Monitoring and Supervision of

Anganwadi Training Centres (AWTCs)

A Concurrent Evaluation

Based on the Reports Received till September, 2009

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INTRODUCTION

Integrated Child Development Services (ICDS) Programme is the world's largest child care programme reaching out to 71.22 million children below 6 years and 14.83 million expectant and nursing mothers from disadvantaged community. 10,33,338 AWCs are functioning under the ICDS programme for providing services through AWWs. ICDS is a holistic early child care and development programme which addresses the inter-related needs of children, adolescent girls and women from disadvantaged community, across the life cycle. The programme is being implemented by the Ministry of Women & Child Development, Government of India through the State Governments and Union Territory Administrations throughout the country. ICDS offers a powerful community based outreach system that functions as the convergent interface between disadvantaged communities and Government Programmes such as primary health care and education. It contributes to the achievement of major nutrition and health goals, embodied in the National Plan of Action for children (1992) and the National Plan of Action on Nutrition (1995). ICDS is also the foundation of the national effort for Universalization of primary education. ICDS also provides the adolescent girl, and pregnant and nursing mothers with health, nutrition and self-development interventions and crucial child care support. The community education component, targeting women in reproductive age group also supports community action to improve care for girls and women.

Universalization of ICDS was originally contemplated to be achieved through expansion of the services all over the country. Eleventh Five Year Plan envisages universalizing ICDS in the country and expects to cover 71.22 million children and 14.83 million mothers. Ever since the inception of ICDS in 1975 several changes have occurred over the past three decades in policies and programmes of Government of India

Since the ICDS has expanded and is heading for universalization, the training of large numbers of ICDS functionaries' has been a gigantic task. There has been distinct change and paradigm shift in philosophy of ICDS programme, which is geared towards accessibility, quality improvement, and team work at the community level. States have long inertia and training is seldom considered as priority area and it is always low on their agenda. Therefore, a new push was given in 1999 to the training programmes under ICDS, which led to birth of UDISHA – the new dawn in national training component of ICDS. The process of training was decentralized under this initiative. Also, a large number of ICDS functionaries and trainers were trained under UDISHA. Still it is felt that training should be responsive to changing scenario and demands, necessitating on the job training and sector level monitoring and training of teams for women and child development.

AWWs play a key role in delivering the benefits of the ICDS scheme. The efficacy with which they discharge their responsibility, largely depend upon the inputs invested in their training. The training component of the ICDS Programme has now been recognized as the most important key to achieving the aims and objectives of ICDS, with the ultimate aim of moldings the ICDS functionaries into "Agents of social and behavioral change". For this

purpose, a wide network of training centers namely Anganwadi Training Centers (AWTCs) for training of AWWs have been created at state level by State and State branches of Indian council for Child Welfare. In some States, like Rajasthan functionaries are also trained alternatively by mobile training teams consisting of trainers and block/district level ICDS functionaries.

Under Project UDISHA, additional AWTCs were sanctioned to the State Governments/Union Territories depending upon their training needs during the five years of the project. Provision also existed for sanctioning additional AWTCs which was considered on the basis of requests received from the State Governments/Union Territories.

At present, about 500 Anganwadi Workers Training Centre (AWTCs) are functioning across the country. The major consideration in the selection of the training centers is given to their orientation to child development programmes as well as facilities available with them in terms of infrastructure such as hostel accommodation and classroom arrangement, equipments and staff Grants for purchase of additional equipment, and hiring of additional accommodation are provided in the budget earmarked to the AWTCs by the State Government. The training institutions selected for the training of Anganwadi workers are expected to have acquired necessary personnel, expertise and resources in the areas of health and nutrition.

