

**DRAFT-II**

**A STUDY ON ASSESSMENT OF EFFICACY  
OF VERTICAL TRAINING PROGRAMMES  
FOR ICDS FUNCTIONARIES IN  
NORTH EASTERN STATES**

*A Report*



**NATIONAL INSTITUTE OF  
PUBLIC COOPERATION AND CHILD DEVELOPMENT  
Regional Centre, Jawahar Nagar, Khanapara,  
Guwahati, Assam**

# **PROJECT TEAM**

<b>Project Incharge</b>	<b><i>Shri Mushir Alam &amp; Smt. Sunita K. Seshadri</i></b>
<b>Overall Supervision</b>	<b><i>Dr. D. K. Saikia</i></b>
<b>Project Assistant</b>	<b><i>Ms. Neelakshi Dutta</i></b>
<b>Data Entry Operator</b>	<b><i>Ms. Mridusmita Talukdar</i></b>

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## **Executive Summary**

Anganwadi Service Scheme popularly known as Integrated Child Development Scheme (placed in Umbrella ICDS) is a flagship programme of Government of India and world's largest and unique programmes for early childhood care and development. The programme has achieved a number of milestones ever since it was launched in October, 1975 and from 33 projects and 4,891 Anganwadi Centres to 7,075 Projects and 13.55 lakhs Anganwadi centres (as on 31 March 2017) covering all roots and corners of the country. Today, the programme is globally recognized as one of the most unique community based outreach programme catering to the health and nutritional needs of children under six years, adolescent girls, pregnant women, nursing mothers and all women who are between the age of 15 - 45 years..

The goals of the ICDS programme are reduction of Infant Mortality Rate (IMR) to less than 60 per thousand, reduction in Child Mortality Rate (CMR) to less than 10 per thousand, reduction in Maternal Mortality Rate (MMR) by at least 50%. Further, reduction in incidence of low birth weight, reduction in severe and moderate malnutrition among children under 5 years of age by at least 50 per cent, and expansion of early childhood care development intervention, contributing to universal environment and retention in primary schools are the primary goals of ICDS programme.

### **Vertical Training in ICDS**

ICDS programme has been successful to produce a deeper impact among the communities living in different parts of the country. The program has been envisaged to implement after ensuring close intra and inter sectoral functional linkages amongst various ICDS field functionaries. The basic idea of this type of vertical linkages amongst various ICDS field functionaries rotates around the fact that each functionary's work,

when they coordinate is more than the total sum of all of their work put alone. Besides this, the vertical linkages also needs to put all of the ICDS ground level functionaries at a common and mutually shared understanding in identification, prioritization of tasks, needs, issues, demands, problems and coordinated planning in the delivery of basic ICDS services. The vertical linkages at District, Project or at village level is also imperative for reaping optimum fruitful results and also for efficiently managing the existing resources like personnel, money, time, energy, technology, infrastructural facilities and so on. The specific objective of vertical linkages in ICDS may include laying down of a mutually shared implementation strategies through structural and or procedural changes, if needed for optimization of benefits of these services, ensuring most cost-effective delivery to the targeted beneficiaries, mobilization of the community for demand articulation and participation and building up a sense of efficacy and creating conducive environment.

Under the concept of vertical linkages, various ICDS functionaries (CDPO, Supervisors and AWWs) are required to be combined together into an organic and logical relationship so as to achieve certain desirable and commonly agreed goals and objectives. This relationship is generally integrative and characterized by the enthusiastic spirit, avoiding duplication and wastage of efforts and resources, economizing in personnel, money, material, time, energy and technical knowledge and putting these to their optimum use. The functioning of this type of mechanisms has also been emphasized by Government of India.

The main purpose for organizing vertical training is to provide an opportunity to the ICDS official/functionaries of district and village level to share their field problems and issues in a common platform. It also helped them in finding out the possible solutions of the problems and work together for effective implementation of ICDS services. Further, it also apprises about the recent initiatives and changes made in the scheme.

## **The Study**

Integrated Child Development Services (ICDS) scheme is a major program of the Government of India to address the development related issues of women and children.

It is India's response to the challenge of breaking the vicious cycle of malnutrition, morbidity and mortality among children under the age of six years and those. The program has established several milestones since the launch of 33 blocks in the country in October, 1975. Today, this program is recognized as catering to the most specialized community-based outreach program for children under the age of six years, their mothers, adolescent, pregnant women, nursing mothers and all women who are in the age group of 15-45 years old.

The importance of training and continuous capacity building of the ICDS functionaries for improving the quality of service delivery in ICDS has always been recognized as vital for the success of the programme. The Government of India has laid much emphasis on strengthening the training component of ICDS programme in order to improve the service delivery mechanism and accelerate better programme outcomes. However, it must be state that although trainings are provided as job as also refresher Trainings for CDPOs, Supervisors and AWWs after a gap of every two years, still there is a lot of gap between training and actual implementation of the programme.

In order to strengthen the vertical linkages over and above these regular patterns of trainings, in the recent years the concept of Vertical Training has been introduced for the ICDS functionaries in order to strengthen the vertical linkages between the functionaries at district, block, circle and grass root level and thereby enabling them to not only develop their knowledge and skill but also come up with a mutually shared strategies for implementation of the programme based on contextual needs in a district or a block. Thus, vertical trainings are expected to contribute to forming an organic and logical entity of the district level officer, CDPO, supervisor and the AWWs to work jointly and formulate action plan at project level for quality improvement of ICDS services.

One of the major objectives of vertical training is to enhance the skill of CDPOs and Supervisors to act as Master Trainers for providing Continuing Education at Project level as well as AWWs. Another objective of the vertical training is to enable the functionaries to work jointly and formulate action plan at project level for quality

improvement. Thus, NIPCCD HQs and its five Regional Centres have been regularly organizing the Vertical Training Programme for various ICDS functionaries.

## **Rationale**

As it is a unique training process, which is designed to enhance the skills of CDPOs and supervisors and to provide more education on job guidance and act as a master trainer. In this background, assessment of the efficacy of vertical training is considered to be appropriate and important also. As mentioned earlier, training is one of the main activities of the institute. Also, it is necessary to check whether the officers are jointly preparing an action plan at the project level to improve the quality of delivery of services. Since its inception in 1966, the institute has taken the responsibility of organizing training concepts for ICDS officers. To find out the current implementation status of ICDS, evaluation studies conducted by NIPCCD and many other institutions have been organized. Training component has played an important role in the progressive journey of ICDS scheme for 33 to 7075 ICDS projects and in this process, during this successful journey of ICDS, vertical training programs have played a very important role. But no study has been done on the effectiveness of any specific training. Therefore, a study has been proposed to assess the efficacy of workforce training programs for ICDS executives in the North Eastern States.

## **2.4 Objectives**

The objective of the study would be:

- i). To find out whether the CDPOs and Supervisors who had attended the Vertical Trainings are able to act as master trainers;
- ii). to examine whether the functionaries after attending the Vertical Trainings are formulating joint action plan at project level;

- iii). to identify the measures/ steps taken by the trained functionaries at their project level to bring in quality improvement in delivery of services provided under ICDS; and
- iv). to suggest measures for enhancing the effectiveness of Vertical Trainings.

## **2.5 Methodology**

Complete enumeration method has been adopted for the study. The universe of this study was the all vertical training programmes organized from the starting point i.e. from 2010-11 to 2016-17. The study confined to those North eastern states, in which Vertical Training organized during last three years 2014-15, 2015-16 & 2016-17 and convenience sampling method used also for selecting a representative sample. The time limit of last three years has been taken into consideration with an assumption that it would be easier to assess the efficacy of the training undergone by the respective functionaries in the recent past. It is felt that older trained ICDS functionaries would not be in position to explain the effectiveness of the vertical training programme. The probability of attending some other capacity building training programmes is higher in the older vertical trained ICDS functionaries. It was also assumed that the probability of getting other kind of trainings is higher in the older vertical trained ICDS functionaries. In this position it will be difficult to ascertain/explain the actual impact of the vertical training programme on those functionaries.

## **Sample Selection**

Vertical training programmes were started from 2010 during the conceptualization of Restructuring of ICDS programme. NIPCCD, Regional Center Guwahati has so far organized twenty four (24) Vertical Trainings for different states under its jurisdiction from 2010 till 2016-17. During the last three years i.e. 2014-15, 2015-16 & 2016-17 Regional Centre, Guwahati has organized eleven such Vertical Training programmes in

seven north eastern states excluding Odisha and West Bengal. Of these, nine vertical trainings were organized for the seven north eastern states viz Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura covering 299 ICDS Functionaries. Vertical trained ICDS functionaries were selected from these seven North Eastern States as sample of the study. Two vertical trainings were organized in the States of Manipur, Wherein relatively earlier organized programme was selected to get most appropriate responses from vertically trained ICDS functionaries. For the eighth state of North East i.e. Sikkim, there no Vertical Training was organized during the period under reference. Therefore, Sikkim has not been included in the proposed study.

Since, the complete enumeration method is being used for the study, therefore, all 299 officers have been selected in the sample. Out of 299 ICDS functionaries, 269 were interviewed at their current level, some of them were also promoted or transferred to another place. The retired, resigned or departed functionaries reduced from the study sample. Therefore, 30 ICDS functionaries at different levels have been reduced from the sample due to their non-availability.

The main focus of the study was on the District Officers, CDPOs, Supervisors and AWWs who have attended vertical trainings during the specified three years. The parameters of the study were included number of trainings conducted at the district, block and circle level, number of joint meeting conducted with Supervisor and AWWs, any good practices relating to the above indicators, developed any IEC materials, coordination and convergence of services with allied departments etc. In order to assess the quality improvement in delivery of services provided under ICDS, secondary data has also been collected on the parameters like increase in attendance for pre-school education, weighing of children, conducting NHEd session, feeding efficiency and monitoring visits conducted by the functionaries during the period of study etc.

## **Sources of Data**

In order to assess the impact of vertical training at ground level, some community leaders have also been included as respondents of the study. The respondents for the study were included all the District Officers, CDPOs, Supervisors and AWWs who have attended the Vertical Trainings during the period from 2014-15, 2015-16 & 2016-17 in addition to community leaders.

Secondary data have also been collected from reports of the vertical trainings organized by the NIPCCD Regional Centre, Guwahati. On the basis of 'evaluation of programme by the participants' data derived from the course reports, tried to find out overall impression and importance of vertical trainings.

## **Data Collection**

Data collection was conducted through pre-structured programs and questionnaires. Pre structured interview schedule and observation checklist have been prepared and used for data collection. The data collection was conducted through pre structured schedules and questionnaires. Tools for the data collection developed, which include basic information, infrastructure, delivery of services, health and nutrition status and community participation and an observation sheet/checklist separately has been developed for different type of respondents. A brief orientation training was conducted to the /project staff/investigators for proper understanding the schedules/questionnaire, its terminology, ICDS scheme and existing pattern of delivery of services. A detailed guideline also provided to the investigators for collection of data. It was also reminded that, obtaining willingness and consent of the sample beneficiaries is necessary before asking any personal information and expected outcome of some specified questions.

## **Data Analysis and Interpretation**

The data were coded and classified on the Microsoft Excel Sheets. The data were analyzed by using frequencies, percentages and part of the data were also

qualitatively analyzed. The data was tabulated for the input, output and outcome indicators identified. Most of the cases, simple frequency tables created but in some of the cases, bivariate and tri variate tables have been used for data presentation. Simple statistical measures such as frequencies, percentages, averages, statistical tests have been used for interpretation. An attempt has also been made to present data graphically wherever it was possible. An effort has also been made to substantiate the findings of the present study with the responses of the participants during course evaluation carried out at the time of organization of vertical training programmes.

### **2.5.6 Limitations of the Study**

The research team faced certain constraints (like difficult terrain in hilly area, intense rainfall, landslides and regional disturbances in the northeastern states during the course of data collection) which had affected badly, sometimes data collection for the study. Only one Project Assistant/Associate has collected the data from all North Eastern States except meghalaya. A number of ICDS functionaries, selected in the sample had transferred/retired/died, but some transferred functionaries could not be traced for the interview at the time of visits. Therefore, a copy of the questionnaire had been sent/mailed them by post/E-mail. Due to several handed dealing of the questionnaires, some human errors were noticed which has been rectified during data cleaning. The research team had to travel considerable distances and faced several difficulties at the time of data collection. Regardless of all the problems, project staff accomplished the work of data collection.

### **Outcome Indicators**

The study is expected to enlighten on the effectiveness of the present vertical trainings and what measures should be taken place for improving the quality of vertical trainings. The study will also be enabled to provide information about the actual impact

of vertical trainings provided to the ICDS functionaries. Undoubtedly, The study will also provide the extent level of improvement in the services rendered under ICDS scheme and also help in better implementation of the programme through vertical trainings.

## **Presentation of the Report**

In accordance with the objectives of the study, the differences in organization of vertical training programmes in different infrastructures and facilities provided by the concerned State governments were also considered. The findings with respect to various aspects are presented in the subsequent sections of the report. This report has been prepared after analysing facts on selected indicators. However, the data has the potential to find out the actual impact of vertical training programme and areas of improvement in the existing curriculum.

## **Conclusion:**

Effective implementation of ICDS programme depends, to a considerable extent, on the proper training of the anganwadi workers and supervisors who are the para grassroots-level functionaries attached to the beneficiaries of ICDS programme for the delivery of the package of services of ICDS with the ultimate aim of moulding these ICDS functionaries into “agents of social and behavioural change” instead of simply reacting to the situation and to bring about behavioural change in the community is very important.

## **Major findings**

- Majority of the ICDS functionaries 65.52 percent (171) were from tribal areas followed by 31.80 percent (83) were from rural and minimum 2.68 percent (7) were from urban areas.

