

Programme Content of Job Training of Supervisors

A. Defreezing (1/2 Day)

DAY I

Day	Session	Time	Topic	Training Content
Day I		9.00 a.m.-9.15 a.m.	Registration	<ul style="list-style-type: none"> Registration of participants and distribution of Kit
Day I	Session I	9.15 a.m. -10.30a.m.	Welcome & Introduction	<ul style="list-style-type: none"> Welcome the participants Introductory Address by Head of the Institution/Division <p>Introduction to the Training Programme</p> <ul style="list-style-type: none"> Briefing on objectives, programme schedule, working hours, theory sessions, practicals, supervised practice, field visits and resource persons <p>Introduction to the Training Institute</p> <ul style="list-style-type: none"> Rules and regulations of the training centre - hostel, classroom, outstation leave permission, medical/TA etc. Facilities available in and around training centre like medical, market, post office, telephone etc. Self-introduction by participants and sharing of information about the family, home and place of work <p>Instructions for Course Director</p> <p>⇒ Course Director may assign responsibilities to participants by rotation for classroom management - physical exercises/games, attendance, punctuality, assignment collection, cleanliness, giving vote of thanks to resource persons etc.</p> <p>⇒ Every day one trainee should be given the responsibility of preparing the report of the day which should be read in the class and put on the board the next day</p> <p>⇒ Participants may be divided in to groups of 4/5 for Class Assignments during the programme</p>
Day I	Session II & III	10.30 a.m. –1.15 p.m.	Sharing of Experiences	<ul style="list-style-type: none"> Each trainee shares his/her experiences in implementing ICDS Programme As per the discussions in the class, the Course Director should list: <ul style="list-style-type: none"> - Expectation of trainees - Assessment of Training Needs - Constraints and problems in the field <p>Note : Information regarding this session should be sent to NIPCCD, New Delhi</p>

B. The Foundation (1-1/2Day)

Day	Session	Time	Topic	Training Content
Day I	Session IV	2.15 p.m. – 3.30 p.m.	Situation of Children and Women in India/States	<ul style="list-style-type: none"> • Discussion on situation of children, adolescent girls and women in urban, rural & tribal areas on following indicators: <ul style="list-style-type: none"> - Demography/vital statistics - Total population - Population of children (0-6yrs) by sex, adolescent girls and women in country/states - Population growth rate - Sex ratio - System of registration of birth and death - Death and birth rate by sex and age group - Health Status - Mortality among children (0-6 yrs) by age group and by sex - Crude death rate - Low birth weight babies - Morbidity – definition, incidence/prevalence of common childhood diseases - Maternal mortality rate of women - Immunisation status of children and expectant mothers - Nutritional Status - Malnutrition among children and women - Number of under nourished, wasted and stunted children by age and sex - Number of children suffering from micro-nutrient deficiencies i.e. blindness due to vitamin-A deficiency, nutritional anaemia, and iodine deficiency disorders

Day	Session	Time	Topic	Training Content
Day 1	Session IV (Contd.)			<ul style="list-style-type: none"> - Education <ul style="list-style-type: none"> - Number of 3-6 years old children enrolled for preschool education at AWC by sex - Number of children enrolled in primary schools by sex - Number of dropouts at preschool and primary level - Literacy rate of adolescent girls and women • Problems of adolescent girls in tribal areas • Children in Difficult Circumstances i.e. <ul style="list-style-type: none"> - Children with disabilities - Child labour - Street children - Destitute children - Juvenile delinquents - Drug addicts - Child prostitutes and children of prostitutes - Children of prisoners, dowry victims and drug addicts - Slum and migrant children - Children suffering from HIV/AIDS • Crime against children and women • Role of ICDS functionaries in improving the situation of children and women

Day	Session	Time	Topic	Training Content
Day I	Session V & VI	3.30 p.m. – 5.30 p.m.	Social Issues Concerning Children and Women	<ul style="list-style-type: none"> • List emerging social issues related to children and women, their causes associated factors and preventive measures • Discuss the following social issues: <ul style="list-style-type: none"> ⇒ Trafficking of children and women <ul style="list-style-type: none"> - Definition, magnitude of the problem, causes and prevention of trafficking - Provisions in the act relating to trafficking - Initiatives taken by Government to prevent trafficking of children and women ⇒ Child Labour <ul style="list-style-type: none"> - Definition, causes and prevalence - Effects of child labour on development - Child Labour Act - Government initiatives to reduce child labour ⇒ Drug Abuse <ul style="list-style-type: none"> - Definition and magnitude of the problem - Causes (social, psychological and economic) and effect on child's development - Government initiatives to reduce the problem of drug abuse ⇒ Dowry <ul style="list-style-type: none"> - Causes of dowry deaths - Provisions of the Dowry Prohibition Act ⇒ Sexual abuse and violence against women <ul style="list-style-type: none"> - Definition, causes and prevalence - Reasons for the increase in number of sexual abuse and violence against women • Role of ICDS functionaries in improving the condition of children and women

DAY 2

Day	Session	Time	Topic	Training Content
Day 2	Session I	9.15 a.m. – 11.00 a.m.	Constitutional Provisions, Rights and Legislation Concerning Children & Women	<ul style="list-style-type: none"> • Constitutional Provisions for children and women • UN Convention on Rights of the Child (CRC) <ul style="list-style-type: none"> - Provisions in articles and discussion on Right to Survival, Protection, Development and Participation • Convention on Elimination of Discrimination Against Women (CEDAW) – Provisions in articles and gender equality • Legislation concerning children and women
Day 2	Session II & III	11.00 a.m. – 1.15 p.m.	Programmes and Policies for Development of Children and Women	<ul style="list-style-type: none"> • Brief introduction to National programmes for children and women <ul style="list-style-type: none"> - Discuss objectives, services, beneficiaries of programmes like Reproductive and Child Health, Balika Samridhi Yojana, Kishori Shakti Yojana, Pradhan Mantri Gramodaya Yojana and District Primary Education Programme • Discussion on provisions for children and women in National Policies/Policy documents <ul style="list-style-type: none"> - National Population Policy - National Health Policy - National Policy for Children - National Nutrition Policy - National Policy for Empowerment of Women and Children - National Charter for Children
Day 2	Session IV	2.15 p.m.-4.00 p.m.	Status of Girl Child and the Meena Initiative	<ul style="list-style-type: none"> • Status of girl child (including adolescent girls) in India • Needs and rights of a girl child • Causes and factors associated with gender discrimination • Govt. schemes/programmes and policies for development of a girl child • Meena Initiative by UNICEF • Film on Meena followed by discussion
Day 2	Session V & VI	4.00 p.m. – 5.30 p.m.	Women Empowerment through Self Help Groups	<ul style="list-style-type: none"> • Empowerment – Concept, definition and need • Areas and scope of Empowerment - economic, social, and empowerment through education • Self Help Groups <ul style="list-style-type: none"> - Formation of SHGs in the community and their functions - Successful SHGs in States/UTs • Film on Women Empowerment & discussion

C. ICDS Programme (2 Days)

DAY 3

Day	Session	Time	Topic	Training Content
Day 3	Session I & II	9.15 a.m. – 11.30 a.m.	Introduction to ICDS Programme	<ul style="list-style-type: none"> • ICDS Programme- objectives, services, beneficiaries, coverage of population and reach of ICDS programme • ICDS Functionaries • Organizational and administrative set up of ICDS programme and staffing pattern in ICDS at state/district/block/project level • Anganwadi as the focal point of delivery of services • Role of Department of Women & Child Development and State Department in implementing ICDS. • New initiatives and trends in ICDS programme including successful community based interventions
Day 3	Session III	11.30 a.m. – 1.15 p.m.	Training Set up and Approach to ICDS Training	<ul style="list-style-type: none"> • Training set up, type of training and its duration. • Role and job responsibilities of Instructors of MLTCs, AWTCs, STIs in training of ICDS functionaries. • Role of DWCD, NIPCCD and its Regional Centres in ICDS training. • Salient features of project UDISHA & Administrative Guidelines of DWCD, GOI. • EFC norms and budget for organising ICDS training programmes at AWTCs/MLTCs/STIs.
Day 3	Session IV	2.15 p.m. – 3.30 p.m.	Setting up an AWC	<ul style="list-style-type: none"> • Identification of villages for setting up an AWC • Survey of village and contacting community for setting up an AWC • Identification of appropriate location and building with adequate indoor and outdoor space, space for cooking & washing, space for storage of food, equipment & utensils • Clean drinking water facilities, Space for mother's meeting, toilets etc. • Availability of equipment, material, food and medicine at AWC • Audio –visual aids and equipment - Film projector, video player, TV etc.

Day	Session	Time	Topic	Training Content
Day 3	Session V	3.30 p.m. – 5.00 p.m.	Role & Job Responsibilities of a Supervisor	<ul style="list-style-type: none"> • Discuss role and job responsibilities of a Supervisor as an organiser, coordinator, communicator, counsellor, administrator, educator and implementator • Role of Supervisor in coordination with other Govt. Ministries and Departments like Ministry of Health and Family Welfare, Department of Education, Ministry of Rural Development and Ministry of Information and Broadcasting
Day 3	Session VI	5.00 p.m. – 5.30 p.m..	Class Assignment	A write up on ICDS Project and managing delivery of services at AWC by a Supervisor

DAY 4

Day 4	Session I	9.15 a.m. – 10.30 a.m.	Role and Job Responsibilities of Other ICDS Functionaries, Health and Block Functionaries	<ul style="list-style-type: none"> • Discuss role and job responsibilities of CDPOs/ACDPOs, AWWs and Helpers • Discuss role of health functionaries (ANM/LHV/MO) in ICDS Programme • Discuss role of other functionaries such as Block Development Officer, Education Officer etc. in ICDS • Maintaining coordination between ICDS and health functionaries
Day 4	Session II	10.30 a.m. – 11.45 a.m.	Health Infrastructure and Set up	<ul style="list-style-type: none"> • Health infrastructure and set up at various levels (centre, state, district, block level) to provide services to ICDS beneficiaries • Services available at Community Health Centre (CHC), Primary Health Centre (PHC), and Sub-Centre.

