Monitoring and Supervision of Anganwadi Training Centres (AWTCs)

A Concurrent Evaluation

Based on the Reports received till March, 2010

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INTRODUCTION

Integrated Child Development Services (ICDS) Programme is the world's largest child care programme reaching out to 71.84 million children below 6 years and 15.68 million expectant and nursing mothers from disadvantaged community. 11,04,262 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 & 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 mouldings 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 97 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 100 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

FINDINGS & DISCUSSIONS

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 77 percent AWTCs had only one classroom followed by 14 percent AWTCs had two classrooms, 5 percent AWTCs had four and more than four class rooms while 4 percent had three classrooms 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 and West Bengal.

Figure 1: Number of Classrooms in AWTCs (N=100)

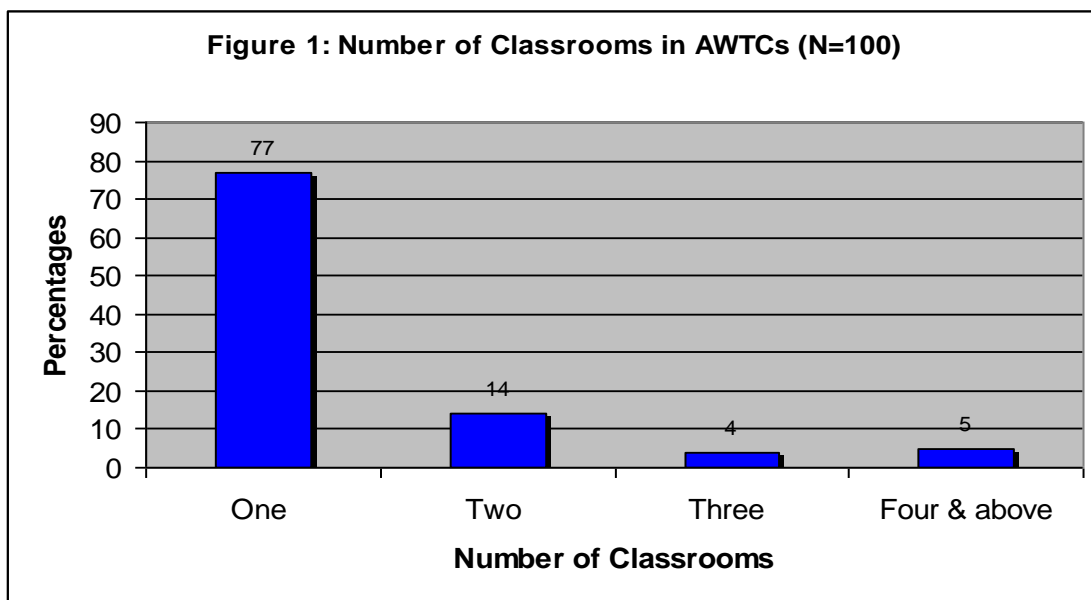Table 1 reflects the availability of furniture in the classrooms. There was a variation in the sitting arrangements of participants. It was found that more than three fourth of the AWTCs had chairs or durries/carpets/mats for participants to sit during the training sessions (as 76 and 77 %) followed by benches (49 %), Chairs with Desks (32 %), Low Desks (19 %) and 18 percent AWTCs had Durries with low Desks.

Table 1: Availability of Classroom furniture

N= 100 (Multiple Response)

S.No.	Classroom furniture	Number of AWTCs
1.	Chairs	76
2.	Benches	49
3.	Chairs with Desks*	32
4.	Low Desks	19
5.	Durries with Low Desks	18
6.	Durries/Carpets/Mats	77

Note:- ∗ Karnataka, Jharkhand, Gujrat, Maharashtra, Uttar Pradesh, Madhya Pradesh,Manipur and Goa.

The availability of other facilities like ceiling fans, tube lights /bulbs, ventilation, air cooler etc. in the classrooms at the AWTCs is shown in the Table 2. Out of 100 AWTCs visited, ceiling fans were available in 96 AWTCs, Lights (tube light / bulbs) were available in 91 AWTCs and 88 AWTCs had good ventilation /windows. Needless to mention that out of 100 AWTCs, only 28 AWTCs had air coolers for providing comfortable atmosphere to the participants in the classrooms. It was also indicated that most of the above mentioned items were found in good working condition. Further, 67 and 93 AWTCs had toilets and urinals and most of them 58 and 73 were in good condition respectively.

Table 2: Other Facilities in Class room

N= 100 (Multiple responses)

S.No.	Facilities	Available	Functional/Good
1	Ceiling fan	96	83
2	Ventilation/windows	88	67
3	Lights(Tube light/bulbs)	91	72
4	Air coolers	28	14
5	Urinals only	67	58
6	Toilets	93	73

Office equipments is an important part of any training centre / academic establishments. The data collected by the state consultants revealed that though the office equipments was available in the most of the training centres but was usually out of order or in a non working condition (Table 3). The availability of Xerox Machine was in only 18 AWTCs out of which only 12 machines were in working condition, 31 AWTCs had Duplicating Machine but only 18 were in good condition. Fax Machine was available in 25 AWTCs out of which machine in 18 AWTCs was in working condition. The facilities of training equipments such as VCR/VCP were available in 75 AWTCs but such equipments in 41 AWTCs were in good working condition. It was noted that whereas 85 AWTCs had TV out of which 53 were in working condition, Weighing Scale were available in 82 AWTCs out of which 64 were in working condition. 37 AWTCs reported that they had Computers with printer out of which 30 AWTCs had computers in working condition. It may be mentioned that there is an urgent need to supply/provide latest training material/aids in good working condition for conducting training effectively.

Table 3: Availability of Office Equipment

N= 100 (Multiple Response)

S.No.	Types of Equipments	Availability	Working (in good condition)
1.	Xerox Machine	18	12
2.	Duplicating Machine	31	18
3.	Fax Machine	25	18
4.	VCR/VCP	75	41
5.	Television	85	53
6.	Weighing Scale	82	64
7.	Computer with printer*	37	30

* Laptop with printer

Training Equipment

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 - 4. As stated above, similar to office equipment 75 % of the training equipments available at the AWTCs was in good working condition. Out of 100 AWTCs visited by the consultants, 63 AWTCs had White Boards, 91 AWTCs had Black Boards, 55 AWTCs had Flip Charts and 50 AWTCs had Display board. Only 15 AWTCs were using computers with LCD projector as training equipments during the sessions. 58 AWTCs had Over Head Projector (OHP) for classroom presentation but out of which only 32 AWTCs had it in good working condition.