- All district level officers had possessed graduate degree, while 65.63 percent CDPOs were graduate, followed by 31.25 percent CDPOs to be Post-Graduate and one CDPO (3.13 percent) possessed doctorate degree also. Majority of the supervisors 43.48 percent were graduate followed by 36.96 percent Post graduate, 16.30 percent Intermediate and 3.26 percent were High School passed. Most of the AWWs 38.69 percent were High School passed followed by 26.28 percent who were Intermediate, 12.41 percent were Graduate and 2.19 percent AWWs possessed Post Graduation degree in different social sciences subjects.
- Different types of capacity building and sharpen skills trainings have also been attended by different level of ICDS functionaries in addition to the vertical training. 34.38 percent CDPOs, 44.57 Supervisors and 50.36 AWWs responded that they have found vertical training more effective than other trainings.
- Maximum 65.43 percent functionaries had experience of providing services under ICDS for 10 Years & above, followed by 27.51 percent 5-10 years, 5.58 percent 2- 5 Years, and, a small number 1.49 percent functionaries had minimum experience of up to one year only.
- 37.88 Percent of the functionaries (16 CDPOs and 34 Supervisors) had conducted visit to the AWCs on monthly basis followed by 15.91 Percent had conducted visits once in a week and 9.09 Percent had conducted visits twice in a week. It has also been observed that maximum unscheduled visits were conducted by district level officers (DPOs) or CDPOs.
- All district level officers responded that they have used checklist during the monitoring of AWCs and 87.50 CDPOs also responded that they have used checklist during the monitoring of AWCs.

- 80.43 percent supervisors were allotted only one sector followed by 17.39 percent supervisors who were responsible for monitoring of two sectors and two supervisors were allotted three to five sectors for monitoring and supervision of AWCs. While, 67.39 Percent supervisors have allotted 21-40 AWCs followed by 17.39 Percent who were allotted maximum 20 AWCs, 13.04 Percent Supervisors had been allotted 41-16 AWCs in their jurisdiction, and, 2.17 Percent Supervisors were allotted 61-80 AWCs located in different sectors in an ICDS project.
- 81.52 Percent Supervisors had faced different types of problems during monitoring of AWCs, followed by 87.50 Percent CDPOs, and, 62.50 Percent district level officers had also faced different types of problems during monitoring of AWCs under their jurisdiction. 60 Percent District level Officers responded that they faced problem of “Additional assignment at CDPO’s office”, 85.71 percent CDPOs responded that “Vehicle was not provided” to them and 72.00 percent supervisors responded that scattered location of the AWCs and long distance is a very big problem/hurdle in the monitoring and supervision of AWCs.
- 93.75 CDPOs agreed that they interacted with the community people and shared problem related to different social welfare schemes. Most of the district level officers 75.00 Percent responded that they did not have any fixed schedule and they interacted with the community whenever required.
- 93.75 Percent CDPOs responded that they have made joint visits with the State/ District/ Block level officials. Whereas, 54.35 Supervisors responded that they have made joint visits with the ANM and ASHA workers in their AWCs. While, 71.88 Percent CDPOs responded that they have conducted joint visits with the State government ICDS/ Health officials, 31.25 Percent responded that they have conducted joint visits with the Monitoring team. CDPOs responded that they have also conducted joint visits with Central government officials, whenever they come for monitoring and supervision of ICDS scheme.

- All district level officials and CDPOs responded that they had conducted meetings and also attended State/district/block/village level meetings from time to time. 97.83 Percent Supervisors responded that they have conducted sector /village level meetings and attended other State/district/block/village level meetings. Further, 92.39 percent Supervisor responded that they had also attended NHED sessions/VHND meetings during the monitoring and supervision visits.
- 55.47 percent AWCs were running in pucca buildings followed by 34.31 Percent AWCs running in kuchcha and 9.49 Percent AWCs were running their activities in open space. One AWW responded that local administration was unable to provide space for running AWC.
- 68.61 Percent of the AWCs have been constructed by the government, followed by 18.98 Percent AWCs which were running in AWW/ Helpers' house, each 4.38 Percent AWCs were running in school building/ government / community/ Panchayat provided space, and, 3.65 Percent AWCs were running in the rented buildings.
- Maximum 86.86 Percent AWCs were running in a single room, followed by 9.49 Percent with two rooms, 2.92 Percent had three rooms, and, only one AWC (0.73 Percent) had more than three rooms for conducting their AWCs activities. 43.8 Percent responded that they have separate kitchen at their AWCs. The AWCs who did not have separate kitchen for cooking, among them 54.55 Percent AWWs responded that they made arrangement of cooking at their own house followed by 24.68 Percent who had arranged for cooking under a covered space, 11.69 Percent used neighbours/relatives house or in AWHs house for cooking and 9.09 Percent responded that they were cooking food in open space available near the AWCs.

- The separate storage facility was found at 35.04 Percent AWCs whereas 64.96 Percent did not have separate storage facility.
- 54.01 Percent AWWs responded that local administration providing tap water supply in their AWCs, followed by 24.82 Percent who responded that they have utilized water for drinking from well/ pond, 6.57 Percent responded that they used hand pump to get safe drinking water at their AWCs and 14.6 Percent AWWs responded that they did not have any source of drinking water. 1.46 Percent of the AWCs store the drinking water in uncovered utensils.
- Majority of the AWCs (48.91 percent) did not have toilet facility followed by 40.15 Percent AWCs responded that they have running toilet facility for the children of AWCs, 10.22 Percent responded that they have toilets, but not in usable condition due to poor maintenance and water scarcity.
- 42.01 Percent ICDS functionaries had attended Vertical Training during the year 2016-17, followed by 36.80 Percent had attended during the year 2016-17, and, 21.19Percent functionaries had attended Vertical Training in the year 2014-2015. The venue of the vertical training programme was found convenient by the 96.74 percent and 97.81 percent Supervisors and AWWs, respectively.
- All 100 percent DLOs, 87.5 percent CDPOs 80.43 percent Supervisors and 81.75 percent AWWs had rated as “Very good” followed by 6.25 percent CDPOs 3.26 percent Supervisors and 12.41 percent AWWs who rated it as “Outstanding”, and 6.25 percent CDPOs, 10.87 percent Supervisors and 5.84 percent AWWs rated it as “Good”, 99.63 percent also responded that the vertical training programme is very helpful in achieving the objectives of the scheme.
- The trainers/resource persons of vertical trainings have covered all important aspects including the facilities required for smooth running of AWCs.

- Regarding the extent of fulfillment of their expectations, in aggregate, 99.39 percent Anganwadi Services Scheme functionaries responded that the vertical training programmes were fulfilled their expectations. All CDPOs, 99.30 percent Supervisors and 98.90 percent AWWs responded that the vertical training programme fulfilled their expectation. Regarding the extent of benefits derived after attending the vertical training programmes, overall 69.92 percent Anganwadi Services Scheme functionaries responded that they were derived benefits after attending the vertical training programme upto 'some extent' followed by 30.08 percent responded as 'great extent'. Regarding the fulfillment of expectations of AWWs, in order to develop their qualities/ social aspects, 62.77 percent AWWs had responded that their skills have been upgraded 'upto a great extent', 26.28 percent and 21.17 percent AWWs had responded that their ability and knowledge level have also been improved, respectively. 68.61 percent AWWs responded that their knowledge had been improved 'up to some extent' as expected, 67.88 and 64.23 AWWs responded that their ability and Behaviour have also been improved 'up to some extent'. 46.72 percent AWWs responded that they have felt a little improvement in their Competence followed by 28.47 percent in attitude and 24.82 percent in behavior.
- Almost all district level officers, CDPOs, Supervisors and AWWs admitted that the vertical training programme was useful to them.
- All district level officers responded that the vertical training was enabled to improve their knowledge level as well as improvement in work performance after attending the vertical training. Ten point scale scoring method (1-10) was adopted to find out the impact on their job performance and social aspects of AWS functionaries. Majority of the ICDS officers rated the impact of the vertical training on their job performance and social aspects such as ability, skills and knowledge level, Competence, Behaviour and attitude etc.

- Overall development in all social aspects of AWWs indicated by the community leaders and significant scores had been awarded to different aspects such as Skills, Ability, Knowledge, Behavior, competencies and attitude etc.
- All Supervisors responded that Vertical Training has helped to deliver effective services at the AW center and achieving the objectives of programme and a significant improvement was noticed in open discussions for clarification of doubts.
- Extent of utilization and utility of Vertical Training in their work environment rated by all district level officers rated it as 'very good' and majority of CDPOs (87.5 percent), Supervisors (72.83 percent) and AWWs (81.75 percent) also rated it as "Very good". Whereas, 6.25 percent CDPOs rated as "Outstanding" and "Good" and 14.3, 10.87 and 2017 percent Supervisors rated it as "Outstanding", "Good" and "Average" respectively.
- 74.82 percent community Leaders have rated improvement in service delivery as 'very good' followed by 12.41 percent rated it as 'outstanding', 7.66 percent rated it as 'Good' in the improvement of AWWs performance and service delivery at AWCs level.
- Maximum district level officers (DLOs), CDPOs, Supervisors and AWWs responded that they have noticed improvement in the delivery of services overall more than 75 percent, and, the services which noticed specific improvement were SNP, Conducting pre-school activities, Home Visits, Community Participation and Conducting NHED/VHND/ECCD. Other services like conducting pre-school activities and conducting surveys have also been improved after attending the vertical training.
- 99.27 percent local leaders responded that they have noticed improvement in the Anganwadi Service Scheme after undergoing the vertical training. Maximum 93.38 percent community leaders responded that there is a significant

improvement in preschool activities, followed by 90.07 percent in Immunization, 86.76 percent in enhancement of community participation, 79.04 percent in SNP distribution, 65.44 percent in conducting NHED sessions. While, 47.79 percent reported that there is an improvement in Growth monitoring, 34.93 percent in Referral services, 31.62 in reduction in malnutrition and only one respondent (0.73 percent) responded that they have also noticed improvement in other aspects like competency, knowledge level and attitude etc.

- 45.65 percent supervisors responded that their officers significantly contributed for betterment of AW Services after attending Vertical Training. Maximum 92.86 percent Supervisors responded that their senior level officials contributed highly in the organization of PSE activities in a better way, 83.33 percent responded that they have secured greater community participation by the contribution made by their senior level officials, and, 76.19 percent responded that they found a significant improvement in the maintenance of records and registers, Mobilizing resources and Counseling to mothers etc.
- 99.27 percent AWWs responded that appropriate knowledge has been imparted during the vertical training programme. Same responded that the vertical training helped in achieving the objectives of the programme. About 87.5 percent CDPOs have responded that improvement has taken place in feedback mechanism of beneficiaries on account of Vertical Training.
- In aggregate, 95.17 percent trained functionaries responded that they want to attend vertical training again in future. 100 percent CDPOs, more than 90 percent Supervisors and AWWs and about 87.50 percent district level officers responded that they would like to attend vertical training in future, if they get a chance. 98.91 percent community Leaders also responded that they think the vertical training should be attended by the AWWs in future.

- In aggregate 87.88 percent functionaries responded that they have implemented the action plan in their areas. Functionaries analysis represented that maximum 93.75 percent CDPOs implemented the action plan in their ICDS projects, 87.50 percent DLOs responded that they have implemented joint action plan, and, 85.87 percent Supervisors responded that they have implemented joint action plan at AWCs level.
- 62.5 percent district level functionaries responded that they did not face any difficulties during implementation of new ideas/innovation, whereas 71.88 percent CDPOs, 54.35 percent Supervisors and 51.09 percent AWWs told that they have faced different type of difficulties during implementation of new ideas/innovation.
- 24.44 percent CDPOs and 23.42 percent Supervisors responded that they have faced problem during implementation of growth monitoring and plotting due to non-availability/functional position of weighing scales at AWCs, 22.22 percent CDPOs and 21.62 percent Supervisors and 13.33 percent CDPOs, and, 21.62 percent Supervisors responded that they have faced problems during implementation of mobilizing resources and securing greater community participation related to new ideas/innovations.
- In aggregate 61.00 percent ICDS functionaries acted as master trainer at different level programmes. Out of which, 50.00 percent functionaries responded that they have acted as a master trainer at Block level, 31.25 percent responded that they have acted as master trainer at district level, 13.75 percent responded that they have acted as master trainer in other training programmes/occasions and 5.00 percent responded that they have acted as master trainer and resource person at MLTCs/ AWTCs.
- 81.06 percent functionaries responded that they have conducted continuing session after attending vertical training. Functionaries distribution reflected that 87.5 percent district level officers, 100 percent CDPOs, 73.91 percent

Supervisors responded that they have conducted continuing sessions at different occasions.

## **Suggestions and Recommendations**

1. There had been a big gap among the level and educational qualifications of the participants. Therefore, it was recommended that the state government should depute such AWWs, who have passed at least intermediate, so that the gap between the educational qualifications within participants can be reduced. It was also recommended that separate vertical trainings should be organized for the district, block and village level participants.
2. There is a great emphasis on technical sessions during this period, which leaves little time for interaction between trainees. It did not provide sufficient time for introductory sessions on rapport building. Therefore, the duration of vertical training should be not less than five days.
3. It was recommended that the all ICDS officers should prepare a workable action plan to conducted monitoring and supervision visits individually and jointly, to ensure that the services are being rendered at AWCs efficiently.
4. Discrete allocation of sectors indicated that, sufficient number of Supervisors is not available in the projects. Therefore, it is recommended that vacant posts of Supervisors should be filled up by the State government on priority basis.
5. It was recommended that the presence of Anganwadi Services Scheme and Health officials at the time of local celebrations, should be ensured and try to get an opportunity interact with the community people.