Day	Session	Time	Topic	Training Content
Day 4	Session III	11.45 a.m. – 1.15 p.m.	Interface/Coordination with Government Ministries/ Departments (Health, Education, Rural Development and Information & Broadcasting) for ICDS Programme	<ul style="list-style-type: none"> • Need and importance of convergence of services at AWC • Coordination with other Govt. Ministries/Departments i.e. <ul style="list-style-type: none"> (i) Ministry of Health and Family Welfare (ii) Department of Education (iii) Ministry of Rural Development (iv) Ministry of Information and Broadcasting (I&B) - Ministry of Health and Family Welfare Discuss coordination and linkages with schemes and programmes of Ministry of Health and Family Welfare at the State level like Reproductive and Child Health Programme; National Anti-malaria Programme; National Programme for Control of Blindness; National TB Control Programme; National AIDS Control Programme; National Iodine Deficiency Disorders Control Programme; Universal Immunization Programme; and Diarrhoeal Disease Control Programme etc. - Department of Education: Discuss coordination and linkages with schemes & programmes of Department of Education for children and women like Sarva Shiksha Abhiyan; Alternative Education Scheme; and District Primary Education Programme - Ministry of Rural Development Discuss coordination and linkages with schemes & programmes of Ministry of Rural Development like Panchayati Raj; Food for Work Programme; Pradhan Mantri Gramodaya Yojana; National Social Assistance Programme; Annapurna; Central Rural Sanitation programme; and Accelerated Rural Water Supply Programme - Ministry of Information & Broadcasting - Discuss linkages and coordination of ICDS functionaries with Department of Field Publicity

Day	Session	Time	Topic	Training Content
Day 4	Session IV	2.15 p.m. – 3.45 p.m.	Communication and Counselling Skills Required by a Supervisor	<ul style="list-style-type: none"> • Definition of the terms communication and counselling • Need and importance of effective communication and counselling for implementing ICDS programme • Communication skills required by Supervisors – ask, listen, probe, advice and confirm <ul style="list-style-type: none"> - Points to remember while talking to mothers - How to communicate through words, expressions, gestures, dress, attitude • Counseling Skills <ul style="list-style-type: none"> - Importance and need for counselling - What are counselling skills? - Steps and skills required for counselling a mother/father/elder in a family • Role play by trainers on counselling a mother of four children to send her daughter to school, exhibiting communication and counselling skills
Day 4	Session V	3.45 p.m. – 5.00 p.m.	Instructions and Guidelines Issued by DWCD	Discussion on important circulars, instructions and guidelines issued by the Department of Women and Child Development related to ICDS programme (Copies of circulars to be given in the kit for self study)
Day 4	Session VI	5.00 p.m. – 5.30 p.m.	Feedback of ICDS Component	Feedback through Brainstorming/Quiz and bridging the learning gaps

D. Early Childhood Care & Development (ECCD) (4 Days)

DAY 5

Day	Session	Time	Topic	Training Content
Day 5	Session I	9.15 a.m. – 11.15 a.m.	Child Development – Definition, Concept, Need and Process	<ul style="list-style-type: none"> • Definition of child development • Concept and definition of growth & development • Importance of early childhood and needs of children related to health, nutrition, love/care, parental support etc. • Stages of child development • Aspects/Domains of child development • Process and Pattern of child development and the characteristics • Developmental milestones - pre natal, at birth, infancy, 1-2 years, 2-3 years & 3-6 years • Enhancing early childhood learning and personality development, and associated factors • Role of family in child development <ul style="list-style-type: none"> - Home environment - Family structure – advantages & disadvantages of nuclear & joint family; single parent or women headed house holds - Family socio-economic status - Family size and birth order, gender, family relationships - Relationship among family members • Parenting Skills • Traditional child care practices
Day 5	Session II	11.15 a.m. – 1200 noon	Film on Child Development	Film on Child Development followed by discussion
Day 5	Session III	12.00 noon–1.1.5 p.m.	Early Childhood Care and Education in ICDS	<ul style="list-style-type: none"> • Concept, need and importance of Early Childhood Care and Education in ICDS • Services under ECCE <ul style="list-style-type: none"> - Early Childhood Stimulation (birth to 3 years): definition, concept, need and objectives - Preschool Education (3-6 years): definition, concept, need and objectives • School Readiness <ul style="list-style-type: none"> - Concept and need - Importance and role of preschool/AWC in School Readiness

Day	Session	Time	Topic	Training Content
Day 5	Session IV	2.15 p.m. – 4.00 p.m.	Activities for Early Childhood Stimulation (Birth – 3 Years)	<ul style="list-style-type: none"> • Discuss and demonstrate selected age - specific Early Childhood Stimulation activities for Birth - 6 months, 6-12 months, 1 year, 2 years, 3 years, 4 years, 5 years & 6 years old children • Role of a mother & family in Early Childhood Stimulation • Role play by trainers exhibiting Early Childhood Stimulation Activities
Day 5	Session V	4.00 p.m. – 5.30 p.m.	Importance of Preschool Education and Characteristics of a Preschool Child	<ul style="list-style-type: none"> • Importance of Preschool education • Characteristics of a preschool child: self centered, inquisitive, short attention span, eager to learn, curious, spontaneous, enjoy activities, demonstrative, enjoys repetition, responds to music/rhymes, etc. • Skills for conducting preschool education activities

DAY 6

Day 6	Session I	9.15 a.m. – 11.00a.m.	Activities for Physical and Motor Development of Children in a Preschool	<ul style="list-style-type: none"> • Need & importance of physical and motor development in early years • Activities for physical and motor development <ul style="list-style-type: none"> - Activities for gross muscle coordination and development - Activities for fine muscle coordination and development • Demonstrate and explain age-specific activities for physical & motor development under the following areas: <ol style="list-style-type: none"> a) Large/gross muscle coordination and development <ul style="list-style-type: none"> - Outdoor games involving activities like running, hopping, jumping, racing, dancing, skipping, kicking, winging, pushing & pulling and games like in and out, mountain & fire, leadership, tug of war, balancing using rope and tyre & ball etc - Indoor games: walking on a straight/curved line, zig-zag line on a rope, crawling over & under the rope, creeping over and under, rolling, throwing and catching b) Fine muscle coordination and development <ul style="list-style-type: none"> - Guided & free play; action songs; activities like threading, sorting, clay modeling, folding, pasting, drawing, painting, paper folding, paper tearing, cutting & pasting, pattern making and beading etc.
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Day	Session	Time	Topic	Training Content
Day 6	Session II - III	11.00 a.m. – 1.15 p.m.	Activities for Cognitive Development of Children in a Preschool	<ul style="list-style-type: none"> • Need and importance of cognitive development in early years • Demonstrate and explain age-specific activities for cognitive development under the following areas: <ul style="list-style-type: none"> a) Activities for development of basic cognitive skills under the following areas: <ul style="list-style-type: none"> - Development of five senses – hear, touch, smell, see and taste - Memory and Observation - Classification - Sequential Thinking - Reasoning and Problem Solving b) Activities for development of basic concepts under the following areas: <ul style="list-style-type: none"> - Concept of colour like matching objects, identification of objects, naming objects - Concept of shape like square, circle, rectangle, triangle etc. - Development of pre mathematical concept - Concept of pre numbers like big and small, fat and thin, long and short, tall and short, heavy and light, etc. - Concept of numbers like 1 – 10 numbers, many- few etc. - Concept of space like up-down, in -out, above - below, front-back, left-right - Concept of time like before and after, morning and evening, day and night - Concept of temperature like hot and cold - Concept of environment - natural, physical and social like plants, trees, fruits, animals, birds, vegetables, transport, nature walk - Development of science concepts like planting seed, growing plants, water fall, etc.

Day	Session	Time	Topic	Training Content
Day 6	Session IV	2.15 p.m. – 3.45 p.m.	Activities for Language Development of Children in a Preschool	<ul style="list-style-type: none"> • Need and importance of language development in early years • Demonstrate and explain age-specific activities for language development under the following areas: <ul style="list-style-type: none"> - Development of listening and speaking skills – sound discrimination, listening span, listening comprehension - Development of vocabulary related to body parts, home, environment etc. - Development of oral expression – conversation, story telling, dramatization & puppet play, picture reading and creative self expression - Development of reading readiness – auditory/sound discrimination, auditory and visual association, left to right direction - Development of writing readiness – fine muscle development, eye-hand coordination and letter perception • Nature Walk <ul style="list-style-type: none"> - Discuss steps in conducting Nature Walk and how it helps in language development
Day 6	Session V	3.45 p.m. – 5.15 p.m.	Activities for Psycho-social Development of Children in a Preschool	<ul style="list-style-type: none"> • Need & importance of psycho-social development in early years • Demonstrate and explain age - specific activities for Psycho-social development under the following areas: <ol style="list-style-type: none"> a) Development in Relation to Self <ul style="list-style-type: none"> - Adjustment to AWC - Positive self concept - Good personal habits - Development of qualities of initiative, independence and leadership - Ability to identify and control emotions b) Development in Relation to other Children <ul style="list-style-type: none"> - Ability to respect feelings and rights of other children - Development of self confidence c) Development in Relation to Adults <ul style="list-style-type: none"> - Ability to relate well with adults - Listen to adults and follow instructions - Control one’s own behaviour and cope with situation d) Development in Relation to Environment <ul style="list-style-type: none"> - Development of sense of empathy, caring attitude towards old, disabled and needy, caring and nurturance of plants, animals and other forms of life
Day 6		5.15 pm – 5.30 pm	Instructions for Nature Walk	<ul style="list-style-type: none"> • Course Director should give instructions to participants and discuss the list of things to observe and collect during Nature Walk

DAY 7

Day	Session	Time	Topic	Training Content
Day 7	Session I	9.00 a.m. – 10.30 a.m.	Nature Walk	<ul style="list-style-type: none"> • Take trainees for Nature Walk (1 Hr.) • Discussion on what was observed and material collected during the Nature Walk • Sorting of material collected for use in preparing low-cost PSE material
Day 7	Session-II	10.30 a.m. – 12.00 noon	Activities for Development of Creative, Aesthetic Expression and Science Exposure of Children in a Preschool	<ul style="list-style-type: none"> • Need and importance of creativity, aesthetic expression and science exposure to children • Demonstrate and explain age-specific activities for development of creative, aesthetic expression and science exposure under the following areas: <ol style="list-style-type: none"> a) Development of creative expression through art Involve children in making drawing, attractive paintings, clay modelling, beading garlands, paper craft, idol worshipping, doll making etc. b) Creative movement like imagining flying kite in sky, catching butterflies etc. (children will not speak but act with the gestures) c) Creative thinking through question – answer, riddles, antakshari, free play etc. d) Aesthetic appreciation by developing sensitivity towards colour and beauty in the environment around them <ul style="list-style-type: none"> - Identification and use of environmental resources, water, sand, trees, nests, cages, animal sheds etc. e) Science exposure (with reference to air, water, seeds, plants etc.) <ul style="list-style-type: none"> - Organising activities related to nature/science exposure to children like planting seeds, growing plants, water games etc.