Job Responsibilities of AWW

The job responsibilities of AWW were defined way back in 1975, these have stood to the test of time, however many changes have occurred and many new policies and programmes have come up. To keep pace with the time and newer developments, the job functions of AWWs and other functionaries have been redefined to enrich the job and make these more relevant to the needs and aspirations of women and children. Some of the newer job responsibilities which need special mention are, strengthening of advocacy, communication & social mobilization for survival-protection and development of young child especially girl child, early detection and prevention of disability among children, integrated management of childhood illness, enlisting adolescent girls, health & nutrition education to adolescent girls, life cycle basis of interventions & improving quality of service delivery & management. On the basis of job description & job analysis new syllabus has been drawn up and updated by NIPCCD – the apex institute of training of ICDS functionaries and trainers. Focus has been shifted to under three year children as a vulnerable and priority group of contacts and intervention. Attitude building & motivation components have also been incorporated into the curriculum.

Tasks of AWTCs

The main task of AWTC is to conduct training of AWWs and AWHs through job training courses and refresher courses. Each AWTC is expected to conduct at least 300 days training (including Sundays) in a year. Ten job training courses of one month duration for

AWWs every year with at least 35 trainees are proposed to be organized by each AWTC. AWTC is also required to organize refresher course with a batch of 40 trainees. The inputs given in the job training courses are very intensive in the area of Child Development, Health and Nutrition ,Community Participation and Management of AWC.

The prescribed training facilities at the training centers include physical set up, training material and human resources. However, the monitoring and survey reports about these training centers are not very encouraging. It was pointed out that physical set up, training equipments and materials were somewhat inadequate.

Staffing Pattern of AWTCs

As per the guidelines issued by MWCD each AWTC should have at least three full time Instructors – one each in nutrition, child development and social work and part time staff in arts & crafts & music and a visiting doctor. One of the full time instructors may be designated as Principal or Chief Instructor. The AWTCs are required to appoint suitably qualified staff with the minimum qualification of Master degree in Home Science / Social Work / Psychology / Child Development / Nutrition / Extension Education / Community resource management / Sociology. The guest faculty comprises of medical and paramedical staff and field functionaries of ICDS projects.

Funds availability at AWTCs

Each Anganwadi Workers Training Centre is provided with a budget for conducting the Job and Refresher Training Courses for AWWs and Helpers as per the norms which are as under:

Table 1: Budgetary Norms for Training Courses

S.No	Name of Course	Budget (Rs./Course)
1	Job Training Course for AWWs	12,55000∗
2	Refresher Training of AWW	37500
3	Orientation Training of Helpers	50750
4	Refresher Course for Helpers	39000

∗ For ten courses only

Under project UDISHA, the financial norms for AWTCs were revised. Additional funds were provided for honorarium of staff which includes provision for guest speakers/visiting faculty. This also includes provision for a visiting doctor and engagement of craft teacher, music teacher, cook, sweeper, etc. on part-time basis. The AWTCs are to provide staff according to their work requirements with in financial ceiling as stated above.

Physical Facilities at AWTCs

As per the guidelines, the AWTCs should have the physical infrastructure to effectively organize training of AWWs and this would include hostel to accommodate 50 persons, dining hall, kitchen, bathrooms, toilets, recreation room, library, classroom, office room etc

The *hostel* should be located within the premises of the training centre. However, if such an arrangement is not possible it should be located within a reasonable distance from the training centre.

The hostel should have *recreational facilities* and reading room facilities for indoor and outdoor games, practicing and organizing cultural programmes and reading newspaper / magazines etc. While there should be an open space for outdoor activities, equipments / games / play instruments, radio and T.V could be provided in the recreation room. Besides, daily newspaper in the local language, few informative magazines and journals should also be made available to the trainees. It would be necessary to provide such facilities particularly in view of the fact that the trainees have to stay at the training centre for longer period for JTC.

The training centre should have a spacious and well ventilated *classroom* to accommodate 50 trainees. It should have a big size black board / white board facilities for projection of films / slides, display of programme schedule, growth charts, posters etc. relevant to training of AWW. The trainees should be provided with tables and chairs or desks. There should be a work room for demonstration and preparation of training aids. However, if there is shortage of space, the classroom could also be used as a work room until arrangements are made for a separate work room. Further, it is very essential to have a laboratory for conducting practical in the area of health & nutrition like weighing and plotting on the growth chart, screening children to assess nutritional status, cooking demonstration, preparation of oral dehydration solution etc. The laboratory should have adequate water supply and equipments like weighing scale, growth charts and other items.

