Training of Trainers Module
For DPO–CDPO Leadership Development

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INTRODUCTION

In Uttar Pradesh, Anganwadi Centres (AWCs) play a critical role in laying the foundation for Early Childhood Care and Education (ECCE) for over 90 lakh children aged 3-6 years across 75 districts. The state has made significant strides in strengthening pre-school education in AWCs by improving infrastructure, providing learning materials, enhancing governance, and prioritizing continuous training and capacity building. However, despite these efforts, data from the Government of India's Poshan Tracker indicates that universal pre-school education remains a challenge, with low attendance and inadequate classroom engagement.

A key factor contributing to this gap is the need for effective supervision at various levels of the Integrated Child Development Services (ICDS) system. District Program Officers (DPOs) and Child Development Project Officers (CDPOs) serve as the backbone of the ICDS leadership cadre, responsible for guiding and supporting Anganwadi Workers (AWWs) in delivering quality pre-school education. To bridge this gap, this training module is designed to equip ICDS leadership with the pedagogical knowledge, skills, and competencies required to enhance pre-school education in AWCs.

Spread over 7 days, in-person training aims to:

- Deepen understanding of the significance of early childhood education.
- Strengthen knowledge of effective classroom setups, age-appropriate activities, and disability-inclusive teaching practices.
- Build practical skills to support and mentor AWWs in delivering engaging and developmentally appropriate learning experiences.
- Sensitise leadership to the challenges faced by AWWs, such as classroom management and sustaining regular participation.

Conducted with the support of UNICEF Uttar Pradesh, this training will provide hands-on experience, expert-led demonstrations, and interactive practice sessions. This ToT Module has been designed to prepare a pool of trainers who will provide training to DPOs and CDPOs. Each batch will be assigned 5-trainers from this pool, ensuring a 1:10 ratio of trainees and trainers, to optimise participation. By empowering ICDS leaders with enhanced supervisory skills, this initiative will contribute to building a stronger foundation for early learning in AWCs, ultimately ensuring that every child has access to quality pre-school education.

SESSIONS AT A GLANCE

SL. NO.	SESSION		DURATION
1	Inaugural session		1 hr. 30 min.
2	My role as an early childhood development leader: A reflective journey	DAY 1	60 min.
3	Importance of first 1000 days	5 hr. 25 min.	90 min.
4	Maternal nutrition		1 hr. 15 min.
5	Debriefing of the previous day		30 min
6	Optimal nutrition in infants under 6 months		50 min
7	Optimal nutrition in children in children from 6 months to 2 years	DAY 2	1 hr. 30 min.
8	Introduction to Results Based Management and Resource Optimisation	6 hr. 33 min.	30 min.
9	Exercise on Results Based Management and Resource Optimisation		1 hr. 30 min.
10	Identification and management of SAM/MAM and SUW		1 hr. 30 min.
11	Debriefing of the previous day		30 min
12	Coordination and convergence on nutrition services		45 min
13	Importance of data in ICDS programme (Nutrition data and its source)	DAY 3	1 hr.
14	Nutrition data coverage, quality & decision making (Refer to Poshan Tracker, NFHS)	5 hr. 25 min.	1 hr. 30 min.
15	Maximizing the reach of THR: Practical solutions for improved uptake		1 hr.
16	Debriefing of entire day		30 min.
17	Importance of implementing quality ECCE services		45 min
18	Introduction to state-provided resources		1 hr.
19	Play-based learning & UP curriculum	DAY 4	1 hr.
20	Classroom space organisation (activity corners)	5 hr. 75 min.	1 hr.
21	Classroom management for diverse age groups		1 hr.
22	Disability-inclusive pre-school education		1 hr.
23	Debriefing of the previous day		30 min
24	Morning circle time activities		1 hr. 30 min.
25	Oral language development through storytelling and conversations	DAY 5	1 hr.
26	Emergent literacy: Stages of emergent reading and writing	5 hr. 66 min.	1 hr.
27	Social and emotional development		1 hr.
28	Creative and aesthetic development		40 min

SL. NO.	SESSION		DURATION
29	Debriefing of the previous day		30 min
30	Cognitive development		1 hr. 30 min.
31	Physical development gross and fine motor skills	DAY 6	40 min
32	Learning assessments	5 hr. 83 min.	1 hr. 30 min.
33	Promoting community and parental engagement		40 min
34	Supportive supervision		40 min
35	Orientation for field visit		20 min
36	Field visit & debriefing		220 min
37	Role of DPO/CDPO in strengthening ECCE services	DAY 7	1 hr.
38	Feedback and Wrap up	6hr. 16 min.	30 min
39	Planning for the next level of training: Applying experiential methods		1 hr.

GENERAL INSTRUCTIONS FOR TRAINERS

- *A Lead Trainer and 4 Support Trainers will be assigned to each batch.*

- *Since ECCE training is highly hands-on, all demonstrations will be conducted in groups by Support Trainers to enhance trainee engagement.*

- *To make efficient use of time, a round robin approach will be used.*

- *The trainers will not be in charge of logistical arrangements, or for taking pictures, as their focus needs to be on the trainees.*

- *The training team should read the module carefully and conduct mock training sessions internally if required before the actual training session.*

- *The Support Trainers should ensure that all TLMs, handouts and other resource materials are kept ready beforehand to avoid wastage of time during training.*

- *Every day, after closing the training session, the team should share some of the reference materials, audio and video used in the sessions or related to the sessions with the trainees.*

- *The Lead Trainer will conduct a meeting every day after the training is over to discuss the challenges, if any, and also prepare for the next day .*

- *Reference PPTs for each session should be tested before the training to prevent delays caused by technical glitches.*

- *When the participants are divided into groups and are given different tasks to work on, the Support Trainers should be actively involved to ensure timely completion of each session.*

LIST OF ABBREVIATIONS

ANM	Auxiliary Nurse Midwife		**KKC**	Khushi Ka Chaupal
ASHA	Accredited Social Health Activist		**KPI**	Key Program Indicator
AWC	Anganwadi Centre		**LogFrame**	Logical Framework
AWH	Anganwadi Helper		**M&E**	Monitoring and Evaluation
AWW	Anganwadi Worker		**MAM**	Moderate Acute Malnutrition
BCC	Behaviour Change Communication		**MN**	Maternal Nutrition
BF	Breast Feeding		**NBT**	National Book Trust
CAS	Common Application Software		**NCF**	National Curriculum Framework
CBE	Community Based Event		**NFHS**	National Family Health Survey
CDPO	Child Development program Officer		**NHM**	National health Mission
CF	Complementary Feeding		**NRC**	Nutrition Rehabilitation Centre
CH	Child Nutrition		**OPD**	Out Patient Department
CHO	Chief Health Officer		**PBL**	Play-based Learning
CMAM	Community Management of Acute Malnutrition		**PSE**	Pre-school Education
DPO	District Program Officer		**RBM**	Result Based Management
ECD	Early Childhood Development		**RBSK**	Rashtriya Bal Swatha Karyakram
ECE	Early Childhood Education		**RI**	Routine Immunization
ECCE	Early Childhood Care and Education		**SAM**	Severe Acute Malnutrition
EIBF	Early Initiation of Breast Feeding		**SEL**	Social and Emotional Learning
FLN	Foundational Literacy and Numeracy		**SHG**	Self Help Group
GMD	Growth Monitoring Device		**SMART**	Specific Measurable Achievable Relevant Time-based
HBNC	Home Based Newborn Care		**THR**	Take Home Ration
HBYC	Home Based Care for Young Child		**TLM**	Teaching Learning Material
ICDS	Integrated Child Development Services		**VHSND**	Village Health Sanitation Nutrition Day

DAY 01

INAUGURAL SESSION

Duration:
1 hour 30 minutes

Session Objectives:
- Inauguration of the training by dignitaries or ICDS officials.
- Getting to know each other — self-introductions by trainees and trainers.
- Explanation of ground rules.
- Setting expectations — discussing what can and cannot be expected from the training.

Role of Trainers:
- The Lead Trainer will be supported by 4 Support Trainers. They will provide leadership and support during group activities to ensure optimal participation. The Support Trainers will keep all the resources readily available to avoid any delays in transitioning from one session to the next.
- The Support Trainers will strictly ensure effective time management.

Note for Trainers:
- The session should start on time, even if there is a delay in the inaugural ceremony. The session should be paused when the dignitaries arrive. Latecomers should quietly join the inaugural session.
- Ensure that VVIP cards are set on every table, along with blank white sheet for each participant and a set of sketch pens per table.
- Explain the ground rules clearly and ensure their adherence.
- Inform trainees that a single QR code is applicable for all resources that are to be shared.

Material Required:
- Proper arrangements for dignitaries/ICDS officials
- VVIP cards to write down expectations of participants from the training
- Copies of Pahal, yearly activity calendar, Saksham manual and Navchetna
- Posters on ground rules
- One green board

Steps/Instructions:
- The Lead Trainer will facilitate an introductory session with an activity –
  (i) Distribute a multicoloured square card to each participant and ask them to draw a picture inspired by nature or their surroundings that reflects their personality.
  (ii) Allow 5 minutes for participants to complete their drawings, then collect them with the support of the team. Pin all the drawings on the green board.
  (iii) Ask participants to introduce themselves by describing their drawing, along with their name and place of posting.

(iv) Give 15 seconds per person for introduction.

- Explain the ground rules along with the dos and don'ts .
- Ask the trainees to take the VVIP cards and write down their expectations — 5 min.
- Randomly select four trainees to work with two trainers to collate the list of expectations.
- The Lead Trainer will facilitate the debriefing on expectations.

Activities by Trainees

- Introduce themselves using the drawings made by them.
- Write down their expectation from the training on the VVIP cards.
- A group of four trainees will assist the trainers in consolidating the list of expectations.

Concluding Remarks:

The Lead Trainer will summarise the expectations that can be met and those that cannot be met and reiterate the main ground rules.

MY ROLE AS AN EARLY CHILDHOOD DEVELOPMENT LEADER: A REFLECTIVE JOURNEY

Duration:
60 minutes

Session Objectives:
Participants will be able to:

- Understand the leadership approach and their roles as programme leaders.
- Understand key skills of leadership and supervision.
- Define empathy and its importance.
- Learn effective communication strategies and conflict resolution techniques for working within a team.
- Learn the concept of empathetic management and understand why it is effective for teamwork.
- In what ways can a leader promote teamwork through empathy?

Role of Trainers:
- The Lead Trainer will demonstrate glass activity and ask questions.
- The Support Trainers will assist in recording participant responses, facilitating the game, playing the video, and managing time effectively.

Note for Trainers:
Instructions of the game should be clear and if required should be repeated until all participants understand the rules.

Material Required:
- PPT on concept of leadership and empathy
- Video on teamwork
- 4 transparent glasses of water
- Three bowls with salt, sugar, soil
- Chart paper
- Markers

Steps/Instructions:

i. Role as a leader:
- The Lead Trainer will initiate the session with a demonstration of the 4-glass water game, engage participants by asking questions about the styles they identify with, which style they find most impressive, and which they wish to adopt. The Lead Trainer will conclude the discussion with a summary of key points.