Day	Session	Time	Topic	Training Content
Day 7	Session III	12.00 noon – 1.15 p.m.	Organization and Arrangement of AWC for Preschool Education Activities	<ul style="list-style-type: none"> • Organize Anganwadi Centre so as to have space for: <ol style="list-style-type: none"> a) Indoor Activities like <ul style="list-style-type: none"> - Large and small group activities and individual table work - Provision for putting charts, posters etc. at the eye level of children - Provision for display of children's work - Storage space for preschool education equipment and material - Black board at low level - Space for keeping drinking water and serving food - Low tables and mats & daris for sitting b) Outdoor play activities c) Specific activity corner <ul style="list-style-type: none"> - Doll's corner; Block's corner; Display corner; Picture books corner; Science Corner; and Toys corner; • Organising & decorating AWC for PSE activities • Play equipment and material <ul style="list-style-type: none"> - Discuss preschool equipment received from State Government - Indoor and outdoor equipment/material available at AWC.
Day 7	Session IV - VI	2.15 p.m. – 5.30 p.m.	Preparation and Use of Low Cost PSE Material	<ul style="list-style-type: none"> • Importance of play, PSE material/aids • Utilization of locally available material/resources i.e. beads, old clothes, match boxes, thread, cotton, wool, lids, bottles, magazines, newspapers, cardboard, wooden blocks/sticks etc collected during Nature Walk for preparing PSE material/aids <p>Class Assignment: Preparation of Low Cost PSE Material</p> <ul style="list-style-type: none"> • Trainees may be divided in to 4 groups to prepare low cost PSE material related to four domains of child development <ul style="list-style-type: none"> - Each group is required to prepare material for PSE activities for one domain of child development - Trainers to provide required material for preparation of low cost PSE material - Trainees to use material collected during Nature Walk for preparing PSE material • Demonstration on Use of PSE Kit given by the State Government • Display of PSE material prepared by trainees in the class

DAY 8

Day	Session	Time	Topic	Training Content
Day 8	Session I – III	9.15 a.m. – 1.15 p.m.	Planning and Organizing PSE Programme at AWC	<ul style="list-style-type: none"> • Need for planning preschool education programme • Theme and mixed approach in planning PSE activities • Play way approach in organizing preschool education activities • Points to remember while planning and organizing PSE programme • Steps in planning activities for PSE <ul style="list-style-type: none"> - Deciding sequence of activities (Resource Person to give list of activities as per the sequence for each Domain of Child Development) - Time allocation for each activity - Identification of PSE material - Preparation of Time Table for a day/week/month/year • Importance, need and method for assessing the child’s progress <ul style="list-style-type: none"> - Observation (3-4 1/2 years) - Work Sheets (4 1/2-6 years) - Preparation of Report Card - Discussing progress of the child with parents • Class Assignment: Prepare a Report Card for a child <ul style="list-style-type: none"> - Trainers to provide the blank formats of the Report Card to all participants - Each participant to prepare a Report Card as per the format given by the Course Director. - Trainers to discuss 3-4 Report Cards and check the rest • Two participants may be asked to do a Role Play on Discussing Report Card of a Child with his/her Parents

Day	Session	Time	Topic	Training Content
Day 8	Session IV	2.15 p.m. – 3.30 p.m.	Class Assignment: Make a Plan for Conducting PSE Activities at an AWC	<ul style="list-style-type: none"> • Class Assignment: Make a Plan for Conducting PSE Activities in an AWC (Group Work) - Participants to be divided into 4 groups to prepare a plan for conducting PSE activities in an AWC using PSE material - Time Table to be prepared for a day/week - Presentation of Plan by group leaders and discussion
Day 8	Session V	3.30 p.m. – 5.00 p.m.	Common Behavioural Problems among Children	<ul style="list-style-type: none"> • Discussion on the following common behavioural problems in children – their symptoms and associated factors <ul style="list-style-type: none"> - Aggression - Withdrawal/shyness - Wetting day time/night time - Hyperactivity - Fear - Truancy - Nail biting/thumb sucking - Stammering - Delayed language development - Dependency • Identifying children with common behavioural problems and handling them by paying individual attention and organizing special activities for them
Day 8	Session VI	5.00 p.m.– 5.30 p.m.	Feed back onf ECCD	<ul style="list-style-type: none"> • Feedback of ECCD component through quiz/brainstorming • Bridging the learning gaps

E. Nutrition and Health (7 Days)

DAY 9

Day	Session	Time	Topic	Training Content
Day 9	Session I	9.15 a.m. – 10.30 a.m.	Importance of Healthy Living and Good Nutrition	<ul style="list-style-type: none"> • Definition of Food, nutrient and nutrition • Importance of good nutrition • Functions of food for growth & development, protection against diseases and providing energy <ul style="list-style-type: none"> - Sources of food and nutrients • Need and importance of a mixed/balanced diet
Day 9	Session II	10.30 a.m. – 12.00 noon	Nutrition and Health Services under ICDS Programme	<ul style="list-style-type: none"> • Nutrition services under ICDS <ul style="list-style-type: none"> - Supplementary Nutrition, Growth Monitoring and Nutrition & Health Education - Supplementary Nutrition <ul style="list-style-type: none"> - Supplementary Feeding - Nutritional Supplements – Vitamin A & Iron and folic acid tablets - Growth Monitoring and Promotion <ul style="list-style-type: none"> - Concept, need and importance of monitoring growth of a child from birth onwards - Nutrition and Health Education (NHE) <ul style="list-style-type: none"> - Concept need and importance of NHE • Health Services under ICDS Programme <ul style="list-style-type: none"> - Health check up of children and expectant & nursing mothers - Immunisation - Treatment of common childhood illness and minor ailments with medicines in the Kit - Referral Services

Day	Session	Time	Topic	Training Content
Day 9	Session III	12.00 noon – 1.15 p.m.	Nutrition and Health Care of Expectant and Nursing Mothers	<ul style="list-style-type: none"> • Nutritional care of expectant and nursing mothers - Need for additional food requirements during pregnancy and lactation - Effects of inadequate diet and physical stress on birth weight of a new born baby - Good practices, fads and beliefs associated with intake of supplementary food during pregnancy and lactation • Health care during pregnancy - Early registration at AWC/PHC - Ante natal, natal and postnatal care - Ante natal care – Health check up, food & nutritional supplements, immunization, personal hygiene, exercise and rest - Intake of supplementary food and nutritional supplements provided at AWC • Pregnant Women At-risk • Danger and Warning Signs during pregnancy and at the time of delivery • Preparation for safe delivery, Five Cleans • Nutrition and health care of a nursing mother
Day 9	Session IV	2.15 p.m. – 4.00 p.m.	Nutrition and Health Care of Newborns, Infants and Young Children (Birth – 6 years)	<ul style="list-style-type: none"> • Care of a newborn child - Special care of a newborn baby - cleaning, weighing, keeping the baby warm and initiating breastfeeding - Danger signs among newborns - Care of a low birth weight baby • Nutrition and health care of infants (upto 6 months) – feeding, immunisation & health check up • Breastfeeding - Early initiation, colostrum feeding - Importance and advantages of breastfeeding - Importance of exclusive breastfeeding for six months - Correct position of mother and child during breastfeeding - Disadvantages of bottle feeding - Problems related to breastfeeding • National Guidelines on Infant and Young Child Feeding • Film on Breastfeeding followed by discussion • Nutrition and health care of children from 6 months to 2 years - Nutritional requirements of children below 2 years

Day	Session	Time	Topic	Training Content
Day 9	Session IV (Contd.)			<ul style="list-style-type: none"> - Immunization, health check-up and nutritional supplementation (Vitamin A and IFA tablets) • Complementary feeding – need and type of foods • Guidelines on Complementary Feeding - Timely introduction of complementary foods - Frequency, amount and consistency of complementary foods - Modification of family food for children - Handling of complementary foods during preparation and feeding • Active feeding • Age specific nutritional requirements of children 2-6 years - Immunization, health check-up and nutritional supplementation (Vitamin A & IFA tablets) • Guidelines for preparing nutritious food for children under 6 years - Feeding from the family pot - Discussion on amount, consistency and frequency of feeding • Feeding children during illness • Enriching the food value of foods - Ways and means to improve nutritional quality of food - Prevention of nutrient loss during cooking - Fortification of foods • Dietary practices, fads and fallacies associated with feeding of children • Home Assignment – Trainees would be required to write two nutritious recipes of complementary foods for children - One for children under 2 years of age and another for children 2-6 years of age and submit the next day
Day 9	Session V	4.00 p.m. – 5.30 p.m.	Nutrition and Health Care of Adolescent Girls	<ul style="list-style-type: none"> • Definition of adolescence • Body changes during adolescence - Menstruation – maintaining personal hygiene during menstruation • Nutritional and health needs of girls during adolescence - Diet during adolescence - Need for increased amount of iron - Supplementation of iron and folic acid to adolescent girls • Understanding adolescents – role of parents • Schemes and programmes of DWCD for adolescent girls – Kishori Shakti Yojana and its implementation in ICDS

