



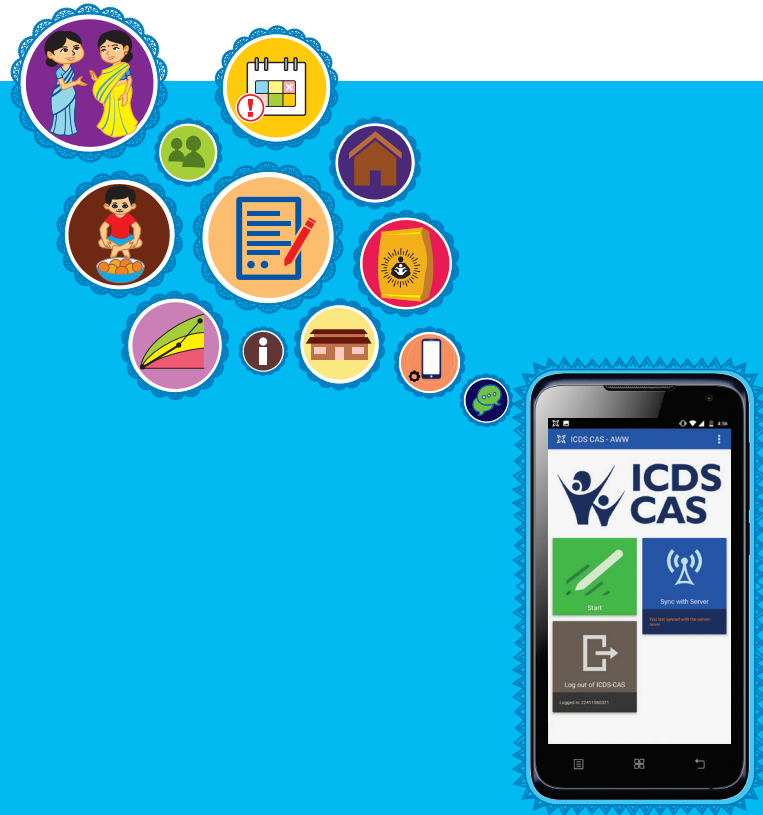
# MASTER TRAINER'S USER MANUAL



**POSHAN Abhiyaan**  
Ministry of Women and Child Development  
Government of India



  
**MASTER TRAINER'S  
USER MANUAL**





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<b>ASR</b>	Annual Status Report
<b>AWC</b>	Anganwadi Centre
<b>AWW</b>	Anganwadi Worker
<b>GPS</b>	Global Positioning System
<b>HHR</b>	Household Registration
<b>ICDS-CAS</b>	Integrated Child Development Services-Common Application Software
<b>MPR</b>	Monthly Progress Report
<b>MT</b>	Master Trainer
<b>POSHAN</b>	PM's Overarching Scheme for Holistic Nourishment
<b>THR</b>	Take Home Ration
<b>VHSND</b>	Village Health Sanitation and Nutrition day



# MASTER TRAINERS

**M**aster Trainers may be identified from amongst the existing ICDS staff, State/UT IT Mission personnel or other State/UT Departments / Agencies considering their suitability and availability for imparting training. The Training Coordinator in the State/UT Core Team must plan for identification of appropriate number of Master Trainers to ensure that at least four MTs are available for a block.

## Roles and responsibilities

Establish clear roles and responsibilities between the master trainers (2), Block Helpdesk and other facilitators. There will be two types of sessions: demo and group practice. Typically, for each demo session, one master trainer will be responsible for leading the session, providing instruction to the Anganwadi Workers (AWWs), determining the pace of the schedule. The other trainer actively supports AWWs who need support or guidance around the room. They can also keep track of time, provide suggestions to the session trainer in case they can move faster or should slow down, or if they are running over time. They can help set-up materials needed for each session and troubleshoot as needed. For group practice sessions, each trainer will lead a group of users.

- Both master trainers should divide the sessions equally.
- If any phones are not working properly, the helpdesk is responsible for resolving that issue immediately.

## Using aids

- For a demo session, if a sound system is available, use a speaker attached to the mobile phone to play audio recordings or videos.
- Use drawings on flip charts:
  - △ Create a large picture or drawing of the specific phone used in the project to teach AWWs the different parts of the phone;
  - △ Create or get a picture of the local alphabet keyboard to teach typing;
  - △ Using drawn diagrams of the screen is really helpful for teaching app workflow.
- If a projector is available, connect the phone to a laptop to show it on the projector screen.

## Ways to make trainings fun

- Use an activity to get everyone moving around and engaged. Example: Each person says their name and acts out how they first learnt to use a phone.
- Use role-play group activities, which can facilitate great small group interaction and learning.
  - △ Examples:
    - A group of three people works well (mock AWW, mock client, and observer).