Table 4: Availability of Training Equipment

N= 100 (multiple response)

S.No	Classroom Equipment	Availability	Working in Good Condition
1	White Board	63	59
2	Black Board	91	79
3	Flip Chart	55	44
4	Display Board	50	38
5	OHP	58	32
6	Computer with LCD Projector	15	11

Board and Lodging facilities

As per the norms, the location of the hostel in AWTCs should either be in within the campus or at a distance easily accessible. The data revealed that the hostel was located in same building in 68 percent AWTCs whereas in 19.6 percent AWTCs hostels were located in same premises. In 11.4 percent AWTCs, hostels were located outside the premises of the training centre. While only one AWTC in Goa had not provided the hostel facility to their participants. (Table 5)

Table 5: Location of the Hostel

N=100 (Multiple Responses)

S.No.	Location	Number of AWCs
1.	Same Building	68
2.	Same Premises	20
3.	Outside the training Centre	11
4.	Hostel is not available*	1

Note:- ∗ Goa

Table No. 6: Number of Rooms / Dormitories in the Hostels

N=99 (Multiple Responses)

S. No.	No. of Rooms / Dormitories	Rooms	Dormitories
1.	One	11	22
2.	2-3	34	16
3.	4-6	20	2
4.	7-10	11	3
5.	11 & above	5	-

The data from above (Table 6) indicated that 99 AWTCs had provided hostel facilities to their participants. The distribution of rooms and dormitories in the hostels is given in Table 6. The data revealed that 34 and 16 AWTCs had only 2-3 rooms or dormitory, whereas 11 and 22 AWTCs had either only one room or dormitory to accommodate the participants. The above data also reflected that most of the AWTCs preferred rooms for stay of the participants than dormitories.

Table 7: Availability of Facilities in the Hostels

N= 99 (Multiple Responses)

S.No.	Facilities	Adequate/Available	Percentage
1	Bathroom/Toilets	78	78.8
2	Recreation Room	36	36.4
3	Telephone facility	47	47.5
4	Security/Chowkidar	95	96.0

The facilities provided to the participants in the hostel at AWTCs is depicted in Table 7. The data showed that more than three fourth AWTCs (78.8%) had adequate bathroom and toilet facility, 36.4 percent had separate recreation room and 47.9 percent AWTCs had provided telephone facility to the participants. It was also informed that 96.0 percent AWTCs had security / chowkidar for safety of the participants.

Table 8: Medical Care Facilities at AWTCs in case of Eventuality

N= 91 (Multiple Responses)

S.No	Facilities for Medical Care	Number	Percentage
1	Nearby PHC / CHC	32	35.2
2	Hospital	33	36.2
3	Private Doctor/ Practitioner	16	17.6
4	Any other	10	11.0

The medical care facilities were provided by about 91 percent AWTCs in case of eventuality 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 35.2 percent & 36.2 percent AWTCs sent their participants to the near by PHC/CHC and hospital respectively, whereas 17.6 percent AWTCs sent their participants to the private Doctor/ Practitioners and 11.0 percent AWTCs had made some other arrangements related to medical care of participants (Table 8).

Staffing Pattern at AWTCs

Full Time / Part Time Instructors

Information regarding staff strength, nature of appointment, educational qualification and experience of training in ICDS was collected during the visits. The category wise strength of staff is represented in the Table 9. There were 269 full time instructors, 153 part time instructors and 320 administrative/Non teaching

staff in 100 AWTCs representing from various disciplines i.e. sociology, child development, social work and health & nutrition etc.

Table 9: Staff Strength at AWTCs

S. No	Staff	Number
1	Full time instructors	269
2	Part time instructors	153
3	Administrative staff	320

Educational qualification of instructors of AWTCs is shown in Table 10. Out of 269 full time instructors, 60.2 percent possessed Post Graduate/P.G with professional degree, 36.1 percent were graduate/ graduate with professional qualifications, 2.2 percent instructors were having doctorate degree i.e. Ph. D. and M. Phil etc. 1.5 percent instructors were less qualified than prescribed by the State govt./ Ministry of Women and Child Development i.e. they were only Intermediate / Higher Secondary.

Table 10: Educational Qualifications of Instructors

N=269

S. No.	Qualification	Number	Percentage
1	Intermediate/Higher Sec.	4	1.5
2	Graduate & Prof Qualification	97	36.1
3	Post Graduate & Prof Qualification	162	60.2
4	Ph.D/M.Phil	6	2.2

Table 11 depicts the status of experience in ICDS training by the instructors. The data showed that out of 269 instructors interviewed, 30.9 percent had 2-5 years of experience followed by 21.9 percent instructors with 6-10 years and 21.2 percent had 11-20 years of experience. The data indicate that 11.9 percent instructors had experience of only one year and 10.4 percent instructors had more than 20 years experience as ICDS trainers. Needless to mention that 3.7 percent instructors did not responded regarding the experience in ICDS.

Table 11: Experience in ICDS Training

N= 269

S.No.	Experience (in years)	Number	Percentage
1	Up to one year	32	11.9
2	2-5	83	30.9
3	6-10	59	21.9
4	11-20	57	21.2
5	>20	28	10.4
6.	No Response	10	3.7

Table 12: Administrative Staff /Non-teaching Staff

N=320

S. No	Administrative/Non Teaching Staff	Number	Percentage
1	President/Secretary/Incharge	34	10.6
2	Typist/Accounts Clerk/LDC/UDC	91	28.4
3	Warden	38	11.9
4	Chowkidar/Security	41	12.8
5	Peon / Patravahak	46	14.4
6	Sweeper	13	4.1
7	Cook	21	6.6
8	Any other	36	11.3

The information related to Administrative/non-teaching staff is given in Table 12, which indicated that few AWTCs (10.6 %) had appointed President/Secretary /Incharge on part time basis to look after the administrative activities of AWTCs and 28.4 percent AWTCs had hired/appointed Typist/Accounts Clerk/LDC/UDC on the same pattern. 14.4, 12.8 and 11.3 percent AWTCs responded that they have appointed peon /patravahak, Chowkidar/Security and Warden/any other staff respectively for smooth running of the training programmes. Very few AWTCs (6.6 and 4.1 percent) AWTCs had also appointed Cook, and Sweeper respectively.