DAY 10

Day	Session	Time	Topic	Training Content
Day 10	Session I	9.15 a.m. – 10.30 a.m.	Protein Energy Malnutrition among Children – Causes, Symptoms, Prevention and Management	<ul style="list-style-type: none"> • Malnutrition – Definition, cycle of malnutrition, effects and causes • Classification and assessment of malnutrition <ul style="list-style-type: none"> - Undernutrition, wasting, stunting - Grades of malnutrition (use of Growth Charts) • Protein Energy Malnutrition <ul style="list-style-type: none"> - Type of PEM - Kwashiorkor, Marasmus - Causes and Symptoms of PEM • Prevention and Management of PEM during Pregnancy, infancy, 6 months to 1 yr. and 2-6 yrs. • Referral of severe cases of malnutrition
Day 10	Session II	10.30 a.m. – 12.00 noon	Micronutrient Deficiencies Among Children: Causes, Symptoms, Prevention and Management	<ul style="list-style-type: none"> • Early detection, causes, signs & symptoms, prevention and home management of Micronutrient deficiency diseases i.e. <ul style="list-style-type: none"> - Vitamin-A deficiency - Iron deficiency anaemia - Iodine deficiency disorders • Services provided at AWC (Recall)
Day 10	Session III	12.00 noon – 1.15 p.m.	Organizing Supplementary Nutrition at an AWC	<ul style="list-style-type: none"> • Supplementary Feeding <ul style="list-style-type: none"> - Objectives and importance - Criteria for selection of beneficiaries - Norms and budgetary provisions - Procurement and storage of supplementary food - Type of supplementary food – WFP, CARE, Wheat based locally available, RTE Food - Cooking, distribution and serving of supplementary food <ul style="list-style-type: none"> - on the spot feeding & take home ration - Points to remember while procuring supplementary food • Nutritional Supplements- Vitamin A Solution and Iron and Folic Acid tablets <ul style="list-style-type: none"> - Guidelines for distribution and dosage of vitamin A and iron and folic acid to women and children • Community involvement in supplementary nutrition

Day	Session	Time	Topic	Training Content
Day 10	Session III (Contd.)			<ul style="list-style-type: none"> - Involving members of Mahila Mandal in cooking and distribution of food - Improving the quality and variety of food by enriching it with the locally available foods contributed by the community • Maintaining stock registers - Class Assignment : Organizing Supplementary Nutrition at an AWC - Mock session by trainees - Trainees may be divided into 3 groups to exhibit organization of supplementary nutrition at AWC including procurement, distribution and storage of supplementary food.
Day 10	Session IV	2.15 p.m. – 4.15 p.m.	Growth Monitoring and Promotion	<ul style="list-style-type: none"> • Need and importance of monitoring growth of a child from birth onwards • Frequency of monitoring growth of children 0-3 yrs and 3-6 yrs • Criteria and identification of 'At risk' children • Tools & Techniques for growth monitoring <ul style="list-style-type: none"> - Growth charts, weighing scales, weighing baskets etc • Discuss five steps of growth monitoring (Trainers to explain through demonstration) <ul style="list-style-type: none"> - Recording correct date of birth and ways to interpret correct age of the child - Weighing of children - Plotting the weight on growth chart - Interpreting the growth curve and trends of growth of the child - Nutrition counselling using growth chart • Class Assignment: Growth Monitoring and Promotion of a Child. <ul style="list-style-type: none"> - Each trainee to practice exercises on assessment of correct age, weighing objects in place of child, plotting of the weight on growth chart, interpreting growth curve and counselling the mother - Trainers to supervise and discuss interpretation of growth curve and Nutrition Counseling to mother • Role play by trainees on Counselling a Mother of a Child not Gaining Weight • Film on Growth Monitoring followed by discussion

Day	Session	Time	Topic	Training Content
Day 10	Session V	4.15 p.m. – 5.30 p.m.	Organizing Nutrition and Health Education Session	<ul style="list-style-type: none"> • Need and importance of NHE in a community • Points to remember while planning and organising a NHE session - Listing important NHE Messages concerning child survival and development • Class Assignment : - Mock session by trainees on Organising Nutrition and Health Education session on a selected topic - Trainees may be divided into 4 groups for the Mock Session - Each group to select a topic of their choice, prepare talking points and organise a session using aids if available. - Trainers to provide aids/material required by trainees. - Trainers to discuss main points after each presentation
			Instructions for Field Visit	<ul style="list-style-type: none"> • Trainers to give instructions to trainees to visit AWC for conducting Preschool Education Activities and organising nutrition services • Trainers to provide a schedule of activities to trainees

DAY 11

Day	Session	Time	Topic	Training Content
Day 11	Session I – III	9.30 a.m. – 1.15 p.m.	Visit to Anganwadi Centre for Conducting Preschool Education Activities and Organising Nutrition Services	<ul style="list-style-type: none"> • Trainers to contact State Govts. & CDPOs of a ICDS Projects for making arrangements for placement of trainees in a batch of 4 at AWCs • Trainees may be divided into a group of 4 to run an AWC for a day • Trainers to prepare a Time Plan of activities for a day. The following time plan may be adopted: <ul style="list-style-type: none"> • PSE Activities (9.00 a.m. – 11.00 a.m.) <ul style="list-style-type: none"> - Organise preschool education activities for two hours as per the Time Table given by the Trainers - Time Table may include activities from all the domains of child development • Nutrition Services (11.00 a.m. – 11.40 a.m.) <ul style="list-style-type: none"> - Each trainee to monitor growth of two children - Group will organise nutrition and health education session for mothers along with teaching aids (Topic to be selected by trainees themselves) - Distribution of Supplementary Nutrition by trainees (11.40 a.m. – 12.00 noon) - Distribution of medicines from medicine kit for sick children (12.00 noon – 12.30 p.m.) • Filling up of records and registers (12.30 p.m. – 1.00 p.m.)
Day 11	Session IV	2.15 p.m. – 4.00 p.m.	Prevention of Emerging & Endemic Diseases among Children	<ul style="list-style-type: none"> • Causes, general symptoms and prevention of following diseases: <ol style="list-style-type: none"> i) Jaundice ii) Hepatitis B iii) HIV/AIDS iv) Malaria and Dengue fever v) Tuberculosis
Day 11	Session V	4.00 p.m. – 5.30 p.m.	Identification & Prevention of Disability among Children	<ul style="list-style-type: none"> • Definition, Causes and type of disability among children • Early detection and prevention of disability among children • Needs, rights and legal safeguards for children with disabilities • Guidelines issued by DWCD for early identification and prevention of disability among children • Role of ICDS Functionaries in early detection and prevention of disability among children

DAY 12

Day	Session	Time	Topic	Training Content
Day 12	Session I	9.00 a.m. – 11.00 a.m.	Introduction to Integrated Management of Childhood Illness (IMCI)	<ul style="list-style-type: none"> • Integrated Management of Childhood Illnesses: Concept, strategy & need in ICDS • Discussion on common causes of death among children
Day 12	Session II	11.00 a.m. – 1.15 p.m.	Assessment of Childhood Illness (Newborn-5 years)	<ul style="list-style-type: none"> • Communication and Technical Skills to treat a sick child <ul style="list-style-type: none"> - Talking to the mother of a sick child - Technical Skills to treat a sick child - Use of Charts Assessment of Childhood Illness a) Assessment of general danger signs <ul style="list-style-type: none"> - Assessment of danger signs of a newborn child (Discussed during Session IV of Day 9) b) Assessment of cough & difficult breathing <ul style="list-style-type: none"> - Discussion on assessing age of the child - Video exercise (if available) - Drill : counting breathing rate - Group discussion - Role play by trainers on assessment of difficult breathing
Day 12	Session III-V	2.15 p.m. – 5.30 p.m.	Assessment of Childhood Illness (New born – 5 years) Continued...	<ul style="list-style-type: none"> c) Assessment of diarrhoea <ul style="list-style-type: none"> - Definition, causes, signs and symptoms of diarrhoea - Video exercise - Photograph exercise - Case studies d) Assessment of undernutrition & anaemia <ul style="list-style-type: none"> - Photographs and Video exercises - Demonstration : Use of Growth Chart - Drill: Weight- for- age - Vaccine preventable diseases – symptoms, prevention and consequences - Immunization Schedule (discussed on day 9, session-II-IV (Recall if required) e) Assessment of Immunisation status f) Assessment of fever and common ailments

DAY 13

Day	Session	Time	Topic	Training Content
		9.00 a.m. – 9.30 a.m.		<ul style="list-style-type: none"> Review of Day 12
Day 13	Session I	9.30 a.m. – 11.00 a.m.	Classification of Childhood Illness	<ul style="list-style-type: none"> Classification of Childhood Illness (General Danger Signs of Cough and Cold, and Difficult Breathing, Diarrhoea (mild, moderate and severe) Undernutrition and Anaemia) Demonstration on use of Charts for Classification - Drill - Case Studies
Day 13	Session II & III	11.00 a.m. – 1.00 p.m.	Treatment of Childhood Illness	<ul style="list-style-type: none"> a) Referral Services <ul style="list-style-type: none"> - When and how to organise Referral Services Role play by trainer on Referring a Child to the Hospital b) Treatment with Medicines <ul style="list-style-type: none"> - Treat Pneumonia with Cotrimoxazole or Refer - Demonstration - Role Play on teaching mother how to give Cotrimoxazole - Drill • Treat diarrhoea with dehydration with ORS solution <ul style="list-style-type: none"> - Importance of Oral Rehydration Solution and home management of diarrhoea - Fluids available at home - Importance of giving frequent feeds - Role play by trainers on Preparing ORS Solution - Drill on amount of ORS solution to be given • Treatment of Pallor/Anaemia <ul style="list-style-type: none"> - Drill on determining dose of iron tablets • Treatment of Fever <ul style="list-style-type: none"> - Drill on determining dose of paracetamol • Treatment of common ailments using Medicine kit (Demonstration by Trainers) • Review of assessment, classification and treatment of common childhood illness <ul style="list-style-type: none"> - Role play by participants - Two participants may be selected for Role play on Assessing the Child with Pneumonia