The training centers should have *two rooms (staff and office room)* – one for the Principal / Chief Instructor and the other for instructors and office staff with suitable arrangements for the portion meant for the academic and office staff. The Principal's room should be equipped with one cupboard and a table and at least four chairs so that she could hold discussions and conduct meetings with the staff. Each instructor should be provided with a table with drawers and a chair. There should be a couple of extra chairs for guests and visiting lecturers. The office staff room should be provided with tables, chairs and at least two full size cupboards and three racks.

Need for Monitoring

With the universalization of ICDS scheme, a huge number of AWWs are being recruited in the States who are required to be trained before initiating the delivery of services at the grass root level. Though there is an inbuilt component of training in the ICDS programme, yet there is a need to further strengthen the training mechanism through close monitoring and evaluation of the AWTCs. After the evaluation conducted in 1988-89, certain discrepancies have been observed in the functioning of the AWTCs with particular reference to the training capabilities and training infrastructure, thereby affecting the training of grass root level functionaries. Since training is an integral part of delivery of ICDS services, it would be in the fitness of things if continuous monitoring mechanism quick appraisal of the AWTCs is established to identify the bottlenecks and initiate corrective measures to improve the training inputs accordingly. Keeping in view of the above, the MWCD requested NIPCCD to set up a CMU and also monitor AWTCs /MLTCs so as to improve the training of ICDS during Eleventh Plan. CMU setup at NIPCCD received reports from 80 AWTCs which have been analysed.

Objectives:

The main objective of this exercise was to analyze the reports received from various consultants engaged in the monitoring of ICDS as lead/select institutions and to provide a feedback of quick assessment of the functioning of AWTCs in terms of infrastructure, training facilities, adequacy of staff, educational qualifications & training status of trainers, quality of training, availability of funds and supervision of the training centers by State Govt.

Methodology

Visits to AWTCs were made by State consultants with effect from October, 2008. The data furnished by the various state level institutions / consultants has been analyzed by Central Monitoring Unit (CMU) NIPCCD.

Sample

The data was collected through interview from 80 AWTCs from different states. The list of AWTCs visited by consultants is given at Annexure - I.

Tools

The data of the evaluation was sent by consultants on structured schedules, which were made available to them at the time of signing MOU. The tools used were:

- Interview schedules
- Direct observation by consultants
  The observation cum Interview schedule is placed at Annexure - II

<h1 align="center">Findings & Discussions</h1>

Physical Infrastructure

The data on physical infrastructure of AWTCs was collected in term of maintenance of building, ventilation, natural light, cleanliness etc. The data revealed that the 72.5 percent of AWTCs had only one classroom followed by 17.5 percent AWTCs which had two classrooms and 3.7 percent AWTCs had three classrooms while 6.3 percent had more than four class rooms in their training centres (Figure 1). The AWTCs with only one classroom were running in the states Andhra Pradesh, Assam, Bihar, Gujrat, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Maharastra, Orissa, Punjab, Rajasthan, Uttar Pradesh, West Bengal.
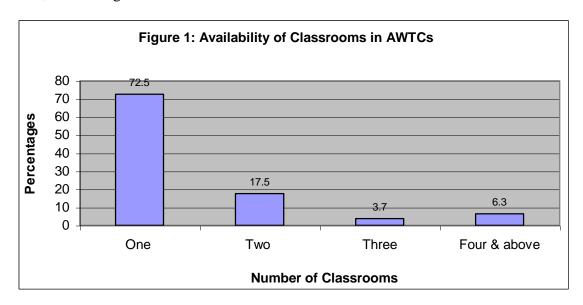

Figure 1: Availability of Classrooms in AWTCs

Table 1: Availability of Classroom furniture
N=80 (Multiple Response)

S.No.	Classroom furniture	Number of AWTCs	Percentage
1.	Chairs	62	77.5
2.	Benches	38	47.5
3.	Chairs with Desks*	24	30.0
4.	Low Desks	15	18.70
5.	Durries with Low Desks	14	17.5
6.	Durries/Carpets/Mats	64	80.0