- The Support Trainers will distribute the psychometric questionnaire and the Lead Trainer will provide the participants with instructions on filling up the questionnaire.
- After completion of the activity, the Support Trainers will collect the forms from the participants.
- The Lead Trainer will continue the discussion, providing an overview of leadership styles and skills with the help of a PPT.
- The Lead Trainer will summarise the discussion, highlighting how different leadership approaches, styles, and skills impact work outcomes.

ii. Empathy management and teamwork:

- The Lead Trainer will divide the participants into 4 or 5 groups.
- He/she will instruct each group to prepare a response based on the situation being displayed on the slide.
- He/she will then display the situation on the slide.
- After completion of the activity, the Lead Trainer will take each group's response and facilitate discussion on empathy with the support of a PPT presentation.
- He/She will conclude the discussion by explaining how empathy enhances teamwork and improves programme quality, while also highlighting its limitations.
- The Support Trainer will show a video on teamwork and discuss a situation.
- Real-life observations from participants will be gathered to guide the discussion, highlighting examples of teamwork in the ICDS programme and summarising the concept with the help of a PPT presentation.
- Finally, the Lead Trainer will summarise the session that good leadership drives a team for desired results.

Activities by Trainees:

- Participants reflect on and share high points in their work and in their roles.
- Participants share memories when they effectively solved some problems or helped subordinates with empathy and support.
- Participants actively engage in the game, practicing attentive listening.

Concluding Remarks:

The Lead Trainer will conclude the session by highlighting how good leadership drives a team toward desired results, encouraging participants to value their skills, carry forward their renewed sense of purpose and enthusiasm, and embrace this opportunity for growth and learning to become impactful leaders.

IMPORTANCE OF FIRST 1000 DAYS

Duration:
90 minutes

Session Objectives:

Participants will be able to:

- Explore the perspectives and aspirations of the participants for the holistic development of children.
- Develop an understanding of 'nurturing care'— its concept, significance, and the key components of the first 1,000 days.
- Understand the basics of malnutrition including underweight, wasting, stunting and obesity.
- Understand the significance of early stimulation and responsive caregiving.

Role of Trainers:

- The Lead Trainer initiates the session.
- A Support Trainer will aid the Lead Trainer in the facilitation.
- A Support Trainer will demonstrate will demonstrate early stimulation toys and it's usage, emphasizing holistic development.

Note for Trainers:

Mention that each key component of the first 1000 days (nutrition, health, responsive caregiving, safety & security, early learning) will be elaborated in upcoming sessions.

Emphasize early stimulation and responsive caregiving using video and posters.

Material Required:

- A video on the first 1000 days (5 min)
- PPT presentation on the nutritional status of women and children
- Whiteboard
- Charts, markers, adhesive
- Pictures/cut-outs for activity
- Early stimulation toys (e.g., doll, sensory board, sensory bottle, rattle)
- MCP Card
- Five posters and one flipbook
- Short video on "Serve and Return" by Dr. Shonkoff
- Neuron development chart

Steps/Instructions:

- The Lead Trainer will initiate the session by encouraging participants to share their views/aspirations related to children's development in their areas of work.

- Sensitize the participants on the nutritional status of women and children with a few slides (including a slide depicting the load/share of malnutrition contributed by Uttar Pradesh/India).

- Distribute cards and markers among the participants, ask them to write briefly about their understanding of optimal child care and then provide an overview of the nurturing care framework.

- The Lead Trainer will facilitate an activity for the participants (arrange the pictures in the correct sequence to depict the First 1000 days in the life of a child).

- Play a short video on the first 1000 days.

- Ask the participants about their understanding of the key components of the first 1000 days.

- With the help of a PPT presentation, he or she will discuss the first 1000 days, its key components and significance, linking it to SDG targets and relevant research studies.

- A Support Trainer will show different toys (e.g., doll, rattle, sensory board) and invite participants to guess the purpose of each toy.

- He/she will explain how each toy supports early learning, sensory development, and responsive interactions.

- He/she shows the "Serve and Return" video by Dr. Shonkoff.

- He/she will engage participants in a discussion about the impact of caregiver-child interaction through the neuron development chart, highlighting its significance and linking it to SDG targets and relevant research studies.

Activities by Trainees:

- Arrange the pictures/cut-outs sequentially (for the first 1000 days).

- Explore different toys for early stimulation.

Concluding Remarks:

The Lead Trainer will summarise the key learnings of the session.

MATERNAL NUTRITION

Duration:
1 hour 15 minutes

Session Objectives:
Participants will be able to:

- Understand the WHAT, WHEN, WHY, and HOW of strengthening maternal nutrition.
- Develop an understanding of the significance of gender in maternal nutrition.
- Develop clarity on their roles as DPOs and CDPOs in strengthening the status of maternal nutrition in their respective areas (district/project).

Role of Trainers:

- The Lead Trainer will initiate the session.
- The Support Trainers will aid the Lead Trainer in facilitation.

Note for Trainers:

The Poshan Corner serves as a means to strengthen the counselling efforts of Anganwadi Workers (AWWs) and facilitates meaningful discussions with Right holders. It helps them understand diet diversity, locally available nutritious foods, and optimal feeding practices through demonstrations, while also enabling nutritional assessment using growth monitoring devices at the Village Health, Sanitation and Nutrition Day (VHSND) and AWC.

Material Required:

- Video on maternal nutrition
- PPT presentation on WHAT WHEN, WHY and HOW of maternal nutrition
- Copies of ICDS guidelines on maternal nutrition
- Whiteboard
- Charts and markers
- Ingredients for Poshan Corner

Steps/Instructions:

- The session will be initiated by conducting a group activity wherein the Lead Trainer asks the participants to list down the existing programme opportunities (including platforms, interventions, challenges and gender-related issues).
- The trainer will then detail the WHAT, WHEN, WHY and HOW of maternal nutrition with the aid of a PPT presentation.
- Play a short video on maternal nutrition and ask relevant questions.
- Demonstrate the Poshan Corner with an emphasis on diet diversity in maternal nutrition.
- Discuss the role of DPO-CDPO in strengthening maternal nutrition, while briefly touching upon the relevant indicators available on the Poshan Tracker Dashboard and analysing the progress and gaps.
- The The Lead Trainer will further mention the systematic approach to be adopted for the interventions to address the shortcomings related to maternal nutrition.

Activities by Trainees

- The participants will engage in two activities —
  1. Group activity at the start of the session.

2. Demonstration to understand the relevance of diet diversity and locally available foods through the Poshan Corner.

Concluding Remarks:

The Lead Trainer will conclude by emphasising that prevention is key — better maternal nutrition leads to reduced incidence of child malnutrition. The trainer will also encourage the participants to strengthen key behaviours and interventions related to maternal nutrition in their work areas.

DAY 02

DEBRIEF OF THE PREVIOUS DAY'S ACTIVITIES

Duration:
30 minutes

Session Objectives:
Participants will be able to:

- Reflect on key learnings and consolidate insights gained from the day's sessions.
- Identify challenges and issues that need further clarification or support.
- Encourage collaborative learning by sharing experiences, best practices, and strategies.
- Strengthen action planning by aligning takeaways with practical implementation steps.
- Gather feedback for continuous improvement of future training sessions.

Role of Trainers:

- The Lead Trainer will conduct the session and interact with the participants.

Steps/Instructions:

- Place four tables in the room, each with a card displaying one of the following prompts:
    i.   What did you find interesting?
    ii. Why is this important to know?
    iii. Did you gain any new perspectives?
    iv. Any suggestions for changes?

A trainer will ask participants to count off as 1, 2, 3, and 4. All participants with the same number will then form a group and move to the corresponding table.

Material Required:

- Chart paper/ laptops to prepare the rollout plan.
- Display card, marker, postcard

Activities by Trainees

- Each group discusses the given prompt at their table. A note-taker in each group will take down the key points on a postcard.
- Each group will present their summarised points to the larger audience.

Concluding Remarks:
While conducting the session the Lead Trainer will collate the key points and conclude the session.

OPTIMAL NUTRITION IN INFANTS UNDER 6 MONTHS

Duration:
50 minutes

Session Objectives:
Participants will be able to:

- Understand the significance of nutrition actions in the first six months (including breastfeeding).
- Understand the programme platforms and interventions to identify and manage growth-faltering (highlight *6 maah 7 bar* strategy).
- Learn about the various forms of malnutrition in children and the use of growth-monitoring devices.

Role of Trainers:

- The Lead Trainer will conduct the session.
- A Support Trainer will aid the Lead Trainer.

Note for Trainers:

Given the time constraint, too much technical detail on breastfeeding need not be given to the participants, rather the focus can be on their role in strengthening the key aspects of breastfeeding.

Material Required:

- Video on breastfeeding
- PPT presentation
- Whiteboard
- Charts and markers

Steps/Instructions:

- Discuss the significance of breastfeeding in addressing malnutrition, infant mortality and overall development of children.
- Ask the participants the definition of early initiation, exclusive and continued breastfeeding.
- Briefly touch upon the multiple dimensions of breastfeeding, institution deliveries and early initiation, household-level exclusive and continued breastfeeding, breastfeeding by working mothers.
- Play a short video on breastfeeding.
- Explain the various forms of malnutrition.
- Facilitate group work on identifying challenges, exploring possible solutions, and defining the roles of DPOs and CDPOs in improving the status of breastfeeding, including campaigns to promote exclusive breastfeeding and address gender-related issues.

Activities by Trainees:

- Participate in group work on the challenges and their possible solutions, and the roles of the DPOs –CDPOs in improving the status of breastfeeding.

- Learn the use of an infantometer and infant weighing machine.

Concluding Remarks:

The facilitator will highlight the key takeaways from the session, emphasising the critical importance of infant nutrition. Ensuring proper nutritional care is essential, and this can be effectively addressed through the appropriate delivery of available health services.

OPTIMAL NUTRITION IN CHILDREN FROM 6 MONTHS TO 2 YEARS

Duration:

1 hour 30 minutes

Session Objectives:

Participants will be able to:

- Understand the importance of timely initiation and age-appropriate complementary feeding.
- Develop an understanding of the various aspects of complementary feeding at the household level.
- Develop clarity on their role in improving the nutritional status of children in their area.

Role of Trainers:

- The Lead Trainer will conduct the session.
- A Support Trainer will aid the Lead Trainer.

Note for Trainers:

Given the time constraint, too much technical detail on breastfeeding need not be given to the participants, rather focus on their role in strengthening the key aspects.

Steps/Instructions:

- Initiate the session with role-play on home visit and Annaprashan.
- Divide the participants into two groups for the activity —
  - i. Home visit
  - ii. Annaprashan
- After completion of the role play activity, facilitate group discussion.
- Explain the significance of timely initiation and age-appropriate complementary feeding with the aid of a PPT presentation.
- Play a video on complementary feeding — ask relevant questions related to complementary feeding.
- Demonstrate complementary feeding — diet diversity, consistency etc.

Material Required:

- Video on complementary feeding
- PPT presentation on the significance of timely initiation and age-appropriate complementary feeding
- Whiteboard
- Charts and markers
- Infantometer and infant weighing scale
- Mother and Child Protection (MCP) Card
- Growth Monitoring Devices (GMDs)

- Demonstrate the use of an adult weighing scale infant weighing scale (salter) and infantometer.
- Explain the importance of plotting on the growth chart in the MCP card for monitoring a child's growth and identifying growth-faltering.
- Brainstorm and discuss the roles of DPOs–CDPOs in improving nutritional status of children.

Activities by Trainees:

- Participate in the role-plays 1. Home visit 2. Role Annaprashan.
- Carefully observe the use of an adult weighing scale infant weighing scale (salter) and infantometer.

Concluding Remarks:

The Lead Trainer will conclude by encouraging participants to apply their understanding of optimal child nutrition in children from 6 months to 2 years by actively strengthening key interventions—such as timely and age-appropriate complementary feeding, availability of functional growth monitoring devices and correct use of these devices, implementation of community based events with quality and initiatives to address gender-related challenges in their work areas.

INTRODUCTION TO RESULTS BASED MANAGEMENT AND RESOURCE OPTIMISATION

Duration:
30 minutes

Session Objectives:
Participants will be able to:

- Understand the basic principles of Results-Based Management (RBM) and how its approach can be integrated into day-to-day work.

