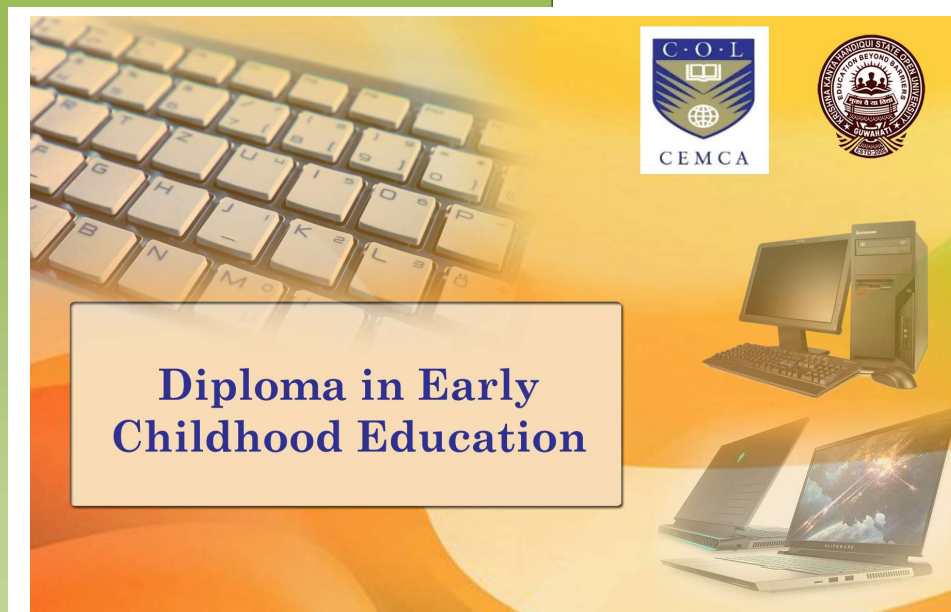


Course : 07

**PREPARING EARLY
CHILDHOOD
EDUCATORS**



Year : 2021



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**





PREPARING EARLY CHILDHOOD EDUCATORS



**Commonwealth Educational Media Centre for Asia
and
Krishna Kanta Handiqui State Open University**



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Course Introduction

This is the seventh course of Diploma in Early Childhood Education. There are four modules in this Course. The first module gives a detail elaboration of *teaching profession*. The second module reflects on *different roles and responsibilities of Angwanwadi workers (AWW)*. The third module deals with *qualities and skills of Angwanwadi workers*. The fourth and last module of this course highlights upon the *professional development of AWW*.

While going through the modules you will find some Video links and QR Codes given inside the boxes. This will help you to understand the content of the module. In some of the modules there are some boxes which highlight the important points of the very module.

Introductory Video of the DECE Programme	Video link : https://www.youtube.com/watch?v=_1vucY - Glo	Scan with QR Code 
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Module I :
TEACHING PROFESSION



MODULE STRUCTURE

1.1.Learning Objectives

1.2.Introduction

1.3.Teaching profession

1.3.1. Defining Teaching

1.3.2 Characteristics of Teaching

1.3.3 Principles of Teaching

1.3.4 Meaning of Profession

1.4. Professional importance of AWW

1.5. Professional Ethics

1.5.1. Professional Ethics of a Teacher

1.6. Let Us Sum Up

1.7 Further Reading

1.1 LEARNING OBJECTIVES

After going through this module, you will be able to-

- Understand teaching profession
- Comprehend the professional importance of AWW
- Explain the professional ethics of teacher.

1.2 INTRODUCTION

Till now, we have discussed about many important components of early childhood education. You must have understood that the success of a child depends on the success of early childhood experience and care, a child receives from you. The effectiveness of early childhood education relies on the effectiveness of the teacher or worker of early childhood care. Therefore, it is very essential for you to train yourselves in such a way that child gain all sort of education and support that are necessary for their overall development. Mother is the first teacher for every child and you are the second mother/father of them. As such in this module, we will discuss about very important concept for you i.e., teaching profession and professional importance of early childhood educators. Lets' discuss

1.3 TEACHING PROFESSION

Let's first acquaint yourselves with the concept of Teaching. It is such a social process which is directly influenced by socio-political system, culture, philosophy and value to a great extent. Because of this reason, it is very difficult to give a universally acceptable definition of teaching. It has been defined in different ways on the basis of Socio-political systems prevailing in the world.

AUTOCRATIC MEANING OF TEACHING

In autocracy, the law is what an autocrat frames. When this socio-political philosophy is implemented in the school, a teacher behaves like an autocrat in the class. He inserts the knowledge into the minds of learners without heeding to their needs, interest, and abilities. He considers himself as an ideal and fully matured and treats the learners like a rough clay

This system is based on task- centered traditional theory of organization. In this system only teacher is seen active in the class and learners receive instructions fearfully in a passive manner. What to talk of criticizing their teacher, they are not even given permission to ask any question in the class without the permission of the teacher.

H.C Morrison has defined this type of teaching as an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later.

DEMOCRATIC MEANING OF TEACHING

This system is based on relation centered theory of human organization. Here people's representatives works according to wishes of the people. When this philosophy is implemented into a school system, a teacher teaches in the class by keeping in view the needs, interests, abilities and feelings of his students. As a result, a free interaction between the teacher and learner is seen in the class, i.e., both are equally active in the class and influence each other. Learners can openly ask questions and express their difference of opinions. Teacher, on the other hand, modifies his behavior in respect of his students and welcomes happily to what comes from them.

N. L Gage has defined this type of teaching as a form of inter-personal influence aimed at changing the behaviour potential of another person.

1.3.1 DEFINING TEACHING

Edmond Emidon – Teaching is an interactive process primarily involving classroom talk which takes place between a teacher and pupils and occurs during certain definable activities.

Thomas Green – Teaching is the task of a teacher which is performed for the development of a child.

Clark- Teaching refers to activities that are designed and performed to produce desired changes in pupils' behaviour.

Smith – Teaching is a system action to induce learning.

1.3.2 CHARACTERISTICS OF TEACHING

Following characteristics of teaching can be inferred from the definitions given above--

- Teaching is an interaction between a teacher and his pupils
- Teaching is a social and professional process in which teacher applied his professional's skills on the students.
- Teaching is a purposeful activity which ends at desired changes of learner's behaviour.
- Teaching is a process leading to the development of learners.
- Teaching is the name of giving scientific shape to the art of teaching with the help of strategies and techniques.
- Teaching is a communicative process which furthers by verbal as well as non-verbal mediums.
- Teaching is a bipolar process where a teacher ensures the participation of learners in the task through the medium of the content.
- Teaching is diagnostic as well as remedial process. We first of all, find out the weaknesses of the students and then suggest remedial measures.
- Teaching is a logical activity centering on planning, presentation and evaluation in a logical sequence.
- Measurement of teaching is possible, i.e., teacher's behaviour can be observed and rated quantitatively.

- Improvement in strategies of teaching and reinforcement can lead to better learning all the time. Thus, teaching is a learning process also.
- Teaching is a tri-polar process also in which teaching objectives (teacher) learning experiences (content) and changes in behavior (students) all work together in a unified form.

1.3.3 PRINCIPLES OF TEACHING

Due to the evolution problems of teaching theories, educationalists are now mostly concerned with the development of teaching principles rather than theories. These principles are only tested guidelines for a teacher because they are mostly based on learning theories and principles.

- **Principle of Activity:** This principle states that teaching should mostly go in the direction of students activities, i.e., teacher should get the students involved physically in his teaching as much as possible
- **Principle of Interest:** According to this principle, a teacher should teach in the class only when students take interest in it and if this interest does not exist, it should first be created by the teacher.
- **Principle of linking with Life:** It has been seen that every child lives in his own world. Thus, children take interest in those activities and subjects only which have a direct link with their lives. Thus, according to this principles, subject matter should be taught to students only after it has been link with the daily life of the child.
- **Principle of definite Aim:** Teaching objectives must be clear before the teacher prior to teaching because only on the basis of these objectives he selects suitable teaching strategies and techniques.
- **Principle of Selection:** Content is selected keeping in view the larger objectives of education. There may be many irrelevant materials in a lesson which are not useful for students. Similarly many such things may be there in a text-book which do not pace with the level of learner. So, teacher selects only the part of the subject matter which is matched with the objectives and are meaningful for learners.
- **Principles of Planning:** A teacher must prepare a lesson plan of the lesson which he is to teach. Planning helps him to identify the expected problems of teaching and select suitable strategies to overcome them.