6. It was suggested that the Anganwadi Services Scheme officials should be Coordinated with the local administration to provide proper infrastructure to the AWCs, with basic amenities like indoor/outdoor space, cooking & storage facilities, safe drinking water and toilet facilities etc.
7. It was recommended that the quality of vertical training programme should be improved from 'very good' to 'Outstanding' level, through more emphasis on the need based topics and practical /exposures sessions.
8. The ICDS officials including community leaders felt that the vertical training is very useful and important to the Anganwadi Services Scheme officials; therefore, it was recommended that the more vertical trainings should be provided to them in future, for improvements in the service delivery system as well as social aspects at AWCs level.
9. Majority of the ICDS functionaries responded that they had faced many difficulties during implementation of new ideas/innovation specifically in mobilizing and securing greater community participation. Therefore, it was recommended that some sessions related to mobilization of community and social behaviour change communication etc. should also be included in the programme schedule of vertical training programmes.
10. The data has indicated that only 61 percent Anganwadi Services Scheme functionaries acted as Master Trainer, which is not sufficient. All District and Block level Officials should acted as Master Trainer during the training programme organized at MLTCs/AWTCs, including continuing education. Therefore, it is recommended that, all Anganwadi Services Scheme officials should take a part as Master trainer in the training programmes organised at different levels.

11. Overall rating of the training programmes indicated that all respondents had expressed that they found vertical training very effective in order to improve the work performance, service delivery system, different social aspects and qualities and also capacity building of functionaries. Therefore, it was recommended that the vertical training should be organized for the ICDS officials, frequently and on regular basis.
12. Supervisors recommended that all AWWs, should be provided vertical training programme on regular interval, which will be helpful to deliver effective services at the Anganwadi center and achieving the objectives of programme.
13. Some respondents recommended that PRIs members and functionaries of Civil Society Organizations who involved in the similar activities may also be included as participants' in the future vertical training programmes.
14. In aggregate 87.88 percent functionaries responded that they have implemented the joint action plan in their areas. Therefore, it is recommended that all district and block level officials should prepare and implement joint action plan at project level.
15. During the last year 2018-19, all Central Monitoring Staff had been deputed for monitoring of the AWCs in the districts of Andhra Pradesh, Bihar, Jharkhand, Maharashtra and West Bengal during the programme, where vertical trainings were organised. The data collected by the Central Monitoring staff presented in the vertical training programme, and discussed upon. Through this practice, current status of the district had been provided to the ICDS officials concerned and urged to focus and work on the identified areas. This is very good practice and it may be continued and implemented in other areas also.

# Chapter – 1

## Introduction

### 1.1 The Anganwadi Services Scheme:

Anganwadi Services Scheme (under Umbrella ICDS) was launched in October, 1975 in 33 selected blocks of the country on experimental basis. Now it is a flagship programme of Government of India and represents one of the world's largest and unique programmes for early childhood care and development. It is the foremost symbol of country's commitment to its children and nursing mothers, as a response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other. The programme has achieved a number of milestones ever since it was launched in October, 1975 and from 33 projects and 4,891 Anganwadi Centres to 7,075 ICDS Projects and 13.55 lakhs Anganwadi centres covering all roots and corners of the country. Today, the programme is globally recognized as one of the most unique community based outreach programme catering to the health and nutritional needs of children under six years, adolescent girls, pregnant women, nursing mothers and all women who are between the age of 15 - 45 years.

The goals of the ICDS programme are reduction of Infant Mortality Rate (IMR) to less than 60 per thousand, reduction in Child Mortality Rate (CMR) to less than 10 per thousand, reduction in Maternal Mortality Rate (MMR) by at least 50%. Further, reduction in incidence of low birth weight, reduction in severe and moderate malnutrition among children under 5 years of age by at least 50 per cent, and expansion of early childhood care development intervention, contributing to universal environment and retention in primary schools are the primary goals of ICDS programme.

## 1.2 Objectives of ICDS:

- (i) to improve the nutritional and health status of children in the age group 0-6 years;
- (ii) to lay the foundation for proper psychological, physical and social development of the child;
- (iii) to reduce the incidence of mortality, morbidity, malnutrition and school dropout;
- (iv) to achieve effective coordination at the policy and implementation levels amongst the various departments to promote child development; and
- (v) to enhance the capability of mothers to look after normal health and nutritional needs of the child through proper nutrition and health education.

## 1.3 Umbrella ICDS

The Government of India had approved the renaming and continuation of the sub-scheme i.e. *Anganwadi Services Scheme, Adolescent Girls Scheme, Poshan Abhiyan, Pradhan Mantri Matru Vandana Yojana, Child Protection Services and National Crèche Scheme* under 'Umbrella Integrated child Development Services'. The Cabinet has also approved that; implementation of Scheme for Adolescent Girls for out of school girls in the age group of 11-14 years, its phased expansion; phasing out of the on-going Kishori Shakti Yojana for out of school girls in the age group of 11-14 years and the conversion of National Crèche Scheme from Central Sector to Centrally Sponsored Scheme with the revised cost sharing between Centre and States as 60:40 for all States and UTs with legislature, 90:10 for NER and Himalayan States and 100% for UTs without legislature and implementation of the scheme through States/UTs instead of existing implementation agencies. The programme through targeted interventions will strive to reduce the level of malnutrition, anemia and low birth weight babies, ensure empowerment of adolescent girls, provide protection to the children who are in conflict with law, provide safe place for day-care to the children of working mothers, create synergy, ensure better monitoring, issue negative alerts for timely action, encourage States/UTs to perform, guide and supervise the line Ministries and States/UTs to achieve the targeted goals and bring more transparency.

Anganwadi Services Scheme aims at holistic development of children under the age of six years and its beneficiaries are children of this age group and Pregnant Women & Lactating Mothers. The objective of the Scheme for Adolescent Girls is to facilitate, educate and empower adolescent girls so as to enable them to become self-reliant and aware citizens through improved nutrition and health status, promoting awareness about health, hygiene, nutrition, mainstreaming out of school adolescent girls into formal/non formal education and providing information/guidance about existing public services. The objectives of Child Protection Services are to provide safe and secure environment for children in conflict with law and children in need of care and protection, reduce vulnerabilities through a wide range of social protection measures, prevent actions that lead to abuse, neglect, exploitation, abandonment and separation of children from families etc., bring focus on non-institutional care, develop a platform for partnership between Government & Civil Society and establish convergence of child related social protection services. National Crèche Scheme aims at providing a safe place for mothers, to leave their children while they are at work, and thus, is a measure for empowering women as it enables them to take up continues their employment. At the same time, it is also an intervention towards protection and development of children in the age group of 6 months to 6 years.

The ongoing schemes have been rationalized by the Government of India and have been brought under Umbrella ICDS as its sub-schemes. These sub-schemes need to be continued for delivering the child related services to the intended beneficiaries.

#### **1.4 Services:**

In order to ensure the holistic development of women and children of the weaker section, Anganwadi Services Scheme provides a package of services for 0-6 year's children, pregnant women, nursing mothers and adolescent girls.

Anganwadi Services Scheme is designed both as a preventive and developmental efforts. It extends beyond the existing health and education systems to reach children and their mothers in villages and slums; and deliver to them an integrated package of services:-

- ❖ Supplementary Nutrition
- ❖ Non- Formal pre-school education
- ❖ Immunization
- ❖ Health check ups
- ❖ Referral services
- ❖ Nutrition and health education for Women

The delivery of services to the beneficiaries is as follows:

S.No.	Services	Target Group	Service provided by
i)	Supplementary Nutrition	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	Anganwadi Worker and Anganwadi Helper (MWCD)
ii)	Immunization*	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	ANM/MO (Health system, MHFW)
iii)	Health Check-up*	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	ANM/MO/AWW (Health system, MHFW & MWCD)
iv)	Referral Services	Children below 6 years, Pregnant & Lactating Mothers (P&LM)	AWW/ANM/MO (Health system, MHFW & MWCD)
v)	Pre-School Education	Children 3-6 years	AWW (MWCD)
vi)	Nutrition & Health Education	Women (15-45 years)	AWW/ANM/MO (Health system, MHFW & MWCD)

\* Conducted by Health & Family Welfare Department

### 1.5 Coverage

The administrative unit for the location of ICDS Project is coterminous with a community development block in the rural areas, a Tribal Development Block in predominantly tribal areas and a group of ward(s) or slums in the urban areas population or could opt for one ICDS Project only. The guidelines for setting up an AWC as per revised population norms are as under;

<b>Nature of ICDS Project</b>	<b>Population Norms for setting up of AWCs</b>
Rural/Urban	400-800 - 1 AWC 800-1600 - 2 AWCs 1600-2400 - 3 AWCs Thereafter in multiples of 800 , one AWC
Tribal/Riverine/Desert/Hilly and other difficult areas	300-800 - 1 AWC

Mini Anganwadi Centres (Mini AWCs) can also be set up to cover the remote and low populated hamlets/villages. The guidelines for setting up MAWCs as per revised population norms are as under:

<b>Nature of ICDS Project</b>	<b>Population Norms for Setting up of MAWCs</b>
Rural/Urban	150 - 400 - 1 MAWC
Tribal/Riverine/Desert/Hilly and other difficult areas	150 - 300 - 1 MAWC

The Government of India has also designed a scheme of Anganwadi on Demand under which rural communities and slum dwellers are now entitled to an Anganwadi on Demand (not later than three months from the date of demand) in cases where a settlement has at least 40 children under six, but no AWC.

## **1.6 Anganwadi Services Team**

The Anganwadi Services team comprises State Director dealing with ICDS, District Level Officers (DPO/DCWO/DSWO), Child Development Project Officers (CDPOs)/ Assistant Child Development Project Officers (ACDPOs) and Supervisors in addition to Anganwadi Worker and Anganwadi Helper.

The job responsibilities of different block level ICDS functionaries are given as under;

### **1.6.1 CDPO**

The major job responsibilities of CDPOs are preparation of budget for salaries of project office staff, AWWs & AWHs; acquisition of funds from the State Govt. and management of expenditure including cost revision of according to the existing norms; organization of project activities as per guidelines of State/ Central Govt.; supervision of day-to-day administration, Supervisors, AWWs, Statistical Assistant, LDC and other project staff work; coordination with allied departments like Block Development Officer, Health Officer, ANM, LHV and ASHA etc.; equipped with the service delivery system and management of activities at project, community and AWCs level; procurement of material from State Govt. and distribution of material to all AWWs; ensure that all the equipment and material supplied for the ICDS programme are accounted for utilizations and maintained properly; act as a drawing and disbursing officer for the ICDS scheme; inspection of records periodically and ensure to supply of the PSE kits, registers posters and articles on time; monitoring, review and evaluation of performance of Supervisors and AWWs and establish a liaison with online departments for construction, up-gradation and maintenances of AWC buildings.

### **1.6.2 Supervisor**

Major job responsibilities of a Supervisor are provide continuous job guidance to anganwadi workers and bridge the gap between training and job requirements; visit to each anganwadi centre at least once in a month; liaise with ANM, LHV & ASHA for joint visits.

During her visit to AWCs, she will perform the tasks- guide to anganwadi workers in conducting household surveys, updating data, preparation and maintenance of data; check the enlisting of beneficiaries from low economic strata and severely malnourished, particularly children those below 3 years of age; guide anganwadi workers in the growth monitoring and assessment of correct ages of children; help the anganwadi workers in identifying “at risk” children and mothers and referring them to primary health centre of hospital; guide the anganwadi workers in conducting pre-school activities by demonstrating techniques of storytelling organizing play, identification of shades and colors etc; demonstrate to anganwadi workers effective methods of

providing health and nutrition education to mothers and help them to the same; guide anganwadi workers in prevention and early detection of early childhood disabilities; help in cases of those anganwadi workers who are not educated enough to fill in the registers and records; check the arrangement of storage, preparation and distribution nutrition, medicine, material for pre-school education, registers and records, etc. and report shortages to the CDPO; keep in touch with village leaders and local institutions such as Mahila Mandals, Panchayats, Primary School and Youth Clubs and involve them in the ICDS Programme; find out the personal and work related problems of anganwadi workers, provide guidance to them to cope with these problems, and report gaps to CDPO; ascertain the visits by ANM to the anganwadi during the period between the supervisors previous visit and the current visit, and whether the ANMs visit was properly utilized by collecting children and mothers at the anganwadi for health checkup, immunization and health education by the ANM as well as by joint visits to the homes of those children and mothers who were too sick to come to anganwadi; organize monthly meetings of anganwadi workers of her circle with the participation of concerned LHVs and ANMs; maintain a dairy in the prescribed form in which she will keep a record of the work done by her during her visit to the anganwadi and maintain the statistics of the anganwadis in her area relating to population, number of pregnant and nursing mothers, number of beneficiaries of different services, number of severely malnourished children, etc.; ensure timely submission of monthly progress reports by anganwadi workers to the CDPOs and also check the accuracy; and monthly meeting at project headquarters.

Supervisors will assist the CDPO in the following matters payment of honoraria's to anganwadi workers and helpers in her circle; alternative arrangements in case of anganwadi workers and helpers who may go on in her circle; finalization of the mutually convenient date for the monthly meeting in her circle in the following months; Informing the meeting about any special event in her circle; issues of carry out materials from the project office to the anganwadi workers and such other tasks as may be entrusted to her by the CDPO.