- Define goals and Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) objectives.

- Set priorities — (Preparation of monthly, quarterly and yearly work plans).

- Develop an understanding of output, outcome and impact in the programme.

Role of Trainers:

- The Lead Trainer will initiate the session with the first four steps of RBM.

- A Support Trainer will brief the participants on the last four steps of RBM.

Material Required:

- AV support
- PPT presentation on RBM
- Whiteboard
- Marker

Steps/Instructions:

- The Lead Trainer will provide a brief on the concept of RBM focusing on the eight key elements along with its principles, using a short PPT presentation.

- The Lead Trainer will explain the concept of RBM in the context of programme implementation, emphasizing its importance in designing effective strategies and activities.

Activities by Trainees:

Share questions, learning and thoughts after presentation during open Q&A

Concluding Remarks:
The Lead Trainer will debrief the Q&A session and discuss key learnings based on the presentation.

EXERCISE ON RESULTS BASED MANAGEMENT AND RESOURCE OPTIMISATION

Duration:
1 hour 30 minutes

Session Objectives:
Participants will be able to:

- Understand the steps of RBM and learn to leverage resources for desired outputs through experiential learning, by working on the case studies provided in connection with the previous session.

- Develop skills in situation analysis, and design activities/programs based on SMART objectives.

- Develop skills in drafting implementation plans and tracking results out of available platforms.

Role of Trainers:

- The Lead Trainer will conduct the session.

- A Support Trainer will aid the Lead Trainer in dividing the participants into groups to distribute the case studies and facilitate group work.

Steps/Instructions:

- Participants will be divided into three groups. Each group will work on a case study printed on paper —

    1) Case study based on Severe Acute Malnutrition (SAM) management.

    2) Case study on improvement of nutrition status in women of reproductive age group (adolescent girls and pregnant women (PW).

    3) Case study on improvement of anaemia/ gestational weight gain (GWG) status among PW and out-of-school adolescent girls.

- Each group will discuss its assigned case study and the accompanying question, and prepare a presentation to explain a systematic approach to the programme using the 8 steps of RBM.

- The trainer will summarize the session with a special focus on planning, implementation, coordination and reporting.

Material Required:

- Three case studies
- Whiteboard
- Marker
- Charts and sketch pens
- PPT presentation

Activities by Trainees:

The case studies must be solved by strictly adhering to the 8 steps of RBM and effectively leveraging resources to achieve the desired outputs.

Concluding Remarks:

The Lead Trainer will summarise the discussion after each group's presentation, emphasising a RBM approach.

IDENTIFICATION AND MANAGEMENT OF SAM/MAM AND SUW

Duration:

1 hour 30 minutes

Session Objectives:

Participants will be able to:

- Understand how to strengthen capacity in effective SAM management by enhancing leadership, addressing key challenges, improving convergence, and ensuring sustained recovery through proper screening, medical management, and parental counselling.

Role of Trainers:

- The Lead Trainer will initiate the session with the introduction and management of SAM in 6-59 months.
- A Support Trainer will deliver the session on management of SAM in 0-6 months.

Material Required:

- PPT presentation on SAM management
- Whiteboard
- Marker

Steps/Instructions:

- The Lead Trainer will initiate the discussion with a question – What are the key bottlenecks in SAM management.
- He/she will highlight the seven key challenges using data insights.
- He/she will explain the five steps of SAM management under Community Management of Acute Malnutrition (CMAM), using a simple visual framework.
- He/she will explain the importance of Appetite test for categorising cases, and criteria for outpatient treatment and inpatient treatment.
- The Lead Trainer will then facilitate discussion on dietary management of SAM children, focusing on protein and calorie requirements.
- Home based dietary augmentation.
- Influencing dietary behaviours.
- He/she will conduct an activty "Build a meal", wherein participants will create a sample diet plan for a SAM child using food available in their respective regions.
- The Lead Trainer will then explain the importance and process of tracking progress and sustained recovery in SAM children.
- He/she will conclude the session with the importance of parental counseling, focusing on the strategies to enhance counseling skills of AWWs.

Activities by Trainees:
- Taking down notes on SAM management and listening actively to the same.
- Develop a sample diet plan for a SAM child using food available in their region.

Concluding Remarks:
The Lead Trainer will summarise the session with the help of a PPT presentation, highlighting why SAM management is important and sensitively explaining how it affects the entire life cycle of a child.

DAY 03

DEBRIEFING OF THE PREVIOUS DAY

Duration:

30 minutes

Session Objectives:

Participants will be able to:

- Reflect on key learnings and consolidate insights gained from the day's sessions.
- Identify challenges and gaps that need further clarification or support.
- Encourage collaborative learning by sharing experiences, best practices, and strategies.
- Strengthen action planning by aligning takeaways with practical implementation steps.
- Gather feedback for continuous improvement of future training sessions.

Role of Trainers:

- The Lead Trainer will conduct the session and interact with the participants.

Steps/Instructions:

- Place four tables in the room, each with a card displaying one of the following prompts:
    1. What did you find interesting?
    2. Why is this important to know?
    3. Did you gain any new perspectives?
    4. Any suggestions for changes?
- The Lead Trainer will ask the participants to count off as 1, 2, 3, and 4. All participants with the same number will then form a group and move to the corresponding table.

Material Required:

- Chart paper/ laptops to prepare the rollout plan
- Display cards, markers, and postcards

Activities by Trainees:

- Each group discusses the given prompt at their table. A note-taker in each group takes down key points on a postcard.
- Each group presents its summarised points to the larger audience.

Concluding Remarks:

After the session, the Lead Trainer will collate the key points and conclude the session.

COORDINATION AND CONVERGENCE ON NUTRITION SERVICES

Duration:

45 minutes

Session Objectives:

Participants will be able to

- Understand the importance of collaboration, harmonisation and cooperation within a team and inter-departmental coordination.
- Understand the importance of intra-departmental coordination and the services they provide.
- Understand their coordination skills.

Role of Trainers:

- The Lead Trainer will narrate a story with the help of a short PPT presentation.
- The Support Trainer will prepare a chart to be placed on the board, highlighting the key points to summarise coordination skills.

Steps/Instructions:

- The Lead Trainer will narrate a story and pose a few questions about what was lacking, why the task remained incomplete, and suggest that the best way to complete the task would have been through effective coordination, as if the participants themselves were present to coordinate.

Material Required:

- Story
- PPT presentation on the importance of good coordination skills

- Then she/he will take down points from participants and write on the chart paper.
- Lists key elements of good coordination skill.
- Summarise the importance of good coordination with the help of a PPT presentation.

Activities by Trainees:

Participate in the story with questions on chits of paper.

Concluding Remarks:

The Lead Trainer will sum up the session by emphasising the importance of good coordination in programme implementation.

IMPORTANCE OF DATA IN ICDS PROGRAMME (NUTRITION DATA AND ITS SOURCE)

Duration:
1 hour

Session Objectives:
Participants will be able to:

- Understand data for decision-making.

Role of Trainers:
- The Lead Trainer will conduct the session.
- A Support Trainer will assist the Lead Trainer in writing down questions from the participants.

Note for Trainers:
The PPT presentation will have a slide with errors in the data highlighted in red.

Material Required:
- PPT presentation
- Whiteboard
- Marker

Steps/Instructions:
- The Lead Trainer will start the presentation, the first slide will have data with errors.
- The Lead Trainer will ask the participants if they see such errors during their work at the district and block level.
- The discussion should highlight the importance of data in the ICDS programme.
- The Lead Trainer will show the data flow and sources.
- Tell the participants which mandatory data sources are to be referred to.
- Ask a question — As a DPO/CDPO what data do they refer to while analyzing nutrition indicators for their district or block.

Activities by Trainees:
Listen, understand and ask questions, if any.

Concluding Remarks:
The Lead Trainer will summarise the questions and answers.

NUTRITION DATA COVERAGE, QUALITY & DECISION MAKING (REFER TO POSHAN TRACKER, NFHS)

Duration:
1 hour 30 minutes

Session Objectives:
Participants will be able to:

- Understand data analysis, interpretation and representation.
- Develop an understanding of the utilisation of data for advocacy.

Role of Trainers:

- The Lead Trainer will initiate the session with a brief explanation of the concept, followed by the distribution of data sheets for analysis.
- A Support Trainer will assist the Lead Trainer in explaining the task to the group.

Note for Trainers:

- Data sheets will be developed from different sources.
- Quote best practices in a slide where poor data motivated a solution for district administration.

Steps/Instructions:

- The Lead Trainer will explain the task to the group, and a Support Trainer will facilitate the group work. The group will be given tasks as mentioned below:
    - i. Group 1 — datasheet for equity
    - ii. Group 2 — datasheet for coverage
    - iii. Group 3 — datasheet for quality
    - iv. Group 4 — datasheet for prioritisation

Material Required:

- Four datasheets for group work
- PPT presentation on DNC template
- Whiteboard
- Marker

- The participants will present their group work, focusing on data analysis and solution-finding, followed by an interpretation of the issues and advocacy strategies to address them across various forums.
- The Lead Trainer will discuss how data helps ensure quality in the planning and implementation of a programme.
- The Lead Trainer will highlight the importance of reporting data accurately and sincerely, emphasising that this should be addressed by higher authorities.
- Include the slide being used in DNC.

Activities by Trainees:

Work in groups and prepare a presentation on chart paper

Concluding Remarks:

The Lead Trainer will summarise the session with the help of a PPT presentation on why data is important and its use in programmes.

MAXIMIZING THE REACH OF THR- PRACTICAL SOLUTIONS FOR IMPROVED UPTAKE

Duration:
1 hour

Session Objectives:
Participants will be able to:

- Ensure increased participation and utilization of Take-Home Ration (THR) by the intended recipients.
- Identify effective methods and solutions to boost the uptake of THR by the target group.
- Understand the role of DPOs/CDPOs in promoting THR.

Role of Trainers:

- The Lead Trainer will initiate the session with a brief concept and distributes datasheets for analysis.

Steps/Instructions:

- Kick off the session with an overview of THR distribution status across the state, comparing regular THR versus recipe-based THR (rTHR) distribution and district segregation.
- Share key findings from the THR study, emphasizing the gaps and challenges in the uptake of THR.
- Facilitate an open discussion with DPOs/CDPOs regarding the specific challenges they face in the supply and uptake of THR across different regions. (One DPO from each of the four regions can speak).
- Discuss practical strategies for DPOs/CDPOs to engage right holders and local communities to improve participation in and utilization of THR initiatives.
- Counselling during THR distribution — (Quote impact of counselling on THR from some research studies).
- THR recipe demonstrations using the AWC platforms:
- Focused campaigns addressing the "what" and "why" of THR programs.
- Leveraging digital technologies, including weekly SMS reminders for target right holders, AV (audio-visual) circulations of recipes and key messages on WhatsApp, and developing an IVR system for counselling.
- Clarify the roles and responsibilities of District Program Officers (DPOs) and Child Development Project Officers (CDPOs) in supporting and enhancing THR uptake.
- Explore ways DPOs/CDPOs can better support right holders and local communities to foster greater participation in THR programs.

Material Required:

- Video (5 min)
- Slides
- Whiteboard
- Charts, markers, adhesive
- Post for activity

- End the session with short videos highlighting the importance of convergence in THR programs, featuring community voices to emphasize the value of collective effort.

Activities by Trainees:

- Write down the challenges and opportunities in the supply and uptake of THR—based on experiences from their own district — on a postcard.

Concluding Remarks:

The The Lead Trainer will summarise the key learnings of the session.