Note:- * Karnataka, Jharkhand, Gujrat, Maharashtra, Uttar Pradesh, Madhya Pradesh and Goa,

Table- 1 reflects the availability of furniture in the classroom.The sitting arrangements of participants in the classroom varied a lot. It was found that most of the AWTCs had chairs (77.5 percent), 47.5 percent AWTCs had benches, 30.0 percent AWTCs had Chairs with Desk, 18.7 percent AWTCs had low Desk, 17.5 percent AWTCs had Durries with low Desk and 80 percent AWTCs had Durries/Carpets/Mats.

Table 2: Availability of the Office Equipment

N=80 (Multiple Response)

S.No.	Types of Equipments	Availability	Working (in good condition)
1.	Xerox Machine	16	10
2.	Duplicating Machine	25	15
3.	Fax Machine	22	17
4.	VCR/VCP	60	32
5.	Television	68	42
6.	Weighing Scale	65	49
7.	Computer with printer	28	22

Office equipments is an important part of any training center / academic establishments. The data collected by the state consultants revealed that availability of Xerox Machine was in 16 AWTCs out of which only 10 machines were in working condition, 25 AWTCs had Duplicating Machine out of which 15 AWTCs were in good condition. Fax Machine were in 22 AWTCs out of which 17 were in working condition. The facilities of training equipments such as VCR/VCP were available in 60 AWTCs out of which 32 were in good working condition, 68 AWTCs had TV out of which 42 were in working condition, 65 AWTCs had weighing Scale out of which 49 were in working condition, and 28 AWTCs had Computer with printer but 22 AWTCs had computers in working condition.It may be mentioned that there is an urgent need to supply/provide training material/aids for effective training.

Library Facilities

As per the guidelines all AWTCs should have a library setup for the use of their participants and staff. It was found that Library facility was available and properly maintained in 77.5 AWTCs (Figure 2). The distribution of books available in AWTCs is given in Table- 3. The data reflected that 11.2 percent had more than 1000 books in their library, compared to 35 percent AWTCs which had only 100 books, followed by 21.0 percent had 100-200 and 19.4 percent had 201-500 books,
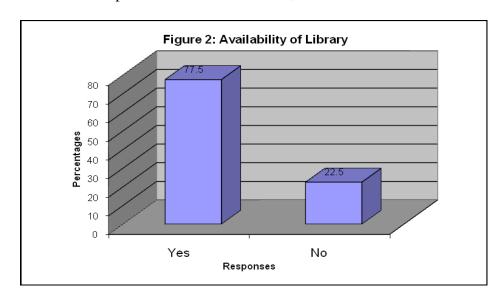

Figure 2: Availability of Library

Table 3.Number of Books available in the Library

N=62

S.No.	No. of Books	Number of AWTCs	Percentage
1	Up to 100	22	35.5
2	100-200	13	21.0
3	201-500	12	19.4
4	501-1000	8	12.9
5	More than 1000	7	11.2

Board and Lodging facilities

Table 4. Location of the Hostel

N= 80 (Multiple Responses)

S.No.	Location	Number of AWCs	Percentage
1.	Same Building	56	70.0
2.	Same Premises	16	20.0
3.	Outside the training Centre	7	8.75
4.	Hostel Facility is not available*	1	1.25
	Total	80	100.0

Note:- ∗ Goa

As per the norms the hostel in AWTCs should either be in located within the campus or at a distance easily accessible, In 70 percent AWTCs the hostel was located in same building whereas 20 percent hostels were located in same premises where as in 8.75 percent AWTCs, hostels was outside the premises of training center, while only one AWTC in Goa (1.25 percent) had not provided the hostel facility to their participants.