- Have two AWWs role-play a home visit without ICDS-CAS before the training begins and then with ICDS-CAS after training on home visit schedule, demonstrating the use of a different form each time.
- Make sure not to facilitate the interaction too much. This can create dependency on your involvement.
- Try to apply the story-telling approach.
  - △ Showing how to use the mobile tool is not enough. It is equally important to reinforce the user's understanding and knowledge of the content, give guidance on how to counsel on these points and teach this material if necessary. With use, the content itself will reinforce training and AWWs will adapt the counseling prompts to best suit their needs.

## Training for specific features

- For QWERTY keyboard on the touch screen, some additional training tips include:
  - △ Agree on a common language for different functions on the phone and always refer to the buttons on the phone using this terminology. In a full-keyboard phone, there are several keys, the home button, menu and back buttons. Orienting the AWWs to these different keys is critical. Role play or continue to review these keys as you move through the training.
  - △ One benefit of learning this type of keyboard is that it translates well into a computer. Use this idea to get AWWs excited about learning a more challenging phone.
- Make sure to spend enough time on case management as it requires them:
  - △ To be able to type;
  - △ To understand the concept of registering and following up with a specific client and;

- △ To learn a more complicated ICDS-CAS workflow (selecting clients' screen, client confirmation screen).
- Start teaching AWWs how to type early:
  - △ Most AWWs have never entered text on a mobile phone.
  - △ Ask them to compose an SMS.
  - △ As a requirement for a household management registration form; the AWWs have to learn how to type on the phone. Instead of spending a large chunk of time trying to learn all at once, short practice sessions daily will yield more success.
- Demonstrate display-logic well and often.
  - △ Display-logic is the logic of showing only those questions which are relevant to the situation. This is a new concept. In training, all questions with display-logic enabled need to be demonstrated well and often. This will avoid confusion later on in the field.
  - △ Use examples to demonstrate the different branching during training.

## Ideas for low literate AWWs

- Involving family members during training: AWWs who needed more support using ICDS-CAS due to literacy barrier can be encouraged to bring one family member to the training (i.e. husband, sister, older child).
- Pair up AWWs: Usually older AWWs struggle with learning how to use phones (but not always) and younger AWWs pick it up quickly. Pair them up during training so that they can help each other.

## Training approach

- Be encouraging and engaging throughout the training sessions to ensure a positive response.

- Establish a phrase in the beginning to get everyone's attention.  
Example: When the trainer says "Are we together?" Everyone raises their hands in response and replies "Yes we are together!" Now that you have their attention, and their phones are placed down, you can continue to give instructions.
- When working with users who are not familiar with phones, don't take any process of using a phone as intuitive. Don't take anything for granted. Try to go through everything as though you yourself are using a phone for the first time. Encourage older users that they can definitely learn how to use the application with just a bit of practice.
- Make sure to go through the training slowly and deliberately to prevent losing people.
- Don't be afraid to remove non-essential parts of the training plan if you have to turn down the pace of training. This happens. Stick to the most crucial part in the limited time you have.

## Interpersonal communication

Explain and show HOW the phone should be used for better beneficiary engagement, not just what the content of the application is. This involves discussing good interpersonal communication skills during the training. For example, images on the phone should be shown to the mother; the AWW should sit next to the mother so that both can easily see the pictures; emphasise when the form should be filled up (during the visit, or after).



# PRE-TRAINING CHECKLIST

	Task for trainers and Block Helpdesk	🕒 Time	✓
1	Print AWW receipt and contracts		
2	Identify new AWWs and collect personal information (name, village, supervisor, cluster group, personal mobile number, age, education, mobile phone experience)		
3	Ready mobile phones and memory cards		
4	Create complete inventory of phones, IMEIs, SIMs, along with AWWs details (See #3)		
5	Update ICDS-CAS users details (AWW names and phone numbers)		
6	Finalize training schedule		
7	<b>Charge all phones before training day</b>		
8	Label phones with AWW serial no. and name (on inside cover of the mobile phone or outside cover)		
9	Ascertain travel and accommodation logistics		
10	Communicate training schedule with all AWWs		
11	<b>Activate and set-up GPRS (General Packet Radio Service) on all phones</b>		
12	Recharge all mobile phones with starting balance		
13	Configure all phones with application		
14	Create 5 demo cases in each module in the final scale-up application		
15	Install security application		
16	Verify date and time on all phones		
17	Ensure volume is at maximum		
18	Ensure all phones are fully charged		