DEBRIEFING OF ENTIRE DAY

Duration:

30 minutes

Session Objectives:

Participants will be able to:

- Reflect on key learnings and consolidate insights gained from the day's sessions.
- Identify challenges and gaps that need further clarification or support.
- Encourage collaborative learning by sharing experiences, best practices, and strategies.
- Strengthen action planning by aligning takeaways with practical implementation steps.
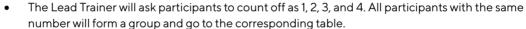- Gather feedback for continuous improvement of future training sessions.

Role of Trainers:

- The Lead Trainer will conduct the session and interact with the participants.

Steps/Instructions:

- Place four tables in the room, each with a card displaying one of the following prompts:
    - i. What did you find interesting?
    - ii. Why is this important to know?
    - iii. Did you gain any new perspectives?
    - iv. Any suggestions for changes?
- The Lead Trainer will ask participants to count off as 1, 2, 3, and 4. All participants with the same number will form a group and go to the corresponding table.

Material Required:

- Chart paper/ laptops to prepare the rollout plan
- Display card, marker, postcard

Activities by Trainees:

- Each group discusses the given prompt at their table. A note-taker in each group takes down key points on a postcard.
- Each group presents their summarised points to the larger audience.

Instructions for Next Day:

Ask participants to –

- Bring their copy of Pahal and yearly activity calendar.
- Complete disability inlcusive pre-school education course chatbot –
    - Use a smartphone for this course.
    - Save the phone number – 9910911666.
    - Open the abovementioned number in Whatsapp and write "DIPE" in the chat.
    - Follow the instructions as provided by the chatbot and complete the course.
- Download Bal Pitara app on their phones.

Concluding Remarks:

After the session, the Lead Trainer will collate the key points and conclude the session.

DAY 04

IMPORTANCE OF IMPLEMENTING QUALITY ECCE SERVICES

Duration:

45 minutes

Session Objectives:

Participants will be able to:

- Gain an understanding of the importance of early childhood education (ECE) and pre-school education.
- Comprehend linkages between early childhood development (ECD), foundational literacy and numeracy (FLN).
- Recognize the importance of knowledge of ECCE pedagogy for DPOs and CDPOs.
- Gain clarity on the current status of ECCE and preschool education in Uttar Pradesh.

Role of Trainers

- The Lead Trainer will be supported by four Support Trainers to do the Neural Connection activity.
- The Support Trainers will take the lead in ensuring group discussions are fruitful.
- They will also ensure the timely completion of all tasks.

Steps/Instructions

- The facilitator will conduct the Neural Connection activity —
  - i. Round 1: The participants stand in a circle. The Lead Trainer, holding a ball of wool, shares a positive experience (e.g., A mother talks and sings to her baby while taking care of her bathing and feeding needs), ties one end of the skein to her finger, and throws the ball to another participant. The next person shares another positive experience (e.g., A father tells stories to the child while putting her to sleep), ties the wool to their finger, and throws it to someone else. This continues until the web becomes dense. The resulting web represents a well-connected brain, symbolizing a child who receives adequate care, nutrition, and love.
  - ii. Round 2: The Lead Trainer explains that this round will include a mix of positive and negative experiences—for example, a child is scolded when she is naughty (negative) or a child attends the Anganwadi regularly (positive). With each positive comment, the web is strengthened by passing the wool and creating new connections. With each negative comment, the facilitator snips one connection with scissors. This continues until parts of the web start to fall apart or show noticeable gaps. The damaged web represents a brain affected by stress and neglect, illustrating how inconsistent care and negative experiences can harm a child's development.

Material required

- Presentations on ECE with videos
- Four copies of Pahal and Calendar for four groups
- A ball of wool and scissors
- Handout on the importance of ECE

- The Lead Trainer will make a PPT presentation with videos (excerpts from Harvard videos) on ECCE and linkages with ECD and FLN.
- The Lead Trainer puts up the following question on the screen: "The government has made a heavy investment in ECCE through the Anganwadis, yet their quality remains a matter of concern".

Activities by Trainees

- Participate in the Neural Connection activity.

Concluding Remarks:

The Lead Trainer will sum up the discussion by highlighting the key points from all the conversations, emphasizing the importance of accessing additional resources, and reiterating why leadership must understand ECCE pedagogy for effective implementation.

INTRODUCTION TO STATE PROVIDED RESOURCES

Duration:

1 hour

Session Objectives:

Participants will be able to:

- Outline the key components of Pahal (the structural plan).
- Understand how to integrate the Calendar with Pahal activities.
- Understand the purpose of the preschool kit and its proper usage.
- Gain an understanding of the application of workbooks and NBT storybooks in ECE settings.

Role of Trainers

The Support Trainers will demonstrate the Pahal Handbook, Calendar, NBT storybooks and other state-provided resources in groups.

Note for the Trainers:

- The trainers will tell the trainees that these are brief demonstrations. These materials will be referred to repeatedly in all upcoming sessions for detailed demonstrations. The presentations on Pahal, the Calendar, and the Pre-school Kit will include a maximum of two concrete examples. Copies of Pahal should be available to each group. A preschool kit should be placed on a table beside the presentation screen.

Material required:

- Copies of Pahal and Calendar (already provided to participants)
- Copies of workbooks and storybooks
- Pre-school kit
- Matrix for mapping activities with outcomes
- Handout of 13 Curricular Goals and Diagram on Curriculum Planning (Yearly-Monthly-Weekly-Daily)

Steps/ instructions:

- The Lead Trainer demonstrates the Pahal Calendar and Handbook through a brief presentation and explains the pedagogical principles of the Daily Calendar. Each participant or table is given a hard copy to follow along with the slide.
- The Lead Trainer demonstrates the preschool kit and the purpose of each item in it.
- The Lead Trainer demonstrates the workbooks and NBT storybooks.
- The Lead Trainer divides them into four working groups and gives them a task each. E.g. linking Activity-Learning Outcomes-Curricular Goals of Pahal .
- The Lead Trainer gives an example of Activity-Learning Outcome linkage to explain Demonstration of use of resource module on Bal Pitara.

Activities by Trainees

- Each table gets a set of state-provided resources.

- Trainees explore the resources.

- They work on the given matrix — they match the activities in the Pahal Calendar with learning outcomes and given curricular goals in the National Curricular Framework (NCF).

Activities	Learning Outcomes	Curricular Goals

They discuss among themselves and answer the following questions:

i.   What kind of connection exists between resource utilization and improved learning outcomes for children?

ii. How can a CDPO or supervisor motivate AWWs to utilize these resources?

iii. What steps should be taken to improve the functioning and delivery of quality preschool? education in AWCs?

Concluding Remarks:

The Lead Trainer will conclude the session by reiterating the importance of pedagogical understanding for the ECCE leadership so that they are better equipped to guide AWWs in improving the quality of preschool education.

PLAY BASED LEARNING & UP CURRICULUM

Duration:

1 hour

Session Objectives:

Participants will be able to:

- Understand the needs and details of various kinds of play activities detailed in the state curriculum.
- Link activities with curricular goals and learning outcomes.
- Understand the dos and don'ts of various kinds of play activities.

Role of Trainers :

- The Lead Trainer will conduct whole group activity with the participants.
- The Support Trainers will set up three stations, each representing a different type of play: free play (no rules), guided play (teacher-directed but no strict rules) and structured play (with strict rules).
- The Support Trainer, in charge of each play station, should explain the characteristics and let the participants experience and understand.
- The Support Trainers must ensure the participation of inactive participants during group work and make effort to elicit their responses.

Steps/Instructions:

- To give the participants a direct experience of Play-Based Learning (PBL), the Lead Trainer will conduct an activity with number names and quantity, in which trainees engage in various tasks related to counting and number sense, and observe how foundational concepts around numbers are developed through play.
- After the activity, the Lead Trainer will ask the trainees about what they felt about the activity.

Material Required:

- PPT presentation on Play-Based Learning
- Three types of materials for three play stations — dolls, block, kitchen set, doctor set, etc. for free play. For semi-structured — Rangometry, art materials; and for structured — number quantity and card matching

- The Lead Trainer will then make a presentation on PBL and explain the key characteristics of PBL, various types of play activities and forms of play.
- The Lead Trainer will ask the trainees to explore and experience different types of play in an AWC at the three play stations.

Activities by Trainees:

- Trainees carry out the symbol-quantity matching activity in two groups. One group is given cards with symbols 1 to 10, while the other group receives cards representing quantities 1 to 10. They find their matching partners and then stand in a line in pairs, in sequence, following instructions given by the Lead or a Support Trainer to acquire concepts of before, after, and in-between numbers.
- Trainees rotate in 3 play stations to experience different forms of play.

Concluding Remarks:

The Lead Trainer will summarise the key points from the presentation reiterating the importance of giving children scope for free play.

CLASSROOM SPACE ORGANISATION (ACTIVITY CORNERS)

Duration:
1 hour

Session Objectives:
Participants will be able to:

- Understand how organizing classroom space (four corners) supports ECE pedagogy, emphasizing learning through play and exploration.

- Recognize the connections between the four learning corners, the pre-school kit, the curriculum handbook, and the daily calendar.

- Gain hands-on experience in setting up and managing activity corners.

- Understand the importance of play in ECE, including various types of play (free and guided, indoor and outdoor) and their role in child development.

Role of Trainers:

- The Lead Trainer will conduct the whole group activity.

- The Support Trainers will set up the learning corners and ensure all materials are provided on the tables.

- The Support Trainers will assist the participants in the group work.

Steps/ Instructions:

- The Lead Trainer will divide the trainees into four groups and assign one Support Trainer per group. Each will have a checklist of appropriate material for a particular corner.

- The Lead Trainer will make a presentation on how corners are used — a video on free play will be shown.

- Each group will be given a set of eight questions, and then they have a discussion facilitated by the Support Trainers.

- During debriefing the Lead Trainer

  i. Will ask the Support Trainers to share their observations one by one, ensuring that no points are repeated?

  ii. Will share his/her observations to round off the discussion?

Material Required:

- PPT presentation on the arrangement of learning corners

- One pre-school kit for setting up four corners

- Handout on the importance of setting up classroom space (four corners)

- Slips with eight questions for four groups

- Film on Free Play

iii.   Will conclude by saying that there must be flexibility in the use of four corners as per the needs of the children?

Activities by Trainees:

- Groups set up their designated corners while Support Trainers take note of the process.

- After setting up their corners, each group takes turns visiting all the other corners.

- If there is any confusion about placing an item, the Support Trainers encourage participants to express their views, as the same material can be used in more than one corner or theme depending on how it is being used.

- After watching the film on Free Play, they answer the following questions. Each table gets the following eight questions on a slip of paper.

    i.   How do corners encourage children to explore and learn on their own?

    ii.   What types of skills do children develop when they engage in activities at different learning corners.

    iii. How could organising learning corners in your Anganwadi change the way children interact with one another and the space.

    iv.   How do you think the physical setup of a classroom affects a child's learning and behaviour?

    v.   In what ways can posters and charts support early literacy, numeracy, or SEL skills?

    vi.   In what ways do you think a well-designed environment could make an Anganwadi Worker's job easier?

    vii. How can the environment help children learn routines and rules more easily?

    viii. What can I do to ensure a positive learning environment?

- They share their reflections during plenary.

Concluding Remarks:

The Lead Trainer will summarise the session by stating how well-organised learning corners in an Anganwadi can significantly enhance children's ability to explore and learn independently. These spaces help develop essential skills such as conflict resolution, creativity, social interaction, and fine motor abilities. A thoughtfully arranged environment not only fosters collaboration among children but also influences their behaviour and engagement with the space. They learn to take care of things. The physical setup of a classroom plays a crucial role in shaping learning experiences, with posters and charts supporting early literacy, numeracy, and socio-emotional development. A well-designed environment can also simplify an Anganwadi Worker's responsibility by creating structured, engaging spaces that naturally guide children in following routines and rules. By ensuring a positive and stimulating learning atmosphere, educators can encourage curiosity, participation, and holistic development among young learners.