### **1.6.3 Anganwadi Workers (AWWs)**

Major job responsibilities of an AWW are to elicit community support and participation in running the programme; to weigh each child every month, record the weight graphically on the growth card, use referral card for referring cases of mothers/children to the sub-centers/PHC etc.; to carry out a quick survey of all the families, especially mothers and children in those families in their respective area of work once in a year; to organise non-formal pre-school activities in the anganwadi of children in the age group 3-6 years of age and to help in designing and making of toys and play equipment of indigenous origin for use in anganwadi; to organise supplementary nutrition feeding for children (0-6 years) and expectant and nursing mothers by planning the menu based on locally available food and local recipes; to provide health and nutrition education and counseling on breastfeeding/ Infant & young feeding practices to mothers. Anganwadi Workers, being close to the local community, can motivate married women to adopt family planning/birth control measures; AWWs shall share the information relating to births that took place during the month with the Panchayat Secretary/Gram Sabha Sewak/ANM whoever has been notified as Registrar/Sub Registrar of Births & Deaths in her village; to make home visits for educating parents to enable mothers to plan an effective role in the child's growth and development with special emphasis on new born child; to assist the PHC staff in the implementation of health component of the programme viz. immunization, health check-up, ante natal and post natal checkup etc.; to assist ANM in the administration of IFA and Vitamin A by keeping stock of the two medicines in the centre without maintaining stock register as it would add to her administrative work which would affect her main functions under the scheme; to share information collected under ICDS scheme with the ANM; to bring to the notice of the Supervisors/ CDPO any development in the village, which requires their attention and intervention, particularly in regard to the work of the coordinating arrangements with different departments; to maintain liaison with Mahila Mandals and involve lady school teachers and girls of the primary/middle schools in the village which have relevance to her functions; to guide Accredited Social Health Activists (ASHA) engaged under National Rural Health Mission (NRHM) in the delivery of health care services and maintenance of records under the ICDS Scheme; to assist in implementation of Kishori Shakti Yojana (KSY) and motivate and educate the adolescent girls and their parents and community in general by organizing social

awareness programmes/ campaigns etc.; AWW would also assist in implementation of programme for Adolescent Girls as per the guidelines of the scheme and maintain record; Anganwadi Worker can function as depot holder for RCH Kit, contraceptives and disposable delivery kits. However, actual distribution of delivery kits or administration of drugs, other than OTC (Over the Counter) drugs would actually be carried out by the ANM or ASHA as decided by the Ministry of Health & Family Welfare; to identify the disability among children during her home visits and refer the case immediately to the nearest PHC or District Disability Rehabilitation Centre; to support in organizing Pulse Polio Immunization (PPI) drives; to inform the ANM in case of emergency cases like diarrhea, cholera etc.

#### **1.6.4 Anganwadi Helpers (AWHs)**

The job responsibilities are to cook and serve the food to children and marchers; to clean the Anganwadi premises daily and fetching water; cleanliness of small children; to bring small children collecting from the village to the Anganwadi.

#### **1.7 Training of ICDS Functionaries**

The importance of training and continuous capacity building of the Anganwadi Services Scheme functionaries for improving the quality of service delivery in ICDS has always been recognized as vital for the success of the programme. The Government of India has laid much emphasis on strengthening the training component of ICDS programme. Training of the different level ICDS functionaries is the most crucial element of the Scheme. The success of a programme depend on the effectiveness of frontline workers in empowering communities for improved child care practices, as well as effective inter-sectoral service delivery. Training of functionaries at all levels have been built into the programme. At the national level National Institute of Public Cooperation and Child Development (NIPCCD) has been designated as apex training institute. At state level, other infrastructure such as Supervisors Training Institutes called as Middle level Training Centres (MLTCs) and Anganwadi Training Centres (AWTCs) exist.

A three- tier training structure is in place for the training of various field functionaries in the Anganwadi Services Scheme, which will continue:

- i) **Anganwadi Workers Training Centres (AWTCs)** for the training of Anganwadi Workers and Helpers (located at the district/block level);
- ii) **Middle Level Training Centres (MLTCs)** for the training of supervisors and instructors of AWTCs (located mostly at the district/state level);
- iii) **National Institute of Public Cooperation and Child Development (NIPCCD)** and its five Regional Centres located at Guwahati, Lucknow, Bengaluru, Indore and Mohali. Regional Centre, Mohali has started recently in the month of January, 2019. The Ministry of Women and child development, Government of India has entrusted to the Institute mainly task of training of CDPOs/ CDPOs and instructors of MLTCs. But, the Regional Centre, Guwahati has been responsible to organised different trainings for the supervisors also, for those states where there MLTCs are not exist.

### **1.7.1 Trainings provided under to ICDS:**

#### **1.7.2 Vertical Training in ICDS:**

In order to produce a deeper impact of ICDS programme, it has been envisaged to implement the programme after ensuring close intra and inter sectoral functional linkages amongst various Anganwadi Services field functionaries. The basic idea of this type of vertical linkages amongst various Anganwadi Services field functionaries rotates around the fact that each functionary's work, when they coordinate is more than the total sum of all of their work put alone. Besides this, the vertical linkages also needs to put all of the Anganwadi Services Scheme ground level functionaries at a common and mutually shared understanding in identification, prioritization of tasks, needs, issues, demands, problems and coordinated planning in the delivery of basic Anganwadi Services Scheme. The vertical linkages at district, project or at village level is also

imperative for reaping optimum fruitful results and also for efficiently managing the existing resources like personnel, money, time, energy, technology, infrastructural facilities and so on. The specific objective of vertical linkages in Anganwadi Services Scheme, may include laying down of a mutually shared implementation strategies through structural and or procedural changes, if needed for optimization of benefits of these services, ensuring most cost-effective delivery to the targeted beneficiaries, mobilization of the community for demand articulation and participation and building up a sense of efficacy and creating conducive environment.

Under the concept of vertical linkages, various Anganwadi Services Scheme functionaries (CDPO, Supervisors and AWWs) are required to be combined together into an organic and logical relationship so as to achieve certain desirable and commonly agreed goals and objectives. This relationship is generally integrative and characterized by the enthusiastic spirit, avoiding duplication and wastage of efforts and resources, economizing in personnel, money, material, time, energy and technical knowledge and putting these to their optimum use. The functioning of this type of mechanisms has also been emphasized by Government of India.

The main purpose for organizing vertical training is to provide an opportunity to the ICDS official/functionaries of district and village level to share their field problems and issues in a common platform. It also helped them in finding out the possible solutions of the problems and work together for effective implementation of Anganwadi Services Scheme. Further, it also apprises about the recent initiatives and changes made in the scheme.

### **1.7.3 Need of Vertical Training in ICDS:**

- ❖ In order to strengthen the vertical linkages between the functionaries at district, block, circle and grass root level.
- ❖ Develop their knowledge and skill.

- ❖ Mutually shared strategies for implementation of the programme based on contextual needs in a district or block.
- ❖ Form an organic and logical entity of the district level officer, CDPO, supervisor and AWWs.
- ❖ Enhance the skill of CDPOs and supervisors to act as Master Trainer's for providing continuing education at project level.
- ❖ Enable the functionaries to work jointly and formulate action plan at project level for quality improvement.

#### **1.7.4 Other Trainings:**

**Induction Training:** When a new employee is selected and placed on a job, then a formal introduction about the duties performed by his/her is induction training. It is very essential and systematic training method for new employees. Induction training with a shorter duration of five working days is conducted for supervisors in Anganwadi Services Scheme programme with a batch size of 25.

**Job Training:** On attending the job, the employee is given knowledge of different ways to make the worker proficient in the management and execution of the work, properly using of equipment and materials supplied to them, so that operations as well as delivery of services through smooth and faultless system. Job Training or in service training course for anganwadi workers, supervisors and CDPOs is organized for a longer duration of 26 working days.

#### **1.7.5 Core Subject Areas of Trainings:**

1. **Introduction to ICDS Training:** The trainees share their experiences from various states and best practices that they are adopting to improve the situation of Anganwadi Services Scheme beneficiaries. During this session, trainees are also

made aware about the various schemes of Government of India launched for welfare of women and children.

2. **Orientation to ICDS Programme:** Participants are made aware about Anganwadi Services Scheme, services, objectives, coverage of beneficiaries and under Umbrella ICDS.
3. **Early Childhood Care and Education:** Trainees are educated about ECCE policy, its curriculum for planning and organizing activities using thematic approach. They are also made aware about preparation of teaching learning material, use of assessment card and involvement of parents in ECCE.
4. **Nutrition and Health:** In this section they are taught the basic nutrition guidelines, SNP guidelines, Nutrition norms, Poshan Abhiyan, food safety norms and practices, new born care and early assessment of childhood illnesses.
5. **Communication, Advocacy and Community Participation:** During the sessions of communication trainees are trained to develop effective communication skills, advocacy, planning and organizing advocacy campaigns besides training them to mobilize community to increase community's involvement in delivery of Anganwadi Services Scheme.
6. **Organization and Management:** Skills are developed to manage the AWCs and setting up of AWCs along with resource management. Trainees are also trained in CAS for reporting and managing MIS component.
7. **Supervised Practice:** The major updation in the syllabus is that the total number of supervised practice has been increased from 3 to 5 days.

**Refresher Training:** An employee might have got an initial training, but in course of time such training maybe outdated in terms of the job experience. Re training on the recent developments and initiatives take place in the programmes in accordance with

the demand of the time. These trainings are designed to avoid personnel obsolescence. Refresher Training is conducted with a shorter duration of five working days with a gap of two years of service.

**Theme-Based Skill Specific Training**, essentially being institution based is conducted to impart key experiences to trainees with proper skill practice to gain competency for enhancing their performance on specific component of ICDS programme followed by the vertical training for the block functionaries at the district level.

## **1.8 Evaluation & Effectiveness of Training Programme:**

### **1.8.1 Evaluation**

Training evaluation is often defined as the systematic process of collecting data to determine effectiveness of training. An evaluation should include procedures that ensure alignment of a training activity with the organization's strategy. Government spends an immense amount of time and money on training in order to facilitate employee's learning of job-related competencies. As a result of the financial investments organizations make in training, it is important to provide evidences that training efforts are being fully realized. It is imperative to evaluate training investments critically; need to know the reactions, knowledge acquisition, and behaviour change impact outcomes etc. Similarly, programme organizer need to know the value of measuring training at multiple stages.

According to various programme organizers, training evaluation has received extensive credit as being advantageous and useful; allows training and development staff to identify areas where particular courses or training programs may be strengthened. It has been proved from different articles and research studies, evaluation of the effectiveness of training programs are critical. Without documentation of the effectiveness of training, organizations have no good way to know whether training amount is being spent wisely.

Over the years, researchers have developed systematic procedures for training evaluation.

Some of them are presented here.

- ❖ Kirkpatrick's four level model
- ❖ Hamblin's five level model
- ❖ Warr's framework of evaluation
- ❖ Virmani and Premila's model of evaluation
- ❖ Peter Bramely's model of evaluation
- ❖ David Reay's approach to evaluation

Among these widely accepted frameworks is the four stage training evaluation model proposed by Kirkpatrick (1959). Kirkpatrick's framework classifies training evaluations into four categories..

- ❖ Participants reactions to the training program;
- ❖ Changes in attitude, knowledge or skill levels;
- ❖ Changes in work behaviours;
- ❖ Changes in organizationally desired outcomes.

According to Hamblin training can be evaluated in four levels: Reaction, Learning, Job Behaviour and Functioning. Peter Warr had recommended the C.I.P.O (Context evaluation, Input evaluation, Process evaluation, Outcome evaluation) framework for evaluation of training. A model of evaluation of training programme embraces three stages: pre-training evaluation, context and Input evaluation, post-training evaluation and evaluation includes three stages: evaluation before designing learning event, evaluation during the event, evaluation after the event. David Reay has divided evaluation into three stages: the trial phase, the ongoing phase, the final phase.

### **1.8.2 Effectiveness**

A training program is said to be effective when training outcome matches with its objectives. The degree with which outcome is closer to objective determines training

effectiveness. According to an intellectual, evaluation is the most important means to determine the effectiveness of training, however, other factors - including transfer of learning, ability of the trainer to deliver and trainees to absorb, ability of the institute and the trainers to recognize the needs and properly address them, and adequate matching of training package to trainees requirements also have an influence on the effectiveness of training. An academician said that, training effectiveness may be assessed by considering the results or evaluation, performance of the trainees and their ability to transfer techniques to their jobs. Training effectiveness can also be a function of trainee characteristics, training design and contextual factors. Evaluation of the effectiveness of training program is an important step as it is carried out to see how well the training objectives have been met and whether it is the best method for achieving those objectives. To find the results consistently regarding effectiveness of training through the use of behavioural and performance rating criteria can be attributed to several sources, including training design issues, trainee characteristics, work environment characteristics, and criterion issues. There are inherent difficulties involved in collecting objective performance measures of trainees, using results criteria to examine training effectiveness.

## Chapter – 2

### Review of Literature and the Present Study

#### 2.1 Review of Literature

A literature review is a type of review articles and research studies presented on the subject related to the study. A literature review includes the current knowledge including substantive findings, as well as theoretical and methodological contributions to a particular topic. An overview of pertinent research studies in the related area, helps the researcher to devise a sound methodology. The foundation of any research also lies on the studies undertaken in the past, as it provides the empirical study. Hence, a retrospect of the studies conducted on the same field is presented here with a review of literature.

Chapman (1993)<sup>13</sup> has indicated that training is designed to provide learners with the knowledge and skills needed for their present job because few people come to the job with the complete knowledge and experience necessary to perform their assigned job. He provides a systematic explanation of investment in human capital and associated productivity, wages, and mobility of workers. Such investment not only creates competitive advantages for an organisation but also provides innovations and opportunities to learn new technologies and improve employee skills, knowledge and firm performance. In fact, there is an increasing awareness in organisations that the investment in training could improve organizational performance in terms of increased sales and productivity, enhanced quality and market share, reduced turnover, absence and conflict.

Bhasin *et. al.* (1995) conducted a study on knowledge of anganwadi workers about growth monitoring in Delhi, and found that most of the AWWs in the present study had incorrect knowledge regarding age at which growth monitoring should be started and the importance of correct age for successfully carrying out growth monitoring. The

study concluded that the reason for inadequate knowledge may be due to low emphasis on these aspects during the AWWs training programmes and the study highlights that the need of continued education of AWWs on various aspects of growth monitoring.

Srinivas, K. T. (2012)<sup>14</sup> in a study on Effectiveness of Training and Development Programs Adopted by KPCL, Bangalore concluded that the training and development program helps employees to increase their efficiency in their job.

