children to think in creative ways as they build different kinds of structures. Moreover, sometimes children build a structure cooperatively, which requires them to communicate with each other and work as a team.
- This corner should have blocks of different colours, shapes and sizes. Puzzles, matching cards, lacing strings or lacing cards, threading strings and beads should also be included. Include small toys such as cars, trucks, animals, people figures and other toys that relate to children's current interests and objects from the environment.



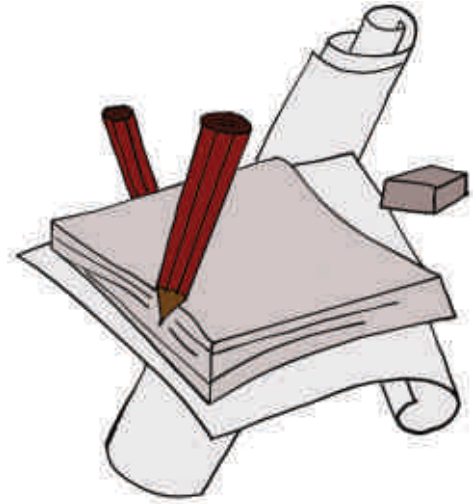
Creative art corner:

- Through drawing, painting and working with clay children begin to understand that real life objects and events can be represented in many ways.
- This fosters symbolic thinking, which is an important pre-writing skill. In addition, these activities provide opportunities to exercise fine motor muscles of the fingers and the hands, which prepare them to write.
- The materials in this corner can include: different types of paper, crayons, pencils, washable markers, slates, different coloured chinks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins and boards, old newspaper and magazines for collage and ice-cream sticks.



Writing corner:

- Can provide children with opportunities to develop their early literacy skills.
- Children should be allowed to experiment and activities in this corner should not be directed.
- This corner should have materials that encourage children to explore writing such as different varieties of paper in different sizes, note books, note pads, thick pencils, stamps and stamp pads, punchers, string, envelopes, etc



Science corner:

- Need not be a permanent corner in the classroom as children learn scientific concepts and skills in other areas of the room as well. We know that young children learn best through play and investigation.
- This corner may be equipped with materials that focus on only one topic at a time for example ramps and wheels, magnifying glass, shells, plants, seeds, magnets and iron filings, weighing scales and weights, measuring tapes, or any other locally available materials

Music corner:

- Should provide the children with a comfortable space to relax in.
- It may be equipped with a tape recorder and a variety of music including rhymes on CDs / tapes, if possible.
- This corner may have materials such as ribbons or scarves for the children to use to promote creative movement. This corner must also encourage children to experience and explore the sounds of different instruments, such as bells, singing bowls, flutes, tambourines, string instruments and other local musical instruments.



Points to keep in mind:

- All the materials should not be displayed at once, as this will be too overwhelming for the children. Consider changing the materials in each corner after every two weeks. Children need time to practice but if the materials are never changed they will get bored and will lose interest in the corner.
- Keep active, noisier centres (blocks and constructions) at a distance from quiet ones (reading, games and toys).
- All corners should be labelled using words and illustrations alongside and stating how many children can work there at a time by drawing stick puppets such that children can 'read' it.
- All containers in each corner should be labelled and similar labels should be put on the storage shelves showing children where the materials need to be stored. Once children finish working with a specific material, s/he over time and with support, can participate in cleaning up and caring for the materials.

11.3 Displays on the walls



- It is essential to display children's artwork and projects on the wall. This helps children to remember the activities in which they participated and fosters their self-esteem, as they feel their work is valued. Parents also feel proud of their children and take a more active interest in their education when they see their children's work displayed in the centre.
- All displays should be at children's eye level.
- Other pictures displayed on the walls must relate directly to the current curriculum in the classroom, such as the theme of the month.
- It is best to label pictures as this helps young children understand that written words can be used to represent objects, which in turn helps them to understand the purpose of reading and writing.
- Pictures can also include those of the children in the class or the community in which they live.

11.4 Furniture and mats

If there is furniture in the classroom, it must be child-sized, so children are comfortable sitting and working on them. It should have rounded edges and height of furniture should be such that children can sit comfortably and use their hands freely. Furniture is not essential for preschool classrooms. Colourful mats can be used to mark the sitting area. It is important to consider the texture when selecting mats. Children must feel comfortable as they sit on the mat and focus on their tasks



11.5 Shelves

Shelves should be low in height and hold manipulative toys, puzzles and other learning materials for children to explore. Children must have easy access to these resources. Storage shelves and/or low room dividers can be used to separate learning corners to clearly mark boundaries. Establish 'traffic patterns' of movement for entering the room, putting belongings in a specific space, access to bathrooms and sink areas and moving from one area to another.



11.6 Grouping:

- It is well known from research that a multi grade as well as mixed-age grouping is on the whole more appropriate for young children. In classroom environments, teachers have the flexibility to use grouping that ranges from individual work, to small and large group work, as well as whole class engagements to facilitate learning.
- Individual / multi age groups and ability: If the children in the class are more or less of a similar age, consider grouping them according to their developmental needs and abilities. Offer a range of activities for each group that caters to individual children and their educational needs.
- If a class has children with different ages, consider dividing them into groups according to their ages. Let each group of children work together. The curriculum should be planned to meet the developmental levels of each age group. Consider each child. Observe, collect and record significant data that provides you with information that highlights their strengths and needs. The next step is to plan and set goals for individual children.
- Individual, small and large group interactions: While planning the day and activities, make sure to balance quiet individual time with large and small group interactions. Individual time might include the choice of free play in quiet centres such as the reading, writing or the puzzle centre. Group time is often energetic and noisy. Songs, rhymes, finger plays, dramatics, science, math and physical activities can be used during group time.
- Group times should fit into the whole curriculum and support themes and projects. Plan opportunities for group interactions both in the indoors and outdoors settings. Balance it with active and quiet activities. A large group quiet time might include a story read aloud session. Small group interactions might include children working together in the creative centre on a collage or in construction work in the block centre.
- The Anganwadi learning environment should be planned creatively and imaginatively. While planning specific activities, remember to include the development of the whole child. A well thought out and planned activity can involve several aspects of development.