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 AWTCs (Figure 2). The distribution of books available in AWTCs is depicted in Table 13. The data reflected that 33.8 percent AWTCs had 100 books only. Whereas 9.1 percent AWTCs had more than 1000 books in their libraries. Out of 77 AWTCs 20.7 percent AWTCs had books more than 500 but less than 1000 and 18.2 percent AWTCs had 100-200 and 201-500 each books in their libraries for the participants as well as staff for reference.

Figure 2: Availability of Library
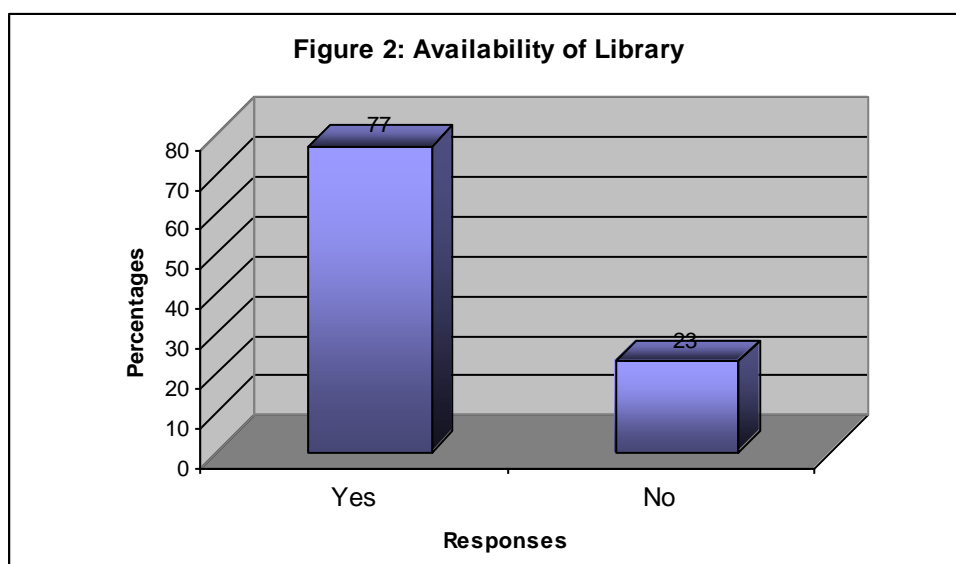
Table No. 13.Number of Books available in the Library

N= 77

S. No.	No. of Books	Number of AWTCs	Percentage
1	Up to 100	26	33.8
2	100-200	14	18.2
3	201-500	14	18.2
4	501-1000	16	20.7
5	More than 1000	7	9.1

Training Programme

Quality of Training Programme

As per the norms, the calendar for training programme is prepared by the State Governments and also the states depute trainees for different type of courses. In majority of the AWTCs the training is conducted as per prescribed syllabus prepared by NIPCCD with some modification related to regional/social issues, as per their needs.

It was observed that different type of training methodologies were used by the Instructors for providing effective training. The instructors used Audio- Visual Aids for presentation and deliberations of the session. The use of different type of training methodologies during the deliberation of sessions is stated in the Table 14. The type of training methodologies adopted during the sessions to make effective deliberations are stated in the Table 14. The data showed that most of the sessions under different components are delivered through lecture cum discussion method. However, group work was also used by instructors to transact to some of the sessions. The use of training aids like puppets was reported by the instructors in components like ECCE. The play way method/Demonstration was also reported to be part of conducting trainings.

Table 14: Training Methodology

N=100 (Multiple Responses)

S. No.	Name of the topic	Lecture/ presentatio	Group Discussio	Puppet /Chart	Play Way	Demons tration	Any othe
1	Orientation to ICDS	27	2	-	2	4	7
2	ECCE	12	3	3	3	4	4
3	Nutrition	28	3	1	1	4	3
4	Health	16	3	2	-	3	2
5	Community	11	3	-	2	1	5
6	Communication skills	12	2	2	4	1	2
7	Organization	5	3	-	1	1	1

It was observed that efforts were being made by instructors to communicate in the language which was easily understood by the participants. Table 15 depicted that majority of the instructors used Hindi language during the deliberations of the

session followed by regional languages. Some instructors also use local dialect to communicate with their participants. The detailed information is given in the below Table 15.

Table 15 : Language Preferred during Training

<div align="right">N= 100 (Multiple Responses)</div>

S. No	Sessions	Hindi	Regional Language	Local Dialect
1	Orientation to ICDS	26	22	2
2	ECCE	10	15	1
3	Nutrition	15	22	3
4	Health	15	16	1
5	Community Participation	10	12	1
6	Communication skills	13	14	2
7	Organization Management	5	9	1

Table 16: Equipment / Material used during Training

<div align="right">N= 93</div>

S. No	Training equipment / material / aids used during the session	Number	Percentage
1	OHP/LCD	13	14.0
2	Puppet/ chart	3	3.2
3	Black Board/White Board	57	61.3
4	No Aid/ Equipment	16	17.2
5	Any Other/More than one Aid/ Equipment	4	4.3

The use of training aids/equipment facilities is imperative to achieve the training objectives upto a great extent. It was observed that 61.3 percent instructors used Black Board/White Board followed by OHP/LCD (14.0 %), 3.2 percent instructors used Puppets /flip chart in the sessions. It was surprising to note that 17.2 percent instructors did not use any training equipment /aids during their sessions in comparison to 4.3 percent instructors who used more than one type training aid/ equipment for facilitating the sessions.

Table 17: Overall Assessment of the Programme

N= 55

S. No.	Assessment	Responses	Percentage
1	V. Good	10	18.2
2	Good/ Adequate	32	58.2
3	Average	13	23.6

To assess the effectiveness and usefulness of the programme, a question was asked regarding overall performance of the programme. Out of 97 AWTCs, only 55 responded and expressed their views regarding the performance of the programme (Table 17). 58.2 percent respondents rated the training programme as good/adequate followed by 18.2 percent instructors who rated it as very good. 23.6 percent rated the training programme as average.