Day	Session	Time	Topic	Training Content
Day 13	Session IV & V	2.00 p.m. – 5.30 p.m	Treatment with Home Care & Advice	<ul style="list-style-type: none"> • Home care for the child with ‘Cough and Cold’ and ‘No Pneumonia’ - Group discussion on home made safe cough remedies - Role Play by trainers on advising home care for a child with cough and difficult breathing and No Pneumonia • Home care for child with ‘Diarrhoea and No Dehydration’ - Group discussion on home available fluids • Feeding advice - Assess the child’s feeding - Feeding recommendations - Drill on review of feeding recommendation • Group discussion on complementary foods available locally for children of different age groups • Identify feeding problems - After the discussion the participants may be asked to do a Role play on identifying Feeding Problems and Giving Feeding Advice to the Mother

DAY 14

		9.00 a.m. – 9.30 a.m.		<ul style="list-style-type: none"> • Review of Day 13
Day 14	Session I - III	9.30 a.m. – 1.15 p.m.	Visit to Community for Assessment, Classification and Treatment of Common Childhood Illness	<ul style="list-style-type: none"> • Visit to Community for Assessment, Classification and Treatment of cough and cold, diarrhoea, undernutrition, fever and other common ailments • Course Director may take the help of other faculty members for the visit - Course Director to make arrangements for visit to the AWC in advance - Each participant to examine at least 4-5 children for assessment, classification and treatment of common childhood illness. - Trainers to supervise the trainees and provide on the spot guidance.

Day	Session	Time	Topic	Training Content
Day 14	Session IV	2.15 p.m. – 5.30p.m.	Nutrition Counseling	<ul style="list-style-type: none"> • Feedback of the community visit (Report by one of the participant) • Nutrition Counselling - Review of ‘How to talk of a mother of a sick child’ - Role play by trainers on Counselling a Mother for Food to be given to a Sick Child using good communication skills - Role play by participants on Counselling a Mother of a Child with Diarrhoea using good communication skills • Advice on ‘When to return immediately’ • Advice on ‘Follow up care’ - Drill

DAY 15

Day 15		9.00 a.m. – 9.30 a.m.		<ul style="list-style-type: none"> • Review of Day 14
Day 15	Session I & III	9.30 a.m. – 1.15p.m.	Visit to Community for Assessment, Classification, Treatment, Home Care Advice and Counseling	<ul style="list-style-type: none"> • Visit to Community for Assessment, Classification, Treatment, Home Care & Advice and Counselling • Each trainee to examine 4-5 children and give treatment/home care and advice and counsel the mother - Trainers to supervise and provide on the spot guidance.
Day 15	Session IV	2.15 p.m. – 3.15 p.m.	Review, Reinforcement and Feedback of IMCI Component	<ul style="list-style-type: none"> • Feedback of the Community Visit (Report by one of the participant) • Review of assessment, classification and treatment of common childhood illnesses and ailments • Role play by participants: Treating a sick child - Divide the class into 4 groups - Each group will do a role play on treating a sick child • Role of Supervisors in Integrated Management of Childhood Illness • Feedback of IMCI Component
Day 15	Session V	3.15 p.m. – 4.30 p.m.	Personal Hygiene and Safe Drinking Water	<ul style="list-style-type: none"> • Need and importance of personal hygiene • Safe drinking water – importance and need - Infections and illnesses due to contaminated water - Methods of making water safe for drinking at AW/home - Linkages with BDO for boring well/hand pumps/taps at AWC
Day 15	Session VI	4.30 p.m. – 5.30 p.m	Feedback of Nutrition & Health Component	<ul style="list-style-type: none"> • Feedback through quiz and brainstorming • Bridging the learning gaps

F. Communication, Advocacy and Community Participation (4 Days)

DAY 16

Day	Session	Time	Topic	Training Content
Day 16	Session I	9.00 a.m. – 10.30 a.m.	Need, Importance and Scope of Community Participation in ICDS	<ul style="list-style-type: none"> • Definition of community participation, mobilisation and organization • Community Participation in ICDS: Relevance and importance • Importance of knowing the community, local customs, traditions & practices, and cultural values etc. • How community can participate in ICDS programme? • Areas of community participation in ICDS • Indicators for assessing community participation in ICDS <ul style="list-style-type: none"> - Utilization of services under ICDS - Contribution by community <ul style="list-style-type: none"> - Food, material, equipment, place etc. - Preparation/support in delivery of services - Monitoring delivery and utilization of services - Acting as pressure groups - Advocacy for ICDS
Day 16	Session II	10.30 a.m. – 11.45 a.m.	How to Know Your Community?	<ul style="list-style-type: none"> • Why and how to build up rapport with the community? <ul style="list-style-type: none"> - Maintaining continuous contact with the community - Understanding local customs, beliefs and cultural values • Knowing community's knowledge, attitudes and practices • Understanding problems and finding solutions with the help of community • Film on Community Participation followed by discussion

Day	Session	Time	Topic	Training Content
Day 16	Session I III	11.45 a.m. – 1.15 p.m.	Role of Community in ICDS Programme	<ul style="list-style-type: none"> • Role of the following in planning, implementing and monitoring ICDS programme <ul style="list-style-type: none"> - Mothers Group - Mahila Mandals - Panchayat Pradhan - Adolescent girls - Religious Leaders - Youth groups Primary School Teachers - Traditional Birth attendant - NGOs
Day 16	Session IV	2.15 p.m. – 3.45 p.m.	Role of Panchayats in Implementation of ICDS Project	<ul style="list-style-type: none"> • Information on Panchayati Raj in India • Panchayati Raj Act and 73rd Constitutional Amendment • Three tier Panchayati Raj System: structure, functions, and office bearers of Gram sabha, gram panchayat and nyaya panchayat (village level setting) <p>Gram Sabha – annual report and budget of gram panchayat</p> <p>Gram Panchayat: sanitation; conservancy; water supply; construction and maintenance of roads, bridges and drains, establishment and maintenance of hospitals and dispensaries; promotion of agriculture cooperations, cottage industries, etc.; maintenance of markets, cattle pounds; provision of schools and libraries; preparation of village plans; and identification of ‘agency’ for functions assigned by higher tiers and few regulatory functions.</p> <p>Panchayat Samiti (Block level) - Planning and execution of developmental programmes concerning agricultural, animal husbandry, irrigation, cooperation, cottage-industries, education and social education, public health and rural sanitation, inter village communication and social welfare; functions assigned by zila parishad and state government.</p> <p>Zila Parishad (District level) - Advise government on development schemes, classify markets, roads, etc.; advise supervise and coordinate functions of samitis and approves samiti budgets.</p> <ul style="list-style-type: none"> • Role of Panchayati Raj Institutions in monitoring ICDS programme • Role of Supervisor in establishing contacts with Panchayat members to strengthen ICDS Programme

Day	Session	Time	Topic	Training Content
Day 16	Session V	3.45 p.m. – 5.30 p.m.	Preparing Community for Starting an ICDS Project	<ul style="list-style-type: none"> • Preparing community for starting an ICDS project - Meeting village leaders before setting up an AWC - Creating awareness about ICDS scheme, its objectives and services - Projecting correct image of ICDS in community - Developing sense of social responsibility among people - Involving people in process of decision making regarding initiation of ICDS project starting from identification of place to set up an anganwadi, selection of AWW, representatives for village level coordination committee, availability of material, manpower, motivating beneficiaries and delivery of services etc. • Discuss DWCD GOI Circular No.1-7-93-CD-I dated 26 October,1993

DAY 17

Day 17	Session I	9.15 a.m. – 10.30 a.m.	Formation of Mahila Mandals in the Community	<ul style="list-style-type: none"> • What is Mahila Mandal? • Aims and objects of Mahila Mandal • Need of Mahila Mandals in ICDS • Steps in formation of and activating Mahila Mandals <ul style="list-style-type: none"> - Talking to women during home visits/small group meetings about formation of a mahila mandal - Calling a meeting of community women and selecting members of executive - Discussion on role of mahila mandals and facilities available to group in strengthening ICDS - Registration of mahila mandal • Circulars and instructions issued by GOI related to promotion and strengthening of mahila mandals
Day 17	Session II	10.30 a.m. – 11.45 a.m.	Formation of Village Level Coordination Committee	<ul style="list-style-type: none"> • Need and importance of Village Level Coordination Committee (VLCC) • Formulation/selection of members for VLCC & functions of VLCC • Role of a Supervisor/AWW in assisting CDPO in organizing Village Level Coordination Committee Meeting <p>Class Assignment: Organise: VLCC Meeting (Mock Session)</p> <ul style="list-style-type: none"> • Divide the participants into 2 groups • Each group to: <ol style="list-style-type: none"> i. Make a plan for organising VLCC meeting including deciding the venue and date of meeting, making arrangements, sending invitations to member of VLCC etc.. ii. List objectives of the meeting and the issues to be discussed during the meeting. (Trainees may select a topic of their own choice for discussion). iii. Prepare talking points the issues to be discussed for • Do a Mock Session of conducting VLCC meeting. • Trainers to give instructions for Mock Session observations and discuss the presentations made by trainees.