11.7 Essential Learning and Play Material

- In early childhood stage, a child learns through interacting with immediate environment hence environment should be stimulating which have a variety of materials to arouse and sustain the child's curiosity, interest and promote his learning.
- Any preschool care and education centre should have adequate and varied supply of play equipment and materials which is developmentally and age appropriate.
- Developmentally appropriate play materials to foster all round development should be available at the Anganwadi centre.
- The materials should be safe, clean and in good conditions.
- Sufficient quantity should be available to work in small groups and it should be easily accessible to the child.
- The materials should promote gross and fine motor development and help the child to discover and explore including constructing and reconstructing.
- It should promote sensory exploration and social interaction along with creative expressions through arts, painting, etc.
- The materials and teaching strategies should be differentiated on the basis of children's needs and context.
- Materials which can be adapted for meeting diverse abilities and multi-purpose usage should be given preference.
- Strategies such as simplifying directions, use of concrete materials/examples, sequencing learning tasks from easy to hard, repeated opportunities to practice skills and adapting materials by increasing stability (by utilising Velcro), accessibility (e.g. developing a hand splint to hold materials,), visual clarity or distinctiveness (adding contrast or specialized lighting) etc can be adopted

Indoor Material

- Blocks for constructive play
- Manipulative toys
- Material for imaginative play /Dramatic play material – dolls, puppet, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc
- Material to develop Language skills – Books and picture books, story telling aid-puppet, etc, story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association, slates, chalks, crayons, blackboard, drawing paper, etc
- Material to develop cognitive skills – sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills and materials in the environment, cards, picture jigsaw and self correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills.
- Musical and art material for creative expression such as paints, crayons, sketches, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc. Any open ended material that can be used by children in a variety of ways
- Nature as learning material.
- Indigenous play materials and teacher made learning materials using available resource.

Outdoor Materials

- Play equipment like climbers, swings, sports field, sports equipment, bicycles, jump ropes, balls, movable items (boxes, plastic crates), storage shed to build balancing, jumping, climbing, swinging, swaying, cycling, etc
- Materials like large or small balls, old tyres, rings, etc for throwing, catching, kicking, rolling, etc
- Sand and water play arrangement with sand pit, mugs, spoons, cups, bucket, sieves, strainer, etc

Planning

Effective planning is an essential prerequisite for a Model Anganwadi programme. The following elements of planning are imperative for effective transaction in the Anganwadi centres.

- Long term planning is concerned with children's entitlement to broad and balanced curriculum addressing the long term goals of all domains of development.
- In the Anganwadi centre it could mean from 6 months to 6 years.
- Considerations need to be given to whether the planned programme covers all the essential elements of the given curriculum and how other aspects of importance to the setting are to be included. In the education of children under 6 years, all areas of development are likely to be included in their daily experiences. However, it may be that certain aspects within those areas of learning are emphasized in different ways from one term or space of time to the next.
- Medium term planning addresses continuity and progression from one stage in each area of learning to the next, and from one setting or class to the next, drawing on the long term goals, curriculum policies and principles and identifying skills, knowledge, and dispositions to which children will be introduced over a specific period of time. It is in this stage that the curriculum may be seen as most effectively organized by linking the different areas of learning through themes or topics.
- The most effective medium term plan draws upon the progression of concepts, skills, knowledge and attitudes in each area of development. For example, once the children have begun to differentiate between the number of surfaces and corners of a triangle or rectangle what concept or understanding should be planned for next?
- In developing choosing a topic/theme or an individual unit of inquiry, organized around a central idea, the following are proposed as useful criteria.

Each unit/ theme or topic may consider the following elements:

- **Engaging:** Of interest to the children, and involving them actively in their own learning.
- **Relevant:** Linked to the children's prior knowledge and experience, and current circumstances, and therefore placing learning in a context connected to the lives of the children.
- **Challenging:** Extending the prior knowledge and experience of the children to increase their competencies and understanding.
- **Significant:** Contributing to an understanding of the transdisciplinary nature of the theme or topic, and therefore to an understanding of commonality of human experiences.

The whole planning process may be summarized as follows: Stages of Planning

- **Long Term Planning:** Evidences of Breadth and Balance Curriculum coverage Timeframe Drawing on Desirable Goals and out comes National ECCE Curriculum Framework, ECCE policies and early learning principles.
- **Medium term planning:** Evidences of Progression and continuity, concepts, knowledge, skills and attitudes Integrated and domain specific activities choosing themes/topics/ projects drawing on Long term plan Principles of programme planning.
- **Short term planning:** Evidences of learning goals and indicators of all domains of development Activities Support Resources Assessment Drawing on Medium term plan Observation of children, Assessment of previous learning, Evaluation of previous themes/activities.

Assessing Children's Development and Learning

- Assessment is an essential and integral component of the programme to ensure that the programme remains child centric and the experiences and activities are planned according to the level of the child.
- Assessment is the gathering and analysis of information about student progress. It identifies what children know, understand, can do and feel at different stages in the learning process.
- It gives an insight into children's interests, achievements and possible difficulties in their learning from which next steps of care, stimulation and learning can be planned.
- Thereby it provides a platform to support the planning of a sound curriculum for progression in learning. In order to ensure that the programme is responsive to the developmental needs of the child, it is essential to maintain their developmental and learning profile.



Why Assess Children's Work

- The purpose of assessment is to give useful information about children's learning and development to the adults providing the programme as also to children and their families.
- It also helps ensure early identification of developmental delays, special educational needs and particular abilities. Assessment contributes to evaluation, revision, and development of programmes.

Principles of Assessment and Reporting

- The assessment of the children is formative, continuous and flow from the experiences planned in the curriculum. Formative continuous assessment implies observing and documenting the development of the child, by interpreting the evidence from the day to day experiences of the child with the purpose of recognising and encouraging strengths and addresses learning/developmental gaps.
- Assessment is an ongoing process involving the collecting, combining and interpreting of information about the learners, the classroom and interaction. In the early years ECCE teachers need to evaluate each child's progress on an ongoing basis, through observations of their behaviour; their artwork and other products, anecdotal records, checklists and portfolios, interactions of children.
- The younger the child, the more difficult it is to obtain valid assessments. Early development is rapid, intermittent and highly influenced by experience. Performance on an assessment is affected by children's emotional states and the conditions of the assessment.
- At this stage, assessment must be purely qualitative judgments of children's activities in various domains and an assessment of the status of their health and physical development based on observations through every day interactions. On no account should children be made to take any form of test, either oral or written form.
- Home-based observations may also be conducted and parents should also be encouraged to be a part of the assessment of young children. The current level of performance should be rewarded to reinforce small steps of accomplishments towards the long term goals. Assessment has value that goes well beyond measuring a child's progress, and should be used to evaluate programmes, identify staff development needs and plan future interactions.
- Teachers must document each child's learning in a variety of ways. This will make them accountable towards improving the programme which in turn will help them in supporting and assisting children in achieving the learning objectives stated for the programme. The documentation will provide administrators and the teaching staff with valid information on how to improve the programme, incorporate changes that are necessary, plan, organise on what to do next, what questions to ask and resources to provide for.
- Each child's folder should be available for parents and children to view in the centre and should remain with the centre until such time as a child transitions to another learning centre or into the kindergarten programme or in school. It is then that this portfolio must be handed over to the respective family member who would then require depositing it with the administrators of the centre or school to which the child is transitioning to
- All parents should receive a written or verbal progress summary report of their child at least twice a year