# AWW APPLICATION TRAINING SCHEDULE

## Phase I

Day 1	
<b>Goals:</b>	
(a) What is ICDS-CAS?	
(b) Mobile phone orientation - practice of hindi and english typing.	
(c) Application start up	
(d) Application structure	
(e) Household registration	
Part One (10:00-13:00)	3 hours
1. Greetings and introduction of project/roles	10 minutes
2. What is ICDS-CAS/why use ICDS-CAS?	20 minutes
3. Mobile phone orientation	1 hour 30 minutes
4. Home screen of ICDS-CAS	30 minutes
5. Application and application structure	30 minutes
Lunch (13:00-13:30)	30 minutes
Part Two (13:30-16:00)	2 hour 30 minutes
6. Household management 'Part A' (Household registration)	
<ul style="list-style-type: none"> <li>• Register the household:               <ul style="list-style-type: none"> <li>» Household:                   <ul style="list-style-type: none"> <li>• Household tag: (Kumar)</li> <li>• Caste: (ST)</li> <li>• Religion: (Hindu)</li> <li>• BPL/ APL: (BPL)</li> </ul> </li> </ul> </li> </ul>	

- » First person - Anupam
  - Date of Birth: (April 12, 1985)
  - Married: (Yes)
  - Disability: (Yes)
  - Type of disability (Mental)
- » Second person - Savita
  - (Female, age 25, married)
- » Third person - Priyanka
  - (Female, 3 years old)
- » Fourth person - Saket
  - (Male, 1 year old)
- » Fifth person
  - **Scan Aadhaar card**

**Highlight:**

- » **Household number:** This household number is 1 because this is the first household you have registered
- » **Blue bar:** The blue bar on top which tracks progress throughout the form. The more blue the bar is, the more the form has been completed.
- » **Household tag:** Family's last name of the first and last name of the head of the household.
- » **GPS (Global Positioning System):** The next question asks you if you are at the physical location of the household. If you say yes, the phone automatically captures the location of the household. This will allow us to see the household on a map.
- » **Plus sign (< + >):** Every time you want to add a new member of the family; you need to press that plus sign.
- » **Aadhaar card:** If a family member has an Aadhaar card, you can use the phone to scan the Aadhaar card. Doing this will automatically fill in some information about the family member, like their name and birthday, making filling the form really easy. Always obtain the consent of the beneficiary/guardian in case of children before filling Aadhaar details in application. Consent form is available on page number-37 of this manual.
- » **Green arrow:** End the form.

**Practice:** Register two new families with at least four members each. Use an Aadhaar card at least once for each family.

2 hour 30 minutes

**Home work: Add family**

**Yadav family (1)**

S T, Hindu, BPL

Member of Yadav family

- First male member –Prakash Yadav Age 28year , married, Age at the time of marriage 23 years
- Second Female member –Shilpa YadavAge-26 year ,Married, Age at the time of marriage 21 years
- Third member (boy) Rohan Yadav Age 4 year

**Sharma family (2)**

Caste Other, Hindu

Member of Sharma family

- First male member- Gaurav Sharma  
Date of birth 25th September 1985, Married  
Age at the time of marriage 25 years  
Physical disability
- Second Female member- Meera  
Age 28,married, age at the time of marriage22 years ,Mobile number -9933017264
- Third member (girl) Geeta Sharma  
Age 5 year, RCH ID -800965210432,MCTS ID 120983975601928438  
Fourth member (female) Madhu Sharma, age 65 years, female, married  
Marital status – other, disability –other

**Khan Family (3)**

Other Muslim

Member of Khan family

- First Male member –M.A Khan  
DOB- 19March 1991  
Married, Age at the time of marriage-24 years
- Second female member- Raheela khan  
DOB 25, September 1992, Married, Age at the time of marriage -23 years  
Mobile no.-9987037456

**Singh Family (4)**

Caste Other ,Sikh, APL

- First (Male) member of Singh family- Jeet Singh

Age 28years, Married, Age at the time of marriage 26years

- Second (female )member - Geeta Singh

Age 26years,Married, Age of at the time of marriage 24 years, mobile no-9867624521, RCH ID-110987654321

**Goyal family (5)**

SC, Other, BPL

Member of Goyal family

- First member (male)-Mahesh Goyal

DOB 25 June 1998,married, Age at the time of marriage 26years

- Second member (female)-Pooja Goyal

DOB-20 Feb1990,Married , Age at the time of marriage 25 years, mental disabilities,  
RCH-ID 456223789123

End of day - Inform AWWs that they will need to bring their paper household registers for the next day of training.

## Day 2: (AWWs will require their Household registers today)

### Goals:

- (a) Review Basic Phone Training
- (b) Review House Hold Registration
- (c) Search family
- (d) Edit and delete information about households
- (e) Transfer REAL House Hold Data
- (f) Phone Contracts, Phone handover

Part One (10:00-13:00)

3 hours

### 1. Review basic phone training

1 hour

### 2. Review household registration and introduce edit

#### a. Search family

**Practice:** Register two new families with at least four members each. (demo mode)

[Demo mode is for practice only. No data will be saved. Teach AWWs to use it whenever they want to do practice exercise]

Edit Member and Household:

- Lets you edit previously entered details about a member or household. Previously entered information will show up in each question.