Table 5: Number of Rooms / Dormitories in the Hostels

N=79 (Multiple Responses)

S.No.	No. of Rooms / Dormitories	Rooms	Dormitories
1.	One	11	14
2.	2-3	29	11
3.	4-6	15	1
4.	7-10	10	2
5.	11 & above	5	-

Out of 80 AWTCs, 79 AWTCs have provided hostel facilities to their participants. The distribution of rooms and dormitories in these hostels is given in the Table –5. Which revealed that 29 AWTCs had 2-3 rooms and 14 had only one dormitory to accommodate their participants. The above data also reflect that most of the AWTCs preferred rooms for stay of the participants than dormitories.

Table 6: Availability of Facilities in the Hostels

N=79 (Multiple Responses)

S.No.	Facilities	Adequate/Available	Percentage
1	Bathroom/Toilets	62	78.5
2	Recreation Room	28	35.4
3	Telephone facility	39	49.4
5	Security/Chowkidar	77	97.5

The facilities provided in the hostel at AWTCs to the participants is depicted in table-6. The data shows that more than three fourth AWTCs (78.5%) had adequate bathroom and toilet facility, 35.4 percent had recreation room, 49.4 percent AWTCs had telephone facility. It was informed that 97.5 percent AWTCs had security / chowkidar for safety of the participants.

Table 7: Medical Care Facilities at AWTCs in case of Eventuality

N=71 (Multiple Responses)

S.No	Facilities for Medical Care	Number	Percentage
1	Nearby PHC / CHC	24	33.8
2	Hospital	28	39.4
3	Private Doctor/ Practitioner	11	15.5
4	Any other arrangement	8	11.3

It was informed that 75.9 percent AWTCs had tied up with local doctor/ Clinic for any minor treatment / ailments during the stay of participants. In response to the availability of facilities for medical care at AWTCs in case of eventuality, the data revealed that 33.8 percent & 39.4 percent AWTCs sent their participants to the near by PHC/CHC and hospital respectively, whereas 15.5 percent AWTCs sent their participants to the private Doctor/ Practioners and 11.3 percent AWTCs had made any other arrangements at the time of eventuality (Table No. 7).

B – Training Equipment

Table 8: Availability of Training Equipment

N=80 (multiple response)

S.No	Classroom facilities	Availability	Working in Good Condition
1	White Board	49	44
2	Black Board	72	64
3	Flip Chart	46	38
4	Display Board	44	34
5	OHP	49	25
6	Weighing Scales	65	49
7	Computer with LCD Projector	11	8

The classroom equipments /aids are essential for providing requisite support in the training session deliberations.The audio visual /presentation facilities available in the classroom at AWTCs are shown in table-8. Out of 80 AWTCs visited, 44 AWTCs had White Boards, 64 AWTCs had Black Boards, 38 AWTCS had Flip Charts and 34 AWTCs had Display board, 49 had Weighing scales and only 8 AWTCs had computers with LCD projector working in good condition.While OHP was available in 25 AWTCs in good working condition. Almost all (75%) equipments/aids were in good working condition except OHP.

Table 9: Other Facilities in Class room

N=80 (Multiple response)

S.No.	Facilities	Available/Good	Functional/Good
1	Ceiling fan	77	67
2	Lights(Tube light/bulbs)	73	55
3	Ventilation/windows	73	53
4	Air coolers	24	12
5	Urinals only	54	47
6	Toilets	75	59

The status of other facilities like ceiling fans, tube lights / bulbs, ventilation, Air cooler etc. available in classrooms at the AWTCs is shown above in the Table- 9. Out of 80 AWTCs, ceiling Fans were available in 77, Lights (tube light / bulbs) were available in 73 AWTCs. Similarly 73 AWTCs had good ventilation /windows , 24 AWTCs had Air coolers for cold water facilities in the classrooms. Further, 54 AWTCs had Urinals, 75 had toilets in good condition.

Staffing Pattern at AWTCs

Full Time / Part Time Instructors

Information regarding to staff strength, nature of appointment, educational qualification and experience of training in ICDS was representing collected during the visits. There were 214 full time instructors, 110 part time instructors and 249 administrative staff in 80 AWTCs from various disciplines i.e. sociology, child development and health and nutrition etc.