When and How to Assess

- Continuous assessment should be an integral part of the ECCE programme.
- The use of assessment to judge the effectiveness of both care and learning processes is essential to allow ECCE teachers/ caregivers and children to identify their strengths and weaknesses and the effectiveness of the programme.
- The purpose and means of assessment should be clearly shared with parents and families too.
- Observation and documentation of children's learning is interwoven with the daily learning and helps ECCE teachers/caregivers find out what the children already know in order to plan the next stage of learning.

Systematic Sampling of Children's Activities

- Choose selected samples of children's art work, scribbling and writing conveying their ideas, photographs of their work, video/audio recordings, dictated stories, records of group participation work etc.

Documentation Procedures

- Developmental progress checklists Portfolios Summary
- Developmental Progress
- Checklist
- Comprises lists of information, data, attributes or elements, criteria that guides ECCE teachers and caregivers to observe children.
- Specific developmental screening checklists used for identification of developmental delay or impairments for preventive measures and referrals.

Portfolio

- Collections of children's work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection
- Portfolio maintained for each child to be kept at the ECCE centre.
- Include Cover page with centre name and details. Information sheet and feedback from parents discussing children's interests and strengths.



- Medical health form.
- Children's artwork, drawing and writing samples Photographs of models made by a child
- Photographs of children at play.
- Noting of interesting discussions held with the child.
- Ongoing developmental progress checklist form.
- Copies of summary progress reports given to parents.

Summary Report

- Outline children's progress through narrative reports by ECCE teachers/caregivers
- Developmental Progress Card with narratives to share with parents and later to be shared with Primary school.

Role of the AWW

The teachers in a Model Anganwadi programme are facilitators who engage children in multiple experiences to foster their all round development. They play the following roles:

- Observe children to identify their needs and capabilities and move with the pace of the child's development
- Plan developmentally appropriate, holistic and challenging activities
- Facilitate learning to meet the objectives of the curriculum
- Adapt activities to suit the learning abilities of children with disabilities. Like, a child with visual challenge could be given multi-sensorial experiences.
- Organise supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings
- Develop responsive relationship with children and understand that transactions within the classroom is a journey of mutual learning between the child and herself so that she can continue to learn and help the children in her care
- Respect the child and the social environment the child comes from.
- Focus not only on planning and conducting activities but also on continuous processes for interaction and relating learning to child's environment.
- Create nurturing and positive relationships with children and among children
- Interact verbally with children in a calm, respectful and friendly manner
- Ensure social inclusion of children with disability in the ECCE classroom.
- Help in early identification and intervention for children with special needs
- Work in partnership with parents
- Develop a plan for the transition of children from Preschool to Pre-primary or Primary programmes.

To accomplish the above the AWWs need to enjoy being with young children, be knowledgeable about children's development and early childhood curriculum and should be skilled at implementing the curriculum. The other significant adults in the ECCE set up are also an integral part of the programme for the child and must contribute to the above mentioned roles.

Introduction of Training module

- This training module is for Anganwadi Workers and focuses only on the model Anganwadi and Early Childhood Education. This module is planned for a period of 5 days. The purpose of this module is to guide trainers to train Anganwadi Workers so that they are able to plan and conduct appropriate inclusive preschool activities for 3 to 6 year old children in the Anganwadi Centre.
- It is designed to provide the Anganwadi Worker a basic understanding of the preschool education 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.

Planned Training Sessions:

S. No	Session	Duration	Methodology / Ref Materials
DAY 1	Warm up	¼ hour	
Session 1	Introductory session- Brain development and holistic development of the child: Importance of the first six years of life. - Preschool birth to six years: Aims and importance for school readiness and lifelong learning	2 hours	
Session 2	Three to six years of age - Developmental domains and milestones - How children learn Importance of play –What is school readiness?	2 hour	Annexure A: Developmental milestones for children from three to six years Annexure B: How young children learn:
Lunch		1 hour	
Session 3	Introduction to ECE curriculum and routine - What is a balanced ECE curriculum? - Principles of planning and 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 hours	

Day 2	Warm up	¼ hour	
Session 4	- Developing developmentally appropriate activities for children across domains and low cost play material	3 hours	Creative activities
Lunch		1 hour	
	- Developing developmentally appropriate activities for children across domains and low cost play material	3 hours	Creative activities
Day 3	Warm up	¼ hour	
Session 5	Anganawadi centre 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 hours	
Lunch		1 hour	
	Anganawadi centre 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.	3 hours	
Day 4	Warm up	¼ hour	
Session 6	Early identification and referral	1 hour	Annexure C: Four posters on early signs of disabilities
Session 7	Inclusion of children with disabilities	1 ¾ hours	Annexure D: Four posters on management strategies for children with disabilities Annexure E: Strategies for inclusion of children with disabilities

Session 8	Skill building - Developing stories and storytelling aids - Storytelling - Action songs and rhymes	2 hours	Story telling through pictures, Story cards, puppets, etc
Session 9	Skill building - Organizing free and out-door play	2 hours	Free play
Lunch		1 hour	
Session 10	Skill building - Free and guided conversation	1 hours	
Session 11	Skill building - Activities for emergent literacy and numeracy	1 hours	
Day 5	Warm up	¼ hour	
Session 12	Assessment of young children - Portfolios - Observation - Child assessment cards	2 hour	
Session 13	Planning for ECE routine	2 hours	Annexure: F Recommended ECE routine from IECEI study
Lunch		1 hour	
Session 14	Planning for ECE routine	2 hour	Annexure: G Recommended ECE routine from IECEI study
Session 15	Community strengthening	1½ hours	Chart paper, sketch pens.
Session	Feedback from trainees	¾ hour	

DAY 1

Session 1: Introduction

Time	Expected Learning outcome	Material required
1.hour	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	

Method:

Activity 1: Sharing of one's own childhood experiences

- 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.
- While participants share their personal memories, take cues from the experiences shared and write them on the flip chart.
- 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.
- 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