2 hours

#### b. Remove a Household

- Key points:
  - » (Ask the AWWs why they might want to remove a HH)
    - Answer: Mistaken registration, family moved away, etc
  - » Explain how to remove HH



<p><b>Remove a Household Member</b></p> <ul style="list-style-type: none"> <li>• Key points: <ul style="list-style-type: none"> <li>» Explain that this form should be filled out cautiously.</li> <li>» Explain that the only way to get the person back is to reregister them.</li> </ul> </li> </ul>	
Lunch (13:00-13:30)	30 minutes
Part Two (13:30-16:00)	2 hour 30 minutes
<p><b>3. Transfer of household data</b></p> <ul style="list-style-type: none"> <li>• Take out paper household registers</li> <li>• Login to the app <b>using AWC usernames and passwords</b></li> </ul>	2 hours

Phase I Write the names of at least 6 slow learners (AWW)						
S. No	Project	Sector	Name of slow learners (AWW)	11 digit Code	Name of Master trainer	Review of slow learners (AWW)
1.						
2.						
3.						
4.						
5.						
6.						

## Day 3: Handholding support for household registration

### Goals:

(a) Help slow learners master household registration

1. Divide the total number of slow learners into two equal batches.
2. Each master trainer will be responsible for up to four AWWs.
3. Plan logistics of travel to the AWC of each AWW to provide handholding support. If two AWCs are close by, they can be supported in one session.

### Handholding visits (8:00–16:00)







In each handholding visit, go over the following steps:

1. Basic ICDS-CAS management
  - Locate ICDS-CAS
  - Login to ICDS-CAS with your AWC ID and sync with server
  - Log out
  - Login to ICDS-CAS as a demo user. (Ask the AWW to explain when they would use demo and when they would use their AWC ID)
2. Basic application refresher HHR – (Pose the following questions to AWW)
  - If you need to add a new household, which register do you use?
  - If you have to add a family member, which button do you click?
  - Where can you see the list of households you have registered?
  - Where can you see the members of the household you have registered?
  - What happens when you swipe past a question without selecting an option? (Screen turns red)
    - » What does that mean? (Compulsory question)
  - What should you do when a beneficiary has an Aadhaar card? What will scanning the Aadhaar card do with the form?
    - » (It will pre populate questions about Aadhaar number, name, etc.)
  - What would you do if you have incorrectly entered the 'Enter Family Member' loop? Check 'Cancel registration' and proceed
  - After you have added all the members of a household, what do you do next?
    - » (Look for the answer, 'Relationship mapping.' If they are not able to answer give them hints (e.g. they will be asked a question 'Is the mother in the household?'))
  - What are some other questions asked for relationship mapping?
    - » (e.g. 'Is the father in the house hold?')
3. Keep time for supervising the AWW as she enters the details of at least two households

## Phase II

Day 1	
<b>Goals:</b> (a) Refresher of phase 1 (b) Adding a pregnant woman (c) Home visit scheduler (d) MTP/Abortion	
Part One (10:00-13:00)	3 hours
<b>1. Refresher of phase 1</b> <ul style="list-style-type: none"> <li>• Basic phone management</li> <li>• Basic ICDS-CAS management</li> <li>• Question and answer about their one-month experience of registering all population in their catchment area</li> <li>• Register one or two families in demo mode. In total, there should be at least two women and one child who is over six months registered.</li> </ul>	1 hour
<b>2. Add a pregnancy (demo mode):</b> <ul style="list-style-type: none"> <li>• Every time you learn that a woman has become pregnant, you need to register her pregnancy in the app. This begins by finding and selecting the woman's name from the 'View household members' folder in the Household Management module.</li> <li>• Open the 'Add pregnancy' form</li> <li>• Key points:               <ul style="list-style-type: none"> <li>» LMP/EDD, known or not</li> <li>» Details of last pregnancy and its effect</li> <li>» Bank account detail of the woman</li> </ul> </li> </ul> <p><b>Practice time:</b> Ask the AWW to add a new woman to the family and fill a pregnancy form for her. Divide them into small groups and give 30 minutes to practice this form.</p>	2 hours