- **Principle of Division:** If a teacher teaches a lesson after dividing it into different natural parts, his presentation will be effective. But the teacher should keep this fact in the mind that every unit of the lesson should be complete in itself and should be able to arouse curiosity for learning of the next unit
- **Principle of Revision:** Whatever lesson is taught to students, it must be revised by them as well. If it is not done, it will be forgotten soon
- **Principle of Motivation:** The task of a teacher becomes very easy if he is successful in motivating his students for learning. Since, motivation is directly related to needs, the teacher must take steps to satisfy their needs. Reward and Punishment, Praise and Blame, Arousing and Quenching the curiosity of learners, using material aids in teaching, competition and cooperation etc. are some important techniques of motivation.
- **Principle of Individual differences:** No two learners are alike in the world in their abilities and interest. So teaching work is done keeping in view the individual differences of learners.

1.3.4 MEANING OF PROFESSION

A profession is a vocation founded upon specialized educational training, the purpose of which is to supply objective, counsel and service to others, wholly apart from expectation of others business gain.

Profession enjoy a high social status, regard and esteem conferred upon them by society. This high esteem arises primarily from the higher social function of their work, which is regarded as vital to society as a whole and thus of having a special and valuable nature. A profession has been defined as a special type of occupation possessing corporate solidarity, prolonged specialize, training in a body of abstract knowledge and a collectivity or service orientation.

It is a vocational sub culture which comprises implicit codes of behaviour, generates an ESPRIT among the members of the same profession and ensures them certain occupational advantage ,bureaucratic structures and monopolistic privileges to perform certain types of work professional literature, legislation etc. Thus, teaching profession is a vocation founded upon specialized educational training.

Concept of Teaching	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/Rpz9Mjw5TGg</p>	<p style="text-align: center;">Scan with QR Code</p> 
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1.4 PROFESSIONAL IMPORTANCE OF AWW

The above discussion has given your idea about teaching profession. As a teacher and worker of the early childhood education, you must understand the importance of your profession. The Integrated Child Development Services scheme (ICDS) is the world's largest community based outreach programme which offers a package of health, nutrition and education services to the children below six years and pregnant and nursing mothers. The Anganwadi worker is a community based front line worker of the ICDS programme.

The following highlights the professional importance of AWW-

- An Anganwadi worker is the focal point for the delivery of ICDS services to children and mothers.
- An Anganwadi normally covers a population of 1000 in both rural and urban areas and 700 in tribal areas. An angawanwadi worker chosen by the people, having educational qualification of middle school or Matric or higher has to cover such huge population. She is assisted by a helper who is also a local woman and is paid honorarium. Being the functional unit of ICDS programme which involves different groups of beneficiaries, the AWW has to conduct various types of job responsibilities.
- Besides reaching to variety of beneficiary groups, she has also to provide them with different services which include nutrition and health education, Non- Formal Pre School Education (NFPSE), Supplementary nutrition, growth monitoring and promotion and family welfare services.
- As a professional she coordinates in arranging immunization camps, health check-up camps.
- Her functions also include community survey and enlisting beneficiaries, primary health care and first aid, referral services to severely malnourished, sick and at risk children, enlisting community support for Anganwadi functions, organizing women's

groups and Mahila Mandals, school enrolment of children and maintenance of records and registers.

- Each Anganwadi workers receives less than Rs. 3,500/- per month which is very low remuneration, but the responsibilities of these workers are very extensive. Yet, they have been found to be among the most dedicated and committed of public servants/professional who have developed grass root contacts and are able to identify particular individuals and groups in any community, easily.
- She plays a crucial role in promoting child growth and development. She is also an agent of social change, mobilizing community support for better care of young children. The partnership at community level, between frontline workers of different sectors and community groups, can make the vision a reality.
- The Anganwadi Worker is the community - based voluntary frontline workers of the ICDS Programme who have to assume the pivotal role due to her close and continuous contact with the beneficiaries.
- The Anganwadi Worker monitors the growth of children, organizes supplementary feeding, helps in organizing immunization sessions, distributes vitamin A, iron and folic acid supplements, treats minor ailments and refers cases to medical facilities.

Thus, on the basis of the above discussion, it is clear the there is much professional significance of the Angwanwadis. They play many sided role in the society. She is a care taker, teacher as well as community messenger.

1.5 PROFESSIONAL ETHICS

Ethics is the science of conduct. It considers the actions of human beings with reference to their rightness or wrongness. The word "ethics" is derived from the Greek word ethos, which means "character". **Mackenzie** defines ethics as —the study of what is right or good in human conductor —the science of the ideal involved in conduct. It is a branch of philosophy, specially the moral philosophy that studies the evolution of concepts; such as right or wrong behaviour. So, it is clear that ethics is the study which determines rightness or wrongness of actions. Ethics then, we may say, discusses men's habits or customs, or in other words their characters, the principles on which the habitually act and considers what it is that constitutes the rightness or wrongness of these principles, the good or evil of these habits. Ethics is the word that refers to morals, values, and beliefs of the individuals, family or the society. The word has several meanings-

First, it is an activity and process of inquiry.

Second, it is different from non-moral problems, when dealing with issues and controversies.

Third, ethics refers to a particular set of beliefs, attitudes, and habits of individuals or family or groups concerned with morals.

Fourth, it is used to mean morally correct.

Professional ethics is always connected with a profession. As people are engaged in different profession, there are different professional ethics. In order to regulate the terms and conditions, norms and quality of service, every profession has its own professional ethics.

The ethical concept of professional ethics is related to the particular profession. The word Ethics in the term Professional Ethics related to the professional obligation that is to be abide by the members engaged in the profession.

TYPES OF PROFESSIONAL ETHICS:

- **Meta ethics:** (origin of ethical principle) it deals with origin of ethical principles that govern the specification of right and wrong behaviour. A major issue of debate in this category is whether ethical principles are eternal truths that evolved from a spiritual world or simply created by the humans.
- **Descriptive ethics:** (moral beliefs) it refers to the study of moral beliefs of the people. It is a field of empirical research into what people or societies consider right or wrong.
- **Normative ethics:** (self-moral conduct) It is concerned with arriving at set of moral conduct rules against which behaviour are judged.
- **Applied ethics:** The ethical principles are designed or written for implementation in a specific situation.
 - **Bio ethics:** These are the ethical principles or codes for maintaining normal livelihood.
 - **Medical ethics:** The ethical principles or codes designed for a medical profession.
 - **Computer ethics:** The ethical principles or codes designed for a computer professional

- **Engineering ethics:** The ethical principles or codes designed for an engineering profession.
- **Business ethics:** The ethical principles or codes designed for a business operation
- **Legal ethics:** The ethical principles or codes designed for maintaining a legal system.

1.5.1 PROFESSIONAL ETHICS OF A TEACHER

Teaching profession is considered to be one of the noblest profession. The teaching profession exists not merely to provide gainful employment to teachers but to promote the ideas of good education. Professional ethics of the teacher in the modern society are varied and complex. This ethics emerge out of the task that he expected to perform as an agent of social change. Broadly speaking, this include sense of commitment and dedication to the profession. Professional ethics of a teacher include all the rules he is expected to perform. In a narrow sense, this includes concern for his wellbeing only.

It is hold that the Destiny of the nation or country is being made in the classroom and the teacher has an important and vital role to play in the total programme of development and social change. The first and foremost responsibility of the teacher is concerned with the students. His job cannot remain confined to deliberating a set of lectures or more coverage of syllabus.

The primary objective should be treat each individual student as an end in himself and to guide the widest opportunities to develop his skills, abilities, potentialities to the full. Therefore the teacher should fully equip to play his role not only as a professionally trained person but as an enlightened and dedicated member of the society. Thus a teacher has to develop his character and observe code of professional ethics, because it may bring credit to the entire profession.

The following code are suggested which each teacher should try to adopt as his professional ethics -

- **Relation between the teacher and the student:** Teachers should always maintain a good relation with the students as they are the center of education system

- **Relation of the teacher with the colleagues/ other teaching staff:** Collaboration and group work is very much essential in teaching profession. Therefore, every teacher should maintain good relation with other teachers. It encourages the students to engage in team work
- **Relation of the teacher with the authority/ management:** It is essential for the teacher to abide by the rules of management and should always maintain a good relationship with authority.
- **Relation of the teacher with the guardians/ parents:** Parents are the significant source of child's progress and feedback. Therefore teacher always should maintain a good rapport with them
- **Relation of the teacher with the society:** Schools are the miniature society. Children are the resources of the society. For their overall development teacher should maintain a good link between school and society.