CLASSROOM MANAGEMENT FOR DIVERSE AGE GROUPS

Duration:

1 hour

Session Objectives:

Participants will be able to:

- Differentiate the basics of classroom management in ECCE settings from traditional school classrooms.

- Identify and understand the unique needs of different age groups in ECCE.

- Identify activities that are unsuitable for specific age groups and understand why.

- Recognize dos and don'ts for facilitating safe and effective indoor and outdoor play activities for various age groups.

Role of Trainers:

- The Lead Trainer will initiate the session with a presentation on classroom management for diverse age groups.

- The Support Trainers will set up four tables for activity demonstrations: picture conversation, gross motor activities with a rope, cognitive activities focused on the concept of big and small, and a paper-tearing art and craft activity.

small cutouts of different shapes)

Note for Trainers:

- The demonstrations should include concrete examples to avoid any confusion. While demonstrating, references should be made to the Pahal Handbook and Calendar—especially the Free Play/Guided Play section of the routine, where children are divided into groups to enable age-appropriate instruction.

Material Required:

- PPT presentation on developmentally appropriate practices

- Handout on basics of classroom management

- One pre-school kit (Conversation cards, newspaper, rope and big and

Steps/Instructions:

- Give a presentation on the basics of classroom management, the needs of different age groups, and a step-by-step approach to learning.

- Facilitate a role-play of the section in Pahal where children are divided as per age for alternating between free play and guided play.

- Divide the trainees into four groups for a detailed demonstration by Support Trainers on variations.

- Conduct a Q&A session after the presentation and demonstrations and explains why certain activities are not suitable for specific age groups with examples.

- Share with them guidelines on dos and don'ts for different age groups in indoor and outdoor activities.

Activities by Trainees:

- The trainees will move around the tables and observe activities demonstrated by the Support Trainers for different age groups, taking notes on progression. The following activities, showing progression across various age groups, will be demonstrated by the Support Trainers to optimize participation. There will be four tables:
  i.   Storytelling and Conversations
  ii. Cognitive domain activity
  iii. Gross Motor domain activity
  iv. Art & Craft activity
- The trainees will participate in a discussion based on the following questions to clarify doubts and deepen their understanding.
  i.   How did the trainer adapt storytelling and conversation even while working with the whole class — and why did she/he do it?
  ii.   What skills do younger and older children develop through these activities? How do they differ?
  iii. How do children's attention spans and cognitive abilities influence the way we structure an activity?
  iv.   Does adapting an activity ensure that children are engaged and appropriately challenged? How?
  v.   In what ways do age-appropriate activities help build confidence and independence in children?
  vi.   How did the trainer modify the questions for younger children versus older children?
  vii. Did you notice the different kinds of questions that were asked during Conversations (e.g. Closed questions and Open questions)
  viii. In passing the ball activity, how did the trainer modify it for younger and older children?
  ix.   What technique was the trainer using to calibrate the concept of Big and Small — for younger and older children?
  x.   For paper tearing and crumpling — what was the variation used?
  xi.   Can you think of an example where an activity which is too easy or too difficult for a child? Think of the walking-on-the-line activity as an example.

Concluding Remarks:

The Lead Trainer will summarise the discussion by saying how the adaptation of activities is crucial in catering to different cognitive abilities and attention spans, ensuring that each child is appropriately challenged. In storytelling and conversation, younger children develop basic listening, and vocabulary, while older children engage in critical thinking, reasoning, and expressive language development. The use of closed questions for younger children and open-ended questions for older ones encourages age-appropriate cognitive engagement. Similarly, in the passing the ball activity, younger children learn to focus on motor coordination and turn-taking, while older children are encouraged to strategise and compete. It is important for teachers to understand what children can and cannot do at a certain age even for a simple activity like walking-on-the-line, where children's balance and coordination levels determine their level of engagement and success. One of the unique features of the Pahal Calendar design is that it gives this scope to the Anganwadi Worker.

DISABILITY INCLUSIVE PRE-SCHOOL EDUCATION

Duration:

1 hour

Session Objectives:

Participants will be able to:

- Understand the need for and importance of disability-inclusive preschool education.
- Understand the challenges and opportunities in disability-inclusive education.
- Identify common challenges and potential opportunities in implementing disability-inclusive practices in early childhood education.
- Understand basic strategies to promote inclusivity in preschool classrooms, such as modifying activities, using adaptive materials, and fostering an inclusive classroom culture.
- Understand how to foster positive peer interactions and social-emotional skills in a mixed-ability classroom setting.
- Learn about available resources and support networks that aid in creating disability-inclusive preschool programs.

Role of Trainers:

- Lead trainer will conduct the whole group activities.
- Support trainers will assist the participants in group activity.

Material Required:

- A PPT presentation
- Orientation videos
- Handout on the videos with a specific focus on challenges and opportunities in UP
- Copies of Divyang Protocol

Note for trainers:

- They should lay emphasis on the dos and don'ts which apply to both outdoor and indoor activities.

Steps/Instructions:

- Present a PPT presentation on disability-inclusive preschool education covering the aspects mentioned under the objectives above.
- Show two videos on physical disabilities and intellectual disabilities and follow the processes mentioned in the handout for the videos.
- Request participants to complete the WhatsApp-based orientation course later that evening.
- Divide the trainees into four groups for a more detailed discussion on strategies to overcome challenges, encouraging a collaborative exploration of practical solutions and a deeper understanding of the inclusion landscape.

Activities by Trainees:

- Read out the handout and discuss the two videos shown.
- Trainees who have not completed the course, complete it in the evening of the third day.

Concluding Remarks:

The Lead Trainer will summarise the main points — especially, the practical tips to improve inclusion.

DAY 05

DEBRIEFING OF THE PREVIOUS DAY

Duration:
30 minutes

Session Objectives:
Participants will be able to:

- Reflect on key learnings and consolidate insights gained from the day's sessions.
- Identify challenges and gaps that need further clarification or support.
- Encourage collaborative learning by sharing experiences, best practices, and strategies.
- Strengthen action planning by aligning takeaways with practical implementation steps.
- Gather feedback for continuous improvement of future training sessions.

Role of Trainers:

- Keep the four display cards ready on four tables.
- Ensure timely completion.

Steps/Instructions:

- The Support Trainers must place four tables in the room, each with a card displaying one of the following prompts:
  i. What did you find interesting?
  ii. Why is this important to know?
  iii. Did you gain any new perspectives?
  iv. Any suggestions for changes?
- The Lead Trainer asks will ask participants to count off as 1, 2, 3, and 4. All participants with the same number will form a group and go to the corresponding table.

Activities by Trainees:

- Each group discusses the given prompt at their table. A note-taker in each group takes down key points on a postcard.
- Each group presents their summarised points to the larger audience. They get five minutes for it.

Concluding Remarks:
The Lead Trainer will collate the key points and conclude the session.

MORNING CIRCLE TIME ACTIVITIES

Duration:

1 hour 30 minutes

Session Objectives:

Participants will be able to:

- Understand the importance and rationale of the two circle time activities.
- Gain practical experience in conducting all the circle time activities.

Role of Trainers:

- Demonstrations will be given in groups. Four Support Trainers will be positioned with their assigned groups. The materials must be kept ready, demonstrations will be conducted, and trainees will be guided to practice briefly.

Note for Trainers:

- The Lead Trainer will use the Brahmi script to demonstrate the name tag activity. Names chosen for the demonstration should be selected strategically. Support Trainers will be assigned these names for the demonstration.
- The Lead Trainer will lay emphasis on conducting morning circle activities.

Material Required:

- Chart showing four welcome styles
- Four sets of name tags in Brahmi script
- Four sets of *niyam pattis,* calendar
- Four sets of date-weather chart

Steps/ Instructions:

- The Lead Trainer will divide the trainees into 4 groups and assign one Support Trainer to each group.
- The groups sit in a circle on the floor as this will an interactive session.
    i. Welcome & Greetings — Sing the welcome song (swagat pyara baccho…). Demonstrate four greeting styles (fist bump, high-five, hug, namaskar) and let the trainees choose their form of greeting.
    ii. Hygiene Check — Pair up trainees and them to check each other's hygiene while singing a hygiene song.
    iii. Name tag activity — Names written in an unfamiliar script are to be used. Two-, three-, or four-letter names should be selected and assigned to some trainees. The trainees are then asked to identify their own names from the tags.
    iv. Introduction to rules — Display classroom rules around the room and demonstrate how to introduce them to children, encouraging sight reading.
    v. Calendar activity — Show the calendar chart and ask the trainees to identify the day, date,

month, and year. Provide three options for the correct answer and guide them in recalling the name of the previous and upcoming date, month, and year.

- The Lead Trainer shows a video on circle time and explains how it supports social–emotional learning and literacy acquisition.

Activities by Trainees:

- Participate in the circle time activities and provide their feedback.

- Participate in a reflection-cum-discussion during the plenary and express how they felt and what children would learn through such activities.

- Watch a video on circle time and reiterate how it supports social–emotional learning and literacy acquisition.

Concluding Remarks:

While summarizing the discussion, the Lead Trainer will emphasize the importance of morning circle time in fostering young children's social development, encouraging them to follow instructions, practice self-regulation, and develop patience and self-control. They also highlighted some emergent literacy activities outlined in the Pahal Calendar, explaining how these activities help support children's smooth transition and readiness for formal schooling.

ORAL LANGUAGE DEVELOPMENT THROUGH STORYTELLING AND CONVERSATIONS

Duration:

1 hour

Session Objectives:

Participants will be able to:

- Understand the importance of conversation and storytelling for language development.
- Understand the difference between closed and open questions in conversations.
- Understand the steps, stages and types of storytelling.
- Understand the dos and don'ts of storytelling and conversations.
- Gain practical experience in conducting storytelling sessions.

Role of trainers:

- The Lead Trainer will conduct who group activities.
- The Support Trainers will demonstrate story telling activities in small groups.

Note to Trainer:

- The trainer who will be conducting this session has to be well-prepared.
- She/he will have to tell the story with proper voice modulation, facial expression and appropriate body language.
- To demonstrate conversations, the trainer should have a list of questions ready — including both closed and open questions.

Material Required:

- Pictorial storybooks, flipbooks with pictures and other props such as stick puppets and story cards
- PPT presentation on the importance of storytelling
- Handout on storytelling stating the how and why of storytelling
- Conversation cards
- A printed version of a story on each table for group work

Steps/Instructions:

- The Lead Trainer will conduct a 'Voice Modulation" exercise — In this case, the trainees will be given a sentence, which they have to say with various modulations and expressions (angry, happy, sad, surprised, etc.).
- He/She will then divide the trainees into three groups and assign one Support Trainer to each group.
- The Support Trainers will be seated with their respective groups and stories will be narrated. Each group will use a different form of storytelling — a) oral storytelling with pictures, b) storytelling using storybooks, and c) storytelling with props. Each session will be conducted for 15 minutes.

- The Support Trainers will give the trainees the following guidelines for asking the right type of questions to ensure engagement during storytelling:

    i. Questions before storytelling — To spark interest and build curiosity

    – Look at the cover! What do you see in the picture?

    – What do you think this story is about?

    ii. Questions during storytelling — To maintain engagement and encourage thinking

    – What do you think will happen next?

    – Why do you think the character is feeling sad/happy?

    – What would you do if you were in this situation?

    – What do you think will happen next?