<p><b>Home work :-</b></p> <p>Search Shipla Yadav and registration of pregnancy</p> <p>LMP date should be before 240 days from today.</p> <p>5year ago Shilpa delivered child in PHC and at the time of pregnancy there was no complication.</p> <p>Blood group –B positive</p> <p><b>Khan family</b></p> <p>Add new member</p> <p>Search MA khan family and registration</p> <p>Seema khan (daughter of Rahila and MA khan),DOB-(date of birth will mention before 30 days )</p> <p>RCH ID – 109287365124</p> <p>MCTS ID – 908765432123456790</p> <p>Add new family member above 6 month</p> <p>Search Singh family and registration</p> <p>Rani Singh (Daughter of geeta singh and jeet singh)</p> <p>Date of birth should be before 6 month from today</p>	
Lunch (13:00-13:30)	30 minutes
Part Two (13:30-16:00)	2 hour 30 minutes
<p><b>3. Home Visit Scheduler</b></p> <ul style="list-style-type: none"> <li>• (Explain that this module is intended to help AWWs plan home visits for pregnant women, lactating women, and children up to two years of age. It is an easy way to see whom to follow-up with, late visits and upcoming visits.)</li> <li>• Open up the Home Visit Scheduler module <ul style="list-style-type: none"> <li>» (Explain again that women will only appear in this list once their pregnancy form has been filled.)</li> </ul> </li> </ul>	2 hour 30 minutes

<ul style="list-style-type: none"> <li>Describe what each icon means <ul style="list-style-type: none"> <li> (means the visit is late)</li> <li> (means the visit is due today)</li> <li> (means the visit is in the next three days)</li> <li> (pre-delivery or the mother is still pregnant)</li> <li> (means the mother is close to delivery or has just delivered in the past 21 days and the postnatal care form has to be filled)</li> <li> (means that the child is in the exclusive breastfeeding or complementary feeding phase. This appears 21 days after the child's birth.)</li> </ul> </li> <li>Spend some time connecting the app's workflow with the AWW's current workflow. This activity will help you use their actual terms to explain the forms in the phone. Ask them questions about: <ul style="list-style-type: none"> <li>Which form is due to fill when the mother is pregnant and not close to the delivery (pre-delivery form)</li> <li>Which form is filled after the mother has delivered (i.e. till 21 days)</li> <li>When the child is between 21 days and 6 months (exclusive breastfeeding form is filled)</li> <li>After 6 months till 2 years (complementary feeding form is filled out)</li> </ul> </li> <li>Explain that the names in the list can be searched using an Aadhaar card or selecting the magnifying glass and typing the name. <ul style="list-style-type: none"> <li>» Practice searching for a woman by name</li> </ul> </li> <li>Explain that the list of beneficiaries is sorted according to whom to visit first</li> <li>Explain that visits are organised according to a schedule. The schedule is determined by a woman's LMP. The first visit will always be due on the day a pregnancy was registered.</li> <li>Explain that only relevant forms appear for a particular mother</li> </ul>	<p>2 hour 30 minutes</p>
<p>(e) Abortion</p> <p>Key pointes –</p> <ul style="list-style-type: none"> <li>Use when a pregnant women has miscarriage or had an abortion</li> </ul>	
<p>End day</p>	

Day 2	
<b>Goals:</b> (a) Birth Preparedness Form (b) Delivery Form (c) Postnatal (PNC) Form (d) Exclusive Breastfeeding Form (e) Complimentary feeding form	
Part One (10:00-13:00)	3 hours
<b>1. Birth preparedness</b> <ul style="list-style-type: none"> <li>• Key points:               <ul style="list-style-type: none"> <li>» Recalculation of EDD</li> <li>» Counsel on delivery preparedness</li> <li>» Counsel on family planning</li> <li>» Explain scenarios of referrals and process of initiating referrals</li> <li>» IFA tablets</li> <li>» Counseling on nutrition and rest</li> </ul> </li> </ul>	1 hour
<b>2. Delivery form</b> <ul style="list-style-type: none"> <li>• This form is to be filled when a mother has delivered               <ul style="list-style-type: none"> <li>» (Remind AWWs that this form will only appear in Home Visit Scheduler when a woman is at least 45 days away from delivery)</li> </ul> </li> <li>• Key points:               <ul style="list-style-type: none"> <li>» Difference between date of delivery, the date and time when the AWW learned about delivery</li> <li>» Nutritional status of child: Spend some time explaining what it means that the child is normal. Ask the AWWs if they are used to identifying a child's nutritional status on a z score chart.                   <ul style="list-style-type: none"> <li>• Ask them what colour a child is if its weight is normal (Green)</li> <li>• If the child is moderately malnourished (Yellow)</li> <li>• If the child is severely malnourished (Red)</li> <li>• (Explain that the application is able to do this mapping automatically)</li> </ul> </li> <li>» Explain information entry for twins, triplets etc.</li> <li>» Explain scenario of referral and process of initiating referral</li> </ul> </li> </ul>	1 hour