Table 10: Staff Strength at AWTCs

S.No	Staff	Number
1	Full time instructors	214
2	Part time instructors	110
3	Administrative staff	249

Educational qualification of instructors of AWTCs is shown below in Table- 11. Out of 214 instructors, 57.5 percent were Post Graduate/ P.G with professional degree, 37.9 percent were graduate/ graduate with professional degree, whether 2.8 percent also possess the doctorate degree i.e. Ph. D. and M. Phil etc. and 1.9 percent instructors were Intermediate / Higher Secondary which is less qualification than prescribed by the State govt./ Ministry of Women and Child Development.

Table 11: Educational Qualifications of Instructors at AWTCs

N=214

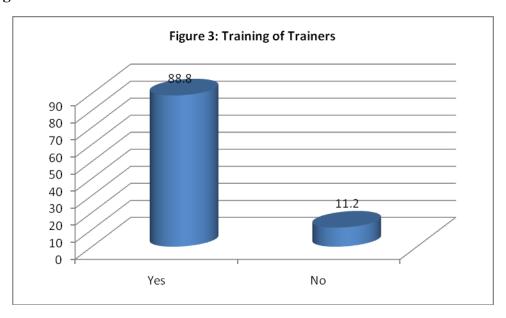| S.No.	Qualification	Number	Percentage
1	Intermediate/Higher Sec.	4	1.9
2	Graduate & Prof Qualification	81	37.9
3	Post Graduate & Prof Qualification	123	57.5
4	Ph.D/M.Phil	6	2.8

Table-12 depicts that out of 214 instructors 29.4 percent had 2-5 years of experience as instructor followed by 22.9 percent who had 11-20 years of experience, 22.0 percent had 6-10 years of experience 11.2 percent instructors had only one year experience and a similar percentage of instructors had more than 20 years of experience in ICDS.

Table 12: Experience in ICDS Training

S.No.	Experience (in years)	Number	Percentage
1	Up to one year	24	11.2
2	2-5	63	29.4
3	6-10	47	22.0
4	11-20	49	22.9
5	>20	24	11.2
6.	Not mentioned	7	3.3

Training of Trainers

Figure 3: Training of Trainers

The above figure-3 reflects that 88.8 percent instructors received different types of trainings on ICDS. The types instructors of training received by the is given in the Table 13. Out of 80 AWTCs, 66.3 percent AWTCs responded that their instructors had received orientation trainings, 55 percent had received refresher training, 65 percent had received skill trainings and 20.0 percent instructors had also received other trainings organized by state govt. from time to time.

Table 13: Type of Training received under ICDS

N=80 (Multiple Responses)

S.No	Training received under	Number	Percentage
1	Orientation training	53	66.3
2	Refresher training	44	55.0
3	Skill training	52	65.0
4	Any other training	16	20.0

Table 14: Administrative Staff /Non-teaching Staff

N=249

S. No	Administrative Staff	Number	Percentage
1	President/Secretary/Incharge	32	12.9
2	Typist/Accounts Clerk/LDC/UDC	68	27.3
3	Warden	29	11.6
4	Chowkidar/Security	29	11.6
5	Peon / Patravahak	35	14.1
6	Sweeper	7	2.8
7	Cook	13	5.2
8	Any other	36	14.5

The information related to Administrative Staff/non-teaching staff is given in Table 14, which indicates that few AWTCs (12.9%) had appointed President/Secretary /Incharge on part time basis to look after the administrative activities of AWTCs and 27.3 percent AWTCs had hired/appointed Typist/Accounts Clerk/LDC/UDC on the same pattern.(14.1 percent) AWTCs some appointed peon /patravahak also. Few AWTCs appointed Hostel Warden, Sweeper, Cook, attendant and group fourth employees.

Training Programme

Quality of Training Programme

As per the norms, the calendar for training programme is prepared by the State Government and also the states deputes trainees for courses. In majority of the AWTCs the training is conducted as per prescribed syllabus. With some modification related to regional/Social issues, according to their needs.