    – Do you remember what the character said earlier? Let's try to recall!

    iii. Questions after storytelling — To check understanding

    – Who was in the story? Can you name the characters?

    – What did the character do at the end?

    – Did you like this story?

- Ask two or three trainees to volunteer to narrate a story (each table will be given a story from Pahal) and the trainers will provide constructive feedback on the given form.

Clarity and Expression	Voice modulation	Body Language	Appropriate Use of Props	Interaction with Audience	Maintaining Audience Interest

- In the plenary, the Lead Trainer shows them a PPT presentation on the importance of storytelling and emphasizes the three Ts of storytelling — the Tale, the Telling, and the Teller.

- The Lead Trainer conducts a discussion on conversations and also shares some examples of the type of questions to be asked during conversations.

Concluding Remarks:

After the session, the Lead Trainer will state that asking questions is crucial. Young children need simple, concrete questions with visual cues and direct answers. Meanwhile, older children can handle open-ended questions that encourage critical thinking and reasoning. By carefully choosing questions that match their cognitive abilities, teachers can make storytelling and picture conversations an interactive and meaningful experience for all age groups!

EMERGENT LITERACY : STAGES OF EMERGENT READING AND WRITING

Session Objectives:

The participants will be able to:

- Understand the concept of emergent literacy and gain insights into how young children develop foundational reading and writing skills before formal instruction.
- Learn about the emergent reading and writing continuum and how children acquire literacy skills step-by-step.
- Recognize the role of phonological and phonemic awareness and gain insight into activities that strengthen these skills.
- Learn effective read-aloud strategies and the techniques used before, during, and after reading to enhance comprehension and engagement.
- Develop print awareness and book bonding skills and methods to familiarize children with books, text, and reading habits.
- Identify and practice emergent literacy activities such as engaging in hands-on activities from the Pahal calendar that support early reading and writing development.

Role of Trainers:

- Lead Trainer will conduct whole group demonstration of activities.
- The Support Trainers will assist the participants in their respective working groups.

Note for trainers:

- The handout on activities for emergent writing, reading, and Read Aloud should be read before the session. The selected trainees responsible for creating the classroom must be briefed in advance. The training room space should be set up as a print-rich environment.
- The Lead Trainer will lay emphasis on conducting emergent literacy activities.

Material Required:

- Presentation on emergent literacy
- Storybooks
- Flash Cards/Letter Cards
- Bhasha Board
- Concertina
- Handout on the stages of emergent literacy

Steps/ Instructions:

The Lead Trainer will start with an interactive introduction where participants change the first letter of their names (e.g., "Neetu" becomes "Peetu"). Ask eight-10 participants to share their modified names.

- The Lead Trainer will make a presentation on emergent reading and writing continuum to help participants understand literacy progression in young children.
- The Lead Trainer will demonstrate some phonological and phonemic development activities such as:
    i.   Syllable clap
    ii.   First sound activities
    iii. Bhasha Board
    iv.   Concertina
- He/she will demonstrate print awareness techniques and book bonding activities to develop familiarity with text and reading habits.
- He/She will conduct a Read-Aloud session, modelling before, during, and after reading strategies to enhance comprehension and engagement.
- The Lead Trainer will then divide the participants into four working groups.

Activities by Trainees:

- Trainees do the following tasks in groups — identify the emergent reading and writing activities from the Pahal calendar and prepare a list.
- Practice two emergent literacy activities that were demonstrated. Meanwhile, the Lead Trainer moves around the groups and observes their activities.
- During the plenary, the Lead Trainer will summarise the discussion.

Concluding Remarks:

While summarising this session, the Lead Trainer will tell them that everyone in the system must be aware of the concept of emergent literacy to ensure that no formal teaching creeps into a preschool environment. Early formalisation is detrimental to healthy all-round development. Following the scientific steps of introducing emergent literacy activities will help children acquire a strong foundation of reading and writing skills.

SOCIAL AND EMOTIONAL DEVELOPMENT

Duration:
1 hour

Session Objectives:
Participants will be able to:

- Understand the importance and core components of social-emotional learning.
- Understand the key social-emotional milestones for children aged 3 to 6.
- Gain practical knowledge of a few SEL activities.
- Explain strategies for fostering social-emotional learning (SEL) through diverse activities e.g. circle time, storytelling, conversations, and free play.
- Explain learning strategies for supporting SEL in daily interactions and conversations .
- Explain executive function skills and their role in social-emotional growth.

Role of Trainers:

- The Lead Trainer will make the presentation.
- The Support Trainers will help the trainees take a deep dive into various aspects of social-emotional learning during group work.

Note for trainers:

- Emotion window should be created in the classroom in advance.
- The Lead Trainer will lay emphasis on conducting social and emotional development activities.

Material Required

- PPT presentation on Social Emotional Learning
- Case stories to trigger discussion
- Emotion window

Steps/Instructions:

- The Lead Trainer will give a brief overview of what SEL is and how it is fostered through the activities and interactions that take place in an AWC:

    i. During Morning Circle greeting from a list of choices (high-five, wave, handshake, or a smile) helps children recognize and respect personal boundaries, practice decision-making, and feel a sense of belonging.

    ii. During Storytelling AWW can teach children to identify and express emotions. While reading a story, the AWW can ask questions like "How do you think the character is feeling? Have you ever felt this way?" This kind of questioning encourages emotional awareness, empathy, and self-reflection by connecting personal experiences to the story.

    iii. During transition time the AWW can demonstrate good behaviour e.g. forming a line, waiting for one's turn and reinforce positive behaviour.

    iv. During an art activity, the AWW avoids giving strict guidelines and instead says, "Draw how you're feeling today. What colours match your mood?"

- The Lead Trainer will make a presentation on executive function skills and explain to the participants the key executive function skills which are:

    i. Inhibitory Control (e.g. wait for their turn and follow classroom rules): The ability to control impulses and resist distractions is an important life skill.

    ii. Working Memory (e.g. the capacity to hold and process information temporarily) This helps children follow multi-step instructions during games or arts and crafts work.

    iii. Cognitive Flexibility (e.g. the skill to switch between tasks or adapt to changes). This enables children to adjust to new routines and solve problems creatively.

    iv. Self-regulation Skills (e.g. the ability to organize actions toward a goal) Practicing delayed gratification strengthens children's self-control and helps them make better long-term decisions.

- The Lead Trainer will lay emphasis on how these skills form the foundation for learning and social interactions in early childhood, paving the way for academic and personal success as children grow.

- The Lead Trainer will then divide the trainees into four groups and gives each group a situation where they will have to suggest ways to deal with it.

    i. Managing frustration

    Situation: Two children want to use the same toy. What should the AWW do?

    How can she turn this into an SEL lesson and help children develop problem-solving skills, patience, and an understanding of fairness?

    i. Handling disappointments

    Situation: A child loses a race and feels upset. How can the AWW turn this into an SEL situation which will help children understand and manage emotions, and develop resilience, and sportsmanship?

    i. Managing aggressive or self-injurious behaviour

    Situation: A child shows emotional dysregulation through aggressive actions like hitting, biting, snatching, etc. This has started happening suddenly. Earlier she was a quiet and friendly child. These situations require teachers to intervene immediately with calming techniques. What would you suggest AWWs do in such situations?

Activities by Trainees:

- Support the Lead Trainer in demonstrating the use of an emotion window on the chart paper.

- Participate in the activities on social-emotional development.

- For the plenary, the groups share the main points of their discussion. The Lead Trainer will sum up the discussions.

Concluding Remarks:

Integrating Social-Emotional Learning (SEL) into an Anganwadi Centre/preschool classroom can be done naturally through everyday interactions, activities, and routines. During the day some difficult situations may arise. These scenarios demand patience, empathy, and a proactive approach, ensuring that all children feel safe and supported while learning to navigate complex emotions and interactions. SEL works best when it is integrated seamlessly into daily routines. AWWs should ensure social-emotional learning by practising things like saying 'thank you' or 'sorry' in real social situations. All this helps to foster a supportive and emotionally secure learning environment.

CREATIVE AND AESTHETIC DEVELOPMENT

Duration:

40 minutes

Session Objectives:

Participants will be able to:

- Understand two types of creative activities — the visual and performing arts.
- Understand how creative and aesthetic experiences foster imagination, self-expression and creative thinking.
- Design activities that engage children's senses to enhance their appreciation for colours, textures, sounds, music and movement.
- Set up classroom spaces to foster creativity e.g. imaginative play corner and open-ended toys.

Role of Trainers:

- Lead Trainer will initiate the session with the whole group with a PPT presentation on creative development.
- Support Trainers will assist the participants in the group work.

Note for Trainers:

- The Lead Trainer will emphasize how a combination of visual and performing arts strengthen children creativity and learning processes.
- The Lead Trainer will lay emphasis on the dos and don'ts of conducting creative and aesthetic development activties.

Material Required:

- A PPT presentation.
- List of activities on creative skills from Pahal.
- Plastic bottles filled with different materials like rice, lentils, pebbles, or sand to create shakers with varying sounds; metal plates and spoons, paper plates, gum, cello tape, toys, props for role-play, paint, paper, crayons, storybooks with pictures, books created with pictures from old magazines.
- Handout on creative-aesthetic development.

Steps/Instructions:

- The Lead Trainer will present the need for creative development activities.
- She/He will list down the activities in Pahal (vegetable stamp printing/ press printing, clay modeling, collage, origami, role play, music and movement) that promote both types of creative development.
- Shift this point after imaginative toys.
- The Lead Trainer divides them into four groups and each group is given a set of open-ended materials that can be used for creative development. This include:
  a. Musical instruments
  b. Art materials

c. Storybooks

d. Imaginative toys

Activities by Trainees

- They work in four groups to explore the possibilities and make plans for conducting the activities.

- During the plenary, they share their experiences and talk about the activity planned by them.

Concluding Remarks:

The Lead Trainer will give feedback on activities conducted by the trainees and conclude by saying that open-ended toys play a crucial role in fostering creativity, problem-solving, and independent thinking in young children. Unlike structured toys with a fixed purpose, open-ended toys such as building blocks, clay, loose parts, and pieces of fabric allow children to explore, experiment, and use their imagination freely as children decide how to use them. A music corner made with inexpensive objects allows them to explore various rhythms and beats.

DAY 06

DEBRIEFING OF THE PREVIOUS DAY

Duration:

30 minutes

Session Objectives:

Participants will be able to:

- Reflect on key learnings and consolidate insights gained from the day's sessions.
- Identify challenges and gaps that need further clarification or support.
- Encourage collaborative learning by sharing experiences, best practices, and strategies.
- Strengthen action planning by aligning takeaways with practical implementation steps.
- Gather feedback for continuous improvement of future training sessions.

Steps/ instructions:

- The Support Trainers will place four tables in the room, each with a card displaying one of the following prompts:
    - i.   What did you find interesting?
    - ii. Why is this important to know?
    - iii. Did you gain any new perspectives?
    - iv. Any suggestions for changes?

    The Lead Trainer will ask participants to count off as 1, 2, 3, and 4. All participants with the same number will form a group and go to the corresponding table. Additional notes.

Activities by Trainees:

- Each group discusses the given prompt at their table. A note-taker in each group takes down key points on a postcard.
- Each group presents their summarised points to the larger audience.

Concluding Remarks:

The Lead Trainer will collate the key points and conclude the session.

COGNITIVE DEVELOPMENT

Duration:

1 hour 30 minutes

Session Objectives:

Participants will be able to:

- Understand concepts related to the five senses and the role they play in children's overall cognitive development.

- Understand how children build foundational cognitive skills such as observation, memory, classification, and sequential thinking through engaging in play-based activities.