Professional Ethics	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/6fCckEUBjU</p>	<p style="text-align: center;">Scan with QR Code</p> 
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1.6. LET US SUM UP:

After going through this module, it can be summarized as-

- Teaching is such a social process which is directly influenced by socio-political system, culture, philosophy and value to a great extent.
- As per autocratic meaning of teaching when this socio-political philosophy is implemented in the school, a teacher behaves like an autocrat in the class
- H.C Morrison has defined this type of teaching as an intimate contact between a more mature personality and a less mature one which is designed to further the education of the later
- As per democratic meaning of teaching it is based on relation centered theory of human organization. Here people's representatives works according to wishes of the people.

- N. L Gage has defined this type of Teaching as a form of inter-personal influence aimed at changing the behaviour potential of another person.
- According to Edmond Emidon – Teaching is an interactive process primarily involving classroom talk which takes place between a teacher and pupils and occurs during certain definable activities.
- The characteristics of Teaching is it is an interaction between a teacher and his pupils and it is a social and professional process in which teacher applied his professional's skills on the students.
- Principles of teaching are Principle of Activity, Principle of Interest, and Principle of linking with Life etc.
- A profession is a vocation founded upon specialized educational training, the purpose of which is to supply objective, counsel and service to others, wholly apart from expectation of others business gain.
- The Integrated Child Development Services scheme (ICDS) is the world's largest community based outreach programme which offers a package of health, nutrition and education services to the children below six years and pregnant and nursing mothers.
- The anganwadi worker is a community based front line worker of the ICDS
- As a professional she coordinates in arranging immunization camps, health checkup camps.
- Her functions also include community survey and enlisting beneficiaries, primary health care and first aid, referral services to severely malnourished, sick and at risk children, enlisting community support for Anganwadi functions, organizing women's groups and Mahila Mandals, school enrolment of children and maintenance of records and registers.
- Professional ethics is always connected with a profession. As people are engaged in different profession, there are different professional ethics.
- The types of ethics are -Meta ethics, descriptive ethics, normative ethics, and applied ethics.
- Some of the professional ethics of teachers are- Relation between the teacher and the student, Relation of the teacher with the colleagues/ other teaching staff, Relation of the teacher with the authority/ management, Relation of the teacher with the guardians/ parents, Relation of the teacher with the society

1.7 Further Reading

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OER Reading Links:

1. <https://noredstudies.org/index.php/nse/article/view/2126/3932> (Teaching as a vehicle in Education)
2. <https://www.niu.edu/citl/resources/guides/instructional-guide/principles-of-effective-instruction.shtml> (principles of Teaching)
3. <http://article.sapub.org/10.5923.j.edu.20160603.02.html> (Professional Ethics)



Module II :
ROLES & RESPONSIBILITIES OF
ANGANWADI WORKERS (AWW)



MODULE STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Importance of AWW in ECCE

2.4 Overall Role and Responsibility of AWW

2.4.1 Role in Planning Activities at Anganwadi Centre

2.4.2 Role in Implementing and Organizing the Activities

2.4.3 Role in Creating Conducive and Stimulating Environment for the Children

2.4.4 Setting up classroom

2.4.5 Some Specific Activities and Roles of AWW

2.5 Let Us Sum Up

2.6 Further Reading

2.1 LEARNING OBJECTIVES

After going through this module, you will be able to:

- explain the importance of Anganwadi Workers in ECCE;
- explain the role and responsibility of Anganwadi Workers; and
- identify your role as an Anganwadi Worker more precisely and elaborately.

2.2 INTRODUCTION

The role of Anganwadi Worker (AWW) in Early Childhood Care Education (ECCE) is very important and multifarious. Teaching young children is demanding both in terms of time and responsibility. Besides this, an AWW should possess certain skills for assuming responsibilities and to meet the developmental level of the children and effective programming. In this Module, we will discuss about the role and responsibility of AWW in ECCE.

2.3 IMPORTANCE OF AWW IN ECCE

Dear Anganwadi Workers, it is needless to remind you that you are a key functionary in the ICDS programme. The successful delivery of services under the programme depends upon your knowledge and skills. You organize preschool activities in the Anganwadi centres for children of three to six years of age. You prepare toys and play equipment of indigenous origin for use in the Anganwadi centre. You maintain health record of children of your Anganwadi center and organize supplementary nutrition feeding for preschool children as per the menu provided by social welfare department. The key objectives of imparting preschool education to the beneficiaries under Integrated Child Development Service was mainstreaming of the children after completion of non-formal preschool education. Being main functionary of the Anganwadi Centre, you are required to ensure that all the children from the Anganwadi centres will join formal education after completion of preschool education. You are also required to co-ordinate with the local primary school so that the transition of the Anganwadi preschool children to the primary school was a natural process. You are also required to maintain data and records pertaining to school ready children joining formal school. Being the functional unit of ICDS programme which involves different groups of beneficiaries, the AWW has to conduct various types of job responsibilities. Not only you have to reach to variety of beneficiary groups, you have to provide them with different services which include nutrition and health education, Non- Formal Pre School Education (NEPSE), Supplementary nutrition, growth monitoring and promotion and family welfare services. You also coordinate in arranging immunization camps, health checkup camps. Your functions also include community survey and enlisting beneficiaries, primary health care and first aid, referral services to severely malnourished, sick and at risk children, enlisting community support for Anganwadi functions, organizing women's groups, school enrolment of children and maintenance of records and registers etc. So, your role as an AWW is not only multifarious but also very crucial and decisive in the growth and development of children and well-being of mothers in your locality.

2.4 OVERALL ROLE AND RESPONSIBILITIES OF ANGANWADI WORKERS

The role and responsibilities of AWWs and Helpers envisaged under the ICDS Scheme is as under:-

- To elicit community support and participation in running the programme.

- To weigh each child every month, record the weight graphically on the growth card, use referral card for referring cases of mothers/children to the sub-centres/PHC etc., and maintain child cards for children below 6 years and produce these cards before visiting medical and para-medical personnel
- To carry out a quick survey of all the families, especially mothers and children in those families in their respective area of work once in a year.
- To organize non-formal pre-school activities in the anganwadi of children in the age group 3-6 years of age and to help in designing and making of toys and play equipment of indigenous origin for use in anganwadi.
- To organize supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes.
- To provide health and nutrition education and counseling on breastfeeding/ Infant & young feeding practices to mothers. Anganwadi Workers, being close to the local community, can motivate married women to adopt family planning/birth control measures
- AWWs shall share the information relating to births that took place during the month with the Panchayat Secretary/Member /ANM whoever has been notified as Registrar/Sub Registrar of Births & Deaths in her village.
- To make home visits for educating parents to enable mothers to plan an effective role in the child's growth and development with special emphasis on new born child.
- To maintain files and records as prescribed.
- To assist the PHC staff in the implementation of health component of the programme viz. immunization, health check-up, ante natal and post-natal check etc.
- To assist ANM in the administration of IFA and Vitamin A by keeping stock of the two medicines in the Centre without maintaining stock register as it would add to her administrative work which would affect her main functions under the Scheme.
- To share information collected under ICDS Scheme with the ANM. However, ANM will not solely rely upon the information obtained from the records of AWW.
- To bring to the notice of the Supervisors/ CDPO any development in the village this requires their attention and intervention, particularly in regard to the work of the coordinating arrangements with different departments.

- To maintain liaison with other institutions (Mahila Mandals) and involve lady school workers and girls of the primary/middle schools in the village which have relevance to her functions.
- To guide Accredited Social Health Activists (ASHA) engaged under National Rural Health Mission in the delivery of health care services and maintenance of records under the ICDS Scheme.
- To assist in implementation of Kishori Shakti Yojana (KSY) and motivate and educate the adolescent girls and their parents and community in general by organizing social awareness programmes/ campaigns etc.
- AWW would also assist in implementation of Nutrition Programme for Adolescent Girls (NPAG) as per the guidelines of the Scheme and maintain such record as prescribed under the NPAG.
- Anganwadi Worker can function as depot holder for RCH Kit/ contraceptives and disposable delivery kits. However, actual distribution of delivery kits or administration of drugs, other than OTC (Over the Counter) drugs would actually be carried out by the ANM or ASHA as decided by the Ministry of Health & Family Welfare.
- To identify the disability among children during her home visits and refer the case immediately to the nearest PHC or District Disability Rehabilitation Centre.
- To support in organizing Pulse Polio Immunization (PPI) drives.
- To inform the ANM in case of emergency cases like diarrhoea, cholera etc.