MWCD, Govt. of Odisha (2013) conducted an assessment of Jaanch Committees, Mother's Committees and CDPOs on improving their knowledge, Skill and Delivery of Assigned Roles & Responsibilities and found that after different training programmes there were changes among CDPOs, Supervisors and AWWs regarding different services. The changes among CDPOs such as providing proper support and guidance to Supervisors on supportive supervision on all services, conducting structured meetings, ; identifying skill gap among staff, emphasising on team building, counseling, identifying weak AWCs, tasks scheduling, time scheduling for various activities, developing leadership skills among ICDS functionaries, etc. The changes among Supervisors observed were all supervisors have correct knowledge on IYCF practices, personal hygiene and sanitation, etc. The changes among AWWs were on IYCF knowledge, personal hygiene and sanitation. It was found that AWWs have sound understanding on the water and sanitation issues.

Another study by Singh, S. K (2014)<sup>15</sup> on Anganwadi Workers in Rural ICDS Blocks of Punjab concluded that all the AWWs in the studied in the block should be given adequate training and re-training at proper intervals of time about all components of ICDS scheme in order to enable them to develop suitable skills for imparting different services more effectively at AWCs.

Sharma and Jain (2015) studied the Impact of ICDS Trainings on Nutritional Knowledge of Anganwadi Workers and found that although anganwadi workers had irregular training and the content was found to be up to the mark, but the same is not being reflected in the knowledge assessment score of anganwadi workers. The

researchers recommended that the knowledge and efficiency of anganwadi workers regarding nutrition should be enhanced through frequent trainings and evaluation of trainings and knowledge of anganwadi workers regarding nutrition should be conducted regularly.

Tannenbaum (1991)<sup>16</sup> stated that —the relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. The study found that training participants that received —realistic notices and accurate training information prior to training reported better outcomes than those that did not receive any information regarding the training process. The participants that were provided with pre-training information viewed that training as more relevant and entered into the training with accurate expectations.

Ronald Burke (1995)<sup>17</sup> found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. One could argue that training was able to enhance the employee's sense of debt towards the organization. The result is a more committed employee that has a greater desire to remain. In this example, reciprocity holds that the employee received a —benefit of training from the company and will attempt to repay it in the future.

It was found by Glance and Huberman (1997)<sup>18</sup> that training can play an integral role in building a sense of debt to the company. Training that achieves reciprocity in the employee will foster an individual's commitment to the organization. Organizations that train their employees consistently have better outcomes than those that do not. When business environments change quickly and abruptly, it is typically the companies with the best trained employees that adapt and adjust most efficiently.

Krueger and Rouse (1998)<sup>19</sup> found that general training and specific skills are many times embedded in one another. They found that employees that attended training, regardless of its specificity, became more invested employees. These employees were shown to seek more job upgrades, receive more performance awards, and have better job attendance than those that did not attend training. The —general skills training program which was paid completely by the employer essentially led to less employee turnover. It can be argued that the expenditure of effort and time led these employees to become more committed to the organization.

Al-Yahya, Mohammed Saad and Dr. Norsiah Binti Mat (2013)<sup>20</sup> wrote in their abstract that the evaluation of training effectiveness is the measurement of improvement in the employee's knowledge, skill and behavioral pattern within the organization as a result of training program. This measurement help to match the cost incurred in the design and implementation of training with the associated benefits. Thus, it indicates whether the program has been able to deliver its intended goals and objectives. The purpose of this paper is to review the model of training effectiveness for the adoption by the human resources development executives in their planning, designing and implementation training program.

Bartlett (2001)<sup>21</sup> emphasized the role of training in the commitment of an employee and stated that —social support and access to training can also play a significant role into the level of commitment that is established. Employees are likely to place greater value on training programs that are highly respected by colleagues, supervisors, and managers. Organizations those are able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes.

Srivastava (2001)<sup>22</sup> evaluated the effectiveness of various training programmes offered by the in-house training centre of Tata Steel, Shavak Nanavati Training Institute (SNTI), India. Effectiveness of training was measured in terms of various outcomes such as satisfaction level; reaction and feedback of participants; and change in performance and behavior as perceived by participants, their immediate supervisors,

and departmental heads. The sample consisted of sixty departmental heads, fourteen hundred participants and thirteen hundred immediate supervisors from various departments. The data were collected through structured interview schedule. It was found that the satisfaction levels of participants, their superiors, and divisional heads were above average for all types of programmes. The participants were benefited from the programmes, but transfer of learning was not as expected from their supervisors. There were changes in the post-training performance ranging from 10 to 37 per cent. Training programmes could meet the objectives only to a limited extent.

Ogunu (2002)<sup>23</sup> in his study titled —Evaluation of Management Training and Development Programme of Guinness Nigeria PLC examined the management training and development programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff of the company's Benin Brewery as subjects for the study. Data were collected by administering a questionnaire titled management training and development questionnaire'(MTDQ) developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programmes for management staff were relevant to the jobs they performed, and the training programmes undergone by staff did indeed improve their performance and effectiveness at works.

John Hailey (2003)<sup>24</sup> observed that within civil society, many NGOs themselves are emphasizing the importance of learning about the effectiveness and sustainability of capacity building interventions. For example, the International Federation of the Red Cross's Capacity Building Framework acknowledges that all capacity building interventions must be measured and documented to ensure a degree of accountability and facilitate cross organizational learning. Thus there is a wider recognition of the need to assess the longer term impact of any capacity building intervention, rather than merely focus on short term outputs and outcomes.

Hofmann, Shoham and Harvey(2004)<sup>25</sup> stated that —It has been suggested that measuring impact should be based on a theory of change underpinning the intervention i.e. the agency involved should be clear on what it hopes to achieve (its objectives) in terms of the impact on the beneficiary population, in order that this impact can be properly assessed. However it is recognized that many interventions do not have clear objectives with regard to their intended impact, which further complicates the process of assessment. This applies particularly to the identification of longer term impact objectives, which may easily be overlooked in humanitarian interventions that tend to focus on short- term objectives. If longer- term impact is not planned for at the start of an intervention, in terms of forming part of the objectives or overall goal of the project, it is hard to assess progress towards that goal. There is also little widespread use in the design of relief projects of simple techniques to improve the quality of project objectives – such as the SMART approach (objectives should be Specific, Measurable, Achievable, Realistic and Time- bound).

Frazis (2005)<sup>26</sup> observed that company that provides general training will have to pay the employee a wage that coincides with their newly learned skills and their higher level of production. Companies that continue paying employees the pre-training rate of pay, risk losing the employee to a firm that will provide the higher wage. As a result, turnover would increase. By paying the higher wage, as well as paying for the general training, the current employer would be unable to recoup its overall investment. As a result, companies have no incentive to pay for general training and it is the workers themselves that will need to bear this cost.

Phyllis (2007)<sup>27</sup> has stated that —training is often criticized for being faddish, too expensive, not transferring to the job, and not improving the bottom line. Training is often viewed as a cost center to be controlled or downsized during lean times. Indeed, training programs are implemented for reasons other than improving performance such as legal compliance, rewarding and retaining employees, or because of training fads. There is skepticism about the link between training and results criteria.

Cathy (2008)<sup>28</sup> has stated that impact may be viewed as one step in a chain, which begins with Inputs, which lead to Activities, which have outputs, then outcomes (sometimes called effects) and which ultimately lead to impact. The chain implies a linear progression which may not necessarily apply in all projects and activities – in some cases the process may be more cyclical or iterative. However, the chain provides a useful model for distinguishing the different dimensions of the development process.

Khan (2008)<sup>29</sup> made a detailed study on training in Pakistan and stated that training has the distinct role in the achievement of goal by incorporating the interests of the employer and the workforce. Now a days training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in the both skills & competencies because of more on the job experience.

For decades, training has been one of the most common interventions used by organizations to improve the performance of their employees and to teach them new ideas and skills. Training interventions typically involve delivery of predesigned and developed instruction, practice, and assessment activities with the goal of increasing learner proficiency on desired behaviors or attitudes. Examples of training include an instructor-led course to train new hires on organizational culture and policies, an individualized web-based course to train existing employees in use of a new software application, or a virtual course to teach managers to develop and grow their employees.

Spaulding's (2008)<sup>30</sup> research indicated that there was a direct correlation between a teacher's perceived skill level and the perception of their ability to effectively integrate technology in the classroom. Although the inservice teachers' perception was much lower than pre-service teachers, over half responded that they use computers in their instruction on a routine basis, which conflicts with prior research studies. However, these teachers still reported less positive feelings about this integration than the pre-

service teachers. Spaulding's study found that having an adequate technology training program for pre-service teacher's results in more positive attitudes towards the use of technology in the classroom. However, he presents the need for a follow-up study to determine the actual level of technology integration when the pre-service teachers from his study began their teaching careers.

Ranjula Bali Swain and Adel Varghese (2009)<sup>31</sup> in their study in five states of India namely Andhra Pradesh, Tamil Nadu, Orissa, Uttar Pradesh and Maharashtra have stated that 'Why are we interested in the effects of training?' We would like to know if microfinance institutions (MFIs) can teach entrepreneurship skills or if skills are fixed characteristics. On one side researchers believe that households may already have the skills and human capital and only need financial capital. On the other side, are those who believe that MFIs must also provide training as households cannot efficiently use the financial capital that they receive? Furthermore, since borrowers are already organized to obtain loans, they may not be interested in other services. This additional training may either provide business skills for immediate impact or life training skills as in population control and education training. A natural question arises whether it is worthwhile for MFIs to branch out to training or should they focus purely on lending?

Stephane Renaud (2009)<sup>32</sup> in his article, 'Does Voluntary Training Impact Workers' Wages?' has stated that —Voluntary training activities are rapidly growing in numerous North American organizations. One possible explanation is the evolution of the training role from a programme focuses to a broader focus on learning and creating and sharing knowledge. In terms of means, voluntary training approaches vary from a firm to another. For instance, some prefer to give free access to thousands of Internet courses while others prefer to develop partnerships for credited education with colleges and universities. The latter approach offers at least one major advantage to the workers: it increases their education level.

FSC certification (2009)<sup>33</sup> has led to an improvement across all six countries in the implementation of health and safety legislation, including the provision of better equipment and training, the use of safety procedures, and the reliance on properly

qualified forest workers. Public safety has also improved through the implementation of risk assessments and better signage of work zones. FSC certification has improved the social conditions for forest workers. The employment of the local people has been favored, formal job training has increased and it has also led to better compliance with social & legal requirements. It has avoided the evasion of social contributions and employment rights are complied with. Finally, rural development has been strengthened through the involvement and participation of neighbors, local stakeholders & communities in forest planning and decision making.

Anganwadi Workers (AWWs) are recruited under Integrated Child Development Services (ICDS) scheme for a population of 400- 800 in rural/urban areas and 300-800 in tribal areas. The key functions of AWWs include nutrition and health education, growth monitoring, health check-ups, assisting ANMs in provision of health care services, immunization and referral services. The output of the ICDS scheme is to a great extent dependent on the knowledge of AWW. This study is aimed to assess the knowledge of AWWs regarding comprehensive health care of children and to evaluate the impact of the training programme on their knowledge. The study was carried out at the Urban Health Centre, Shimlapuri, Dayanand Medical College and Hospital, Ludhiana, Punjab. Anganwadi workers were imparted training regarding various services rendered by them. The impact of training was evaluated by comparing the pre- and post-test knowledge of AWWs. A pre-tested proforma was administered to the AWWs before and after the training. It consisted of 15 questions related to different aspects of functions of AWWs. The data was then analysed using statistical techniques like mean, Standard Deviation and t-test. The findings of present study suggest that knowledge of AWWs significantly improved after the training. Thus, refresher training programmes should regularly be conducted for improving the knowledge of grass-root level health workers to ensure provision of good quality services. Urvashi, Chaudhary A, Sharma S, et al. 2016<sup>11</sup>.

To survive in the globalized era, organizations need to continuously develop the knowledge, skill and ability of their human resources throughout the year, the organization spend a huge amount of money for the purpose of training and

development of the human resources. But the crucial point is effectiveness. Hence, relevant and appropriate policies and procedures can be developed and implemented for an effective management. (A study on Effectiveness of Training and Development in Cement Industry by Prof. Brijmohan Vyas, Chandrika K Mistry, Asstt. Professor. Department of Management studies Basaveshwar Engineering College.

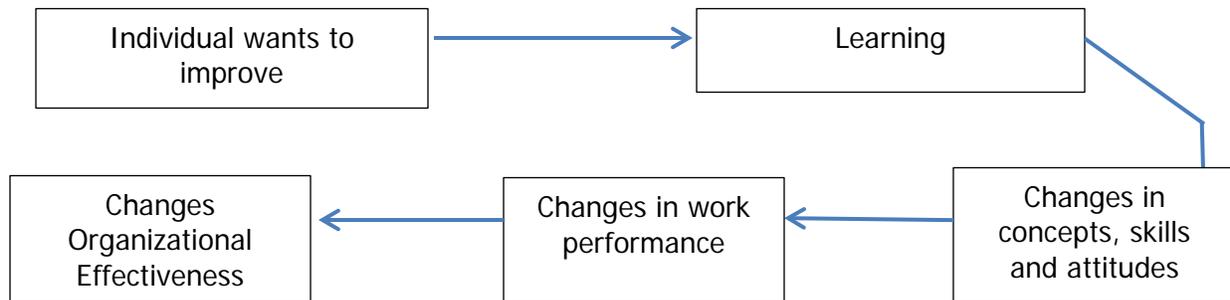
According To Fizzah (2011), the purpose of the research is to find out how training and development effect organizational performance and to find out what is the impact of training and development in organization. Data is collected from the 100 members of different organizations. Training and development is important for the employees in organization, it helps the employees to improve their skills and to give a good performance in workplace.

According to Iftikhar Ahmad and Sirajud Din (2009), Training and development is adopted by organizations to fill the skill gap of employees. Training evaluation must be appropriate for the person and situation. Evaluation will not ensure effective learning unless training is properly designed. Successful evaluation depends upon whether the means of evaluation were built into the design of the training program before it was implemented.