Day	Session	Time	Topic	Training Content
Day 17	Session III	11.45 a.m. – 1.15 p.m.	Conducting a Survey in a Community	<ul style="list-style-type: none"> • Need and importance of conducting a Survey in a community • Steps in conducting a survey <ul style="list-style-type: none"> - Contacting people - Building rapport - Eliciting information - Skills required for observation and interviewing head of the family - Recording information on survey form - Interpreting data to identify: beneficiaries for services - Gaps in delivery of services • Introduction to the Survey Register • Points to remember while recording information on the Survey Form • Preparing a monthly summary in survey register • Updating the Survey Register • Informing CDPO and providing survey data for preparation of project report/MPRs/APRs <p>Class Assignment: Filling up Survey Forms</p> <ul style="list-style-type: none"> - Trainers to make available atleast 2-3 Survey Forms to each trainee - Each trainee to fill up 2-3 Survey Forms - Imaginary data may be used to fill up 0 survey forms - Trainees to pool in the data and prepare the Survey Summary - Trainers to discuss the number of beneficiaries in each y category and services to be provided to them <p>Role Play by Trainers on exhibition skills while ‘Interviewing Head of Household during a Survey’</p>

Day	Session	Time	Topic	Training Content
Day 17	Session IV & V	2.15 p.m. –4.15 p.m.	Techniques for Mobilising Community and Eliciting Community Participation	<ul style="list-style-type: none"> • Explain techniques and skills to organise the following for eliciting community participation <ul style="list-style-type: none"> - Mothers Meetings & Community Meetings - Demonstration - Role Play - Focused Group Discussion - Home Visits - Nukad Natak/Puppet Show • Use of PLA techniques for assessment of community needs, problems and resources <p>Class Assignment: Mock Session by trainees on Techniques for Mobilising Community</p> <ul style="list-style-type: none"> - Participants will be divided into 4 groups to practice the following techniques: <p>Group 1: PLA Techniques – Chapati Diagram/Seasonality Diagram for Utilisation of ICDS Services/Identification and Prevention of Common Childhood Illness in Children.</p> <p>Group 2: Community Meeting for Utilization of Services under ICDS</p> <p>Group 3: Nukkad Natak/Street Play on awareness regarding ICDS Programme & Services</p> <p>Group 4: Focused Group Discussion on Prevention of Malnutrition among Children (below 3 years)</p> <ul style="list-style-type: none"> • Film on Home Visits followed by discussion
Day 17	Session VI	4.15 p.m. – 5.30 p.m.	Community Based Monitoring for ICDS	<ul style="list-style-type: none"> • Community Based Monitoring at the block, district and village level <ul style="list-style-type: none"> - Need and importance of Community Based Monitoring • Instructions of Government of India for Community Based Monitoring of ICDS (No:12-11/93-CD-I dated 20 January, 1994) • Areas of monitoring ICDS at the village level <ul style="list-style-type: none"> - Regular functioning of AWC - Distribution of supplementary food - Growth monitoring of children - Regular health check -up of children and expectant & nursing mothers - Immunisation, Referral services for children and timely treatment at PHC/Hospital - Enrolment for Preschool education at AWC - Availability of PSE material at AWC - Organizing NHE sessions and participation of women - Involvement of community in ICDS

DAY 18

Day	Session	Time	Topic	Training Content
Day 18	Session I	9.00 a.m. – 10.15 a.m.	Information Education & Communication in ICDS Programme and Need for Social Marketing	<ul style="list-style-type: none">• Concept and need of IEC in ICDS programme• IEC Instructions and Guidelines in ICDS programme – Provisions and Action Points• Guidelines for preparing Communication Strategy and Action Plan for ICDS• Concept, need, principles and scope of Social Marketing in ICDS
Day 18	Session II	10.15 a.m. – 12.00 noon	Communication Process	<ul style="list-style-type: none">• Communication – definition, process, functions and barriers• Communication needs: -identification/assessment• Communication channels, medium and techniques for use in a community.• Advantages and limitations of communication, channels and techniques• Advantages of media-mix approach
Day 18	Session III	12.00 noon – 1.15 p.m.	Use of Folk & Traditional Media and Street Play in ICDS Programme	<ul style="list-style-type: none">• Need and importance of using folk & traditional media• Discuss type of folk media in use in their State/District• Discussion on area-specific folk songs/dramas• Advantages of a drama/street play/nukad natak on social Issues<ul style="list-style-type: none">- Techniques of conducting a drama/street play- Points to remember while planning a street play/drama/nukad natak

Day	Session	Time	Topic	Training Content
Day 18	Session IV	2.15 p.m. – 3.45 p.m.	Use of Interpersonal and Group Communication in ICDS	<ul style="list-style-type: none"> • Need, importance and scope of Interpersonal and Group communication in ICDS • Techniques and skills required for interpersonal and group communication <p>Class Assignment: Use of Interpersonal and Group Communication Techniques in the community.</p> <ul style="list-style-type: none"> • Participants to be divided into two groups to do a Role Play exhibits skills required for use of: • Each Group to do a Role Play using Interpersonal & Group Communication Technique on any subject of their child.

Day	Session	Time	Topic	Training Content
Day 18	Session V	3.45 p.m. – 5.30 p.m.	Preparation of Social Messages and Communication Material for Use in Community Related to Crucial Issues Concerning Children and Women	<ul style="list-style-type: none"> • Preparation of Social Messages <ul style="list-style-type: none"> - Identification and prioritization of social issues concerning children and women/ICDS - Discussion on existing attitudes, beliefs and practices related to identified issues - Discuss important Child Survival and Development Messages (Refer Facts for Life – A UNICEF Publication) • Communication Material for Use in Community <ul style="list-style-type: none"> - Discuss points to remember while preparing communication material i.e. posters, charts, booklets/leaflets, flip books, flannel graphs, flash cards, banners, badges, puppets etc. • Class Assignment: <ul style="list-style-type: none"> - Divide the class into 4 groups to prepare social messages and communication material on day 19, Session-I <p>A Each group to prepare a small booklet on social messages on child survival and Development</p> <p>B Each group to prepare following communication material on a topic of their own choice:</p> <p>Group I : Poster, leaflet, script for street play and advocacy material (banner, badges, and caps etc.)</p> <p>Group II : Poster, flannel graph, script for nukad natak and advocacy material (slogans, For wall writing ,badges, and handouts etc.)</p> <p>Group III: Poster, flip book, script for street play and advocacy material (pamphlets, Song, slogans etc.)</p> <p>Group IV: Poster, flash cards, script for nukad natak and advocacy material (banners, Pamphlets, and caps etc.)</p> <ul style="list-style-type: none"> • Each group to give a list of raw material required for preparing above mentioned communication material • Trainers to provide material to trainees including charts, colours, brushes, sketch pen, old magazines and gum etc. • Presentation and display of communication material followed by discussion

DAY 19

Day	Session	Time	Topic	Training Content
Day 19	Session I & II	9.15 a.m.- 12.00 noon	Preparation of Social Messages and Communication Material for Use in Community Related to Crucial Issues Concerning Children and Women (Contd.)	<p>Class Assignment – I: Preparation of Social Messages on Child Survival and Development</p> <ul style="list-style-type: none"> • Trainees to work in 4 groups as identified on Day 18, Session-V • Each group to prepare a booklet and communication material as mentioned in session V Day-18
Day 19	Session III	12.00 noon – 1.15 p.m.)	Communication for Behaviour Change	<ul style="list-style-type: none"> • Concept and meaning of development communication • Difference between development needs and communication needs of children • Role of communication in bringing about behaviour change (in knowledge, attitude & practices) in a community. • Steps and stages of behaviour change in a community: <ol style="list-style-type: none"> a) Recognizing the problems b) Gain in Knowledge <ul style="list-style-type: none"> - Recalls messages, optimal practices - Understands the meaning - Can name programmes/ services - Can define optimal practices c) Approval of Changed Practice <ul style="list-style-type: none"> - Responds favourably to messages & optimal practices - Discusses within personal networks--family, friends etc., - Accepts and approves the programmes & practices - Relates optimal to current practices - Intention/decision - Recognizes this meets the family need - Consult a service provider and intends to practice d) Practice/Implementation <ul style="list-style-type: none"> - Seeks services and practices - Changes behaviour, where resistance is overcome e) Advocacy and confirmation <ul style="list-style-type: none"> - Shares experience with others, Maintains changed behaviour

Day	Session	Time	Topic	Training Content
Day 19	Session IV & V	2.15 p.m. – 5.00 p.m.	Planning & Organization of Balmelas, Exhibitions and Advocacy/Awareness Campaigns	<ul style="list-style-type: none"> • Need and importance of organising Balmelas and Exhibitions in a community • Points to remember while organising Balmelas and Exhibitions • Advocacy: Definition and need • Steps in planning an Advocacy Campaign <ul style="list-style-type: none"> - Identifying & framing the issue - Collecting baseline information about the area, target, audience and resources available - Mobilizing interested people - Networking, alliances and coalitions - Preparing Implementation Plan <ul style="list-style-type: none"> - Collect all relevant information concerning the issue - Identify the key players - Identify target audience - Make media plan (who, what, when, where, whom, how etc.) - Prepare communication material and aids - Execute media plan - Feedback and reinforcement • Class Assignment: Action Plan for Advocacy Campaign on ICDS <ul style="list-style-type: none"> - Participants to be divided into 2 groups to prepare an Action Plan for Advocacy Campaign along with social messages and material - Trainers to provide background material - Mock Session of Advocacy Campaign planned in the class
Day 19	Session VI	5.00 p.m. – 5.30 p.m.	Feedback of Communication, Advocacy and Community Participation	<ul style="list-style-type: none"> • Feedback through quiz/brainstorming • Bridging the learning gaps

DAY 20

G. Supervision, Training and Management (3 Days)

Day	Session	Time	Topic	Training Content
Day 20	Session I-II	9.15 a.m. – 12.00 noon	Supervision and Monitoring of AWCs Tools & Techniques	<p>Supervision</p> <ul style="list-style-type: none"> • Definition of Supervision • Types of Supervision – Direct/Indirect • Tools & Techniques of Supervision <ul style="list-style-type: none"> - Observation checklist, Guidelines, Proforma etc. - Checklist for supervision of AWC - Follow up action on basis of supervisory visits • Areas of supervision <ul style="list-style-type: none"> - Establishing AWC - Delivery of services at AWC - Supplies, equipment, material and food at AWC - Skills of AWWs in delivery of services and during interaction with care givers • Qualities of a good Supervisor <p>Supervisory Skills</p> <ul style="list-style-type: none"> • Skills required for Supervision • Class Assignment: Supervision of Delivery of Services at AWC <ul style="list-style-type: none"> - Trainees to be divided into 2 groups to exhibit Supervisory Skills on following: <ul style="list-style-type: none"> Group I : Distribution of Supplementary Nutrition b: Organising PSE activities at AWC <ul style="list-style-type: none"> - Trainers to observe and discuss <p>Planning & Organizing Supervisory Visits</p> <ul style="list-style-type: none"> - Planning visits in consultation with CDPO, mapping the project, knowing the profile of the circle and AWWs - Prioritizing AWCs for visit on the basis of checklist information - Observation of activities at the AWCs and giving suggestions for improvement and enhancement of skills