Training of Trainers

Figure 3: Training of Trainers (N=100)
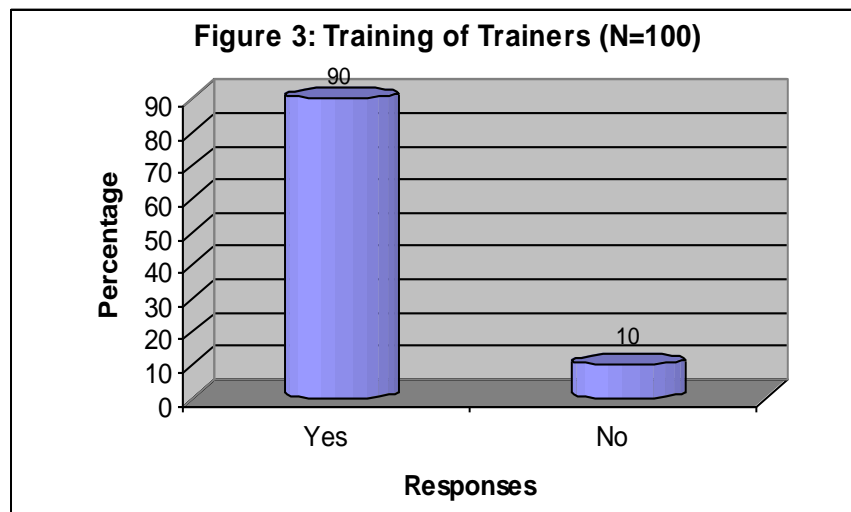
The above figure 3 reflects that 90 percent instructors have received training on ICDS. The type of training received by the instructors as given in the Table 18, it shows that 68 percent AWTCs responded that their instructors had received orientation training, 57 percent had received refresher training, 64 percent had received other skill trainings. 22 percent instructors reported that they had also received other trainings organized by their state governments.

Table 18: Type of Training received under ICDS

N= 100 (Multiple Responses)

S. No	Training	Number/percentage
1	Orientation training	68
2	Refresher training	57
3	Skill training	64
4	Training organized by state governments	22

Submission of Course Reports

After completion of every course, it is mandatory that a course report is prepared by the instructors incorporating the suggestion/recommendations received from participants while evaluating the programme. Out of the 100 AWTCs visited by the consultants only 80.0 percent responded that they had prepared their course/programme reports and submitted to the concerned body/government.
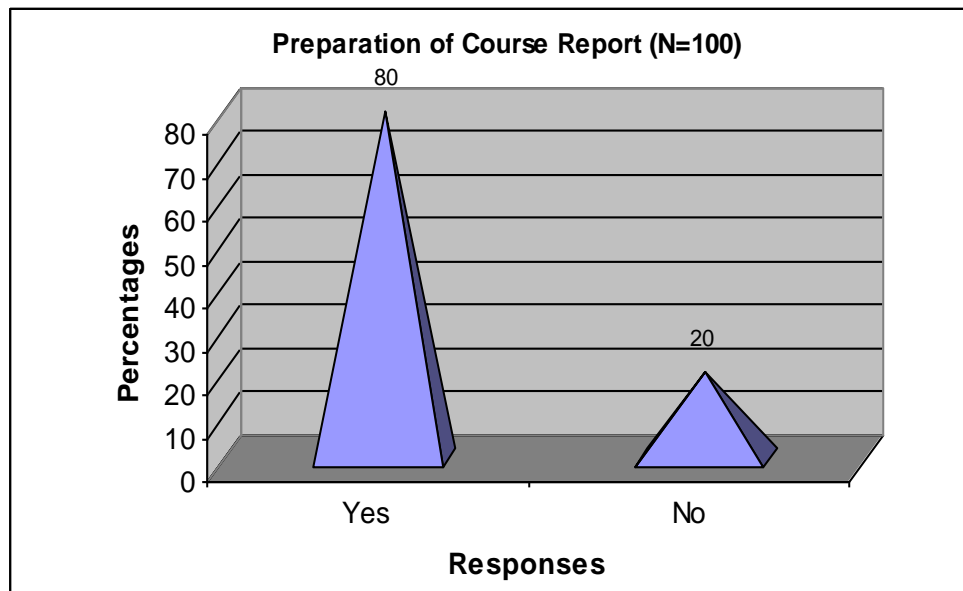
Budget

Table 19: Funds Availability and Submission of SOE

N= 100

S. No	Budget	Number/percentage
1	Received fund on time	27
2	SOE Submitted on time	82
3	Submit Statement of Accounts after training	91
4.	Statement of Accounts submitted within 7 days	28
	Statement of Accounts submitted within 15 days/monthly/annually	58

Table 19 revealed that only 27 percent AWTCs received funds on time and 82 percent AWTCs submitted SOE on time to the parent body/government. The data related to submission of SOE to the parent body, state government etc. is given in the below Table 20. Out of 100 AWTCs, 91 percent AWTCs responded that they were submitting Statement of Accounts after completion of training programme, out of which 28 percent AWTCs further informed that they submitted statement of account within 7 days after completion of the training programme whereas 58 percent AWTCs submitted their statement of Accounts within 15 days/monthly/annually, as per requirement of the controlling authority.

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

N= 82

S. No.	Body/Government	Number	Percentage
1	State Government	48	58.5
2	M/WCD	1	1.2
3.	Parent body	12	14.6
4	All above	3	3.7
5	No response	18	22.0

The information regarding the submission of statements of expenditure (SOE) in respect of expenditure incurred during organization of the training programmes/courses was given by only 82 AWTCs (Table 20). Out of 82 AWTCs 58.5 percent informed that they submit their SOEs to their respective state government, 14.6 percent submitted SOE to their parent body and 3.7 percent AWTCs informed that they sent copies of SOE to State govt. / MWCD / Parent body. 22.0 percent AWTCs did not respond.

Table 21: Contribution of the Body/Government

N= 100

S. No.	Organization / Govt.	Number
1.	Parent organization	62
2.	State Government	72
3.	NIPCCD	49
4.	Any other Organization	12

The contribution provided by the parent organization and Central/State governments as responded by AWTCs is given in Table 21. Out of 100 AWTCs 62 percent AWTCs responded that their parent organization contributed in terms of providing guidance, manpower and other facilities to maintain/improve the quality of programme, 72 percent AWTCs responded that funds and other relevant training materials and equipments etc was provided by State governments and 49 percent AWTCs informed that NIPCCD provided to them academic input in terms of programme related materials and training of trainers /instructors. Further, 12 percent AWTCs mentioned that they had also availed contribution from other International organizations 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 was available in 79.2 percent AWTCs.

- Only 27.0 percent AWTCs had receive funds on time.