2.4.1 ROLE IN PLANNING ACTIVITIES AT ANGANWADI CENTRE

While planning activities for children at Anganwadi Centre, the following points should be kept in mind—

- Activities should be planned according to the need and interest of the children.
- Attention span of the children should be kept in mind i.e. activity should not be planned for more than 10-15 min. There should be appropriate space for the activity.
- Balance between indoor, outdoor, active- passive and group-individual activity should be maintained. All developmental domains of children should be considered while planning activities. As far as possible activities should be planned as per the availability of locally available material. Activities should be theme based.

- Activities should be planned with various modes/ methods so that interest of the children is maintained.
- Provide first hand experiences to children.

2.4.2 ROLE IN IMPLEMENTING AND ORGANISING THE ACTIVITIES

The following important points to be kept in mind while conducting the activities in the Anganwadi Centre---

- Asking the children to sit in a semi-circle so that eye contact is maintained with each child.
- Proving clear and specific instructions to the children while conducting activity. Each child should be encouraged to participate in the activity.
- Providing appropriate guidance and supporting while conducting activity.
- Preparations should be made.
- Environment should be conducive and safe for the activity.
- Transition from one activity to another should be smooth.
- While conducting activities various modes /methods should be used to retain the interest of the children.

2.4.3 ROLE OF AWW IN CREATING CONDUCTIVE AND STIMULATING ENVIRONMENT FOR THE CHILDREN

The learning environment for Preschool Education should be safe, and secure, allows the child to freely explore and promote experimentation. The enriching environment either at home or school coupled with easy accessibility to play materials stimulates thinking and enables the child to attain optimum development. The stimulating environment opens the scope for social interaction with the adult care givers. Studies on learning, cognitive development and teaching have highlighted the importance of learning environment (context), adult interaction and individual relationship in attaining learning.

Anganwadi centers should provide opportunities for children to work at their own interest level and at their own pace. An effective AWW is ever-present to bring about individual learning through teacher guided interactions and activities.

When designing a developmentally appropriate curriculum for preschoolers, activity area in the Anganwadi centers are a major consideration. Rooms need to be commonly divided into learning centers which provide for a variety of learning opportunities for children to maximize interest and engagement. Each child has an opportunity to solve problems, to exchange ideas with peers, and to learn appropriate social behaviours. Most activities are typically child initiated (the child decides which center to work in, how long, what materials he/she will use and what the activity will be) while some planned activities may require more teacher involvement to take advantage of teachable moments or develop interest among children. Learning centers provide children with: flexibility in the time spent on an activity and freedom to participate in a variety of self-selected activities

2.4.4 SETTING UP CLASSROOM


The ECCE classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play. It should also have learning/activity ‘corners’, such as creative corner, book corner, game corner, so that the children can play according to their interests and choose their activity.

An example of optimal utilization of classroom space which allows flexibility is given below-

- **Classroom arrangement during large group activities (e.g. circle time):** During the morning circle time, enough space should be given between the children. This way the children who come late will be able to join the circle easily and participate in the activities with minimal disruption.
- **Circle time:** During this time, the children sit in a circle, along with the ECCE teacher. Circle time may be used for engaging the children in a discussion, reading a book or singing songs/ rhymes etc. Sitting in a circle allows all children to face each other clearly. The teacher sits on the same type of chair/mat as the children, which conveys that the ECCE teacher is a facilitator rather than a director.
- **Classroom arrangement during small group activities:** The classroom should allow ECCE teacher to engage children of a particular age group in small group activities. During this time, other children can play independently

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

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

Overall role of AWW	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/Qj8c8v2Byk4</p>	<p style="text-align: center;">Scan with QR Code</p> 
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2.4.5 SOME SPECIFIC ACTIVITIES AND ROLES OF AWW

(A) Role of AWW in Organizing Activities for Physical & Motor Development of the Children

Being an AWW you have to organize activities for physical & motor development of the children with the objectives of the following-

1. Monitoring growth of the children
2. Development of gross (large) muscle/motor coordination of children
3. Development of fine muscle/motor coordination of children– *small muscle coordination, eye hand coordination and hand to mouth coordination.*

Your Role as an AWW

To fulfill the above objectives your role of an AWW is very important and significant. Please keep in mind the following role for physical & motor development of the children:

1. Keeping the room uncluttered to allow maximum movement.
2. Selecting motor activities in accordance with the child's stage of development, interests and needs.
3. Selecting a variety of activities to ensure child's interest.
4. Maintaining a balance between active and passive as well as outdoor and indoor activities
5. Ensuring that all play equipment and material is intact. z Stay alert during outdoor and indoor free play to prevent accidents.
6. Ensuring that all children get the chance to use the play equipment/material.
7. Providing short rest period after vigorous activity.
8. AWW should not interfere with children's free play.
9. AWW should never compare children's achievements as each child is different.

(B) Activities for Cognitive & Language Development

Cognitive Development is the development of those basic mental skills which help a child in getting to know and understand the environment.

Your Role as an AWW

- Creating a stimulating environment for children to match, classify, seriate, sequence, hypothesize, and experiment.
- Encouraging children to observe and describe during nature walk/excursions.
- Encouraging the children to ask questions by answering them.
- Providing children opportunity to think creatively and solve problems.
- Providing opportunity to develop skills.
- AWW should be alert to children's reaction.

- Children should be allowed to use the play material. They should not keep all material stacked away from the children.
- AWW should not expect all children to be alike and respond in the same way.

Language Development

Objectives

Skills to be Developed	Related to
Development of Listening Skills	Sound discrimination, Listening span and Listening comprehension.
Development of Vocabulary	Body, Home and Environment
Development of Oral Expression	Conversation, Storytelling, Dramatization, Puppet play, Picture reading and Creative self-expression.
Development of Reading Readiness	Auditory/sound discrimination, Visual discrimination, Auditory-visual association and Left to right directionality.
Development of Writing Readiness	Fine muscle development, Eye-hand coordination and Letter perception.

Your Role as an AWW


- Providing opportunities and encouragement to verbalize experiences while doing an activity.
- Introducing variety into children's experiences z Talk a lot with children during activities. Z
- Encouraging children to speak in full sentences.
- Providing opportunities to interact by working and playing in small groups.
- Listening patiently to children and answer the queries.
- Encouraging the quiet/shy child to talk by praising him and giving attention.
- AWW should not snub or correct a child abruptly if he speaks incorrectly. They should repeat the correct form.
-

(C) Activities for Creativity and Science Exposure

These activities are to be organized with the objectives of development of creative expression through art, development of creative movement, development of creative thinking, development of aesthetic appreciation and development of concept related to science – air, water and plants etc.

Role of AWWs

- Encouraging children to be spontaneous in their expression of feelings and ideas.
- Encouraging children to explore, be curious and ask questions.
- Giving children time and freedom to think and make choices by providing a balance of free and structured play.
- Accepting and appreciating individual differences in children.
- Taking children out for nature walk and encouraging them to observe and describe.
- Providing children with a variety of experiences which will form the basis for their creativity and material to use in many different ways.
- Appreciating every child's effort, even if it can still do with a lot of improvement.
- AWW should not create an authoritarian climate with the children with a stress on structure, rules and regulations.

Different roles of AWW in ECCE	Video link : https://youtu.be/Z0tPsD7jeCo	Scan with QR Code 
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2.5 LET US SUM UP

After going through the module, it can be summarized as-

- The role of Anganwadi Worker (AWW) in Early Childhood Care Education (ECCE) is very important and multifarious.

- Being main functionary of the Anganwadi Centre, AWW are required to ensure that all the children from the Anganwadi centres will join formal education after completion of preschool education.
- The role of AWW is not only multifarious but also very crucial and decisive in the growth and development of children and well-being of mothers in your locality.
- They have to organize non-formal pre-school activities in the anganwadi of children in the age group 3-6 years of age and to help in designing and making of toys and play equipment of indigenous origin for use in anganwadi.
- While planning activities for Anganwadi Centre a balance between indoor, outdoor, active- passive and group-individual activity should be maintained. All developmental domains of children should be considered while planning activities. As far as possible activities should be planned as per the availability of locally available material. Activities should be theme based.
- While implementing the activities at Anganwadi Centre, clear and specific instructions should be given to the children while conducting activity. Each child should be encouraged to participate in the activity.
- The learning environment for Preschool Education should be safe, and secure, allows the child to freely explore and promote experimentation.
- The ECCE classroom arrangement must be flexible, which can be adjusted to lesson plans and activities, such as large groups for singing, storytelling and smaller groups for activities like drawing, blocks and for individual play.
- AWW should not create an authoritarian climate with the children with a stress on structure, rules and regulations.