According to Bates and Davis (2010), Usefulness of training programme is possible only when the trainee is able to practice the theoretical aspects learned in training programme in actual work environment. They highlighted the use of role playing, cases, simulation, mediated exercises, and computer based learning to provide exposure to a current and relevant body of knowledge and real world situations

According to Bramley (2003) "Training is a process which is planned to facilitate learning so that people can become more effective in carrying out aspects of their work." According to CIPD "Training is an instructor-led and content-based intervention leading to desired changes in behavior and which, unless it is on-the job training, involves time away from the workplace in a classroom or equivalent." Training involves learning. In other word it is part of learning and development. "Training has an important

complementary role to play in accelerating individual and organizational learning alongside other, less directive, activities like coaching, mentoring and peer group learning” (Training to Learning, CIPD, 2005). The following figure shows the process to develop employee’s performance and effectiveness through training.



The results of in-depth interviews with teachers in a study of USAID (2006) suggest that although teachers at the Kuchinerla School of Andhra Pradesh did receive pre and in service training provided by the Indian government, the training provided did not fully address issues of quality and relevance of education for rural teachers and students in the Kuchinerla School. More specifically, it concludes that without providing teachers with adequate training, materials, and support, they will not be able to address the needs of students who are already at great risk for dropping out of school permanently. A variety of measures may be undertaken at the school, community, and local government level to alleviate these problems.

In Bangladesh, Md. Jasim Uddin (2010) stated that the staff members reported that their orientation on the implementation process of the action plan was not sufficient. This may be due to the fact that there were gaps in knowledge of the targets and goals in the action plan and also in the understanding of the strategies to attain these goals. The findings showed that the managers followed different implementation strategies after the training. This in itself is not bad, and perhaps local initiatives are needed to ensure implementation of action plans in widely different environments and conditions. Nonetheless, there is a need for providing guidelines and manuals that can support the trained managers in orienting their staff and implementing the action plans.

A research by Kate Hutchings, Cherrie J. Zhu, Brian K. Cooper, Yiming Zhang and Sijun Shao (2009) in China on 310 semi-skilled and skilled workers (technicians) about perceptions of effectiveness of training and development revealed that training and development practices had a positive impact on preparing them to be more effective in their work, increasing their technical abilities, interpersonal abilities, team work, job confidence and work motivation.

An abstract presented by H. O. FALOLA, A. O. OSIBANJO, S. I. OJO (2014)<sup>34</sup> Training and development is indispensable strategic tool for enhancing employee performance and organizations keep increasing training budget on yearly basis with believe that it will earn them competitive edge. The main objective of this study is to examine the effectiveness of training and development on employees' performance and organisation competitive advantage in the Nigerian banking industry. Descriptive research method was adopted for this study using two hundred and twenty three valid questionnaires which were completed by selected banks in Lagos State, South-West Nigeria using simple random sampling technique. The data collected were carefully analyzed using descriptive statistics to represent the raw data in a meaningful manner. The results show that strong relationship exists between training and development, employees' performance and competitive advantage. Summary of the findings indicates that there is a strong relationship between the tested dependent variable and independent construct. However, bank management should not relent in their quest to train their staff to develop new ideas that will keep improving and retaining employee performance.

Harshit Topno (2012)<sup>35</sup> state that Training evaluation is the most important aspect of training and development. It is a subject which has been much discussed but superficially carried out. There are various reasons for that which has been discussed earlier. One of the main reasons is that all models are descriptive and subjective in nature, its indicators for evaluating training and development is not clearly given and explained. From the above discussion it has been found out that Kirkpatrick model is widely used model at reaction level but in this case also what should be the main indicators at reaction level and other levels is not explained properly. So after

discussing a lot on the models for evaluating training and development, it can be suggested that there are enough model for training evaluation. They should be further modified by giving its main indicators and explained properly about each issue so that evaluation of training and development can be properly carried out with greater effectiveness.

V A J Raja and R. Anbu Ranjith Kumar (2016)<sup>36</sup> state that training has become increasingly vital to the successful implementation of programme. They often compete on competencies the core sets of knowledge and expertise that give them an edge over their competitors. Training plays a central role in nurturing and strengthening these competencies, and in this way has become part of the backbone of strategy implementation. In addition, rapidly changing technologies require that employees continuously hone their knowledge, skills and abilities (KSAs) to cope with new processes and systems. Employees Training and Development programs try to improve skills or add to the existing level of knowledge so that the employees is better equipped to do his/her present job or to get prepared for a higher position with increased responsibilities. Employee growth and development should be seen in the context of an ever changing and dynamic environment.

K. Padmavathi Nageswaramma & Dr. R. Padmaja (2017)<sup>37</sup> Training activities of an organization is measured by number of training programmes conducted which does reflect quality of the training programme. In addition to the quantity, quality needs to be taken as a measure of evaluating training activities of the organization. Theoretically, there should be proper matching between the training output and expectations from the training which yields benefits to the organization. When there is a wide gap between the training output and expectations of the trainees, effectiveness of the training programme decreases. This gap is mainly because in many organizations training is imparted routinely and for the fulfillment of the good figures to come out without proper assessment of its impact on the organization. It is common that for the execution of a function nicely attached more significance than evaluating the positive impact of the training programme. At VSP (Visual Simple Plan) training is considered as an effective tool to assist the organization for the achievement of the desired objectives. Effective

training programme refers to the process that occurs before, during, and after the programme. The value of training programmes not only come from individual learning but also from employee interaction and knowledge sharing. Communication of ideas improve delivery, service and interdepartmental processes. Effective training programme focuses on both the design and the attitudes of the trainers in the professional context.

Dolores Mensah Hervie & Ernest Christian Winful (2018)<sup>38</sup> the study entitled Enhancing Teachers' Performance through Training and Development in Ghana Education Service concluded that training and development formed an integral part of human resource management for every employer and there is a strong relationship between trainers' performance and poor performance of trainees. It was found that in service training programs were significant in enhancing performance of teachers.

Melody Ling-Yu Wen and Danny Yung-Chuan Lin (2014)<sup>39</sup> state that training is necessary short-term intervention implement, which improves individuals shortly by instructing them with important and sufficient knowledge, skills and attitudes that individuals need to meet environmental change (Rothwell & Sredl, 2000), and long-term intervention implement with systematic process, which develops individuals' knowledge and competence for their careers (Blancher & Thacker, 1999). As an important implement in organizational contexts, either short-term or long-term intervention is proposed to enhance individuals' productivities and instruct the organizational goals to them (Arthur, Bennett, Edens, & Bell, 2003). In another word, training should be positively transferred into the workplace (Berry & Morris, 2005) to meet the ultimate goal of training which is purposed to obtain benefits from training that employees apply what they have learned to the workplace (Salas & Cannon-Bowers, 2001).

Harley J. Frazis and James R. Spletzer (2005)<sup>40</sup> state that early on in the development of human-capital theory, economists recognized that on-the-job training was an important source of investment in human capital. Because on-the-job training data were not available, the earliest attempts to measure such training were indirect. Mincer's 1962 article attempted to estimate the amount of training by comparing the

earnings path of individuals with different amounts of education and assuming that returns to training were the same as returns to schooling. Mincer's 1974 book was probably more influential; in it, he showed that if time spent in training increased the logarithm of wages linearly, and if the percentage of working time spent in training declined with experience in a linear manner, then wages would be well described by a quadratic function of experience. The quadratic earnings function was found to be a fair approximation of earnings and won wide acceptance.

Abou Bakar (2011) <sup>41</sup> state that Training is the most important part of human resource functions and successful human resource planning is considered the one which includes sustainable training. Which means organizational training is the important aspect of organizational strategy and it helps to achieve organizational vision (Tanova & Nadiri, 2005). The result of studies also shows that high quality of training has a greater impact on employee job satisfaction. Training without any purpose gives a negative impact on employee job satisfaction. It is suggested that more companies need to give more attention to the quality of training to get a positive employee satisfaction. 'Training and development' has a significant positive impact on employees' job satisfaction (Garacia, 2005).

It is concluded that training is used to make the employees skills to be polished so they can work more effectively and efficiently that helps them in satisfaction of their jobs due to which they keep themselves loyal and retained in their organization that leads to improved performance of the organizations. Further the goal of training is for employees to master the knowledge skill and behaviors must be emphasized in training programs to apply them to their day-to-day activities. Continuous learning requires employees to understand the entire work system including the relationships among their jobs, their work units, and the company. Companies take an active role in identifying training needs and help to ensure that employees use training in their work.

Nayereh Shah Mohammadi (2013)<sup>42</sup> state that training is useful to the extent that trainee teachers are introduced to a range of teaching procedures consistent with the course design and the adopted approach. However, the extent to which these

procedures would be used is limited by the way they are interpreted by the teachers in the light of their ingrained beliefs and their assessment of the resources and constraints of the teaching context which would determine the feasibility of the introduced procedures. The implication is that teachers should be convinced of the theoretical rationale of the procedures and their feasibility before they incorporate them in their arsenal of teaching procedures. This might require a period of experimentation with the introduced procedures which would in turn necessitate a follow-up process designed to provide support and supervision to the teachers in the experimentation phase. Short term teacher training courses are currently offered without a follow-up which limits their usefulness to a great extent. To enhance their usefulness the training course designers should arrange for a follow-up in which trainee teachers are observed and encouraged to experiment with the new procedures.

Tracey, J. B., Hinkin, T. R., Tannenbaum, S., & Mathieu, J. E. (2001)<sup>43</sup> state that training design, content, and implementation are vitally important to effective training; it is evident that factors outside the training context must also be considered. Training has been, and will continue to be, a valuable tool for managing many current and future challenges. To enhance the return on training investments it is crucial to look beyond the classroom in order to understand how and why training works or does not work.

Aidah Nassazi (2013)<sup>44</sup> reports in his study and suggest that training and development have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development. In order to gain more specific knowledge of training and development from the sample companies, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, selection for training, methods of training and relevance of training to the work of the respondents. The above questions have been of particular interest because they facilitate an understanding of the training practice in the companies under study. The results from the questions on employee participation in training and selection for training indicate that these companies have good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in

training and that most of them were provided with opportunities to train under the compulsory practice of the company for all employees and/or on joining the company. In examining the question relating to the training programme quality, the results indicate that the programmes undertaken by the sample companies are relevant as considered by the respondents` opinions.

Biswas, P.K. (2018) <sup>45</sup> reports the process of training itself can have effects that extend well beyond the learning objectives consciously intended for it, these include its impact on the trainees, the trainer, sponsoring organisation and even people not directly associated with the training programme at all.

Trainees can gain increased satisfaction, stimulation and pride, in the work that they do. The experience of learning new ideas and methods can be an inherently gratifying event, which enhances one's morale and keeps a job feeling fresh and invigorating. In an era in which worker alienation is increasing, training experiences offer a countervailing force. They can give an employee a sense of being recognised, affirmed, and supported. Often, new learning that is useful on the job also has relevance in situations elsewhere. Trainees can benefit from their own training experiences, as well. Learning events in which all parties feel stimulated, surprised and/or personally expanded generally are the most successful. The process of professional growth can continue at every training event if trainers consciously seek input from the people they face. This process is more likely to provide honest and thorough information, if a systematic approach is taken.

## **2.2 The Study**

Anganwadi Services Scheme (Umbrella ICDS), it is a flagship programme of Government of India and represents one of the world's largest and unique programmes for early childhood care and development. It is India's response to the challenge of providing pre-school non-formal education on one hand and breaking the vicious cycle of malnutrition, morbidity, reduced learning capacity and mortality on the other. The

program has established several milestones since the launch of 33 blocks in the country in October, 1975. Today, this program is recognized as catering to the most specialized community-based outreach program for children under the age of six years, adolescent girls, pregnant women, nursing mothers and all women who are in the age group of 15-45 years old.

Anganwadi services are being extended to every child under the age of six years, all eligible women and girls, the quality of services have also been improved. Along with expansion of the programme, there has been a paradigm shift in the focus of the programme from merely supply side interventions of increasing the availability of access of services towards demand driven strategy of improving utilization, quality, impact and sustenance of the programme. In recent years, efforts are being made to improve accountability of ICDS programme through implementation of Common Application Software (CAS) Public-Private Partnership, greater involvement of Panchayati Raj Institutions (PRIs), Self Help Groups (SHGs), Mahila Mandals, Youth Clubs and strengthening of monitoring system through recent initiatives. Apart from this, a range of other steps are being taken which includes provision of improved infrastructure, revision of cost norms to provide supplementary nutrition, increased community participation, convergence with the National Health Mission (NHM) and the Health Department, emphasis on Infant and Young Child Feeding (IYCF) counselling and so on.

The importance of training and continuous capacity building of the Anganwadi services functionaries for improving the quality of service delivery in Umbrella ICDS has always been recognized as vital for the success of the programme. The Government of India has laid much emphasis on strengthening the training component of ICDS programme in order to improve the service delivery mechanism and accelerate better programme outcomes. However, it must be state that although trainings are provided as job as also refresher trainings for CDPOs, Supervisors and AWWs after a gap of every two years, still there is a lot of gap between training and actual implementation of the programme.

In order to strengthen the vertical linkages over and above these regular patterns of trainings, in the recent years the concept of Vertical Training has been introduced for the Anganwadi Services Scheme functionaries in order to strengthen the vertical linkages between the functionaries at district, block, circle and grass root level and thereby enabling them to not only develop their knowledge and skill but also come up with a mutually shared strategies for implementation of the programme based on contextual needs in a district or a block. Thus, vertical trainings are expected to contribute to forming an organic and logical entity of the district level officer, CDPO, Supervisor and the AWWs to work jointly and formulate action plan at project level for quality improvement of Anganwadi Services Scheme.