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

- Library facilities were available only in about 77.0 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 36.4 percent 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 90.0 percent 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:

i). Availability of adequate physical infrastructure is crucial for 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.

ii). The training centers need to be well equipped with audio visual aids and reading material on issues concerning nutrition, health and preschool education.

iii). 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.

iv). 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.

v). 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.

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

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

viii). 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

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

List of Anganwadi Training Centres (AWTCs)

S. No.	State	Name & Address of AWTC
1.	Andhra Pradesh	AWTC Women Development & Child Welfare Vengalrao Nagar, Yusufguda, Hyderabad
2.	Andhra Pradesh	AWTC Kamala Nehru Mahila Mandali Opp. Police Grounds Mahboob Nagar-509001
3.	Andhra Pradesh	Ramchandrapuram AWTC – III, Medak district, A.P.
4.	Assam	Gram Sevika Trg. Centre, Director of Extension Education, Assam Agriculture University, Jorhat
5.	Assam	Nikunjalate Chaliha Memorial AWTC Anolapathy, Near Dikhow Bridge, Disst-Shivsagar-785690
6.	Assam	Nanapara Udyogik Mahila Samity Jaypur, Assam
7.	Assam	AWTC, Sadau Asom Gramya Puthibhoral Sansthan Punjawari, Guwahati
8.	Assam	AWTC, Sankar Madhav, Krishti Bikash Kendra Milanpur, Nagaon
9.	Assam	AWTC, Nivedita Marisanstha kalriola home, Meharpur Silchar-15, Distt Cachar
10.	Assam	AWTC, Khorapothar Sammilita Yuvak Samaj, Saudhakhowa Chowk, Lakhimpur, Assam
11.	Assam	AWTC, Jagiriti Sammilita Unnayan Kendra Banglow, P.O. Islangam, Lakhimpur, Assam
12.	Bihar	AWTC, Barari Housing colony, M.I.G. No - 80, Bhagalpur-812003
13.	Bihar	AWTC Dujra Buddha Colony, Patna

14.	Bihar	Ramanandi Devi Hindu Anathalaya AWTC Bhagalpur
15.	Bihar	Hindu Anthalaya AWTC, Nathnagar, Bhagalpur
16.	Bihar	Bihar Rajya Balkalyan Parishad Raj Bhawan Patna Jamalpur, Bihar
17.	Bihar	Angika Mahila Vikash Sansthan Anganwadi Prishikshan Kendra Bekapur, Munger
18.	Bihar	Smt-R.D.S. AWTC Pandaul, Madhubani
19.	Bihar	Nirdesh AWTC, Bhagwanpur, Muzaffarpur, Bihar
20.	Bihar	RIMS, AWTC, Samastipur, Bihar
21.	Bihar	Koshi Anchal Samagra Vikas and Kalyan parisad, Anganwadi Prishkshan Kendra Kaliwari Chowk, Bhatta Bazar, Purania, Bihar - 854301
22.	Bihar	Anganwadi Prishkshan Kendra, Janjagram Uttam Samittee Rampara, Katihar
23.	Bihar	AWTC, Moranga Road, New Sipahi Tola Sadar Purania, 854301, Bihar
24.	Bihar	DMS & VPS AWTC Kailaspura Srinagar Hata Purnia, Bihar-804301
25.	Bihar	Devkinita Kalyam Vikas Samiti (NGO) AWTC Near FCI, Godown Ward No-14, Madhepura-852113
26.	Bihar	AWTC, Jeevan Jyoti Kala Kendra Anganwadi Proshikshan Kendra Kailashpuri, Dumaria, Sitamarhi
27.	Bihar	M.B.P.S.S. Mahavidyalaya, AWTC, Dumra Road Rajopalli, Sitamarhi
28.	Goa	AWTC Goa Institute of Rural Development & Administration ELA Farm, Old Goa

29.	Gujrat	Sri C. U.Shah, Lok Manglayatan, Sri N.G Shah School Campus Waghodia-391760
30.	Gujrat	AWTC S. M.Patel College of Home Sciences V. Nagar, Distt. Anand
31.	Gujrat	Sundaram Bharti AWTC, Kshatriya Samaj ni Dharamshala Kapadvanj Road, Dakor
32.	Gujrat	AWTC, International Rural Education & Cultural Association (INRECA) Timbapada, Narmada, Gujarat
33.	Gujrat	AWTC, Kutumb Balkayan Samiti, Idar, Ambaji Road, Sabarkantha, Gujarat
34.	Haryana	AWTC, Rewari
35.	Haryana	AWTC, H.No. 24, Gali No. 2 Maheshpur, Sector –21, Panchkula
36.	Himachal Pradesh	AWTC Gaggoli, Distt. – Kangra, H.P.
37.	Jammu & Kashmir	AWTC S.E.M. College of education, Budgaon
38.	Jammu & Kashmir	AWTC, Working Women Hostel, Roop Nagar, Jammu
39.	Jharkhand	AWTC Bakerbandh, Dhanbad
40.	Jharkhand	Santhal Pargana Gramodaya Samiti, AWTC Dudhani, Dumka
41.	Jharkhand	Badlao Foundation, AWTC Gandhi Ashram, Kewatjali, Mihijam, Distt. Jamtara
42.	Jharkhand	Anganwadi Training Centre Chhoti Panchgadh Jirwabari, Sahibganj
43.	Karnataka	AWTC C/o Sharanara Nadu Shikshana Sanstha Rajapur Road Gulbarga
44.	Karnataka	Shree Tarabalu Jagathguru Education Society Sirigere - 577541