2.6 Further Reading

- 1) Hand Book for Anganwadi Workers, Published by National Institute of Public Cooperation and Child Development, New Delhi
- 2) Sandhyarani, M.C. And Rao, C. U. 2013. Role and Responsibilities of Anganwadi Workers, with special reference to Mysore District, International Journal of Science, Environment and Technology, Vol. 2, No 6, PP. 1277 – 1296

OER Reading Links:

1. [https://www.worldwidejournals.com/indian-journal-of-applied-research-\(IJAR\)/fileview/September_2017_1504178338_44.pdf](https://www.worldwidejournals.com/indian-journal-of-applied-research-(IJAR)/fileview/September_2017_1504178338_44.pdf) (Assessing the knowledge of AWW)
2. <https://www.counterview.net/2020/07/fighting-covid-19-on-frontline-equipped.html#:~:text=An%20anganwadi%20worker%20is%20entrusted,work%20except%20for%20election%20duty> (AWW as front liner to fight COVID-19)



Module III :
QUALITIES AND SKILLS OF AWW



MODULE STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Professional Qualities of AWW

3.4 Personal Qualities of AWW

3.5 Skills of an AWW

3.6 Desired Competencies & Behaviours of AWW

3.7 Let us sum up

3.8 Further Reading

3.1 LEARNING OBJECTIVES

After going through this module, you will be able to-

- explain about the professional qualities of AWW
- identify the personal qualities and skills of AWW
- identify the desired Competencies & behaviours of AWW

3.2 INTRODUCTION

In the previous modules, we have discussed about the concept of profession, what should be the professional ethics, the different roles of responsibilities of the professional AWW. From the discussion, it have been proved that they are the front liner of the community, there is much professional significance of the AWW. Many of you have desire to opt the profession of early school teaching. This module will provide you with the basic ideas about the professional qualities of a pre-school teacher or AWW, or what competency and behavior you should have to play an important role in the lives of the children. Let's discuss-

3.3 PROFESSIONAL QUALITIES OF AWW

We know that a profession is a vocation founded upon specialized educational training, the purpose of which is to supply objective, counsel and service to others, wholly apart from expectation of others business gain. Thus, it is a vocation which needs some

special training and it is not like the other business that is mainly concentrated on the gain. A professional's prime objective is to realize the objective of his/her concerned profession. It is repeatedly mentioned that the Integrated Child Development Services scheme (ICDS) is the world's largest community based outreach programme which offers a package of health, nutrition and education services to the children below six years and pregnant and nursing mothers. The anganwadi worker is a community based front line worker of the ICDS programme. An AWW is mainly responsible for effective delivery of ICDS Services to children and women in the community. Thus the prime objective of this scheme is to provide assistance in respect to health, nutrition and education services to the children below six years and pregnant and nursing mothers. As such, the AWW are obliged to provide their service to these targeted group in respect to the mentioned areas. They are too professional as they have training and they are concerned about realization of their objectives. ***Most importantly the difference between a Job and profession is that profession are marked by social obligation.*** A doctor, a teacher are professional and they are discharging their duties towards the society. They are professional because they are bound by social obligation. AWW are another front liner of the community who are discharging their social duties. They too holds the status of professional. As a professional, they must have some professional qualities. The following points will highlight their professional qualities—

- A. Concentrating on realization of objective of ICDS programme:** The first and foremost professional qualities of AWW concentrating on realization of Objectives of ICDS program. The following are the objectives of ICDS –
- ✓ To improve the nutritional and health status of children in the age-group 0-6 years.
 - ✓ To lay the foundation for proper psychological, physical and social development of the child
 - ✓ To reduce the incidence of mortality, morbidity, malnutrition and school dropout
 - ✓ To achieve effective co-ordination of policy and implementation amongst the various departments to promote child development
 - ✓ To enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.
- B. Knowledge and understanding of ICDS program:** The AWW are mainly responsible for effective delivery of ICDS Services to children and women in the

community. Therefore, they must have adequate knowledge about the program. ICDS is the country's most comprehensive & multi-dimensional programme. It is a centrally sponsored scheme of the Ministry of Women and Child Development. The programme was launched on 2 October, 1975 – the 106th birth anniversary of Mahatma Gandhi–the Father of the Nation. It is the most unique programme for early childhood care and development encompassing integrated services for development of children below six years, expectant and nursing mothers and adolescent girls living in the most backward, rural, urban and tribal areas

- C. Knowledge about the Developmental aspect:** It is one of the important qualities of AWW is to have adequate knowledge about **the developmental aspect** of child. Developmental needs of children Age and stage of development Balanced & integrated approach for holistic development is necessary part of ECCE. They have to reflect a balance of Individual and group activities, Outdoor and indoor activities, Active and quiet activities Free and structured activities for overall development of the child
- D. Awareness and knowledge of status and issues of concerning women and children:** The prime objective of this scheme is to provide assistance in respect to health, nutrition and education services to the children below six years and pregnant and nursing mothers. As such, the AWW are obliged to provide their service to these targeted groups in respect to the mentioned areas. Therefore, as a professional they must be aware about these two sections of the community- child and women. Besides, they should keep all those information and issues that are concerned with this two sections.
- E. Delivery of Nutrition and Health Services:** Health is one of the important component of the scheme. Adequate knowledge about nutrition and health is very quality for the AWW. Identification of children, pregnant women and nursing mothers who require special care, nutrition is essential job of the AWW.
- F. Rapport with community:** AWW are a person from the community. As a community front liner, she must develop a link between the community and AWC. The stakeholders of AWC are from the community. Thus, it is her professional obligation to understand as well as maintain a good rapport with the community.

G. Understanding the existing child-care practices: Child and the women are the focal point of this scheme. Hence, as a professional the AWW must be aware about all the existing child –care practices of the locality. She is responsible to make the new mother aware of all the scientific method of child care.

H. Preparing the child for primary school: Early Childhood Care and Education (ECCE) is one of the important services provided under ICDS Programme. ECCE component of ICDS is a significant input for providing a sound foundation for child development and contributing towards preparing the child for primary school. As a professional, AWW must prepare the child for formal schooling. Preschool Education activities are built on local and cultural practices, using locally available material developed by an AWW.

3.4 PERSONAL QUALITIES OF AWW


Besides being a professional, the AWW is a woman of the community/society, who has their own family. They are the people who have a great role in the overall development of the child even before their birth to their formal schooling. Therefore, the personality of the child is very much influenced by their personality. In this discussion, we will try to focus on the personal qualities of the AWW-

- A. **Understanding:** One of the significant personal qualities of an AWW is understanding quality. An AWW should be easily approachable and understandable by all. She must develop such a personality that good communication takes place between AWW and the beneficiaries.
- B. **Creative and Resourceful:** As a teacher AWWs have to prepare different play object for them. They have to teach them not through rigid method bit flexible method of teaching. As such they are creative and resourceful.
- C. **Firm and fair:** An AWW is always firm and fair in her role as she has to deal different children and different beneficiaries having different conditions. As such she has to be fair in decision making process.
- D. **Approachable:** AWW is one who acts as a mediator between community and children. Therefore, they are always approachable in nature.
- E. **Enthusiastic:** AWWs are enthusiastic in nature. They create such an environment in the AWC that are accepted and easily adjusted by the child.

- F. **Adaptable:** AWW are adaptable in nature. They have the quality to win the trust of the child and the mother.
- G. **Fun loving:** An AWW has to be play teacher, play mate of the young children. They have to create such an environment in the AWC where the all child love to come and learn together.

OTHER PERSONAL QUALITIES OF AWW

- AWWs are dedicated social worker
- They are mediator between community and children
- They are the open minded people
- They are helpful person
- They are motivating
- They are interested on child education
- They are active.
- They are actual care taker
- They are playmates of the children
- They are moral supporter of the children and pregnant women
- They are friend, philosopher, and guide and care taker of the young children.
- They are mediator of govt.
- They are nutrition expert of the child and pregnant women
- They are knowledge provider.
- They are first teacher of the child after their mother
- They are second mother to the young child
- They are tracker of child’s development.