Further, one of the major objectives of vertical training is to enhance the skill of CDPOs and Supervisors to act as Master Trainers for providing continuing education at project level as well as AWWs. Another objective of the vertical training is to enable the functionaries to work jointly and formulate action plan at project level for quality improvement. Thus, NIPCCD HQs and its five Regional Centres have been regularly organizing the vertical training programme for various Anganwadi Services Scheme functionaries.

### **2.3 Rationale**

As it is a unique training process, which is designed to enhance the skills of CDPOs and Supervisors and to provide more education on job guidance and act as a master trainer. In this background, assessment of the efficacy of vertical training is considered to be appropriate and important also. As mentioned earlier, training is one of the main activities of the institute. Also, it is necessary to check whether the officers are jointly preparing an action plan at the project level to improve the quality of delivery of services. Since, its inception in 1966, the institute has taken the responsibility of organizing training concepts for Anganwadi Services Scheme officers. To find out the current implementation status of ICDS, evaluation studies conducted by NIPCCD and many other institutions have been organized. Training component has played an

important role in the progressive journey of ICDS scheme from 33 to 7075 ICDS projects and in this process, during this successful journey of ICDS, vertical training programs have played a very important role. But no study has been done on the effectiveness of any specific training. Therefore, a study has been proposed to assess the efficacy of vertical training programs and advised for Anganwadi Services Scheme functionaries (DLOs, CDPOs, Supervisors & AWWs) in the North Eastern States.

## **2.4 Objectives**

The objective of the study would be:

- i). To find out whether the CDPOs and Supervisors who had attended the Vertical Trainings are able to act as master trainers;
- ii). to examine whether the functionaries after attending the vertical trainings are formulating joint action plan at project level;
- iii). to identify the measures/ steps taken by the trained functionaries at their project level to bring in quality improvement in delivery of services provided under Anganwadi Services Scheme; and
- iv). to suggest measures for enhancing the effectiveness of vertical trainings.

## **2.5 Methodology**

Complete enumeration method has been adopted for the study. The universe of this study was, all vertical training programmes organized from the starting point i.e. from 2010-11 to 2016-17. The study confined to those North eastern states, in which vertical training organized during last three years 2014-15, 2015-16 & 2016-17 and convenience sampling method used also for selecting a representative sample. The time limit of last three years has been taken into consideration with an assumption that it would be easier to assess the efficacy of the training undergone by the respective functionaries in the recent past. It is felt that older trained Anganwadi Services Scheme functionaries would not be in position to explain the effectiveness of the vertical training

programme. The probability of attending some other capacity building training programmes is higher in the older vertical trained Anganwadi Services Scheme functionaries. It was also assumed that the probability of getting other kind of trainings is higher in the older vertical trained ICDS functionaries. In this position it will be difficult to ascertain/explain the actual impact of the vertical training programme on those functionaries.

As mentioned above, along with NIPCCD, HQs and RCs, the Regional Centre Guwahati has also been organizing vertical training for Anganwadi Services Scheme functionaries for the last several years covering a total of 443 functionaries.

### **2.5.1 Selection of Criteria**

Vertical training programmes were started from 2010 during the conceptualization of restructuring of ICDS programme. NIPCCD, Regional Center Guwahati has so far organized twenty four (24) Vertical Trainings for different states under its jurisdiction from 2010 till 2016-17. During the last three years i.e. 2014-15, 2015-16 & 2016-17 Regional Centre, Guwahati has organized eleven such vertical training programmes in nine north eastern states excluding Odisha and West Bengal. Of these, eight vertical trainings were organized for the seven north eastern states viz Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura covering 299 ICDS Functionaries. Vertical trained ICDS functionaries were selected from these seven North Eastern States as sample of the study. Two vertical trainings were organized in the States of Manipur, Wherein relatively earlier organized programme was selected to get most appropriate responses from vertically trained Anganwadi Services Scheme functionaries. For the eighth state of North East i.e. Sikkim, there no vertical training was organized during the period under reference. Therefore, Sikkim has not been included in the proposed study. Needless to mention that the study has been proposed for North Eastern States which falls under jurisdiction of RCG, therefore Odisha and West Bengal States have not been included in this study.

As mentioned above, all Anganwadi Services Scheme functionaries who have attended aforesaid seven vertical training programmes were selected in the sample from seven states, which is a representative sample and suitable to find out responses and opinion of the respondents regarding effectiveness of the vertical training programmes. State and year wise Details of vertical trainings organized by the NIPCCD, RCG is given in the Table 2.1.

**Table 2.1 Details of Vertical Trainings organized during the period from 2010-11 to 2016-17**

S. No	State	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	Total
1.	Arunachal Pradesh	1			1		1		3
2.	Assam	1			1		1		3
3.	Meghalaya		1			1			2
4.	Manipur			1			1	1	3
5.	Mizoram		1			1			2
6.	Nagaland			1		1			2
7.	Odisha	1			1		2		4
8.	Sikkim				1				1
9.	Tripura			1				1	2
10.	West Bengal			1			1		2
	<b>Total</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>6</b>	<b>2</b>	<b>24</b>

### 2.5.2 Sampling

Since, the complete enumeration method is being used for the study, therefore, all 299 Anganwadi Services Scheme functionaries have been selected in the sample. Details of Anganwadi Services Scheme functionaries participated in vertical trainings organized during the period from 2014-15, 2015-16 & 2016-17 is given in Table 2.2.

**Table 2.2 Details of ICDS Functionaries participated in Vertical Trainings organized during the period from 2014-15, 2015-16 & 2016-17**

S. No.	State	District	Dates	DPO	CDPO	Supervisor	AWW	Total
1.	Arunachal Pradesh	Lohit, Anjaw, Namsai	18-22 Jan, 16	0	09	10	26	45
2.	Assam	Nagaon	27 Apr-1 May, 15	01	17	21	20	59
3.	Manipur	Churachandpur	15-19 Feb, 16	01	09	20	30	60

4.	<b>Meghalaya</b>	East Garo Hills	22-16 Apr,14	01	01	08	18	28
5.	<b>Mizoram</b>	Mamit	2-6 Feb, 15	01	03	10	25	39
6.	<b>Nagaland</b>	Phek	21-25 Jul, 14	01	04	13	15	33
7.	<b>Tripura</b>	North Tripura	7-11 Nov, 16	01	04	19	11	35
<b>Total</b>				06	47	101	145	299

Out of 299 Anganwadi Services Scheme functionaries, 269 were interviewed at their current level, some of them were also promoted or transferred to other places. The functionaries, who have retired, resigned or departed, reduced from the study sample. Therefore, 30 Anganwadi Services Scheme functionaries at different levels have been reduced from the sample due to their non-availability. The reasons behind the exclusion/reduction of different type of functionaries from the sample are given in the Table 2.3.

**Table 2.3 Reasons of excluding different type of functionaries**

S.No.	Reasons	DPO	CDPO	Supervisor	AWW	Total
1.	Retired	-1	-11	-4	-4	-20
2.	Resigned	0	0	-1	-2	-3
3.	Dead	0	0	0	-2	-2
4.	Promoted from CDPO to DPO	3	-3	0	0	0
5.	Gram Sevika	0	0	-3	0	-3
6.	Transferred and not traced	0	-1	-1	0	-2
	Total	2	-15	-9	-8	-30

The main focus of the study was on the District Level Officers, CDPOs, Supervisors and AWWs who have attended vertical trainings during the specified period of three years. The parameters of the study were included assessment of improvement in the service delivery system, number of trainings conducted at the district, block and circle level, number of joint meeting conducted with Supervisor and AWWs, any good practices relating to the above indicators, developed any IEC materials, coordination

and convergence of services with allied departments etc. In order to assess the quality improvement in delivery of services provided under Anganwadi Services Scheme, secondary data has also been collected on the parameters like increase in attendance for pre-school education, weighing of children, conducting NHEd session, feeding efficiency and monitoring visits conducted by the functionaries during the specific period of the study etc.

### 2.5.3 Sources of Data

In order to assess the impact of vertical training at village level, some community leaders have also been included as respondents in the study along with district and block level functionaries i.e. District Level Officers, CDPOs, Supervisors and AWWs, who have attended vertical trainings during the period from 2014-15, 2015-16 & 2016-17. The details of respondents are given in the table below.

S.No	Category and Level of Respondents	Respondent	Total Respondents
1	District level	DPO/DD/PO/DSWO	06
2	Block Level	CDPO	47
3	Circle Level	Supervisor	101
4	AWC Level	AWWs	145
5.	Village Level	Community Leader (School Teacher, PRI Members, Local Leader and NGOs representatives etc.	290 (at least two community leaders per village/AWC)
	<b>Total</b>		<b>589</b>

Secondary data have also been collected from reports of the vertical training programmes, organized earlier for all north eastern states including Odisha and West Bengal, by the NIPCCD Regional Centre, Guwahati. On the basis of 'evaluation of programme by the participants' data derived from the course reports, tried to find out overall impression, importance and the point of view regarding performance of vertical trainings.

#### **2.5.4 Tools of Data Collection**

Pre structured interview schedule and observation checklist has been used for data collection. The data collection was conducted through pre structured schedules and questionnaires. Tools for the data collection were developed, which include basic information, infrastructure, delivery of services, health and nutrition status and community participation etc. A brief orientation training was conducted to the /project staff/investigators for proper understanding the schedules/questionnaire, its terminology, Anganwadi Services Scheme and existing pattern of delivery of services. A detailed guideline also provided to the investigators for collection of data. It was also reminded that, obtaining willingness and consent of the sample beneficiaries is necessary before asking any personal information and expected outcome of some specified questions.

#### **2.5.5 Data Analysis and Interpretation**

The data was tabulated for the input, output and outcome indicators identified. Most of the cases, simple frequency tables created but in some of the cases, bivariate and tri variate tables have been used for data presentation. Simple statistical measures such as frequencies, percentages and averages have been used for interpretation. An attempt has also been made to present data graphically wherever it was possible.

An effort has also been made to substantiate the findings of the present study with the responses of the participants during course evaluation carried out at the time of organization of other vertical training programmes, which had not been included in the sample.

#### **2.5.6 Limitations of the Study**

The research team faced certain constraints (like difficult terrain in hilly area, intense rainfall, landslides and regional disturbances in the north eastern states during the course of data collection) sometimes, which had affected badly smooth work of data collection for the study. Only one Project Assistant/Associate has collected the data from all North Eastern States except Meghalaya. A number of Anganwadi Service Scheme functionaries, selected in the sample had transferred/retired/died, but some functionaries had also been transferred, who could not be traced for the interview during the visits. Therefore, a copy of the questionnaire had been sent/mailed them by post/e-mail. Due to several handed dealing of the questionnaires, some human errors were noticed which has been rectified during data cleaning. The research team had to travel considerable distances and faced several difficulties at the time of data collection. Regardless of all the problems, project staff accomplished the work of data collection.

### **2.5.7 Outcome Indicators**

The study is expected to enlighten on the effectiveness of the present vertical trainings and what measures should be taken place for improving the quality of vertical trainings. The study will also be enabled to provide information about the actual impact of vertical trainings provided to the Anganwadi Service Scheme functionaries. Undoubtedly, The study will also provide the extent level of improvement in the services rendered under Anganwadi Service Scheme and also help in better implementation of the programme through vertical trainings.

### **2.5.8 Presentation of the Report**

In accordance with the objectives of the study, the differences in organization of vertical training programmes in different infrastructures and facilities provided by the concerned State governments were also been considered. The findings with respect to various aspects are presented in the subsequent sections of the report under the following heads:

- Profile of Functionaries and Infrastructure Facilities
- Impact of Vertical Trainings on Anganwadi Service Scheme Functionaries
- Implementation of Joint Action Plan at Project level
- Opinions of Stakeholders in Strengthening and Quality Improvement in delivery of AWS Scheme
- Opinion of Stakeholders in strengthening the delivery of Services of ICDS.
- Summary and Conclusions

This report has been prepared after analyzing facts and observations on selected indicators. However, the data has the potential to assess the actual impact of vertical training programme and areas of improvement in the existing curriculum.

#### **2.5.9 Conclusion:**

Effective implementation of Anganwadi Services Scheme depends, upto a considerable extent, on the proper training of the anganwadi workers and supervisors who are the para grassroots-level functionaries attached/directly related to the beneficiaries of Anganwadi Services Scheme for the delivery of the package of services with the ultimate aim of moulding these Anganwadi Services Scheme functionaries into “agents of social and behavioural change” instead of simply reacting to the situation and to bring behavioroul change in the community is very important.

## Chapter – 3

### Profile of Functionaries and Infrastructure Facilities

#### 3.1 Profile of Functionaries

Under the present study, Anganwadi Services Scheme functionaries, who had attended specific seven (7) vertical trainings were selected from seven North Eastern states viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura wherein covered 299 Anganwadi Services Scheme functionaries. On the basis of complete enumeration method, all 299 functionaries have been selected for the study. In order to assess the impact of vertical training programmes, some community leaders were also included as respondents for the study. State and district wise details of vertical trained functionaries are given in the last chapter table 2.2.

#### 3.2 The Respondents

Total 543 respondents given their responses in respect of efficacy of the vertical trainings organized by the NIPCCD RCG for the Anganwadi Services Scheme functionaries, which included 274 community leaders also. Of these respondents, 8 District level Officers (DPO/DWCD/DSWO), 32 CDPOs, 92 Supervisors and 137 Anganwadi Workers were interviewed and also tried to find out their opinion and extent of impression regarding efficacy of vertical training. In order to find out the impact of vertical training on the delivery of the services, two community leaders were also selected as respondents from each Anganwadi Centre area and 274 community leaders were interviewed from 137 Anganwadi Centres. The state and district-wise details of ICDS functionaries interviewed, is given in the Table 3.1.