- Understand how children develop the basic concepts of colours, shapes, distance, measurement, patterns, and other fundamental attributes such as size, length, and weight.

- Understand how early experiences contribute to the development of number sense, including numerical recognition and early counting skills.

Role of Trainers:

- The Lead Trainer must keep ready a complete set of materials to demonstrate cognitive development activities.

Note for Trainers:

- Four tables should be well set up with TLM for different types of cognitive development activities, before initiating the round robin activity.

- The Lead Trainer will lay emphasis on the dos and don'ts of conducting cognitive development activities.

Steps/ instructions:

- The Lead Trainer will give a short presentation on cognitive development.

- The Lead Trainer will divide the participants into 4 groups, and then keep materials ready for four types of activities for each group — 1) activities related to the 5 senses, 2) concept-building activities around matching, classification, sequencing, and pattern making, 3) concept of pre number and 4) number related activities.

- These 4 types of TLMs are kept on 4 different tables.

- Each table will be assigned a Support Trainer to demonstrate the activities.

Material Required

- Three types of materials —
    - i. Materials for sensory learning such as shapes, colour cards, size cards, noise boxes, texture cards, taste and smell bottles
    - ii. Concept-building cards for seriation, matching, classification, patterns, and sequencing cards
    - iii. Concepts related to pre-number
    - iv. Number cards and objects for counting
- PPT presentation on Cognitive Development
- Handout on Cognitive Development

Activities by Trainees:

- Each group takes turns visiting the other tables. At each table, the demonstrator shows different activities using the TLMs, and trainees spend some time handling the materials themselves.

Concluding Remarks:

The Lead Trainer will sum up the discussion by saying that engaging children through multisensory experiences, concept building, and foundational number skills, creates a robust foundation for numeracy. The hands-on approach demonstrated by each group not only highlights the importance of tailored activities for various cognitive domains but also reinforces how these strategies can be seamlessly integrated into the classroom.

PHYSICAL DEVELOPMENT GROSS AND FINE MOTOR SKILLS

Duration:
40 minutes

Session Objectives:
Participants will be able to:

- Understand the need for the development of gross and fine motor skills and age-appropriate activities based on developmental milestones.

- Gain practical experience in conducting activities for the development of fine and gross motor skills for various age groups.

Role of Trainers:

- The Lead Trainer will initiate the session with a PPT presentation on gross and fine motor activities.

- The Lead Trainer will demonstrate age appropriate levels of gross motor activities.

- The Support Trainers will assist the participants in the group work.

Note for Trainers

- The Support Trainers will help the participants to navigate through Pahal and calendar

- The Lead Trainer will lay emphasis on the dos and don'ts of conducting gross and fine motor activities.

Material Required

- PPT presentation on gross and fine motor skills

- Handout on the development of gross motor skills

- Handout on the development of fine motor skills

- Balls and ropes

- Some TLMs for fine motor activities e.g. placing seeds on an outline, colouring, paper tearing, sorting seeds, etc.

Steps/Instructions

- The Lead Trainer will explain the need for the development of fine and gross motor skills.

- He/she will give a few examples of gross and fine motor activities as given in Pahal (through presentation slides).

- The Lead Trainer will demonstrate the three most important activities for three different age groups — rope games, ball games, hill and tunnel and animal walk *(didi didi kiski chaal)*.

- The Lead Trainer will make four different groups and then give them a matrix to fill— they have to use the Pahal Calendar to fill the chart.

Gross Motor Activities	Fine Motor Activities

Activities by Trainees:

- Trainees go through the activity list from Pahal and fill in the matrix. They also ask for clarification of any game/activity related to gross and fine motor development.
- They select some activities and practice.

Concluding Remarks:

The Lead Trainer will share his/her observations on the activities conducted by the trainees and talk about the dos and don'ts of activities for gross motor skill development.

LEARNING ASSESSMENTS

Duration:

1 hour 30 minutes

Session Objectives:

Participants will be able to:

- Understand the importance of assessments in early childhood education e.g. tracking development, guiding instruction, and supporting individualized learning.
- Understand the different types of assessment – observation, checklists and portfolios, and when and how to use them.
- Understand the 5 domains of assessment to gain a holistic view of child's learning progress.
- Use portfolios for documenting child's growth over time.

Role of Trainers:

- The Lead Trainer will conduct the whole group activities.
- The Support Trainers will assist the participants in group activities.

Resources required:

- PPT presentation
- 4 sample portfolios
- Case studies
- Handout on do's and don'ts of assessment

Steps/ instructions:

- The Lead Trainer will give a presentation on the Importance of Assessment and tell them briefly about the different types of assessment and how to conduct assessment in an Anganwadi.
- The participants work in groups. Each group is given a case study along with a paper to fill the checklist based on the case studies.
- The Lead Trainer will then show them how to track children's growth over time by using portfolios by analyzing drawings, anecdotal notes kept in it. Each group gets a sample portfolio. They review the sample portfolios and discuss.

Activities by Trainees:

- Participate in the group activities – working on the checklist and review the portfolios.

Concluding Remarks:

While concluding the the Lead Trainer will talk about some common mistakes people make while conducting learning assessments and tell them to be careful about them.

PROMOTING COMMUNITY AND PARENTAL ENGAGEMENT

Duration:

40 minutes

Session Objectives:

Participants will be able to:

- Understand the importance of engaging parents and the community in fostering children's all-round development.
- Understand the framework of implementation for Khushi ka Chaupal /ECCE day activities.

Role of Trainers:

- The Lead Trainer will conduct the whole group activities.
- The Support Trainers will assist the participants in group activities.

Note for Trainers:

- The Lead Trainer will share her/his experience from Devipatan while presenting on KKC.

Material Required:

- PPT presentation
- Khushi ka Chaupal (KKC) handbook
- Handout on parental engagement
- 6 chits, each giving the name of one KKC session

Steps/Instructions:

- The Lead Trainer will make a presentation on KKC/ECCE Day.
- The Support Trainers will prepare 6 chits— one activity from each month of KKC calendar.
- Participants will be divided into 6 groups — each group will get to pick up one chit and present a micro demonstration on the activities given for that month.
- Q&A session with trainees.

Activities by Trainees:

- Trainees give micro presentations on 6 activities to get an idea of how activities are organised.
- They participate in the Q&A session.

Concluding Remarks:

While concluding the session, the Lead Trainer will explain why ECCE Days and KKC are important and why CDPOS and supervisors should monitor the same.

SUPPORTIVE SUPERVISION

Duration:
40 minutes

Session Objectives:
Participants will be able to:

- Understand the principles of supportive supervision and the difference between traditional and supportive supervision.
- Understand the roles of DPOS, CDPOS and supervisors in supportive supervision.
- Understand challenges and opportunities in providing quality supportive supervision.

Role of Trainers:

- The Lead Trainer will introduce the session using a case story and PPT and facilitate the discussion on key principles and practices of supportive supervision.
- The Lead Trainer will ensure clarity on the roles of DPOs, CDPOs, and supervisors through real-life examples.

Material Required:

- PPT presentation
- Handout on supportive supervision
- Situations for group work

- The Support Trainers will help distribute handouts and case stories to each group, ensuring all materials are available before group work begins.
- The Support Trainers will ensure time management during group work and support each group in preparing for the plenary presentation.

Note for Trainers:

- The Lead Trainer will lay emphasis on the key skills required to conduct effective supportive supervision and on the dos and don'ts of conducting supportive supervision.

Steps/Instructions:

- The Lead Trainer will start the session with a case story of roti-making followed by a PPT presentation and explains that:
  i. The purpose of supportive supervision is to provide constructive feedback, joint problem solving and real-time coaching, and.
  ii. The key qualities needed in a supportive supervisor are active listening, attentive observation, effective communication and maintaining consistent relationships.
- The Lead Trainer will divide the trainees into groups. Each group will be given three to four situations that the visiting supervisor /CDPO has to tackle using supportive supervision techniques.
- He/she will initiate the Q&A session on supportive supervision.

Activities by Trainees

- The trainees work in three groups where each group is supported by a Support Trainer. They are given the following 10 situations.

- The Lead Trainer will assign three to four situations to each group from the below mentioned list —

    i. An AWW not following the routine because she is not trained.

    ii. An AWW has not made four corners, and toys given by the government are kept in a closed cupboard, out of the reach of children.

    iii. An AWW is not attending to two children who have special needs because she is not confident.

    iv. An AWW is following the routine but not doing age-appropriate activities due to which children are bored.

    v. During guided play, the AWW calls one child at a time to match colour boards, while the other children sit idle and seem bored.

    vi. An AWW punishes one child for snatching away toys from other children.

    vii. An AWW is making a distinction between boys and girls, asking boys to play with blocks and cars, and girls to play with dolls.

    viii. An AWW is not able to manage free-play time because she has neither given proper instruction to children nor explained the rules, as a result of which there is chaos in the classroom.

    ix. An AWW is reading out a story in a flat voice and making the children repeat it line by line. The children are repeating the lines mechanically without understanding the meaning. They are bored and distracted.

    x. The CDPO has observed that in a particular sector, performance in the nutrition component has repeatedly been unsatisfactory. Despite regular instructions this sector is unable to effectively implement nutrition-related activities, leading to gaps in service delivery.

- They share their solutions during the plenary.

Concluding Remarks:

While concluding the session, the Lead Trainer will say that it is essential for leaders to understand ECCE pedagogy and its requirements to mentor and support AWWs during visits effectively. They can also plan to address some of the pedagogy-related implementation challenges during sector meetings.

ORIENTATION FOR FIELD VISIT

Duration:

20 minutes

Session Objectives:

Participants will be able to:

- Develop "active" observation skills and the ability to provide constructive feedback.

- Reflect on critical issues that affect quality such as space organization, learning environment, engagement, discipline and use of TLMs.

- Understand the critical role of providing mentoring support to improve the quality of AWC beyond training.

- Guide and support supervisors in conducting effective AWC visits to ensure quality.

Steps/Instructions:

1. The Lead Trainer will briefly explain the Observation Tool.

2. The participants will be divided into three groups and each group will visit one AWC — These centres will vary in quality so that there is a scope for discussion.

Material Required:

- Observation tool

DAY 07

FIELD VISIT & DEBRIEFING

Duration of field visit :

2 hours + travel time

Post visit debriefing and discussion :

40 min

Role of Trainers:

- Plan the logistics.
- Ensure each person has a copy of the Observation Tool.

Steps/Instructions:

- After the visit, Lead Trainer will initiate a discussion around the following points. (The participants will answer in groups):
    - i. Was the centre space organized properly?
    - ii. Did it have four learning corners?
    - iii. Did the learning corners have sufficient and appropriate materials?
    - iv. Did the centre have a print-rich learning environment?
    - v. Were there any wall and floor paintings?
    - vi. What was the attendance like?
    - vii. Did the children seem relaxed and happy?
    - viii. Were the children disciplined?
    - ix. Were the children engaged during conversations and activities?
    - x. Were there any children with disabilities?
    - xi. Was the AWW active?
    - xii. Was the AWH active?
    - xiii. Was the AWW using TLMs?
    - xiv. What are the areas of improvement?
    - xv. How can they be improved?
- The Lead Trainer will ask them about the Observation Tool — whether it helped them to observe more actively and minutely.
- She/He will then explain that the good and active centre was provided with mentoring support. In the other two centres, the AWWs received training but no support. This will help them understand the importance of mentoring.