Day	Session	Time	Topic	Training Content
Day 20	Session III	1200 noon – 1.15 p.m.	Supervision & Management of Material and Supplies for AWCs	<ul style="list-style-type: none"> • Supervision and Management of supplies and material for AWC • Reviewing the existing material/supply of SN, medicine etc. • Preparing requisition for procurement of material for AWCs • Procurement of material and supplies for AWCs • Distribution of material and supplies to AWCs • Maintaining record of material supplied to AWCs
Day 20	Session IV-V	2.15 p.m. – 4.45 p.m.	Planning & Organizing Sectoral Meeting/VLCC Meetings	<ul style="list-style-type: none"> • Steps in planning & conducting meetings <ul style="list-style-type: none"> Planning <ul style="list-style-type: none"> - Identification of issue & purpose of the meeting - Preparing agenda for the meeting - Identification of facilitator & audience - Finalisation of venue, time & duration - Selection of material, teaching aids & messages - Inviting influential people/leader, if required - Informing people/mothers about the meeting - Ensuring sitting and other arrangements for the meeting - Arrangements for demonstration/films/role play, if any Organising <ul style="list-style-type: none"> - Organisation of meeting as per the agenda - Addressing the group and introducing the topics of discussion - Involving audience in discussion - Listening to people and answering the queries - Recording the minutes of the meeting Follow-up <ul style="list-style-type: none"> - Feedback and follow up - Future action plan for improvement of the programme • Types of meetings to be conducted related to ICDS programme <ul style="list-style-type: none"> - Mother's meeting, Community meeting, Project level monthly meeting, Sectoral meetings, Village level coordination committee meetings etc. • Class Assignment: Mock session by participants on Organising a Monthly Meeting/Village Level Coordination Committee Meeting <ul style="list-style-type: none"> - Participants to be divided into 2 groups to do the Mock Session on the following: <ul style="list-style-type: none"> Group I: Organizing a Monthly Meeting Group II: Organizing Village Level Coordination Committee Meeting - Presentation by participants followed by discussion

Day	Session	Time	Topic	Training Content
Day 20	Session VI	4.45 p.m. –5.30 p.m.	Continuing Education to AWWs & Helpers - The Process and Technique	<ul style="list-style-type: none"> • Continuing education – definition, need and advantages - Timely support, on the spot guidance for skill development and effective delivery of services, updating knowledge • Discussion on areas that require strengthening/training - Preschool education activities - Growth monitoring - Distribution of supplementary nutrition - Health checkup, Immunisation and referral services - Organizing group discussion during meeting with mothers and community • Points to be kept in mind while planning continuing education sessions • Role of Supervisors in bridging gaps between job training and field situation • Role Play by Trainers on Planning Continuing Education Session - After the discussion the Trainer will do a Role Play on guiding and educating an AWW while conducting a survey

Day	Session	Time	Topic	Training Content
Day 21	Session I	9.15 a.m.-10.45 noon	Leadership Motivation & Team Building (Group Exercise)	<ul style="list-style-type: none"> • Leadership – Definition and Importance <ul style="list-style-type: none"> - Qualities of a leader – Energetic, Knowledge of human relations, Objectivity, Empathy, Personal motivation, Communication skills, Teaching ability, Social skills, Technical competence, Integrity, Conceptual skills, Flexibility of mind, Ability to establish proper priorities • Role and responsibilities of a leader <ul style="list-style-type: none"> a) Group task roles: initiator, information seeker, contributor, opinion seeker, information and opinion giver, elaborator, coordinator, orientor, evaluator, critic, energizer, recorder. b) Group building and maintenance role: planner, policy maker, executor, encourager, harmonizer, compromiser, gatekeeper, expeditor, group observer and commentator, controller c) Individual role: aggressor, recognition seeker, self confessor, dominator, mediator • Motivation – Definition and importance of motivation – improve efficiency, ensure achievements, create friendly and supportive relationship etc. <ul style="list-style-type: none"> • Type of motivation <ul style="list-style-type: none"> - Positive and negative motivation - Extrinsic and Intrinsic motivation - Self and group motivation • Factors related to motivation <ul style="list-style-type: none"> - Intrinsic factors or satisfiers – achievement, recognition, enhancement, personal growth, potential, type of work and responsibility - Extrinsic factors or maintenance factors - Interpersonal relations with colleagues, subordinates and superiors; organizational policy & administration; job security, work conditions salary & personal life. • Motivation techniques <ul style="list-style-type: none"> - Non financial motivation: appraisal, praise, status, competition, delegation of authority, participation, job security & job enrichment, job relation - Financial motivation • Steps in motivation <ul style="list-style-type: none"> - Sizing up situation requiring motivation - Preparing a set of motivating tools and techniques - Application of appropriate motivation tools - Follow up • Role of a CDPO in motivating the team • Team building – concept, importance and advantages of working in a team <ul style="list-style-type: none"> - Characteristics of a good team - Clearly defined and managed process - Clear, shared sense of purpose and direction - Energetic and enthusiastic - Questioning and listening – challenge & support - Clarity of roles - Decisive

				<ul style="list-style-type: none"> - Commitment and involvement - Focus and persistence - Thinks and plans - Learns from mistakes - Creative and flexible - Open and honest - Shares information internally and externally - Feedback and review - Process of team work - Appoint a process coordinator - Ensure tasks are clearly defined & understood by all - Identify & remove invalid assumptions • Resource Persons to introduce Team building/Motivation games
Day 21	Session II	10.45 a.m. – 12.00 noon	Role of a Supervisor as a Trainer and Qualities Required	<ul style="list-style-type: none"> • Discuss – Job responsibilities of a Supervisor as a trainer • Type of training to be given to AWWs/Helpers • Discussion on qualities of a ‘Trainer Supervisor’ - Professional knowledge - Teaching/training experience - Communication counselling skills - Managerial skills; confidence - Leadership and team building qualities etc. • Role Play by Trainers exhibiting training nad communication skills

Day	Session	Time	Topic	Training Content
Day 21	Session III	12.00 noon – 1.15 p.m.	Training Techniques, Material and Aids	<ul style="list-style-type: none"> • Training methods and techniques – type, use, advantage and disadvantages of: <ul style="list-style-type: none"> - Lecture cum discussion - Group discussion - Role play - Demonstration - Focussed group discussion - Brainstorming - Self reading - Learning by doing – Mock session, role play, field visit, supervised practice etc.
Day 21	Session IV	2.15 p.m. – 3.45 p.m.	Preparation of Training Plan for Induction Trg. of AWWs and Presentation of Training Plan	<ul style="list-style-type: none"> • Class Assignment: Preparation of Training Plan for Induction Training of AWWs <ul style="list-style-type: none"> - Participants to be divided into 4 groups to prepare a plan for organising a training programme comprising assessment of training needs/pre-programme, planning, implementation and monitoring & evaluation - List/prepare selected training materials and aids • The facilitator/leader of each group will present the training plan alongwith training material followed by discussion
Day 21	Session V-VI	3.45 p.m. – 5.30 p.m.)	Planning and Organising a Training Programme	<ul style="list-style-type: none"> • Need and importance of planning a training programme • Objectives, principles and approach to training • Role of a trainer as a planner, designer, administrator and organizer, coordinator, innovator, synthesizer, consultant & adviser, monitor & evaluator and motivator & leader • Systematic Approach to Training <ul style="list-style-type: none"> - Training Needs Assessment, Planning, Implementation, and Monitoring & Evaluation of a training programme • Training Needs Assessment <ul style="list-style-type: none"> - Importance and methodology • Pre-Planning of a training programme <ul style="list-style-type: none"> - Determine training objectives - Preparation of programme design – Rationale, objectives, participants, contents, resource persons and budget - Identification of participants – type and number - Preparation of programme schedule – Content analysis and time schedule of sessions - Selection of training methods and material • Discuss points to remember while preparing and using training material like: Charts, graphs, pie charts, flipbooks & flash cards, models & exhibits, brochure, handout sheets, fact sheets and transparencies • Implementation of training programme <ul style="list-style-type: none"> - Preparation of training implementation plan - Steps to be followed while organising a training programme - Feedback of resource persons

Day	Session	Time	Topic	Training Content
Day 21	Session V-VI Contd.			<ul style="list-style-type: none"> • Monitoring and evaluation of training - Need and importance of monitoring and evaluation of a training programme - Difference between monitoring and evaluation - Types of evaluation - Points to remember/checklist for monitoring and supervision of lectures, mock sessions, supervised Practice etc.