45.	Karnataka	Sri.Gaviseddeshwar high school. Kukanoor, Yelburga
46.	Karnataka	AWTC Branch of Shimoga District Council of Child Welfare, Venkatapura
47.	Karnataka	Shri Venkateshwara AWTC Northern Extention Park Road Hassan
48.	Karnataka	AWTC, Ambedker Nagar, K.V.colony, Post – Kadur, District - Chickmagalure
49.	Karnataka	Kasturba Medical College Manipal, Distt-Udupi
50.	Karnataka	Sri.Jagadguru Gurusiddeshwar AWTC Guledgudda, Distt. Bagalkot
51.	Karnataka	AWTC Madikeri Near KodaguVidyalaya, Way to Microwave Repeater Station Madikeri – 571 201, Kodagu
52.	Karnataka	River Velley AWTC, Shrirangapatna, Distt – Mandya
53.	Karnataka	Anganwadi Workers Training Centre Shri. Siddarameshwar Education Trust Shvbasa Nagar, Belguam
54.	Karnataka	Shri Kengal Haumanthaoya AWTC, Training Centre Bethamangala, Karnataka
55.	Karnataka	AWTC, Yellapur, Karnataka
56.	Karnataka	AWTC, Theggina Mutt Arts & Edn Society, Near Vasavi Kalyan Mnatap, Brucepet, Harpanpalli – 583 131
57.	Karnataka	AWTC, Karnataka State Council for Child Welfare 135, Iird Cross, Nandi Durg Road Jai Mahal, Bangalore – 46
58.	Karnataka	S.J.G. AWTC, Guled Gudda, District Bagalkot
59.	Karnataka	AWTC, Navjeevan Marga, Masthikatte, Roshini Nilaya, Ullal, Mangalore Karnataka
60.	Kerala	Anganwadi Workers Training Centre, Unit – I Kerala State Council for Child Welfare, Thycard, Trivendrum

61.	M. P.	AWTC, Bal Niketan Snagh, Pagnis Paga, Indore
62.	M. P.	AWTC, No.- 2 Jabalpur, M.P.
63.	M. P.	AWTC Panchayati Raj Mudranalaya Dewas Road, Ujjain
64.	M. P.	AWTC Hostal No-5, Piploni, BHEL, Bhopal
65.	M. P.	AWTC (Mahila Chetna Manch) Kalyani Hostal Parisar Shivaji Nagar, Bhopal
66.	M. P.	AWTC Sector-A, 330 Anand Nagar Sagar Tal Road, Gwalior
67.	M. P.	AWTC, Viriya Khedi Bal Smprisikshan Kendra, Ratlam, M. P.
68.	Maharastra	AWTC Vashundhra Seva Pratishthans, Parali Road, Beed
69.	Maharashtra	AWTC, Indian Institute of Yuth Welafare, Matanagar, Ralegaon, Yavtamal
70.	Maharastra	AWTC, CIDCO, N-7, Near police station, Aurangabad
71.	Maharastra	AWTC Karmavir Shikshan Sansthan Sanchalit, Ramnagar, Jalana
72.	Maharashtra	AWTC, Lonara Village, Nagpur, Maharashtra
73.	Maharashtra	AWTC, PRTC, Shivaji Nagar, Amravati, Maharashtra
74.	Manipur	AWTC, Imphal – I Manipur State Council for Child Welfare, Moirankham Bazar, Imphal, Manipur

75.	Manipur	AWTC - III, APSW, Changangiri, Ucheckon, Manipur
76.	Orrisa	AWTC Gopabandhunagar, PO - Hillpatna, Berharmpur, Ganjam, Orrisa
77.	Panjab	AWTC, C/o CDPO Sanaur at Patiala, Near environment Park, Jail Road, Patiala
78.	Panjab	AWTC, Red Cross Working Women Hostel, Opp. Police Lines, GT Road, Bathinda
79.	Rajasthan	Meera Sansthan Jodhpur, Rajasthan
80.	Rajasthan	Vidya Bhawan Rural Institute AWTC, Badgaon Road Udaipur
81.	Rajasthan	Hitkari Mahila AWTC Kota Rajasthan
82.	Uttrakhand	AWTC 54, Dwarikapuri, Games Road, Uttrakhand
83.	Uttar Pradesh	AWTC, C/o DPO (ICDS) 69, Krishna Nagar Daryapur, Sultanpur
84.	Uttar Pradesh	District Institute of Rural Development Paruranandpur, Varansi
85.	Uttar Pradesh	Sri Shivkant Prasad,Principle R.I.R.D, Gazipur
86.	Uttar Pradesh	Regional Rural Development Institute, Adjacent Block Office, Rampur Maniharan, Saharanpur, U. P.
87.	Uttar Pradesh	DIRD, Lakri Fazalpur Moradabad
88.	Uttar Pradesh	Gramya Vikash Sansthan Baraut, Disst. Bagpat
89.	Uttar Pradesh	DIRD Jansath, Muzaffarnagar
90.	Uttar Pradesh	AWTC C/o DPO (ICDS) 326,

		Krishna Nagar, Unnao, U.P.
91.	Uttar Pradesh	AWTC, Vijaypur Kothi, Ghurupatti, Mirzapur
92.	West Bengal	Gandhi Ashram C/O Haldia Samaj Kalyan, Vill - Basudevpur, P.O - Khanjan Chak, Distt. – Purba Midnapore -721602
93.	West Bengal	Prabuddha Bharati Shishu Tirtha, Gianandra Bhawan India, P.O. - Kharagpur, Distt - Paschim Midnapur
94.	West Bengal	Prabudha Bharti Shishu Tirath (Unit –II), Training Centre, Bishnupur, Bankura
95.	West Bengal	Ramkrishna Vivekananda Mission AWTC, Joyramwati, Bankura
96.	West Bengal	AWTC, Unit-I, JP Institute of Social Change Balrampur, Paschim Midnipur
97.	West Bengal	AWTC, CUSCON Jhargram, Paschim Midnipur
98.	West Bengal	AWTC, Sahaj Bharati, Nabagram, Hoogly
99.	West Bengal	AWTC, TM & CW Centre Tarkeshwar, Hoogly
100.	West Bengal	AWTC Unit -V, West Bengal Council for Child Welfare, West Bengal

NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT

PROFORMA

for

MONITORING TRAINING CENTRES

A   *AWTCs*

STATE:

B   *MLTCs*

*STATE***:**

Name of the Faculty Member:

Date of Visit: _____

Date of Last Visit: _____

NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT

Date of Visit: _____

1.0   Baseline Information :

1.1   Name & Complete Address of Training Centre: AWTC/ MLTC
       (Tel No, Email, Fax No.)   :

1.2   Year of Establishment _____

1.3   Source of funding for the AWTC / MLTC

1.4   State Govt/ Parent Organization/ Any other

1.5   Name & Address of Parent Department/Organization
              Full Address with Tel No, Email, Fax No

1.6   Nature of Parent Organization/Body:

   i)   NGO or Private Organization.
   ii)   Trust
   iii)   Govt. Institution
   iv)   Academic Institution
   -          College of Social Work/Home Science/ Any other