<ul style="list-style-type: none"> <li>• Complementary Feeding Form</li> <li>• Key points: <ul style="list-style-type: none"> <li>» Why is showing video important and how should it be shown?</li> <li>» Counseling on importance of food groups while recording answers</li> </ul> </li> </ul>	1 hour
<b>3. Practice session:</b> Divide into groups and practice birth preparedness and delivery forms.	1 hour
Lunch (13:00-13:30)	30 minutes
Part Two (13:30-16:00)	2 hour 30 minutes
<b>4. PNC form</b> <ul style="list-style-type: none"> <li>• <b>Key points:</b> <ul style="list-style-type: none"> <li>» Mother's and child's health post-delivery</li> <li>» Counsel about possible dangers to the mother and child</li> <li>» Family planning, IUD counseling</li> <li>» Explain scenario of referral and process of initiating referral</li> </ul> </li> </ul>	30 minutes
<b>5. Exclusive breastfeeding form</b> <ul style="list-style-type: none"> <li>• Key points: <ul style="list-style-type: none"> <li>» Record death, if any</li> <li>» Counsel on exclusive breastfeeding</li> <li>» Counsel on family planning and check if the chosen method is being followed properly</li> <li>» Explain the scenario of referral and process of initiating referral</li> <li>» Child immunization</li> <li>» (Show different variations of questions depending on previous answers.)</li> </ul> </li> </ul>	1 hour
<b>6. Practice:</b> Divide into groups and practice PNC and EB forms	1 hour
End day	



Phase II Write the name of at least 6 slow learners (AWW)						
S. No	Project	Sector	Name of slow learners (AWW)	11 digit Code	Name of Master trainer	Review of slow learners (AWW)
1.						
2.						
3.						
4.						
5.						
6.						

### Day 3: Handholding support for maternal health care

**Goals:**

(a) Help slow learners master all maternal health care forms

1. Decide who are the slow learners based on their performance in the last two days
2. Each master trainer will be responsible for up to four AWWs
3. Plan logistics of travel to the AWC of each AWW to provide handholding support. If two AWCs are close by, they can be supported in one session.

**Handholding visits (8:00–16:00)**

In each visit, the focus is not to cover all elements of the training but to spend more time on sections where an AWW is facing difficulty. Out of the six sections for this phase, choose three at the most to focus on during each handholding visit, depending on the AWW:

- Adding a pregnancy
- Using the Home Visit Scheduler
- Birth preparedness form
- Delivery form
- PNC form
- Exclusive breastfeeding form

## Phase III

Day 1	
<b>Goals:</b> (a) Refresher of Phase 1 and 2 (b) Growth Monitoring (c) Additional Growth Monitoring (d) Take Home Ration (THR)	
Part One (10:00-13:00)	3 hours
<ul style="list-style-type: none"> <li>• <b>Refresher of phase 1 and 2</b> <ul style="list-style-type: none"> <li>• Revisit how new members can be added to a household. Add a couple of children (of different ages) in demo mode.</li> <li>• Revisit key points of each home visit form</li> <li>• Ask AWWs to explain each symbol in the home visit scheduler</li> <li>• Ask about their issues while using the scheduler</li> </ul> </li> </ul>	1 hour
<ul style="list-style-type: none"> <li>• <b>Growth monitoring</b> <ul style="list-style-type: none"> <li>• The growth monitoring module must be used every time a child's weight is taken.               <ul style="list-style-type: none"> <li>» (Explain that the only time the AWWs will ever be asked for a child's weight outside of the growth monitoring chart is in the delivery form, when they asked for weight at birth. <b>Other than that, it will always be recorded in the growth monitoring module.</b>)</li> </ul> </li> <li>• Case list:               <ul style="list-style-type: none"> <li>» Review the colours associated with nutritional status                   <ul style="list-style-type: none"> <li>• Note that <b>White</b> will also be displayed in this app, and means the child is above normal</li> </ul> </li> <li>» Explain that the boxes will display the nutritional status of the child at each of the four most recent instances when the child's weight was recorded</li> <li>» The boxes will be grey only if weight has been collected fewer than four times</li> <li>» Remind AWWs that the box closest to the beneficiary name will display the nutritional status colour from the oldest reading, and the box farthest away will display the colour from the most recent reading. Each column is numbered.</li> </ul> </li> <li>• Case details:               <ul style="list-style-type: none"> <li>» How to read the growth chart</li> <li>» Clicking on the graph will show the age and weight for that record</li> </ul> </li> <li>• Explain that if the nutritional status of the child is red or yellow, AWWs will be asked to record height or MUAC. Can select none of these if equipment is not available.</li> </ul> </li> </ul>	1 hour