DAY 22

Day 22	Session I	9.15 a.m. 11.30 a.m.	Maintenance of Records & Registers and Office Procedures	<ul style="list-style-type: none"> • Records and Registers at CDPOs Office – Property Register (equipment, material etc.), General Consumable Items Register, Attendance Register, Cash Book, Accounts Registers, Appointment Registers, Salary/Honorarium Register, Petty Cash Register, Bill Register • Records and Register with Supervisor – Supervisory Dairy • Records and Registers at AWC –Anganwadi Survey Register, Register of Services for Pregnant & Nursing Mothers; Register of Services for Children, Register of Services for Supplementary Nutrition & PSE; Immunisation, IFA tablets and Vitamin A Supplementation, register for Children less than 6 years of age; Annual Summary of Children’s Immunisation (for children upto 1-2 years of age); Birth and Death Register, Anganwadi Food Stock Register; AW Medicine Distribution Register; Other Stock Register; Mahila Mandal Register; Records of MPRs; Visitor’s Book and Daily Diary. • Record management • Custody of records • Review and weeding of records • Requisitioning of records <p>Forms and Procedures of Communication</p> <ul style="list-style-type: none"> • Drafting of notes/letters - Procedure and general instructions for drafting notes/letters - Typing and issue of note/letters • Class Assignment - I Filling up records and registers - Trainees may be divided into 4 groups to fill up records and registers maintained at CDPO Office/AWWC - Each group to fill up a page each of the four registers maintained at CDPOs Office and four registers maintained at AWC - Trainers to provide the photocopies of pages of registers with column headings - Trainers to check the register and guide trainees wherever required • Class Assignment – (II) Drafting of notes/letters - All trainees to prepare a letter to CDPO for supply of food material - Trainers to check the assignment in the class
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Day	Session	Time	Topic	Training Content
Day 22	Session II	11.30 a.m.- 1.15 p.m.	MIS in ICDS & MPR Proforma	<ul style="list-style-type: none"> • What is MIS in ICDS? Its importance and set up • MPR Proforma - Reporting of data - Verification and correction of data - Preparation of MPR/QPR/APR • Need for correct & timely reporting • Interpretation of MPR data, identifying gaps and follow up action • Use of MPR data for policy decision and interventions at various levels • Class Assignment: Filling up of an MPR form and follow up action - Each participant to be given MPR proforma for filling up - The estimated data can be given by participants themselves - After MPRs are filled up, divide the class into 2 groups - Each group to prepare monthly report for sending it to CDPO's office • Participant are to present the report, interpret the date and suggest course of action to be followed in the field
Day 22	Session III	2.15 p.m. – 3.30 p.m.	Planning Activities of AWC and Management of Service Delivery	<ul style="list-style-type: none"> • Points to remember while planning activities related to preschool education, nutrition, health, nutrition and health education, community participation etc. • Class Assignment: Planning Activities at AWC - Each participants to prepare a plan of activities at AWC for a day/week/monoth - 2 Participants to prepare the plan in the class - Trainers to discuss
Day 22	Session IV	3.30 p.m. – 5.00 p.m.	Techniques for Self Development and Self Appraisal	<ul style="list-style-type: none"> • Need and importance of self appraisal • Formats/checklist for self appraisal: adequate subject knowledge, audience fright, speech anxiety, delivery of message, credibility, presentation skills, effective attitude, use of training aids, visual information, audience relations etc. • SWOT Analysis: Meaning and use • Class Assignment on SWOT Analysis - Each participant may be asked to list his Strengths (S), Weaknesses(W), Opportunities (O) and Threats (T) and ways of self development - Course Director may discuss SWOT Analysis of ¾ participants in the class and check the rest

Day	Session	Time	Topic	Training Content
Day 22	Session VI	5.00 p.m. – 5.30 p.m.	<ul style="list-style-type: none"> • Feedback of Supervision Training and Management • Instructions for Supervised Practice 	<ul style="list-style-type: none"> • Feedback through quiz/brainstorming • Bridging learning gaps • Trainers to give instructions for Supervised Practice • Trainees to be divided into groups of 2-3 to be placed at an AWC • Trainers : Trainee ratio for supervised practice is to be 1:6 • Course Director may take the help of other faculty members for Supervised Practice depending on the number of participants • Trainers may give Time Plan to all trainees for 3 days • Trainees may be instructed to carry PSE material, Charts etc. for the activities to be undertaken during these 3 days.

H. Supervised Practice (3 Days)

DAY 23

Day	Session	Time	Topic	Training Content
Day 23	Session I-III	9.00a.m. – 1.15 p.m. (Participants to reach AWC for before it starts)	Act as an AWW at an AWC	<ul style="list-style-type: none"> • Trainees to undertake the role and responsibilities of an AWW at an AWC for a day • Placement of participants in a group of 2/3 at an AWC • Organise the AWC before it opens • Suggested Time Plan for the Day is: - Prayer and checking personal hygiene of children (20 mts) - Free Conversation with the help of teaching aids (10 mts) - Cognitive activities in small and large groups (20 mts) (Dominoes/Discrimination chart/Colour Concept/Small Big) - Physical Activities: Outdoor Games like jumping/running/hopping/rope/other games (20 mts) <li style="text-align: center;">• (Break) (10 mts) - Drawing & painting/Clay modelling/Sand or Water games/Drama/Dance/Puppet play/Doll play/Science activity (20 mts) - Language Activities in Large Groups (20 mts) (Rhymes/Action Songs/Alphabets, Number & Picture/Chart Reading/Story Telling) • Growth Monitoring (4/5 children) (20 mts) • Distribution of supplementary nutrition to children and pregnant & nursing mothers (30 mts) • Treatment of common childhood illness/ailments (20 mts) • Sending children home (10 mts) • Fill up records and registers at AWC • Fill up MPR Form • Plan for following activities: <ul style="list-style-type: none"> - Survey of two families - 2-3 Home visits – Visit families of malnourished children/pregnant women/sick children - Mother’s Meeting in the afternoon • Trainees to be provided packed lunch
		1.15 p.m. – 2.15 p.m.	Lunch	

Day	Session	Time	Topic	Training Content
	Session IV-V	2.15 p.m. – 5.30 p.m.	Act as an AWW in the Community	<ul style="list-style-type: none"> • Conduct Survey in the Community(2-3 Families) (30 mts) • Conduct Home Visits (2-3 Families) (30 mts) • Organise Mothers Meetings (60 mts) • Departure to Training Institute • Feedback and Discussion in the Class • Trainers to give instructions for Day 24

DAY 24

Day	Session	Time	Topic	Training Content
Day 24	Session I-III	9.15 a.m – 1.15 p.m	Act as aSupervisor at AWC	<ul style="list-style-type: none"> • Trainees in a group of 2 to undertake role & responsibilities of a Supervisor for a day - Observe location, space and cleanliness of AWC • Supervise Preschool Education Activities conducted by AWW and guide them • Monitor growth of 3-4 children <ul style="list-style-type: none"> - Take weight, plot and interpret the growth curve - Counsel mothers - Observe distribution of supplementary nutrition and give guidance • Check the stock position of food items available at AWC, its storage and cleanliness • Observe and guide AWW in filling up records and registers and MPR • Check Records and registers maintained at AWC
		1.15p.m.- 2.15 p.m	Lunch	<ul style="list-style-type: none"> • (Trainees to be provided packed lunch)
	Session IV & V	2.15 p.m. – 5.30 p.m.	Act as a Supervisor in the Community	<ul style="list-style-type: none"> • Observe AWW in conducting Survey/Home Visit/Mother's Meeting and provide guidance wherever required • Organise Circle meeting and discuss MPR (MPR filled up on Day 23 may be discussed) • Departure for Training Institute • Feedback and discussion with class • Trainers to give instructions for Day 25

DAY 25

Day	Session	Time	Topic	Training Content
Day 25	Session I - III	9.15 a.m. – 1.15 p.m.	Act as a CDPO at an AWC and in the Community	<ul style="list-style-type: none"> • Discuss functioning of AWC and the problems faced by AWW • Supervise AWC and check availability of equipment, food, medicine, PSE material etc. • Meeting with Sarpanch for community to participate in ICDS programme • Attend Mother’s Meeting and talk to mothers on the selected issues or problems in the community
		1.15 p.m. – 2.15 p.m.	Lunch	Trainees to be provided packed lunch
Day 25	Session IV-V	2.15 p.m- 5.30 p.m	Act as a CDPO at CDPO’s Office	<ul style="list-style-type: none"> • Trainees to undertake the role and responsibilities of a CDPO for a Day • Trainees to be placed in a CDPO’s Office in groups of 3-4 • The CDPO in the office is to discuss general functioning of CDPO’s office and his/her responsibility in the field • Trainees to observe records and registers maintained in the CDPO’s Office and their management system. • Participants to make a list of records and registers at CDPO’s Office • Trainees to perform the following tasks: <ul style="list-style-type: none"> - Process a letter received and give reply - Invite a tender for purchase of furniture for CDPOs office - Organise supply of foods, medicines and PSE material to AWC - Disbursement of salary and funds - Sanction leave - Prepare budget for the Project - Prepare MPR for sending to the State Govt.

I. Evaluation & Concluding (1 Day)

DAY 26

Day	Session	Time	Topic	Training Content
Day 26	Session I	9.15 a.m. – 11.15 a.m.	Issues of National Importance	<ul style="list-style-type: none"> • Discuss issues of national importance as per the order of Ministry of Home Affairs • Environment protection <ul style="list-style-type: none"> - Need and importance of protecting environment - Pollution and sources of pollution - Ways and means of improving environment - Role of community in keeping environment clean and healthy. • Poverty alleviation <ul style="list-style-type: none"> - Define poverty and poverty line - Programmes to improve socio economic status of community • National Integration and communal harmony <ul style="list-style-type: none"> - Definition and need for National Integration - Prerequisite for communal harmony and integration - Role of CDPOs in maintaining national integration
Day 26	Session II	11.15 a.m. – 1.15 p.m.	Evaluation of Trainees Examination	<ul style="list-style-type: none"> • Evaluation of Trainees • Examination to be conducted for 2 hours <ul style="list-style-type: none"> - Course Director should prepare the Examination Paper in advance - Examination paper should cover objective type questions with multiple choice and short questions having short answer - Examination paper should cover questions from all the components - The grading system may be adopted as per the guidelines given by GOI i.e. Grade A – 70 and above, Grade B – 60 to 70, Grade C – 50 to 60 and Grade D – 40 to 50 marks. - Trainers should send the grades achieved by the trainees to their respective State Govts. Within one week of completion of job training.
	Session III-IV	2.15 p.m. – 4.00 p.m.	Feedback and Bridging the Learning Gaps	<ul style="list-style-type: none"> • Feedback • Bridging the learning gaps
	Session V	4.00 p.m. – 5.30 p.m.	Concluding Session	<ul style="list-style-type: none"> - Concluding session - Disbursement of TA/DA