It was observed that different type of training methodologies were used by the Instructors for providing effective training. Most of the instructors used Audio- Visual Aids for presentation and deliberations of the session. Table 15 shows the use of participation techniques being used by instructors during training.

Table 15: Training Methodology Adopted during sessions.

N= 80(Multiple Responses)

S. No.	Name of the topic	Lecture/ presentations	Group Discussion	Puppet /Chart	Play Way Methods	Demons tration	Any other
1	Orientation to ICDS	23	2	3	1	4	6
2	ECCE	9	3	-	2	1	2
3	Nutrition	21	3	1	-	2	1
4	Health	14	3	2	-	3	-
5	Community Participation	8	3	-	1	1	3
6	Communication skills	11	2	2	3	1	2
7	Organization Management	4	3	-	-	1	-

Table 16 : Language used for Deliberation of Sessions

N=80 (Multiple Responses)

S. No	Sessions	Hindi	Regional Language	Local Dialect
1	Orientation to ICDS	22	20	2
2	ECCE	9	11	1
3	Nutrition	12	16	3
4	Health	12	14	1
5	Community Participation	8	10	1
6	Communication skills	12	13	2
7	Organization Management	4	8	1

It was observed that efforts are being made by instructors to communicate in the language which is easily understood by the participants. Table- 16 shows that maximum instructors used Hindi language in delebrations of the sessions followed by Regional Language. Some instructors also use Local Dialect to communicate with their participants during the deliberation of session. But majority of the instructors preferred Hindi Language for deliberation of session.

Table 17: Equipment / Material / used during Training

N=78

S.No	Training equipment / material / aids used during the session	Number	Percentage
1	OHP/LCD	8	10.4
2	Puppet/ chart	3	3.8
3	BlackBoard/White Board	53	67.9
4	No Aid/ Equipment	11	14.1
5	Any Other/More than one Aid/ Equipment	3	3.8

The use of training aids/equipment facilities in achieving the training objective to a great extent.It was observed that 67.9 percent instructors used BlackBoard/White Board, only10.4 percent used OHP/LCD and 3.8 percent were used Puppets / chart. It was surprising to note also that 14.1 percent instructors did not use any training equipment /aids during their sessions.
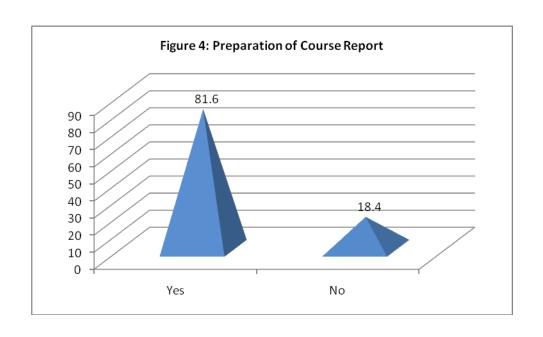
Table 18:. Overall Assessment of the Programme

N=42

S. No.	Assessment	Responses	Percentage
1	V. Good	10	23.8
2	Good/ Adequate	23	54.8
3	Average	9	21.4

To assess the effectiveness and usefulness of the programme, a question was asked regarding overall performance of the programme. Out of 80 AWTCs, only 42 responded and expressed their views regarding the performance of the programme. Out of 42 AWTCs around 57.8 percent respondents rated the training was good/adequate followed by 23.8 percent rated as very good and 21.4 rated as average effectiveness of the programme.

After completion of every course, it is mandatory that a course report is prepared by the instructors incorporating the suggestion received from participants while evaluating the programme. Out of the 80 AWTCs visited only 81.6 percent responded that they prepare their course/programme reports.

Figure 4: Preparation of Course Report

Budget

Table 19: Funds Availability and Submission of SOE

N=80

S.No	Budget	Number	Percentage
1	Received fund in time	24	30.0
2	Submitted SOE on time	64	80.0
3	Submitted Statement of Accounts after training	74	92.5
4.	Submitted statement of Accounts within 7 days	20	25.0

Table 19 reveal that only 30.0 percent AWTCs received funds in time, 80.0 percent AWTCs submitted SOE on time, 92.5 percent AWTCs responded that they submitted Statement of Accounts after completion of training programme out of which 27.0 percent AWTCs further mentioned that they submitted statement of account within 7 days after completion of the training programme.