Lunch (13:00-13:30)	30 minutes
Part Two (13:30-16:00)	2 hour 30 minutes
<ul style="list-style-type: none"> <li>• <b>Practice:</b> Divide into groups and practice complementary feeding and growth monitoring</li> </ul>	1 hour
<ul style="list-style-type: none"> <li>• <b>Additional growth monitoring</b> <ul style="list-style-type: none"> <li>• <b>Key points:</b> <ul style="list-style-type: none"> <li>» Recording height and MUAC if instruments are available</li> <li>» What additional information does height and MUAC give about a child's nutritional status?</li> <li>» Nutrition Rehabilitation Center (NRC)referral</li> </ul> </li> </ul> </li> </ul>	30 minutes
<ul style="list-style-type: none"> <li>• <b>THR</b> <ul style="list-style-type: none"> <li>• <b>Key points:</b> <ul style="list-style-type: none"> <li>» (Ask the AWW show many days usually go by between distribution of THR to pregnant women, lactating mothers and children. Remind them that they can check the case list to see how many days have gone by since they last distributed rations. When the appropriate number of days has gone by, they can distribute rations again.)</li> <li>» Explain that the case list is sorted in decreasing order of number of days of THR last received</li> </ul> </li> </ul> </li> </ul> <p>Case details shows THR history (last 8 visit dates and amounts)</p>	
End day	

## Day 2

### Goals:

- (a) AWC Management
- (b) Due List
- (c) VHSND Survey
- (d) Visitors' Book
- (e) Video library
- (f) MPR-ASR

### Part One (10:00-13:00)

3 hours

- **AWC Management**

- **Infrastructure** Details:

Highlight:

- » **GPS:** like the Household registration form, when you say you are at the AWC when filling this form, the phone will collect the location of the AWC
- » **Referral contacts:** you can update the name and number of the local person providing transport and the number of the local ambulance as well as the name and number of the closest private and public hospital and the number of the NRC. These contacts will show up in the home visit forms when a referral gets triggered for beneficiaries.
- » AWW information
- » AWC infrastructure information

- **Practice!** Ask AWW to fill this form on their own

2 hours

**ACTION ITEM:** Form must be filled in the next time the AWW is at the AWC.

### 1. Due list

- For pregnant women:
  - » (Explain that this module is used to track who is due for an immunization or ANC visit and to record when an ANC visit has happened)
  - » Select a pregnant woman and review her case details
  - » (Ask the AWWs to swipe to the left to see what things she is 'Due for' and again to see what things she has 'Done')
  - » (Explain that this area will be blank until the first time the form has been filled)

<ul style="list-style-type: none"> <li>• For children: <ul style="list-style-type: none"> <li>» Explain the use of the list to mobilise mothers and children before VHSND.</li> <li>» How does recording immunizations in this format differ from the paper register?</li> </ul> </li> <li>• Immunization history form: <ul style="list-style-type: none"> <li>» Lets the AWW update the date of any vaccination already received or edit previous entries</li> </ul> </li> </ul>	
<b>2. Practice:</b> Fill out Due List entries for a few cases in demo mode. In the AWC actual login, what shows up and how will a VHSND be handled.	1 hour
<b>Lunch (13:00-13:30)</b>	30 minutes
Part Two (13:30–16:00)	2 hour 30 minutes
<b>3. VHSND survey</b> <ul style="list-style-type: none"> <li>• Key points: <ul style="list-style-type: none"> <li>» Recording details of last VHSND</li> <li>» Link between VHSND Survey and Due List</li> </ul> </li> </ul>	1 hour
<b>4. Video library, MPR ,ASR</b> (detail information )	30 minutes
<b>5. Visitor's book</b> <ul style="list-style-type: none"> <li>• Explain that this form can be filled anytime someone visits the AWC</li> </ul>	30 minutes
<b>6. Practice:</b> Divide into groups and practice VHSND Survey. Extra time can be given to review the complementary feeding form.	30 minutes
End Day	

Phase III Writs the name of at least 6 slow learners (AWW)						
S. No	Project	Sector	Name of slow learners (AWW)	11 digit Code	Name of Master trainer	Review of slow learners (AWW)
1.						
2.						
3.						
4.						
5.						
6.						

### Day 3: Handholding support for growth monitoring and due list

**Goals:**

- (a) Help slow learners to master growth monitoring
- (b) Link between VHSND and due list

1. Decide who are the slow learners based on their performance in the past two days.
2. Each master trainer will be responsible for up to four AWWs.
3. Plan logistics of travel to the AWC of each AWW to provide handholding support. If two AWCs are close by, they can be supported in one session.