   1.7   Name of the Principal/Coordinator/Incharge of the Training Center.

a)   Educational Qualification of Principal/Coordinator/Incharge.

   b)   Total years of experience as Principal/Coordinator

   c)   Experience of Working with ICDS Training (No. of Years)

2.0   Physical Infrastructure and Facilities

    2.1   Class Rooms
a)   Total No. of Class rooms   :

b)   Size of rooms:

c)   Seating Capacity of each Room   :
(No. of Trainees)

d)   Is there any separate Practical Room (Indicate no. size)   :

2.2   Classroom Furniture

S.No	Furniture	No. Available	Remarks
a	Chairs		
b	Benches only		
c	Chairs with desk		
d	Low Desk		
e	Durri with low desks		
f	Durri/ Carpets/ Mats		

2.3   Light and Ventilation   **Number   Functional
                                                                                        Yes/No**

a)   Ceiling
b)   Table Fans
c)   No. of Windows in the classroom
d)   Lights (Tubelights/Bulbs)
e)   Air Cooler/A/C (If any)

2.4   Drinking Water Facility
a)   Tap Water
b)   Stored in Bucket/Pot
e)   Water Cooler
f)   Tube Well
g)   Well

2.5   Toilet Facility (specify condition also)   **Number   Condition**

a)   Urinals only
b) Toilet
c) Any other

2.6 Classroom Training Equipment's/Aids

	Classroom Training Equipment's/Aids	Available Yes/No	Condition Good/Bad	Remarks
i	White Board			
ii	Black Board/B.B. Cloth			
iii	Flip chart			
iv	Display Board/Stand			
v	Overhead Projector (OHP)			
vi	VCR/VCP			
vii	T.V			
viii	Weighing Scales			
ix	Computer with LCD Projector			
x	Any other			
	Supporting Equipment			
i	Computer with Printer			
ii	Xerox Machine			
iii	Fax Machine			
iv	Duplicating Machine			
v	Any other			

2.7 Hostel Facilities

a) Location of Hostel
    i) In the same building
    ii) In the same premises
    iii) Outside the Training Centre

b) If located outside, how far is the hostel from the Training Centre (km)

c) How do the trainees commute to the Training Centre?

d) Number of Rooms/Dormitories

e) Number of Cots/Almirah in each Room

2.8   Facilities Available in the hostel

1	2	3	4	5	6
No. of Rooms & Approx size	Is Classroom used as hostel rooms? (Yes/No)	No. of Trainees Accommodated in one room	Are trainees give separate cot/bed (yes/No)	Is there seperate Kitchen & Dinning Hall (Yes/No)	If no, where do trainees eat food? - Dinning Hall - Verandas - Rooms

7	8	9	10	11	12
Is there a cook or trainees cook themselves? - No. of cooks	Water & Electricity facility (Good/Bad/Not available	No. of fans available in the rooms	Toilet/Bath rooms are adequate/ not adequate	Sources of drinking water Top/cooler/ well/pump	Is there any recreation room for trainees

13	14	15	16	17	18
What type of Recreation facilities are available, specify i)Indoor ii)Outdoor	Is there any local doctor or clinic tied up with Training Centre (Yes/No)	If case of any eventuality where do the trainees go?	Is there Security/ Chowkidar in the hostel	Is there a telephone in the hostel or PCO/STD available?	Remarks : Record your observation

3.0   Staffing Pattern of AWTC/MLTC

3.1   Full Time Instructors:

1	2	3	4	5	6	7	8	9
S. No	Name of Instructor(s)	Date of joining	Educational Qualification	Subjects Taught	Training Orient./ Refresher	Total No. of working experience as Instructor	Salary/ Hon.	Addl. Information if any

3.2	Part Time Instructors							
1	2	3	4	5	6	7	8	9
S. No	Name of Instructors	No. of days and timing	Educational Qualification	Subjects Taught/Other	Received Training	Total No of working experience as Instructor	Salary Hon.	Addl. Information if any

C	Administrative/Supportive Staff							
S. No	Name	Designation	Date of Joining	Qualification	Total Experience	Nature of Appointment		Total Salary Hon. Per month
						Full time	Part time	

3.4 Staff Turn over

1   No. of Instructors left the Training Centre:

2005-06	06-07	07-08

2   Reasons for leaving :

3.5   Library Facility

i.   Total Number of books

ii.   Have you prescribed any Journals? Yes/No

iii. If yes, specify name and number

 iv. Any other documents

4.0   Planning and Organisation of Training Programme

4.1   Status of Training Programme

S.No	Type of Training	Nature of Trainees (AWWs/ Supervisors)	No. of Trainees in a batch	Remarks
	Job Refresher Others			

4.2   Planning by the Instructors

a)   Does Training Centre receive adequate number of nominations from State
       Government? Yes/No

b)   Does State Govt. send the list of nominations in advance? Yes/No

c)   If yes, please mention the actual duration/period of receiving nomination from State
       Govt.

d)   If no, please indicate the possible reasons

e)   Does the training Centre made follow up with State Govt. if trainees are not deputed for training

4.3   Course Preparation

1) Do all the Instructors plan the course in a team in advance? Yes/No

2) If yes, please mention the following

S.No	Items	No. of Days in Advance (Indicate exact days)		
		15 days	**One Week**	**one day Before**
i	Preparation of Programme Schedule			
ii	Putting up budget or request for funds			
iii	Confirmation of guest speakers			
iv	Classroom display and other arrangements			
v	Receipt of money for kit material/honorarium/stipend/board & lodging etc from parent organization or State Govt.			
vi	Preparation for the background material/hand outs or reading compendium etc.			
vii	Purchase of kit folder and raw material for the classroom practical exercises/preparation of PSE aids			
viii	Arrangement of Training Equipment/Aids			
ix	Preparation of Evaluation Proforma or Feedback Mechanisms if any			
x	Selection of ICDS Project/AWC for the Supervised Practice Activities. - Transport Arrangements/Preparation of Task Sheets etc.			
xi	Any Other			

	Remarks					

4.4 A. **Observation of Sessions**

1.	2.	3.	4.	5.	6.	7.
S.No	Name of Component (s)	Date & Time	No. of Trainees Present in the class	Name of the Session(s) Topics	Training Methods used	Language
i	Orientation to ICDS					
ii	ECCE					
iii	Nutrition					
iv	Health					
v	Community Participation					
vi	Communication Skill					
vii	Organization & management					