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
- First three years are the most important in a child's life.
- Brain is most plastic, grows fastest and is most responsive to the outside world in these years.
- 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: Three to six years of Age

Time	Expected Learning outcome	Material required
1. hours	The participants will: - Be aware of age appropriate milestones for 3- 6 years - Understand about how young children learn - Understand the importance of play for learning and development - Learn about the concept of school readiness	Chart paper/VIPP cards, felt pens, bowl, Video 2: Children engaged in play, Video 3: Exploring school readiness

Method:

Activity 1: Passing the parcel

1. Divide the participants into groups and prepare chits from the chart paper where in developmental milestones related to all aspects of development for the 3 to 6 years age group are written before hand.
2. 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.
3. 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

- 1) 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?
 - 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

1. 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.
2. 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 analyse, 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

1. Ask the participants what they understand of school readiness and to write their answers on the flip chart.
2. Show Video 3 on school readiness to the participants.
3. 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 3: Introducing the ECE curriculum and routine

Time	Expected Learning outcome	Material required
3 hours	The participants will: a) Become familiar with the state ECE curriculum b) Be able to use the given material as reference while planning sessions on their own. c) Learn to develop yearly and monthly/weekly and daily plans, based on the state curriculum and by following principles of program planning d) Understand the appropriate use of activity books and other materials for children	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

Method:

Activity 1:

Planning for ECCE: Shared readings and group presentations

- 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.

Activity book

Will help to reinforce concepts introduced in class through individual activity, twice a week performance on activity books will in turn provide feedback for curriculum.

Assessment card

Will be based on indicators as identified in state curriculum and children's performance will give feedback to curriculum renewal

State ECE curriculum**Balanced routine**

Curriculum should provide content for developing schedule and activities and will also give feedback for curriculum renewal

Preschool kit

Will help to reinforce concepts in curriculum and support free play activity as emphasized in curriculum and routine.

- 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.
- 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.

The ECCE draft Curriculum has identified 42 themes for pre-school education components. They are;

Sl. No	Month	Themes	Sub topics	Concepts
1	June	Parts of the Body	Parts of the body, Personal hygiene	Identity, Height, weight,
2		Air & Light	uses of air, pollination and conservation	Taste, colour, solid, liquid and gases, volume, Colour, shape, alphabet identification, quantity,
3		Food & water	Sources of water, uses of water. Types of food. Types of cooking & fuel. Healthy food. Cleanliness –containers & area	Colour, shape, alphabet identification Smell, Hot-cold, texture, liquid –solid; seriation, classification
4		Personal hygiene	Cleaning your body every day. Washing your hands with soap before food and after going to the toilet. Brushing your teeth twice a day.	Maintaining the body's cleanliness. Widely practiced at the individual level and at home.

5	July	Home And My Family	Family members & their names and occupations, house hold equipments and uses, family celebrations, recreations	Family size, relationship, sharing and giving, helping, love and care
6		Neighborhood	Shops, variety of products, Temples, Market, Friends & their houses.	Values of currency, number, volume, size, Texture
7		My village	Name, how big my village, what do we have in my village, occupations and related equipments, language spoken, crops grown, animals/ birds, insects, flowers, type of houses, famous places-temples, church mosque, railway station, Bus stand, post office, school, hospital, Preschool etc.	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification texture, smell, ecstastic sense Values of currency, number, volume, size, Texture
8		Environment hygiene	Clean air, stable climate, adequate water, sanitation and hygiene, safe use of chemicals, protection from radiation, healthy and safe,	Colour, shape, alphabet identification, quantity, number recognition ; seriation, classification texture,
9	August	Professionals	Different kind of professionals and its equipments.	Colour, shape, alphabet identification, quantity, number recognition,
10		Our nation, National flag, National days	Names of state, Distract, taluk, village/area, National language, costumes, diversity in religion, food, culture, flower, animal, bird, President, P.M, C.M. Republic day, Independence day, children's day, Gandhi Jayanthi-celebrations, National Flag, National leaders. importance of National days'	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification concept of area and directions
11		Flowers	Different kind of flowers, fertilization, pettles, pollen and seeds, leaves,	Color, texture, size, smell, numbers.
12	September	Vegetables, Green leaves	Cultivation. Nutritive value. Roots, stems, leaves, flowers, fruits, or seeds	Colour, shape, alphabet identification, quantity, number recognition; seriation, classification Taste. Colour. Smell. Mass Size.
13		Fruits	Cultivation. Nutritive value. Roots, stems, leaves, flowers, fruits, or seeds	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification, taste. Colour. Smell. Mass Size.

14		Taste	sweet, sour, salty, and bitter foods	size, measurement, letters, numbers, taste
15		Agriculture/ farm equipment	Common types of equipment machinery, farm animals, their uses and important. Harvesting,	size, measurement, letters, numbers, taste
16	October	Mahatma Gandhi day, National leaders	Gandhi Jayanthi-celebrations, National Flag, National leaders. National days' importance	Colours, shape, alphabet identification taste, sharing, taking responsibility patriotism
17		Dresses and costumes	Different kind of dress, who is wearing the dress,	size, measurement, letters, numbers, colors
18		Birds	Names of birds, uses, food habits, their house, young ones, mode of reproductions	Colour, shape, alphabet identification, quantity, number recognition; seriation, classification Sounds, texture, colour, size, number
19		Insects	Names of insects, uses, food habits, their house, young ones, mode of reproductions	Colour, shape, alphabet identification, quantity, number recognition; seriation, classification Sounds, texture, colour, size, number.
20	November	Voice, Sound, Tune	different kind of sounds and tunes,	high and low, big and small, size, texture,
21		Children's day	Children Day importance	Color, shape, alphabet identification, quantity, number recognition; seriation, classification smell, colour, texture, big – small, few many, long –short
22		Tree, plants, creepers.	Types of plants, Uses of plants and flowers & their parts, Cultivation, where they are grown	Color, shape, alphabet identification, quantity, number recognition; seriation, classification smell, colour, texture, big – small, few many, long –short
23		Mountain, Forest, Rivers	Names of famous mountains, rivers and forests. How they are formed, where they are formed and their uses, conservation, inter dependence on all these	Colour, shape, alphabet identification, quantity, number recognition seriation, classification Size, texture, number, solids and liquids
24	December	Household equipments	Names of equipments, its uses,	Shape, size, numbering, big, small. Heavy -light, identify the letters, sequence,
25		Touch, Smell, Size	Different types of texture, its feel, different types of smell and size	Shape, size, numbering, big, small. Heavy -light, identify the letters, sequence,