Handholding visits (8:00–16:00)

In each visit, focus is not to cover all elements of the training but to spend more time on sections where an AWW is facing difficulty. Out of the five review sections for this phase, choose at most three to focus on during each handholding visit, depending on the AWW:

- Due list
- Growth monitoring
- Complementary feeding form
- AWC infrastructure management
- VHSND survey



## Phase IV

Day 1	
<b>Goals:</b> (a) Refresher (b) Daily Feeding Record	
Part One (10:00-13:00)	3 hours
<b>1. Refresher</b> <ul style="list-style-type: none"> <li>• Revisit household scheduler along with complementary visit form</li> <li>• Ask AWWs how many used the additional growth monitoring form</li> <li>• Keep time for question and answer as this is the last phase of training</li> </ul>	1 hour 30 minutes
<b>2. Practice:</b> Divide into groups and practice THR form for 30 minutes. Utilise the remaining 30 minutes to address any questions or doubts that came up during the refresher session.	1 hour 30 minutes
Lunch (13:00-13:30)	
30 minutes	
Part Two (13:30-16:00)	2 hour 30 minutes
<b>3. Daily feeding record</b> <ul style="list-style-type: none"> <li>• Key points:               <ul style="list-style-type: none"> <li>» Taking a picture of children present</li> <li>» Filling this form only once per day!</li> <li>» Attendance twice; for breakfast and lunch</li> <li>» How to fill this if helper opened the AWC</li> </ul> </li> </ul>	1 hour
<b>4. Practice:</b> Divide into groups and practice 'Daily feeding record'. This form will be filled daily, so needs special attention.	1 hour 30 minutes
End Day	

Day 2	
<b>Goals:</b> (a) School Admission (b) Migration (c) Referral management	
Part One (10:00-13:00)	3 hours
<b>1. Primary or private school details</b> <ul style="list-style-type: none"> <li>• Key points:               <ul style="list-style-type: none"> <li>» If a child takes admission into school, that must be recorded. The child will no longer show up in the Daily Feeding form then</li> <li>» If a child's admission is recorded into primary school, it is a permanent removal from daily feeding.</li> <li>» If a child's admission is recorded into private school, the child can be readmitted for daily feeding if they stop going to private school.</li> </ul> </li> </ul>	1 hour 30 minutes
<b>2. Migration</b> <ul style="list-style-type: none"> <li>• Key points:               <ul style="list-style-type: none"> <li>» Explain to the AWWs that we're going to change things up and go back to our first module, Household Management in order to learn what to do if a family member migrates away, dies or if an entire HH needs to be removed.</li> <li>» Explain that after a child or pregnant woman migrates out, they will stop appearing in the Home Visit Scheduler, but will continue to appear in Growth Monitoring and the Due List.</li> <li>» <b>Practice!</b> Migrate three more people out of the area and then back into the area.</li> </ul> </li> </ul>	1 hour 30 minutes
<b>Lunch (13:00-13:30)</b>	
Part Two (13:30–16:00)	2 hour 30 minutes
<b>3. Referral management</b> <ul style="list-style-type: none"> <li>• Key points:               <ul style="list-style-type: none"> <li>» Record of health problem and point of referral</li> </ul> </li> </ul>	1 hour
<b>4. Recap and close out training</b>	1 hour 30 minutes

Phase IV Write the name of at least 6 slow learners (AWW)						
S. No	Project	Sector	Name of slow learners (AWW)	11 digit Code	Name of Master trainer	Review of slow learners (AWW)
1.						
2.						
3.						
4.						
5.						
6.						

**Day 3: Handholding support for THR, daily feeding and advanced household management**

<p><b>Goals:</b></p> <p>(a) Help slow learners for THR and daily feeding record</p>	
<ol style="list-style-type: none"> <li>1. Decide who are the slow learners based on their performance in the past two days</li> <li>2. Each master trainer will be responsible for up to four AWWs</li> <li>3. Plan logistics of travel to the AWC of each AWW to provide handholding support. If two AWCs are close by, they can be supported in one session.</li> </ol>	
<p><b>Handholding visits (8:00–16:00)</b></p>	
<p>In each visit, focus is not to cover all elements of the training but to spend more time on sections where an AWW is facing difficulty. Out of the five review sections for this phase, choose at most two to focus on during each handholding visit, depending on the AWW:</p> <ul style="list-style-type: none"> <li>• THR</li> <li>• Daily feeding record</li> <li>• Migration</li> <li>• Abortion</li> <li>• Removing a household member or entire household</li> </ul>	

## Consent Form by Beneficiary/Guardian of Child

I hereby declare that the information provided by me in the form is correct to the best of my knowledge. I give my consent to the department in the State Government/UT administration responsible for implementation of POSHAN *Abhiyaan*. In accordance with sections 8(2)(a) and 8(3) of the Aadhaar (Targeted Delivery of Financial and other Subsidies, Benefits and Services) Act, 2016 for using my Aadhaar number and identity information for verifying/ sharing my information and ascertaining my eligibility for the purpose of delivery of service/benefits under POSHAN *Abhiyaan*.

I understand that my core bio-metric information will be used only for authentication with UIDAI and will not be stored by the department.

I understand that my Aadhaar number shall be kept confidential and shall not be published in public domain. In case for any reasons my Aadhaar number needs to be published then not more than last 4 digits of Aadhaar number shall be displayed.

Signature/Thumb Impression of beneficiary

Date..... Place.....



# NOTES



A series of horizontal dotted lines for writing notes.