Professional qualities of AWW	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/fNH1VOJHEOs</p>	<p style="text-align: center;">Scan with QR Code</p> 
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3.5 SKILLS OF AN AWW

The Integrated Child Development Services scheme (ICDS) is very much relied on the AWW, as they occupy an important role in realizing its objectives. Its effectiveness depends on the effectiveness of the AWW. Thus, they must be skillful. Let's discuss the skills of AWW—

- 1. Managing skill:** One of the most promising skill of AWW is managerial skill. An AWW being a community worker has to mobilize community members and work as a team with them to manage the service delivery at AWC. It is essential for her to possess qualities and skills of a good leader and a manager. An AWW requires managerial skills for-Conflict management, Team building Coordination and Effective communication
- 2. Leadership skill:** Leadership is another skill of AWW. An AWW with qualities of a good leader can transform the attitudes, beliefs, motives and confidence of the community members to a large extent and her managerial skills can help her to achieve the goals in stipulated time. An AWW requires leadership and managerial skills for decision making
- 3. Organizing skill:** Another important skills of AWW is organizing. As a professional she has to organize non-formal pre-school activities in the anganwadi of children in the age group 3-6 years of age and to help in designing and making of toys and play equipment of indigenous origin for use in anganwadi. Besides, she has to organize supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes
- 4. Planning skills:** This is the most significant skill of an AWW. Pre School activities require systematic planning for full year, week and for every day in advance. Moreover, she has to carry out a quick survey of all the families, especially mothers and children in those families in their respective area of work once in a year. For this appropriate planning is essential for her.

5. **Maintenance Skill:** AWW in an AWC has to record different kinds of records of the child as well as the pregnant mother of feeding mother. Thus, the maintenance skill is essential on her part.
6. **Teaching skills:** An AWW is a teacher too. Besides taking care of the child, she teaches them basics of education through play way approach. Second to mother, AWW are the second life teacher of the child.
7. **Communication skill:** Another very important skill of AWW is communication skill. An AWW while communicating with mothers and community members should remember 5 Essentials. They should always – Ask, Listen, Praise, Advise and Confirm. She is communicator between the child and parent, parents and community and community and government.
8. **Listening skills:** Besides being a good communicator, the AWW must have good listening skill. Communication skills of an effective communicator are-adequate knowledge Command on the local language Understanding of target audience Creating participatory environment Encouraging target audience to talk Patience and capacity to listen Speaking audibly in clear words with modulation in tone Effective body language The AWW should respect views of the audience skill of handling communication aids and listen to their problems.
9. **Counselling skills:** An AWW is a care taker, teacher as well as a counsellor. She has to keep track of the developmental aspects of children and mother. Sometimes, the mother/ parents may face some problems regarding the abnormalities in the development or nutritional aspects of the children. In such situation, she plays the role of counselor.
10. **Observational skills:** The ICDS scheme is very much dependent on the effectiveness of the AWW. They have to play multi-sided role in making the scheme a success. For this, they have to possess the skill of good observer of

the child and the mother. The planning and activities they made and performed is based on the observation.

Skills of AWW	Video link : https://youtu.be/8AhS8qcPWIo	Scan with QR Code 
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3.6 DESIRED COMPETENCIES & BEHAVIOURS OF AWW

The Ministry of women Development and Child Welfare has laid down guidelines for the responsibilities of Anganwadi workers. These guidelines include showing community support and active participation in executing this program, conducting regular quick surveys of all families, organizing pre-school activities, providing health and nutrition education to families, especially pregnant women, motivating families to adopt family planning, educating parents about child growth and development, assisting in the implementation and execution of Kishori Shakti Yojana, educating teenage girls and parents by organizing social awareness programs, and identifying disabilities in children. In the above discussion, we have discussed about various professional as well as personal qualities of AWW along with the skills. But, no two individual are alike. Thus, all the AWW may not have the same quality or skills. It may vary from women to women. But, to realize the objective of The Integrated Child Development Services scheme (ICDS) there must have uniform characteristics among the AWW. Learners you may opt for this profession in future or there may have some pre-school teachers or AWW who want to develop themselves professionally. In this regard, the following may help you-

Desired Competency of AWW:

They must have the following competency-

- They must be competent enough to support community and participate in running the ICDS programme.
- They must be competent enough to carry out a quick survey of all the families, especially mothers and children in those families in their respective area of work once in a year.

- They must be competent enough to organize non-formal pre-school activities in the Anganwadi of children in the age group 3-6 years of age and to help in designing and making of toys and play equipment of indigenous origin for use in Anganwadi.
- They must be competent enough to organize supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes and to provide health and nutrition education and counseling on breastfeeding/ Infant & young feeding practices to mothers.
- They must be competent enough to make home visits for educating parents to enable mothers to plan an effective role in the child's growth and development with special emphasis on new born child.
- They must be competent enough to assist ANM in the administration of IFA and Vitamin A by keeping stock of the two medicines in the Centre without maintaining stock register as it would add to her administrative work which would affect her main functions under the Scheme.
- They must be competent enough to bring to the notice of the Supervisors/ CDPO any development in the village this requires their attention and intervention, particularly in regard to the work of the coordinating arrangements with different departments.
- They must be competent enough to maintain liaison with other institutions (Mahila Mandals) and involve lady school workers and girls of the primary/middle schools in the village which have relevance to her functions.
- They must be competent enough to guide Accredited Social Health Activists (ASHA) engaged under National Rural Health Mission in the delivery of health care services and maintenance of records under the ICDS Scheme.
- They must be competent enough to assist in implementation of Kishori Shakti Yojana (KSY) and motivate and educate the adolescent girls and their parents and community in general by organizing social awareness programmes/ campaigns etc.
- They must be competent enough to assist in implementing Nutrition Programme for Adolescent Girls (NPAG) as per the guidelines of the Scheme and maintain such record as prescribed under the NPAG.

- They must be competent enough to identify the disability among children during her home visits and refer the case immediately to the nearest PHC or District Disability Rehabilitation Centre.
- They must be competent enough to organizing Health Day once/twice a month for orientation on health related issues such as importance of nutritious food, personal hygiene, care during pregnancy, importance of antenatal check-up and institutional delivery, home remedies for minor ailment and importance of immunization etc.

Desired Behaviour

- They must be skilled full and resourceful
- They must be competent and patient
- They must be helpful and supportive
- They must be creative and playful in nature
- They must be open minded
- They must behave like a mother and care taker not as a teacher
- They must be facilitator
- They must be caring
- They must be enthusiastic
- They must be co-operative.

The AWW must try to have these competencies and to behave in the above mentioned way to achieve the goal the ICDS.

3.7 LET US SUM UP

After going through the entire module, it can be summarized as-

- The difference between a Job and profession is that profession are marked by social obligation.
- AWW are another front liner of the community who are discharging their social duties.
- Some of the professional qualities of AWW are-Concentrating on realization of objective of ICDS programme, Knowledge and understanding of ICDS program, Knowledge about the Developmental aspect, Awareness and knowledge of status and issues of concerning women and children, Delivery of Nutrition and Health Services,

Rapport with community, Understanding the existing child-care practices, Preparing the child for primary school

- Some of the personal qualities of AWW are- Understanding, Creative and resourceful, Firm and fair, Firm and fair, Approachable, Enthusiastic, Adaptable, Fun loving etc.
- Other personal qualities of AWW are dedicated social worker, mediator between community and children, open minded people, helpful and motivating
- Some of skills of AWW are managing skill, Leadership skill, organizing skill, planning skills, Listening skills, Counselling skills, Observational skills etc.
- All the AWW may not have the same quality or skills. It may vary from women to women. But, to realize the objective of The Integrated Child Development Services scheme (ICDS) there must have a uniform characteristics among the AWW
- AWW must have the some competency-like-they must be competent enough to support community and participate in running the ICDS programme, they must be competent enough to o carry out a quick survey of all the families, especially mothers and children in those families in their respective area of work once in a year etc.

3.8 Further Reading

1. ECCE TRAINING MODULE FOR ANGANWADI WORKERS Towards a new dawn (2017) Ministry of Women and Child Development Government of India
2. Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers, National Institute of Public Cooperation & Child Development 5, Siri Institutional Area, Hauz Khas, New Delhi-110016
3. Handbook for Angwanwadi workers (2006): National institute of public co-operation and child development
4. Sandhyarani and Dr. C. Usha Rao (2013): "**Role and Responsibilities of Anganwadi workers, with special reference to Mysore District**" International Journal of Science, Environment ISSN 2278-3687 (O) and Technology, Vol. 2, No 6, 2013, 1277 – 1296

OER Reading Links:

1. <https://www.iapsmupuk.org/journal/index.php/IJCH/article/view/1190> (Skills of AWW)
2. <https://motherchildnutrition.org/india/strategies-for-children-under-six.html> (AWW and Mother and nutrition)



Module IV :
PROFESSIONAL DEVELOPMENT OF
ANGANWADI WORKERS



MODULE STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Significance of Professional Development of ECCE Teachers

4.3.1 National Education Policy (NEP)-2020 on ECCE Teachers Professional Development

4.3.2 UNESCO on ECCE Teachers Professional Development

4.4 The ECCE Teacher Competency for Professional Development

4.5 Focus Points in Training of Anganwadi Workers

4.6 Programmes of Professional Development of AWW

4.7 Self-Appraisal and Self Development of AWWs

4.8 Let Us Sum Up

4.9 Further Reading

4.1 LEARNING OBJECTIVES:

After going through the module, you will be able to-

- understand the significance of Professional Development of ECCE Teachers
- reflect on National Education Policy (NEP)-2020 on ECCE Teachers Professional Development
- understand the role of UNESCO on ECCE Teachers Professional Development
- identify the focus Points in Training of Anganwadi Workers
- describe the Programmes of Professional Development of AWW
- explain the self-Appraisal and Self Development of AWWs

4.2 INTRODUCTION

The United Nation's (UN) Sustainable Development Goals (SDGs) set the target for achieving quality Early Childhood Care and Education (ECCE) outcomes by 2030. The SDGs also recognize the need to substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states as prescribed by UN, 2015. Recently adopted National Education Policy 2020 by Govt. of India has also envisaged the importance of Early Childhood Care and Education and gives prominent importance in the professional development of ECCE teachers. In this module we will discuss about the importance of the professional and capacity development of ECCE teachers specially Anganwadi Workers.