	8	9	10	11	12	13
	Training Equipment Aids used (OHP/LCD)	Practical Exercises Session (Indoor/ Outdoor)	Feedback method/ Techniques used	Assignments given (If any) (Yes/No) pls. mention	Team Trg. by Trainers (Yes/No)	Overall Assessment/ Comments of the observer

B. **Interview with Trainers (one to one)**

    i.   **Name of the instructor**
    ii.   **Work Experience in ICDS**

II   **Training Programmes Attended**

S.No	Training Attended	Yes/No	Year	Place	Utilization of Trg.
i	Orientation Training				
ii	Refresher Training				
iii	Skill Training on ECE/NHED/CD/Communication/ IMNCI/PLA Techniques/ Supervision and Monitoring				
iv	Any other training				

4.5 a)   Is Training conducted as per the prescribed syllabus ?
          Yes/No
  b)   If no, do you prepare your own programme schedule of the course? Yes/No
  c)   Are any regional topics included in the programme schedule.
         (Please mention the topics)

4.6 a)   Do you prepare Training Aids/Material with the trainees?   Yes/No
    b)   If yes, submit a list of material prepared in last course

4.7 Record the views of Instructors on;

    i)   Clarity of the syllabus of Training

    ii)   Skills for conducting various training methods/techniques

iii)   Lesson/session planning

iv)   Skills on using Power Points with LCD Projector

v)   Planning Mock Sessions Group Exercises/Campaign

vi)   Use of different feedback methods/techniques

vii)   Planning time table for preschool

viii)   Number of PSE activities/Games/Rhymes/PSE aids etc.

ix)   Innovative Techniques introduced in the course (if any) please mention here

4.8   Problems and difficulties faced by the Instructors in conducting Training

4.9   Observational Visit

    i)   Total No. of observational/Field visits organized **last year/previous year**

    ii)   Details of the visit arranged for the last course

Name of the Project visited	If not visited please specify the reasons	Mode of Transport used/ other modes	Date & Time of visit	No. of Instructors accompanied Trainees	Purpose of the visit	Cases/ Aspects observed	Use of checklist for observa-tional Visit Yes/No	Remarks of the visiting Faculty

iii)   Arrange discussion with the participants in the end of the training or during break regarding the field visit. Record their experiences views/comments/suggestions, if any.

5.0   Supervised Practice

Enclose a copy of checklist of worksheet given to trainees

1	2	3	4	5	6	7
S.No	Name of the ICDS Project	No. of AWCs selected and AWC Codes	No. of trainees placed in one AWC	Distance from Trg. Centre (KM)	Mode of transport used	Duration

8	9	10	11	12
No. of Instructors deputed for Supervised Practice	**Activity of material folder carried by trainees (Yes/No)**	**Type of support received from ICDS Project Staff**	**Difficulties faced by he Trainees/Trai ners during Supervised Practiced**	**Comments/ Suggestions if any**

5. 1   Kit Material/Background Material

5.2   Mention below the material given in the kit bag/folder of trainees

i)
ii)
iii)
iv)
v)

5.3   Details of the background material given to trainees. Enclose a list of back ground material along with its sources here. Record you observations here. (Quality of material)

a)   Is the kit material adequate for trainees? Yes/No

b)   If no, please specify the reasons

5.4   Resource Persons

S. No.	Name of the Component	Name of Resource Person(s)	Qualifica tion and Subject Specializ ation	Design ation	Topic Name of the Session	Amount of Hon. Paid	Max. No. of sessions taken in this course	Remarks

5.5 Evaluation of Trainees

A.   Area of Assessment

S. No.	Type of Assessment/Methods followed	Marks for each component		Remarks
1.	Oral Test (Checklist)			
2.	Written Test (sample questions to be enclosed)			
3.	Supervised Practice Enclosed a copy of Task Sheets used			
4.	Preparation of Material/Demonstration			
5.	General Behaviors(Punctuality and Discipline)			
5.	Any others			

B.   Enclose a copy of the Evaluation Performa Questions of last batch (Find out percentage of pass trainees)

5.6   a)   Do you bridge the gaps in learning (Yes/No)

   b)   If yes, please specific the procedures/methods.

6. Submission of Course Reports & SOE

   i)   Do you prepare course report on time? Yes/No

   iii)   If yes, please enclose a copy of the report of last course.

   iv)   If no, specify the reasons for not preparing the report

   v)   To whom do you submit the course report?
 (NIPCCD/State Govt/MWCD/Parent body)

6.2   i)   Do you submit the Statement of Accounts of the course after Training
           Yes/No

ii)   If yes, what is the time period for Submission Accounts

iii)   If no, who settles the accounts?

6.3   i)   Do you receive Funds on time?   Yes/No

ii)   If no, please specify the reasons

6.4   i)   Do you submit the SOE on time? Yes/No
       ii)   To whom do you submit

6.5   Contribution of the following

i)   Parent organization for quality of training

ii)   State Govt.

iii)   NIPCCD

iv)   Any other

7   Utilization of teaching Staff

7.1   i)   Are you are fully aware of your tasks/job responsibilities? Yes/No
        ii)   If no, please give reasons

7.2   a)   Do you undertake additional tasks/assignments besides ICDS Training?
                Yes/No

        b)   If yes, please submit details below:

S.No	Activities Tasks (Additional)	Total occupation in a year	Nature of Job Tasks	Who assigns such Tasks activities	Do these tasks affect the quality of ICDS Training (Yes/No)	Problems difficulties faced

7.3   a)   Do you undertake visits to ICDS Project/Other training centre? Yes/No
        b)   If yes, please mention the place you visited last (Date and time)

7.4   Details of visits

S.No.	Date and Time	Name of the Project Trg. Centre	Duration	Purpose How does it help in the trg.	Report submitted (Yes/No)	Remarks

7.5   Your Contribution for the visit in brief

8.0   a)   Mode of involvement/contribution of Academic Staff in the Training Centre
              (AWTCs/MLTCs). Collect a copy of the Annual Report of last year

b)   Financial Support of Parent Organisation to Training Centre   (if release of
            funds delayed)   Yes/No

8.1   a)   Is the Training Centre (AWTC/MLTC) monitored regularly? (Yes/No)
b)   If yes, who does monitoring:

            i)   NIPCCD
            ii)   State Govt.
            iii)   Parent Body only
            iv)   Others

                                       Name & Signature
                                        Date :