26		Shape, Weight, Measurement	simple 3 dimensional shapes, weighing scale, how to use it, it's important,	Measuring your friend height, leg, height. Difference between big and small, long and short, more and less. Counting, numbering.
27	January	Colour	Different types of colors, uses,	colors, numbers, segregations, matching,
28		School	types of schools, types of objects	Big small, shapes, far-near.
29		Wild animal	Names of wild animals, uses, food habits, their house, young ones, mode of reproductions	Colour, shape, alphabet identification, quantity, number recognition ; seriation , classification Sounds, texture, colour, size, number
30		Domestic animal	Names of Domestic animals, uses, food habits, their house, young ones, mode of reproductions	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Sounds, texture, colour, size, number
31	February	Weeks, Months, Time, Seasons	Names of Days, weeks, months, Time-seconds, minutes, Hours weather categorization, linkages to food and clothing, seasonal fruits and vegetables (with local examples)	Colour, shape, alphabet identification, quantity, number recognition seriation , classification Hot-cold, texture, taste, concept of time and duration
32		Hospital	Hospital staff & facilities, Equipments.	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Caring.
33		Sun, Moon, Star	Day and night, sky, nature, symbol,	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Up-down, right-left, front –back Directions, in-out, light-dark, shadow

34		Earth & Direction	Name of the 4 directions, importance of the earth	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Up-down, right-left, front –back Directions, in-out, light-dark, shadow
35	March	Festivals	Names of festivals, Importance of festivals, when, where and how they are celebrating, festival foods, popular games played during specific festivals, fairs	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Taste, colour, sharing,
36		Places of worship	Types of places of worship, pray, its important, religion.	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Taste, colour, sharing,
37		Sandy day- and Fair	Name of the local fairs, different types of events, uses,	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Taste, colour, sharing,
38		Coin, Notes	values of currency, types of currency, its important, and uses,	values of currency,
39	April	Means of transport (Air, Lnad, Water)	Vehicles- Air, water,land, Pollution, fuel , uses,	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Types of sounds,
40		Means of Communication (Post, phone, mobile, e-mail)	Audio, Visual Aids-Telephone, mobile, radio,TV,computer,	Colour, shape, alphabet identification, quantity, number recognition ; seriation , classification Types of sounds,
41		Types of entertainment	Cinema, drama, circus,dance,skit,music	Colour, shape, alphabet identification, quantity, number recognition; seriation , classification Types of sounds,
42	May	Musical Instruments	Different types of musical instruments, its uses, different tunes,	Sounds, texture, shape, color.

New Time Table:

9.30-10.00	10.00-10.30	10.30-11.00	11.00-11.30	11.30 – 12.00	12.00–12.30
Cleaning of Anganwadi. welcoming children with greetings , children entering the center and personal hygiene etc	prayer Attendance game. Action songs / Story-telling warm up exercise, jumping clapping etc Action songs/ story telling	Morning food (Hand wash and having food)	Outdoor game (Helper cleans up surface for pre- school activity)	Free conversation Drama/dance/ music Introduction of the theme Drama Dance Music	Language and early literacy activity 3-4 year with helper 4-6 year with worker

12.30 –1.00	1.00– 1.30	1.30 - 2.00	2.00 - 4.00
Cognition and number work (Keep Necessary materials according to the themes) learning concepts	In-door Activity Children sit with small group and conducting the activity	Lunch Cleaning and make the surface for sleeping	Sleeping time for all children z Worker – Home visit / record keeping / mothers meetings / BVS meetings/nutrition camp etc

Activity 2:

Theme based planning: Yearly and monthly, weekly and daily plans

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?

- 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).
- 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
- c) 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 are feasible
- D) .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					

- e) 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.
- f) 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.
- g) Ask participants to present their group work and discuss the feasibility of the monthly plan from the implementation perspective.

Month				
Theme:		Sub theme:		
Days	Week 1	Week 1	Week 1	Week 1
Day1				
Day2				
Day 3				
Day 4				
Day 5				
Day 6				

Activity 3:

Introduction to the activity books

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.

DAY 2

Session 4:

Developing developmentally appropriate activities for children (across domains) and low cost teaching and play material

Time	Expected Learning outcome	Material required
3.hours	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	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

1. 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.

Activity 2:

Development of domain specific activities

- 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.
- Participants will observe the demonstration while keeping in mind one crucial question:
- 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.
- 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, participant's needs to focus on the following skills and concepts listed under each domain:

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

- 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:

- a) Highlight that the selected material should be safe, hygienic and child friendly.
 - b) 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.
- 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

- 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 Pretend play • Finger or cloth puppets • Making rag dolls • Making a puppet or head mask	• 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.

DAY 3

Session 5: Anganawadi Centre Visit

Time	Expected Learning out come	Material required
4.hours	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	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

Method

Activity 1: Demonstration of 3-4 hour routine

- Visit a nearby model AWC which meets most of the criteria of a vibrant ECCE centre.
- Divide the group into 2 and visit two model AWCs, with a trainer to accompany each group.
- 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.
- 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

- After coming back to the training centre, conduct a sharing session on the above questions after the completion of field work.
- 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:

1. Activities cover all domains of development
2. There should be a mix of free and structured play
3. There should be a mix of group and individual activities, mix of quiet and active activities etc.
4. 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.	Safe and clean drinking and cooking water is available.
There are some daris, mats for classroom activities and in case the children want to sleep.	There are hands washing facilities, including soap.
Walls display children's work, thematic, charts and posters at children's eye level.	Adequate, safe space/playground for games and activities, with age appropriate outdoor play material and equipment are available (e.g., balls, tyres, sandpits, swings).
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, storybook corner and art and craft corner).	The centre is fenced and has a lockable gate.
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	

Activity 3:

Hands-On Experience: How to Set Up the Learning Environment

- 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.

Day 4

Session 6: Early Identification and Referral

Time	Expected Learning outcome	Material required
1.hours	The participants will: - Understand the signs of major disabilities, viz., physical-motor, visual, hearing and intellectual - Learn about the importance of referral and intervention	1. 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?
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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.

- c) 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).
- d) 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 7: Inclusion of children with disabilities

Time	Expected Learning outcome	Material required
2.hours30 minutes	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	a) Four posters on management strategies for children with disabilities(ANNEXURE F) b) Chart paper, cardboard, work-sheets for colouring, empty match boxes, chickpeas, sand, pebbles, branches, cushions, <i>chunnis</i>. c) Handout with examples on strategies for inclusion of children with disabilities (ANNEXURE G)

Activity 1: Introduction to the concept of inclusive ECE

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

Activity 2: Case Studies: Focus group discussion

- 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 4year 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 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 4years 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

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

Facilitators' 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?