4.3 SIGNIFICANCE OF PROFESSIONAL DEVELOPMENT OF ECCE TEACHERS

One of the significant features of the professional life of the ECCE teacher is the ability to demonstrate their commitment to improve themselves and the practice of their profession as ECCE practitioners, through continuing professional development. This does not merely refer to participation in in-service training or academic upgrading or certification. At the core of the professional development activities lies a commitment to proactive and continuous lifelong learning and personal mastery. This includes a range of enabling competencies that demonstrate teachers' pride and commitment in their roles as ECCE teachers, adherence to professional ethical standards, professional behaviour, and continuous planning, participation, and reflection on the ways by which they can improve the practice of early childhood care and education.

4.3.1 NATIONAL EDUCATION POLICY (NEP)-2020 ON ECCE TEACHERS PROFESSIONAL DEVELOPMENT

The National Education Policy (NEP)-2020 envisages on ECCE teachers' professional development. As envisaged by NEP 2020 it is essential to prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers would be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE; and those with lower educational qualifications shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE. These programmes may be run through digital/distance mode using DTH channels as well as Smartphone, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. The ECCE training of Anganwadi workers/teachers will be mentored by the Cluster Resource Centers of the School Education Department which shall hold at least one monthly contact class for continuous assessment. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career

mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development.

So, from the above recommendation by NEP 2020 it is clear that that NEP-2020 has given top most importance in the Continuous Professional Development (CPC) of the Anganwadi Workers to rejuvenate the scenario of ECCE in the country.

4.3.2: UNESCO ON ECCE TEACHERS PROFESSIONAL DEVELOPMENT

UNESCO published a project report on ‘Early Childhood Care and Education (ECCE) Teacher Competency Framework for Southeast Asia (SEA)’ in 2018. The purpose of the project was mentioned as below:


- Providing comprehensive descriptions of knowledge, skills, and dispositions that ECCE teachers in Southeast Asia need to support holistic development of a child;
- Providing systematic and consistent structure and content to support the professional development of Southeast Asia’s early childhood workforce;
- Supplementing existing Southeast Asian frameworks, or functioning as a catalyst from which other countries can develop their own frameworks that consider unique country conditions and ECCE landscapes;
- Strengthening collaboration among different ECCE stakeholders at the local, national, and regional levels.

The framework does not intend to replace existing teacher competency frameworks in Southeast Asia, nor in individual countries that have developed their own teacher standards. Rather, it is an attempt to bridge the various efforts on early childhood education to improve this particular sector’s overall quality in the region. The framework likewise addresses calls to contextualize quality assurance mechanisms to be more responsive to Southeast Asian contexts and needs.

The Southeast Asian Guidelines for Early Childhood Teacher Development and Management published by UNESCO and SEAMEO (2016) have recommended teacher development process, which starts from upgrading teacher qualification policies, through recruitment, pre-service training, deployment, and continuous professional development. The Guidelines suggested recommendations in the following core areas of teacher development and management---

- Qualification, certification, and licensing of accreditation;
- Recruitment to the profession;
- Pre-service teacher education;

- Deployment and retention;
- Continuous professional development;
- Competencies and professional ethics;
- Monitoring and quality assurance for performance appraisal;
- Employment terms and working environments; and
- Effective governance systems for ECCE.

Importance of professional development of AWW	<p style="text-align: center;">Video link :</p> <p style="text-align: center;">https://youtu.be/kig1kouWjzU</p>	<p style="text-align: center;">Scan with QR Code</p> 
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4.4 THE ECCE TEACHER COMPETENCY FOR PROFESSIONAL DEVELOPMENT

The term competencies may be defined as a combination of observable and measurable knowledge, skills, abilities, behaviours, and personal attributes that contribute to enhanced success in specific performance areas. In the context of ECCE, competencies are seen as crucial to achieving the desired outcomes of holistic child development and learning. Placing the competent ECCE teacher at the centre stage of pre-schooling, UNESCO and SEAMEO s identified some competencies for ECCE teachers. A brief description of some important competencies is mentioned below which are very important in connection to the professional development of ECCE teachers:

1. **Content knowledge, pedagogic practice, and assessment competencies:** This is the most essential competency for ECCE teachers. This domain covers the first of two core competencies: *understanding the child’s holistic development and learning, and facilitating child development and learning*. The teachers should recognize the different paces by which children develop, and the context in which development occurs. Knowledge of the stages of child development also helps teachers to identify children who may be at-risk or have special needs. Moreover, teachers are able to recognize the importance of play as part of learning, and provide opportunities for play-based learning and development. With understanding of the context of holistic child development and learning, competent teachers are able to utilize available and developmentally appropriate

tools and strategies to facilitate child development and learning, including the use of assessment tools, techniques, and results to support child development and learning.

2. **The Learning Environment:** It is important that ECCE teachers ensure that both indoor and outdoor learning facilities are safe, clean, and conducive for child learning and development. Beyond physical structures, the competent ECCE teachers are also able to ensure that children's health, safety, protection, and overall well-being are safeguarded. So, these competencies denote how an ECCE teacher establishes a nurturing, inclusive, and safe environment; and promotes health, nutrition, safety, and protection of children. While designing a conducive learning and development environment, an ECCE teacher should consider socio-emotional and physical needs of children and that allows children to feel nurtured, safe, and protected. Moreover, in line with various development agendas to ensure inclusion of all learners, teachers are able to provide an environment and demonstrate use of inclusive practices that encourage the inclusion of all children, especially those with special needs, in different learning and development activities.
3. **Engagement and Collaboration:** In this case teacher's competencies are related to working with children's families and caregivers as partners in ECCE and competencies related to working with a range of stakeholders concerned with the general wellbeing of children. For example, they are able to maintain regular relations with the child's family members, legal guardians or immediate caregivers to provide feedback on matters concerning the child's development, as well as to extend learning experiences at home. Moreover, they are able to collaborate with peers – including other ECCE teachers and primary school teachers – to share relevant knowledge about the child's development, as well as to ensure continuity in learning outcomes when the child moves on to primary school.

4.5 FOCUS POINTS IN TRAINING OF ANGANWADI WORKERS

The Ministry of Women and Child Development, Government of India, New Delhi published training module on *ECCE TRAINING MODULE FOR ANGANWADI WORKER*. This training module is part of the job training module for Anganwadi Workers and focuses only

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

It is designed to provide the Anganwadi Worker a basic understanding of the ECCE curriculum and pedagogical approaches to ensure optimal and holistic development of young children so that they are ready to start formal schooling at the age of six years. It also includes a component on psychosocial development of children below the age of 3 years, to help Anganwadi Workers counsel parents/caregivers on early stimulation. It is expected that this training will be followed by periodic refresher or thematic trainings for further knowledge and skill enhancement.

Some of the important focus points of the module are mentioned below:

- **Brain development and holistic development of the child:**
Importance of the first six years of life.
- **ECCE for birth to six years:** Aims and importance for school readiness and lifelong learning

Key aspects of development of young children

- Developmental domains and milestones
- Early stimulation activities, infant games and development of play materials
- Introduction to Mother and Child Protection (MCP) cards
- Developmental domains and milestones
- How children learn : Importance of play
- What is school readiness?
- Introduction to ECE curriculum and routine
- What is a balanced ECE curriculum?