Concluding Remarks:

The Lead Trainer will summarise the discussion by emphasising that a structured observation tool enables constructive dialogue with AWWs. She/He will further highlight that supervisors should conduct a certain number of centre visits each month, even when managing a large number of centres. These visits provide valuable insights into the challenges faced by the centres, which can be addressed during sector meetings. Such visits can also inform the design of training programmes. Regular quality monitoring plays a critical role in ensuring adherence to curriculum guidelines, identifying areas for improvement, and supporting the professional growth of AWWs. It is essential for maintaining and enhancing the quality of ECCE in AWCs. Additionally, regular monitoring helps supervisors provide targeted guidance and specific feedback to AWWs.

REFINING TRAINING AND FACILITATION SKILLS

Duration:
1 hour

Session Objectives:
Participants will be able to:

- Reflect on their strengths and areas for improvement and personal goals for effective training.
- Understand the techniques of effective communication e.g. clear messaging, body language, managing group dynamics, and storytelling to enhance learning.

Role of Trainers:

- Initiate discussion and give a PPT presentation.
- Guide groups in doing the activities.
- Share handouts on Facilitation Techniques.

Resources required

- Handouts on do's and don'ts of Facilitation

Note for Trainers:

- The Lead Trainer will emphasize on the dos and don'ts of facilitation.

Steps/Instructions

- The Lead Trainer will start with a game "Two Truths and a Lie", where the participants will share two true facts and one false statement about their training experience. Others will guess the lie.
- The Lead Trainer will ask the participants "what is the role of a trainer?"
- The Support Trainers will note down the key points on the board.
- The Lead Trainer will start a with a discussion on Training vs Facilitation drawing from their experience of earlier trainings.
- He/She will divide them into pairs and then ask them to in pairs and asks them to do a "Body Language" activity - where one partner speaks in a flat tone, with negative body language and no eye contact and another situation where the listener uses negative body language.
- The Lead Trainer will deliver a brief presentation on 'Techniques for Good Facilitation,' covering topics such as open-ended questioning to encourage reflection, using stories or anecdotes as examples, promoting optimal participation, and tactfully managing difficult participants.
- He/She will tell them about some effective communication strategies that a facilitator should have - tone, body language, clarity, conciseness, responsive.
- He/She will then divide them into 4 groups. Each group is given a Facilitation Checklist.
- The Lead Trainer will give them a jargon-heavy message on ECCE – they have to change it to simple language and demonstrate using all the skills they have been taught.

Activities by Trainees:

- They do the Body Language Activity in pairs in their respective groups.

- Each group gets a chit on one of the following facilitation techniques – Open-ended questioning, using stories or examples, encouraging participation, managing difficult participants.

- After the role play others will do a peer review – what went well, what needs to be improved.

Concluding Remarks

The Lead Trainer will sum up the discussion explaining why it is important to create a safe and inclusive environment in a training.

ROLE OF DPO/CDPO IN STRENGTHENING ECD SERVICES

Duration:
1 hour

Session Objectives:

Participants will be able to:

- Develop an action plan to address challenges at the district and block levels.

Steps/ instructions:

- The Lead Trainer will divide the participants into 5 working groups and give them a task each.

- Each group will create a roadmap focusing on the following five key parameters:

Material Required:

- Chart paper, sketch pens
- Templates for preparing an action plan
- Feedback Form

  i. Ensuring regularity and attendance (both children and AWW+AWH) in all AWCS under them.

  ii. Ensure implementation of a four-hour routine in all AWCS under them.

  iii. Ensure all centres set up four learning corners.

  iv. Ensure the use of the Pahal calendar using TLMs, story books, handbook, and calendar in all AWCS.

  v. Ensure observance of KKC/ECCE DAY in all AWCS.

  vi. Monthly growth monitoring for pregnant women and children aged 0-6 months.

  vii. Ensuring the proper supply of THR to the targeted right holder (beneficiaries).

  viii. Ensuring effective implementation of monthly sector meeting.

  ix. Ensuring use of Saksham module at every nutrition counselling session on all available platforms.(CBE, Home visit and VHSND).

  x. Ensuring that roles and responsibilities of district coordinator and block coordinator are effectively and regularly followed.

- The timeline for achieving the above is one year. They can set their own targets.

  i. Short-term,

  ii. Medium-term,

  iii. Long-term

- The trainees have to write down the action plan for ensuring the above along with the strategies.

- Activity using World Café technique: In this technique, after writing down their plan on a chart paper, participants rotate and take turns to visit all tables. While rotating they take notes of any interesting plan or strategy used by the other groups. They then return to their own table and make additions or modifications to their own chart.

- This process helps facilitate an open discussion and knowledge sharing and brings in diverse perspectives.
- The Lead Trainer will give each participant a template to prepare their individual action plan.

Activities by Trainees:

- Work in groups to prepare their action plan.
- Visit all the tables to get new perspectives and ideas and take notes.
- Return to their table and make modifications to their plan.
- Share final plans during the plenary.
- Participants work on their district/project ECD action plan in the given template.

Concluding Remarks:

Since this is the last session of the training, trainees are given a feedback form.

FEEDBACK AND WRAP UP

Duration:
40 minutes

Session Objectives:

- Allow participants to reflect on their learning.
- Assess the uptake from participants through a post-test.
- Encourage commitment to applying key takeaways in their work.

Steps/Instructions

- Lead Trainer will instruct the participants to fill out a post test questionnaire, to be filled out individually by each participant.
- While they do this, play soft background music or show a slideshow of training highlights.
- After completion of the activity, One Word Reflection: Ask each participant to describe their overall experience of the training in one word. Keep this rapid and informal.
- The Lead Trainer will deliver the closing remarks.
- Closing remarks by Dignitaries (if present).
- Commitment Wall/Feedback Register: Invite one participant to write down their responses on a chart paper.

PLANNING FOR THE NEXT-LEVEL TRAINING: APPLYING EXPERIENTIAL METHODS

Duration:
60 minutes

Session Objective:
Participants will be able to:

- Plan the next-level training for Supervisors and Anganwadi Workers, focusing on resource planning, and support system.

Role of Trainers:

- The Lead Trainer will introduce the 5 days' training module to the participants. He/She will also talk of necessary facilitation skills.
- 4 Support trainers will assist the participants in resource planning and developing a support system.

Steps/Instructions

- The Lead Trainer will start with a discussion on training vs facilitation, drawing from their experience of earlier training.
- The Lead Trainer will tell them about a few effective communication strategies that a facilitator should have, including tone, body language, clarity, conciseness and responsive. He/She will tells them about the do's and don'ts.
- The Lead Trainer will inform the participants that they will have to develop a roll out plan for Supervisors and AWWs training in their respective districts.
- The Lead Trainer will share the five-day training module with the participants.
- The Lead Trainer will divide the participants into 5 groups to map the preparation as per the training agenda, based on a set of 7 questions.
- The Support Trainers will help each group in the mapping process.

Note for Trainers:

- The Lead Trainer will emphasise that planning involves both logistics and about ensuring quality.

Role of Trainees:

- They will go through the facilitation checklist and add points which they think are necessary.
- Each group will get a set of 7 questions
    1. How will you ensure that the trainings are hands-on?
    2. What factors will you have to keep in mind for selection of venue?

3. How will you organise resources that are required for the training?

4. Create a checklist of materials and logistics needed.

5. How will you organise the centre visit?

6. How will you organise the TLM making session ? How will you procure the stationeries required for making TLMs. You may need external support to conduct the TLM making session – if yes, prepare a plan.

7. What support will you take from your DPO when you have to conduct trainings for the Supervisors/ AWWs

- With the help of these questions, they will collaboratively develop a detailed plan for conducting the next level of training (for AWWs), ensuring it reflects the experiential, participatory methods they have just experienced.

Concluding Remarks:

For the plenary, the Lead Trainer will ask "What will you do differently in your training delivery henceforth?"

The The Lead Trainer will sum up the discussion saying that planning a training is not just about scheduling and logistics, but also about envisioning how they will carry forward a new way of training, like the one they just experienced – participatory, hands-on, and grounded in real learning. They will have to make sure that every session is meaningful, every participant is engaged, and every resource is used properly. This exercise has helped them to reflect on their roles not just as mentors but also as trainers. This is how learning becomes a chain reaction. They have to keep in mind one powerful sentence – let us keep the spirit of experiential learning alive! Facilitation Checklist: (Please see shared MS Doc)

Facilitation Skills

	Do's	Don'ts
1.	Set a positive, inclusive tone from the beginning. .	Don't assume everyone feels comfortable and included automatically
2.	Listen actively, nod and validate inputs	Don't dismiss participant contributions.
3.	Ask open ended questions and encourage all voices	Don't allow only l a few vocal participants to dominate all discussions
4.	Stick to the timings and keep activities focussed	Don't drag on and on and let discussions go off track
5.	Stay calm in case of conflict and acknowledge feelings	Do not shut people down on the pretext that you don't have time
6.	Adapt plans when needed based on group energy (e.g. do a quick energiser when energy level is low)	Don't stick rigidly to the script regardless of energy level
7.	Use probing, open–ended questions to deepen learning	Don't ask only yes/no questions or answer your own questions.
8.	Maintain eye contact, smile, and vary tone.	Avoid limited eye contact with people you are comfortable with, or speak in a monotone.
9.	Pause to ask, recap, or use activities to check learning	Don't assume participants have understood everything and proceed without checking.
10.	Create a safe space where everyone feels comfortable contributing.	Don't be dismissive or do anything that makes even one person undervalued or intimidated.
11.	While starting a session try to find out what participants know, and include their contribution	Don't assume that people are ignorant of what you are going to talk about.

TRAINING PLANNING TEMPLATE

1. List of Stationeries.

2. Projector for PPT presentation

3. List of PPTs.

4. List of Handouts.

5. Planning the Centre Visit

6. TLM Making Session Plan – What TLMs will be made? Who will facilitate the session (if you are not confident)

7. What kind of support will you need before/during/after their training?

ANNEXURE

LIST OF MATERIALS REQUIRED FOR DEMONSTRATION (4 SETS OF EACH)

1	Date–weather Calendar	Foundational literacy and maths
2	Sample classroom labels	Early literacy skills
3	Sample Name tags in Brahmi	Early literacy skills
4	Sample Classroom rules (niyam patti)	Social–emotional learning
5	Welcome symbols	Social emotional learning
6	Daily routine in pictorial form	Language & sequential thinking
7	Jadu ki Chadi	Oral language development
8	Jadu ka Jhola	Oral language development
9	Flash cards (fruits, vegetables, transport, animals)	Cognitive and oral language development
10	Stick puppets for story telling	Oral language development
11	Masks (made of paper plate) for drama role play	Language and social emotional develpment
12	Bhasha board	Early Literacy
13	Word concertina (selected pictures from flash cards and words	Early Literacy
14	Picture book set (provided by state)	Language and Literacy
15	Rhyme chart (from Pahal)	Language and Literacy
16	Plastic alphabets	Literacy
17	Colour Board	Cognitive development and perceptual skills
18	Shape board	Cognitive development and perceptual skills
19	Sound box	Cognitive development and perceptual skills
20	Touch board	Cognitive development and perceptual skills
21	Odd one out (different attributes, direction, 1st letter)	Deductive and analytical reasoning
22	Complementary pairing cards	Visual and perceptual skills
23	Seriation Cards : Big small- circle, triangle, square (7 different sizes with pictures of and ice cream umbrella	Foundational math skills
24	Sequencing cards (filling water, daily habits, egg to hen	Organisation and logical thinking
25	Number and quantity cards	Foundational numeracy
26	Puzzles (3 piece, 4 piece ad 5 piece)	Problem solving
27	Pattern Board	Logical reasoning and problem solving
28	Emotion mug	Emotional literacy
29	Domino Card(letter, number)	Visual discrimination, reasoning
30	Emotion Wheel	Emotional literacy
29	Threading	Fine motor
30	Placing seeds on outline	Fine motor