- **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

Facilitators' 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?

Facilitators' 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?

Facilitators' 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 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-machine, rolling out 'snakes' from clay balls, squeezing soft balls, and other such activities which provide opportunities to exercise 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)

- 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

Facilitators' 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 approaches 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 8: Skill building - story telling, action songs and rhymes

Time	Expected Learning outcome	Material required
2.hours	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	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

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, and appropriateness for the age group, characters, use of language, voice modulation and sequence of events.

1. 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.
2. Club the comments into themes, such as length of the story, context, characters, language, sequence and end of the story.
3. Follow this with a discussion on what makes a story interesting for children in terms of length, theme, and presentation.
4. 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

1. Divide the participants into groups of 4-5 and ask them to develop a story for young children.
2. 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.
3. 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

Activity 3 – Demonstration of storytelling

- 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

- 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 kinaesthetic 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 9: Organizing free and outdoor play: skill building

Time	Expected Learning outcome	Material required
2.hours	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.	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

1. 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

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



Puzzles and block corner



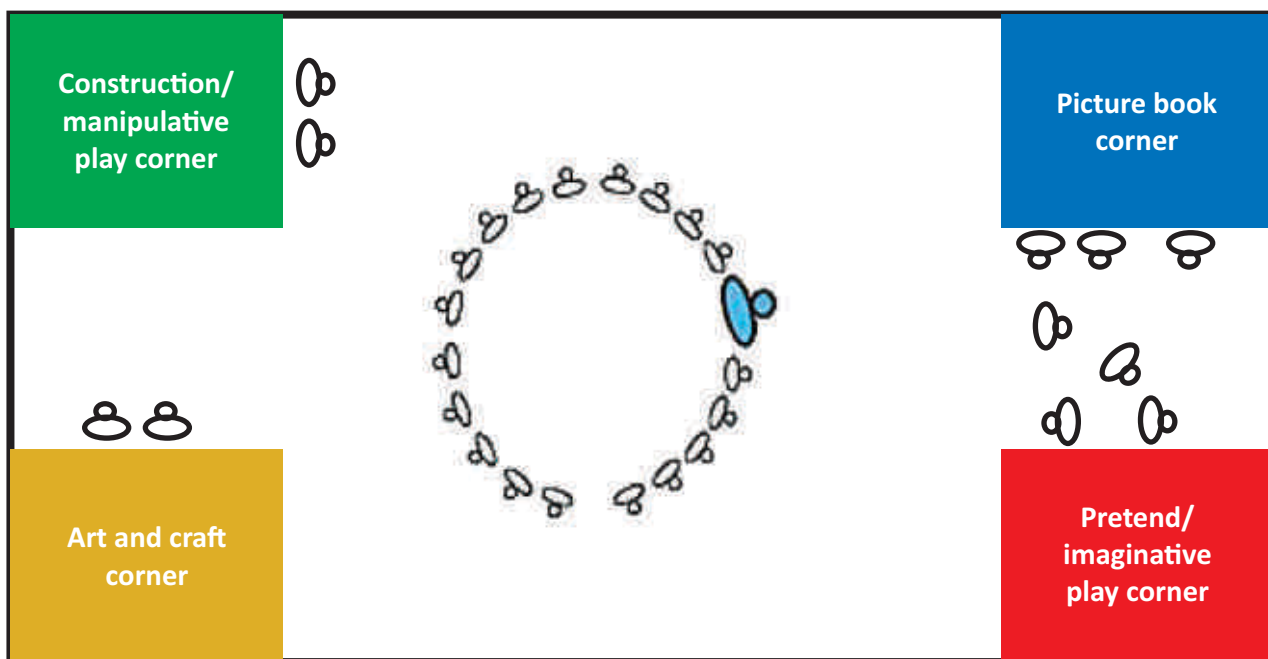
Story and picture books corner



Drawing and painting corner



Dolls / Dramatic play 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 10: Conducting free and guided conversation: skill building

Time	Expected Learning outcome	Material required
1. hour 30 minutes	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	Picture cards, flashcards, story/ picture book,

Method:

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

- 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.
- 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.
- 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

- Show the Video 9 of good practice on free and guided conversation to the participants.
- 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 11: Skill building: activities for emergent literacy and numeracy (for 4-6 year-olds)

Time	Expected Learning outcome	Material required
1.hour 45 minutes	The participants will: a) Understand the importance of emergent literacy and numeracy b) Learn how to organize and conduct emergent literacy and numeracy activities	Emergent writing activities, projector, computer, white board, marker, state ECE curriculum

Method

Activity 1- Importance of emergent literacy and numeracy

- 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?

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

- Introduce the participants to different language and emergent literacy activities like shared reading, picture reading, word chain, word wall, etc.
- Demonstrate a picture reading activity. Show a big-sized picture to the group. Ask following questions:
 - What is happening in this picture?
 - Who all can you spot in the picture?
 - What are they doing?
 - What may they be thinking?
 - 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 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

- 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 (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 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 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.

- 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

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 5

Session 12: Assessment of young children

Time	Expected Learning outcome	Material required
2.hours	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.	Child Assessment Card, National ECCE Curriculum Framework

Method:

Activity 1 – Introduction to assessment

- 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

- 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

- 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.

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 13:

Planning 4 hour ECE routine

Time	Expected Learning outcome	Material required
2.hour s	The participants will: a) visualize a day's routine to be implemented in an Anganwadi Centre b) Learn to carry out daily planning.	Chart papers, Felt pens, National ECCE Curriculum Framework.

Method:

Activity 1: Planning a sample daily routine

- 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:
 - Include a balance of active and quiet activities.
 - Provide for individual, small and whole group activity and interactions.
 - Allow for active exploration of materials within the learning environment.
 - Encourage flexibility to meet children's varying needs.
 - Incorporate both indoor and outdoor activities and free and guided activities.
 - Have a balance of both child-initiated and teacher-directed opportunities.
 - Have a balance of structure and flexibility
 - 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.

Activity 2: Discussion on sample plans

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.

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 14:

Planning 4 hour ECE routine

Time	Expected Learning outcome	Material required
1.hour	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	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.
- 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.

Group1 to work on
Morning Circle Time

Group2 to work on
Free and Guided Play

Group3 to work on
outdoor Games

Group4 to work on
Good Bye Circle Time

Session 15:

Guidelines and planning for celebration of ecce day, advocacy for importance of ECE

Time	Expected Learning outcome	Material required
3.hour	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.	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.