Table 20: Submission of SOE to the concerned Body / Government

N=64

S.No.	Body/Government	Number	Percentage
1	State Govt.	39	60.9
2	M/WCD	1	1.6
3.	Parent body	8	12.5
4	All above	3	2.9
5	No response	13	20.3

Table 20 shows that out of 80 AWTCs only 64 responded regarding the submission of statements of expenditure (SOE) in respect of organization of the training programmes/courses. Out of 64 AWTCs 60.9 percent informed that they submit their SOEs to their respective state government, 12.5 percent submitted SOE to their parent body, 2.9 percent AWTCs informed that they sent copies of SOE to State govt. / MWCD / Parent body.

Table 21: Contribution of the Body/Government

N=80

S. No.	Organization / Govt.	Number	Percentage
1.	Parent organization for quality of programme	48	60
2.	State Govt.	55	68.8
3.	NIPCCD	33	41.3
4.	Any other Institution	10	12.5

The contribution provided by the parent organization and Central/State governments as responded by AWTCs is given in Table-21. 60 percent AWTCs responded that their parent organization contributed in terms of providing guidance, manpower and other facilities to maintain/improve the quality of programme, 68.8 percent AWTCs responded that funds and other relevant training materials and equipments etc was provided by State govt, 41.3 percent AWTCs informed that NIPCCD provided to them academic input in terms of programme related materials and training of their instructors also 12.5 percent AWTCs availed the contribution from International organization i.e. UNICEF, WHO etc.

CONCLUSIONS

- Most of the AWTCs had adequate physical setup.

- Availability of basic amenities like bathroom, toilets, facilities etc in the hostel were available in 77.5 percent AWTCs.

- Only 30.0 percent AWTCs had receive funds on time.

- Office equipments like fax machine, TV, VCR and computer were not available in majority of AWTCs.

- Library facilities were available only in about 75 percent of the AWTCs.

- Almost all AWTCs were providing hostel facilities to their trainees except one AWTC in Goa.

- Majority of AWTCs had adequate furniture for training.

- Recreation room was available in 35.0% of the AWTCs.

- Training equipment/Aid in class room were available in all AWTCs, but only few AWTCs were equipped with modern/latest techniques of teachings.

- The educational qualifications of majority of instructors were as per norms ranging from graduation to doctorate degree.

- Around 88.8% of instructors were trained and they have received different type of trainings from different Training Centres/Institutions.

SUGGESTIONS AND RECOMMENDATIONS

Based on the findings and discussions, following broad recommendations are made to improve the functioning of AWTCs

1. Availability of adequate physical infrastructure is crucial to the functioning of the training centers. Therefore more attention is required to be paid to this aspect by the centers so as to ensure that proper physical infrastructure including classroom facilities is available to conduct the training course.

2. The training centers need to be well equipped with audio visual aids and reading material on issues concerning nutrition, health and preschool education. Basic training equipment like photocopier, OHP, LCD projector, television, recording divice, computer & printer etc should be provided and instructors should familiar to use the aids for teaching.

3. AWTCs should also be provided with a set of all other training materials like medicine kit, PSE kit, weighing scales and growth charts etc. required for training.

4. Grants to AWTCs should be released by State Government on time. The financial norms under various budgetary allocations like building rent, electricity charges and other contingency also need to be revised.

5. There seems to be a scope for improvement in board and lodging facilities and maintenance of kitchen and hostel rooms.

6. AWTC instructors should undertake visits to a few ICDS projects at least once a year to not only update the knowledge about the field but also undertake a follow up of the training imparted to AWWs.

7. Nodal Departments of the State Govts. Should provide supportive supervision to the AWTCs and have closer interaction through regular meetings in order to solve the day to day problems of the AWTCs

8. There should be a regular monitoring and evaluation of all AWTCs by MWCD, NIPCCD.