Principles of planning an ECE schedule/routine

- Introduction and shared reading of ECE state curriculum, ECE routine
- Theme based planning: yearly, monthly, weekly and daily plans, Use of activity books
- Developing developmentally appropriate activities for children across domains and low cost play material

- Set up of an AWC to promote activity based learning for preschoolers—activity corners, organization and management of time and space
- Demonstration of 3-4 hour ECE routine by trainer in model Anganwadi Centers using PSE kit and existing teaching and learning material followed by Discussion.
- Early identification and referral
- Inclusion of children with disabilities

Developing stories and storytelling aids

- Storytelling
- Action songs and rhymes
- Skill building organizing free and outdoor play
- Skill building - Free and guided conversation
- Skill building - Activities for emergent literacy and numeracy

Assessment of young children

- Portfolios
- Observation
- Child assessment cards
- Planning for 4-hour ECE routine
- Guidelines and planning for celebration of ECCE day
- Advocacy for importance of ECE

4.6 PROGRAMMES OF PROFESSIONAL DEVELOPMENT OF AWW


There are many programmes/courses available for the professional and continuous development of AWW in India. Some of the important programmes/courses are mentioned below:

1. **National Institute of Public Cooperation and Child Development**, New Delhi develops Job Training e-courses for AWW by which they can upgrade their knowledge without going for regular courses. Job Training Courses available on the website are meant only for the Anganwadi Services Scheme functionaries of umbrella ICDS who are presently working. This E-learning platform provides them an opportunity to quickly make technical concepts and communicate to a much wider audience at a faster pace. Since the modules are standardized and not dependent upon

the delivery of the trainers they have consistency in the content. The E-learning courseware uses a mixed learning approach and hence could lead to better retention of concepts. Easy tools embedded in the E-Learning courses help them to learn and move at their own pace and take a formal assessment after each lesson. So it provides immediate results and feedback, in case they are not able to score properly in a particular unit they are encouraged to re-read the chapter and go through assessment again.

2. **Department of Elementary Education(DEE)**, NCERT, New Delhi offers Six-month Diploma Course in Early Childhood Care and Education every year; conducting training programmes for key functionaries of states in planning, implementation and monitoring of the ECCE programmes and developing necessary materials for children, teachers, teacher educators and parents; and disseminating Early Childhood Care and Education - Children Media Laboratory (ECCE-CML) kit to Government run pre-school centres, Anganwadis and private institutions working in the area of ECCE.
3. **Commonwealth Educational Media Centre for Asia (CEMCA)** also offers e-course on Diploma in Pre Primary Teachers Education.

Trainee can access this course by surfing the link: <http://cemca.org/resources/formal-educational-resources/diploma-pre-primary-teachers-education#.Wz4OhNlzYkI>

Programmes for professional development of AWW	Video link : https://youtu.be/ZlmK4cG3hsU	Scan with QR Code 
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4.7 SELF-APPRAISAL AND SELF DEVELOPMENT OF AWWs

Self-Appraisal/Assessment is a technique to assess one's own performance of work and enable the teacher/ worker to appraise performance, improve work performance, set goals and make action plan, solve problems, establish check points for timely completion of a task, build confidence and self development. Self Appraisal can be done by listing one's strengths, weakness, limitations, opportunities and threats / constraints. On the other hand, self development is important for quality performance. For this one should regularly update one's knowledge and skills, attend training programmes from time to time, develop a positive and healthy attitude of one's own capabilities, skills and limitations, share experience with other grassroots level functionaries, regularly interact with community for quality improvement and experiment innovative, need-based activities in the community.

Being an AWW you should do Self Appraisal regularly and look for opportunities for Self Development. For that you should keep remember the following points—

- Building upon own strengths to improve capabilities.
- Making oneself aware of own weaknesses and make efforts to strengthen them in such a way that they become one's strength.
- Making oneself aware of the opportunities available and improve own quality of work.
- Making oneself aware of threats so as to be cautious of the forthcoming problems and constraints and to find ways to overcome them at the right time.

In the *Hand Book for Anganwadi Workers* published by National Institute of Public Cooperation and Child Development, New Delhi has given the following Checklist for AWW's self-appraisal & Development. Aww may use the following Checklist for their self-assessment--

Suggested Checklist for AWWs for Self Appraisal & Development

(For Self Appraisal Appropriate Columns under Grades)

Sl. No.	Indicators	Grades			
		Very Good	Good	Poor	Very Poor
1.	Awareness of Role & Job				

	Responsibilities				
2.	Knowledge about ICDS Programme				
3.	<p>Skills for Delivery of Services</p> <ul style="list-style-type: none"> • Supplementary Nutrition • Growth Monitoring • Health Care • Preschool Education • Nutrition & Health Education • Referral Services • Identification of Children with Disabilities • Eliciting Community Participation 				
4.	Reach and Utilization of Services of ICDS				
5.	<p>Work Facilities & Environment</p> <ul style="list-style-type: none"> • Location of AWC • Building of AWC • Set up of AWC • PSE Material • Supplementary Food • Medicines • IEC Material • Equipment • Records & Registers 				
6.	<p>Attitude towards Work</p> <ul style="list-style-type: none"> • Willingness to work or perform duties • Willingness to accept responsibility • Desire to achieve goals & targets 				

	<ul style="list-style-type: none"> • Accept criticism in a mature and healthy manner 				
7.	<p>Personal and Professional Qualities</p> <ul style="list-style-type: none"> • Communicate effectively with Helpers, Supervisors and CDPOs • Communicate effectively with other health functionaries • Display patience and self control during work • Demonstrate consideration for other's viewpoints 				
8.	<p>Leadership and Performance Qualities</p> <ul style="list-style-type: none"> • Plan and organize work in a systematic manner • Promptly carry out assigned tasks • Take initiative when necessary • Complete tasks on time • Observe rules and instructions 				
9.	<p>Relationship</p> <ul style="list-style-type: none"> • Communicate effectively with community leaders • Communicate effectively with mothers and other community members • Aware of community needs & problems Ability to Solve Problems 				
10.	Opportunities for Self Development				

Source: *Hand Book for Anganwadi Workers, NIPCCD, New Delhi, pp.217-218*

Points to be remember by AWW while filling up the above checklist:

1. Remembering that this checklist is just to improve AWW's work performance
2. AWW should be honest in filling up the Form
3. AWW should share their Self-Appraisal with Supervisor or CDPO
4. After the Self-Appraisal, AWW should note the areas for improvement. These will be under poor or very poor and discuss the problems with their Supervisor
5. AWW should be cautious of the problems in these areas and take necessary and timely action to resolve them
6. AWW should build upon the areas under 'Good' or 'Very Good' to improve them.
7. AWW should make efforts or look for opportunities for Self Development

4.8 LET US SUM UP

The module can be summarized as-

- At the core of the professional development activities lies a commitment to proactive and continuous lifelong learning and personal mastery.
- Professional development includes teachers' pride and commitment in their roles as ECCE teachers, adherence to professional ethical standards, professional behaviour, and continuous planning, participation, and reflection on the ways by which they can improve the practice of early childhood care and education.
- The core areas of teacher development and management are qualification, certification, and licensing of accreditation, recruitment to the profession, pre-service teacher education, deployment and retention; continuous professional development, competencies and professional ethics; monitoring and quality assurance for performance appraisal, employment terms and working environments and effective governance systems for ECCE.
- Content knowledge, pedagogic practice, and assessment competencies are the primary competencies for ECCE teachers.
- Some national and international agencies like National Institute of Public Cooperation and Child Development, New Delhi, NCERT, New Delhi & CEMCA, New Delhi offer job training courses for AWW.

- Self Appraisal/Assessment is a technique to assess one's own performance of work and enable us to appraise performance, improve work performance, set goals and make action plan, solve problems, establish check points for timely completion of a task, build confidence and self development.
- After the Self-Appraisal, AWWs should note the areas for improvement and to discuss the problems with the Supervisor for further improvement.

4.9 Further Reading

1. Handbook for Angwanwadi workers (2006): National institute of public co-operation and child development
2. Kaul, V. (2009). Early Childhood Education Programmes: NCERT, New Delhi
3. UNESCO and SEAMEO. (2016). Southeast Asian Guidelines for Early Childhood Teacher Development and Management. Bangkok: UNESCO and SEAMEO .Retrieved from: <http://unesdoc.unesco.org/images/0024/002443/244370E.pdf>
4. United Nations. (2015): Sustainable Development Goal 4. Retrieved from: <https://sustainabledevelopment.un.org/sdg4>

OER Reading Links

1. <https://factly.in/quality-standards-place-play-schools-pre-schools/> Quality Development of AWC)
2. <http://valleyinternational.net/index.php/ijmsci/article/view/929/913>(Training Need Assessment of Anganwadi Worker)