Activity 2: Group work

- 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. Ask participants to imagine they are planning an ECCE Day for the parents and community.
2. 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.

3. Ask participants to present the work of each group and invite feedback and suggestions from each other.
4. 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.
5. 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 16:

Feedback from participants

Time	Expected Learning outcome	Material required
3.hour	The participants will: share their reflections on the training content and processes	White board, Marker

Method

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.

ANNEXURE A:

Milestone of child development 3 to 6 years

Age	3-4 years	4-5 years	5-6 years
Physical development	Run smoothly without falling.	Skip on one foot.	Run fast.
	Jump and hop.	Jump and hop on single foot.	Ride tricycles.
	Kick ball	Walk on a straight line.	Skip with both feet.
	Walk down stairs alternating feet.		
Activities of daily life	Understand daily routine.	Dresses self.	Manage buttons and zips.
	Insist on doing own work.	Cares for self in toilet (depending on water access).	Open locks with key.
	Open and close lids and bottle caps.	Eat and drink by self.	Help at household work.
		Do simple household chores.	

Cognitive	Identify basic colours.	Uses pencil or crayons for drawing.	Write A-Z
	Play “matching” games.	Count to 10.	Write simple words.
	Understand “big” and “small”.	Identify and name ten colours.	Play simple table games.
	Remember 2 instructions.	Make clay models.	Understand money by name.
		Make choices between two things.	Count to 100.
			Understand numerals.
			Do paper folding, clay work and art and craft.
			Solve simple problems.
			Understand calendars.
			Understand simple science.
			Manage simple addition without carry over.

Language	Speak in 3-word sentences.	Understand rhymes, songs and riddles	Speak in complete sentences with grammar.
	Ask questions.	Speaks complete sentences of 3-4 words.	Give complete address, phone numbers etc.
	Say 'thank you' and 'please'.		Convey messages correctly.
	Give basic personal data- name, sex, and age.		
Social emotional	Seek comfort when scared.	Make many friends.	Start individual friendships.
	Have make-believe play.	Understand other children's feelings.	Share easily.
	Express feelings.	Play cooperatively.	Do role play.
	Begin to understand "I, me, myself"		

ANNEXURE B:

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
- 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

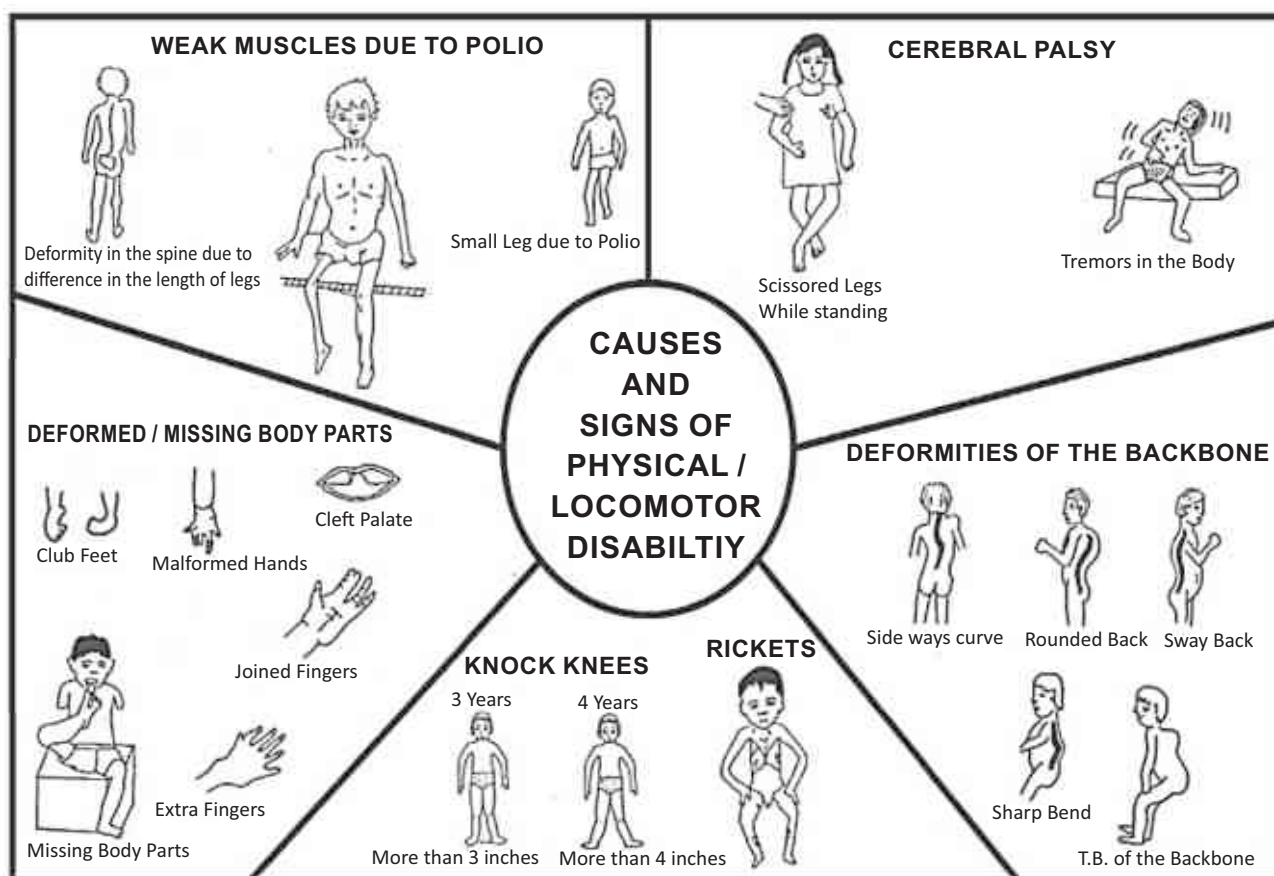
Daily routines help children to apply the knowledge they have acquired in the classrooms to real life situations.

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.

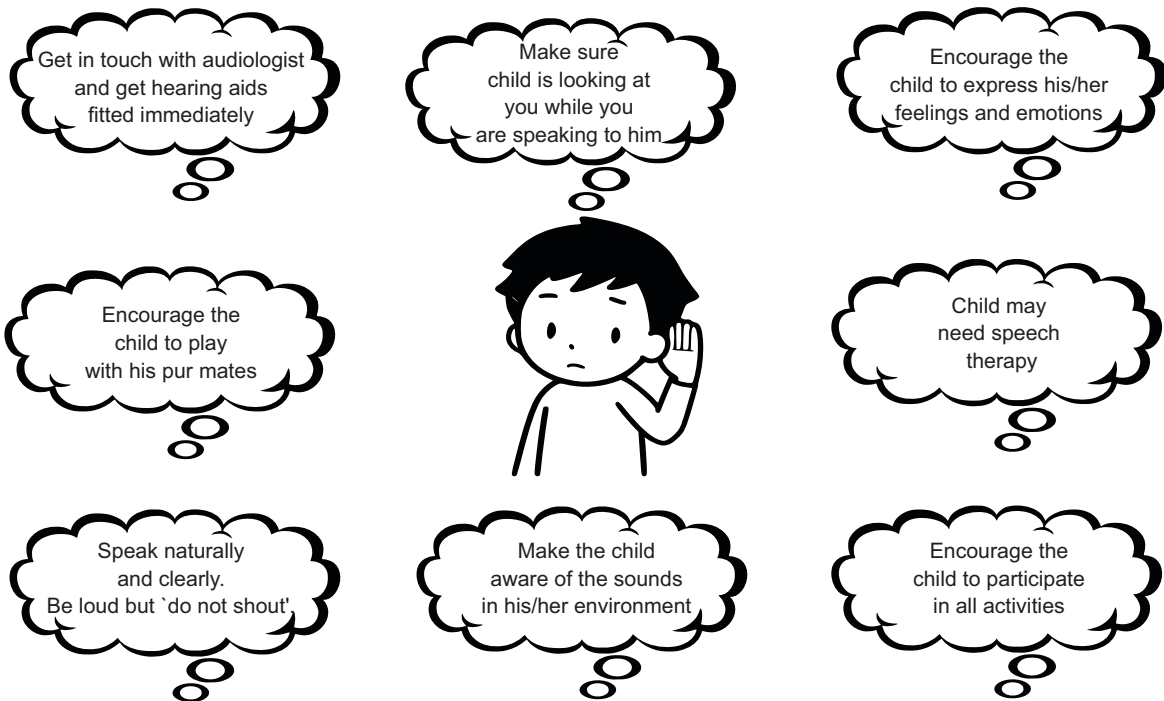
These interactions are also opportunities to help the children to develop language skills. Thus routines provide the two key ingredients for learning: relationships and repetition.

Annexure C: Four posters on early signs of disability

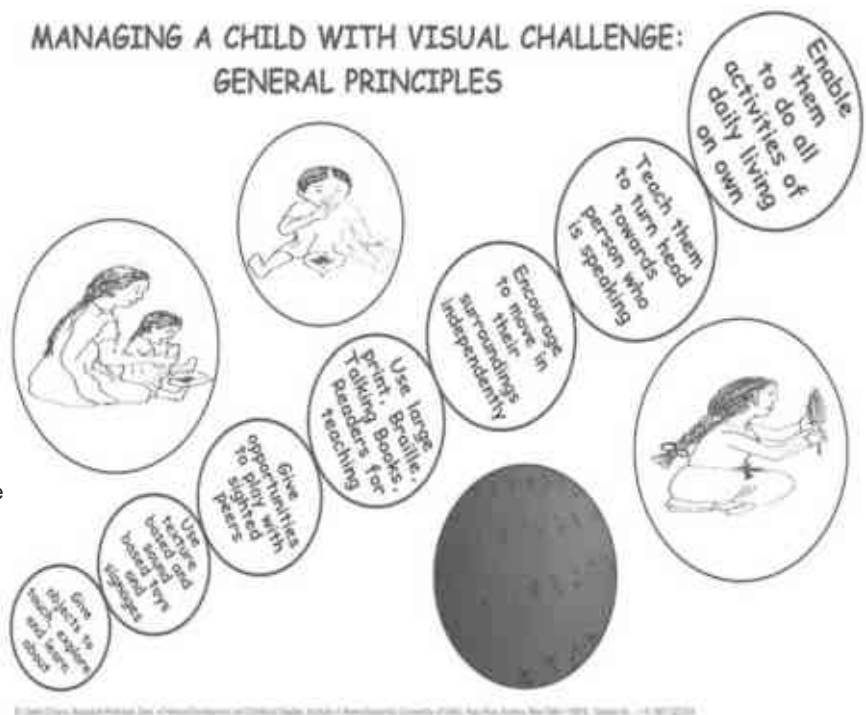
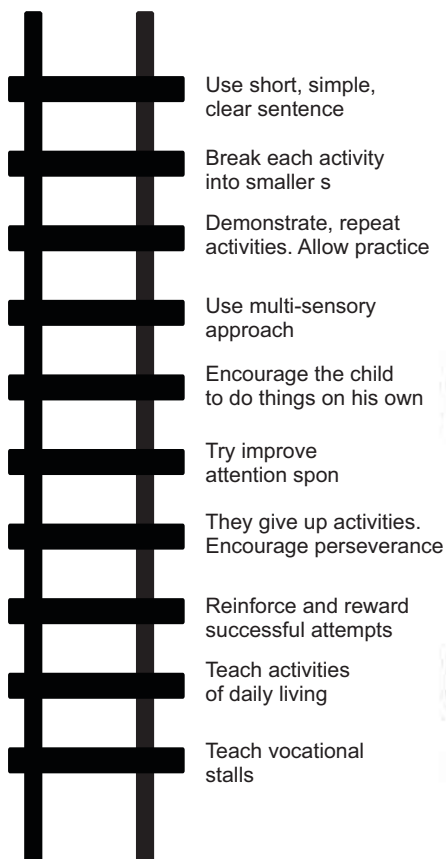


Annexure D:

Four posters on management strategies for children with disabilities



MANAGE A CHILD WITH INTELLECTUAL CHALLENGE: GENERAL PRINCIPLES



ANNEXURE E:

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 Locomotors Challenge: General principles**

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

Children with physical disability are likely to have normal intelligence and would benefit from ECE/school experience. Admit in Anganwadi/local school. The child with physical disability may need an escort for going to AW/school from home. Make the child sit in the AWC in such a position so that she can participate in all activities Accessible and open shelves which stock toys /books/daily needs things in AWC helps the child to take out materials that she needs independently. 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/dupattas to tie with chairs to hold them up Use tyres and logs to help the child to sit up. 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. 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. Home: A Practical Guide, Engage publications, New Delhi

References:

- 1) National Early Childhood Care and Education (ECCE) Curriculum Frame Work - GOI
- 2) ECCE Training Module for Anganwadi Workers - GOI
- 3) UNICEF Education Kit Handbook (Guidelines for Training of Trainers)

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