**Table 3.1 Details of ICDS Functionaries participated in Vertical Trainings organized during the period from 2014-15, 2015-16 & 2016-17**

S.No.	State	District	DPO	CDPO	Supervisor	AWW	Com. Leader	Total
1	Arunachal Pradesh	Lohit, Anjaw, Namsai	-	6	11	22	44	83
2	Assam	Nagaon	2	11	19	20	46	98
3	Manipur	Churachandpur	-	5	19	29	52	105
4	Meghalaya	East Garo Hills	1	1	6	17	33	58
5	Mizoram	Mamit	2	3	8	24	49	86
6	Nagaland	Phek	1	4	13	14	28	60
7	Tripura	North Tripura	2	2	16	11	22	53
	<b>Total</b>		8	32	92	137	274	543

### 3.3 Type of ICDS Project

Table 3.2 reflected that type of ICDS Projects from which functionaries of Anganwadi Services Scheme participated in different vertical training programmes and they had selected as respondents for the study. Data indicated that majority of the ICDS Projects 65.52 percent (171) were located in the tribal areas followed by 31.80 percent (83) were located in rural and minimum 2.68 percent (7) were located in urban areas.

**Table 3.2 Type of ICDS Project**

S.No.	Type of	CDPO	Supervisor	AWW	Total	%
1	Rural	20	30	33	83	31.80
2	Urban	2	3	2	7	2.68
3	Tribal	10	59	102	171	65.52
	<b>Total</b>	32	92	137	261	100.00

### 3.4 Educational Profile

In terms of educational profile of the vertical trained functionaries, table 3.3 reflected that all district level officers possessed graduate degree, while 65.63 percent CDPOs possessed graduation degrees followed by 31.25 percent CDPOs were Post-Graduate and only one CDPO (3.13 percent) possessed doctorate degree also. Regarding the educational qualifications of supervisors, it is found that majority of the supervisors 43.48 percent were graduate followed by 36.96 percent were Post graduate, 16.30 percent Intermediate and 3.26 percent have passed High School standard. The educational qualifications of AWWs reflected that most of the AWWs 38.69 percent were High School followed by 26.28 percent were Intermediate, 12.41 percent were Graduate and 2.19 percent AWWs possessed Post Graduation degrees in different social sciences subjects also. Needless to mention that 20.44 percent AWWs were only literate, but did not acquired any formal educational qualification.

**Table 3.3 Educational qualifications of the Respondents**

S.No.	Educational qualifications	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)
1	Literate	-	-	-	28 (20.44)
2	High School	-	-	3 (3.26)	53 (38.69)
3	Intermediate	-	-	15 (16.30)	36 (26.28)
4	Graduate	8 (100)	21 (65.63)	40 (43.48)	17 (12.41)
5	Post Graduate	-	10 (31.25)	34 (36.96)	3 (2.19)
6	Doctorate/M. Phil	-	1 (3.13)	-	-

(Figures in parenthesis indicate percentage)

### 3.5 Trainings attended by the Respondents

The Anganwadi Services Scheme functionaries, who had attended vertical training, have also attended number of training programmes for capacity building and sharpen skills in different areas, which were organised them time to time. Table 3.4 depicts the different type of trainings had been attended by different level of Anganwadi

Services Scheme functionaries. The highest number of all categories of Anganwadi Services Scheme functionaries have attended job training programme, followed by refresher trainings, skill training in ECCE, skill training in MIS, IGMSY/PMMVY, training on WHO Growth Standards and SABLA etc. 30 ICDS functionaries had attended other trainings too, which is not included in the above trainings. A minimum number of respondents 12 were attended training related to the skill training on Mother & Child Protection Card.

**Table 3.4 Training received other than Vertical training**

S.No.	Training received	DPO N=8	CDPO N=32	Supervisor N=92	AWW N=132	Total N=264
1	Job Training	8	29	59	129	225
2	Refresher Training	7	20	16	101	144
3	Skill Training in WHO Growth Standards	-	1	5	14	20
4	Skill Training in Mother & Child Protection Card	-	-	3	9	12
5	Skill Training in ECCE	4	19	3	74	100
6	Skill Training in MIS	3	13	3	64	93
7	IGMSY/PMMVY	2	9	16	36	63
8	SABLA	-	11	1	3	15
9	Other training	2	5	15	8	30

In order to getting response in respect of comparative study of the effectiveness of vertical training, a question was asked to the respondents, who have gotten different type of other trainings in addition to vertical training. Most of them responded that the vertical training was relatively more effective than other different type of trainings. Out of 32 CDPOs, 11 responded that they have found vertical training more effective than other trainings. Further, they have expressed that they have learnt a lot through vertical training programme in comparison to other trainings, because its contents, resource persons deliberations, inclusion of practical sessions on important and necessary topics in addition to provide an opportunity to interact with the Anganwadi Workers/Supervisors and other district level of ICDS functionaries. Out of 92 Supervisors, 41 responded that vertical trainings were more effective than other trainings because the trainers have covered all important aspects including all related features required for smooth running of AWCs. Out of 137 AWWs, 69 responded that

they have found vertical training programmes were more effective than other trainings and they have learnt so many new things and also latest development/initiatives take place in the Anganwadi Services Scheme.

### 3.6 Mode of Selection

As per recruitment rules, prescribed by different State Governments, it has been informed that all district level officers promoted from block or equivalent level officers including CDPOs and Supervisors have also been selected through promotion and a small number of officers were selected through direct recruitment basis. The AWWs are excluded from this criterion, needless to mention that all AWWs have been recruited through direct recruitment basis. Therefore, table 3.5 reflected that maximum 72.58 percent functionaries were selected through direct recruitment process followed by 26.61 percent were promoted within the department, while one participant (0.81%) promoted from transferred from other department. Further, 40.61 percent CDPOs were promoted from Supervisors, while 21.74 percent Supervisors were promoted from AWWs. One officer (3.13 percent) was promoted and posted as CDPO after getting transferred from parent department.

**Table 3.5 Mode of Recruitment**

S. No.	Mode of Recruitment	CDPO N=32	Supervisor N=92	Total N=124
1	Direct	18 (56.25)	72 (78.26)	90 (72.58)
2	Promoted from Supervisor/ AWW	13 (40.61)	20 (21.74)	33 (26.61)
3	Promoted/ Transferred from other department	1 (3.13)	-	1 (0.81)

(Figures in parenthesis indicate percentage)

### 3.7 Experiences in ICDS

The experience of Anganwadi Services Scheme functionaries reflected in the Table 3.6, which indicated that maximum 65.43 percent (176) functionaries had experience of 10 Years & above followed by 27.51 percent (74) 5-10 years, 5.58

percent (15) 2- 5 Years and minimum 1.49 percent (4) functionaries had minimum experience of upto one year only. Categorical distribution of experience in Anganwadi Services Scheme is presented in Table 3.6.

**Table 3.6 Experience in Anganwadi Services Scheme**

S.No.	Experience	DPO N=8	CDPO N=32	Supervisor N=92	AWW N=137	Total N=269
1	Up to one Year	3 (37.5)	1 (3.13)	-	-	4 (1.49)
2	2- 5 Years	3 (37.5)	4 (12.50)	5 (5.43)	3 (2.19)	15 (5.58)
3	5-10 years	1 (12.5)	9 (28.13)	31 (33.70)	33 (24.09)	74 (27.51)
4	10 Years & above	1 (12.5)	18 (56.24)	56 (60.87)	101 (73.72)	176 (65.43)

(Figures in parenthesis indicate percentage)

### 3.8 Distribution of AWCs

The monitoring and supervision of the programme has been recognized as one of the essential requirements for smooth functioning of the scheme. Monitoring plays an important role in achieving the desired objectives through a systematic process of keeping track on the performance of the employees and progress of the programme by continuously reviewing the flow of inputs and outcome indicators. It is a valuable tool and a continuous process, with both the project implementation and outcome indicators to be monitored on a regular basis. In the existing monitoring mechanism, monthly & half yearly progress reports are prescribed at Anganwadi and project level in States/UTs, the M/WCD has also introduced 5-tier monitoring & review mechanism at National, State, District, Block and Anganwadi level across the country. The District and Block Level Committees (BLCs) will closely monitor inter-alia regularity of functioning of AWCs, monitoring & supervision visits to AWC by ICDS functionaries etc. and Anganwadi level Committee is required to review and take as well as suggest actions to improve delivery of services at the AWC.

In order to assessment of effectiveness and extent of monitoring of AWCs, which is extremely depends upon the number of sanctioned and operational AWCs in a particular project. Not only that, it is also affects the quality of monitoring and supervision process. The data showed that 51-100 sanctioned and functional AWCs were in the maximum 10 (31.25%) ICDS projects followed by upto 50 AWCs were in 7 (21.88%) ICDS projects, 101-150 AWCs were in 6 (18.75%) ICDS projects and 151-200 AWCs were found in 4 (12.5%) ICDS Projects. The data also shows that 301-400 sanctioned and functional AWCs were in 3 (9.38%) ICDS Projects, whereas, 201-300 and more than 500 sanctioned and functional AWCs were found in one each (3.13%) ICDS project. All sanctioned AWCs were found functional in all ICDS Projects.

**Table 3.7 Distribution of AWCs in ICDS Project**

**N=32**

S. No.	Number of AWCs Sanctioned and Operational	No. of ICDS Projects
1	0-50	7 (21.88)
2	51-100	10 (31.25)
3	101-150	6 (18.75)
4	151-200	4 (12.5)
5	201-300	0
6	301-400	1 (3.13)
7	401-400	3 (9.38)
8	401-550	1 (3.13)

(Figures in parenthesis indicate percentage)

Monitoring and Supervision of AWCs by CDPOs and Supervisor is an inbuilt component of ICDS programme. It provides help to the AWWs in proper functioning and reporting. Details information related to the monitoring visits to AWCs conducted by DLOs, CDPOs and Supervisors is given in Table 3.8, which depicts that maximum 37.88% of the functionaries (16 CDPOs and 34 Supervisors) conducted visit to the AWCs on monthly basis followed by 15.91% (21 Supervisors) conducted visits once in a week, 9.09 % (12 Supervisors) conducted visits twice in a week. Each 12.12% and 12.88% respondents explained that they used to conduct unscheduled monitoring visits or can't say regarding the fixing schedule for visits and they did not scheduled in advance these visits. Needless to mention that, maximum unscheduled visits were conducted by district level officers (DLOs) and CDPOs. 7.58% functionaries (2 CDPOs

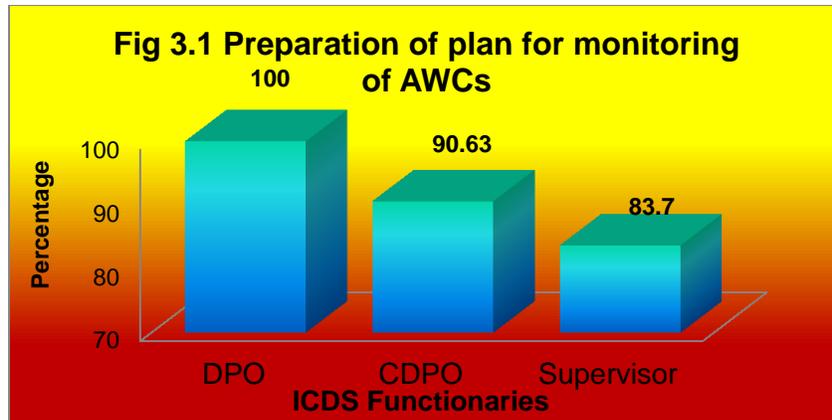
and 8 Supervisors) responded that they have conducted visit fortnightly to the AWCs and 3.79% (1DPO and 4 CDPOs) responded that they have conducted visits occasionally. One district level officer (DLO) shared that he has been conducted monitoring visits thrice in a week.

**Table 3.8 Frequency of visit to AWCs**

S.No.	Frequency of the visit	Functionaries			Total	Percentage
		DPO	CDPO	Supervisor		
1	Once in a week	-	-	21	21	15.91
2	Twice in a week	-	-	12	12	9.09
3	Thrice in a week	1	-	-	1	0.76
4	Once Fortnightly	-	2	8	10	7.58
5	Monthly	-	16	34	50	37.88
6	Occasionally	1	4	-	5	3.79
7	Unscheduled	6	10	-	16	12.12
8	Can't Say	-	-	17	17	12.88
	<b>Total</b>	8	32	92	132	100

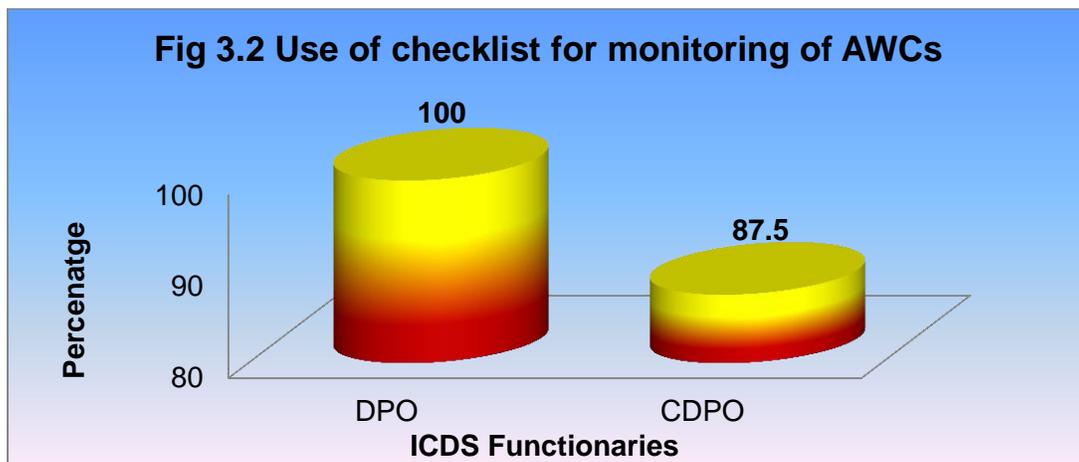
### 3.9 Preparation of plan for monitoring of AWCs

The analytical data showed that almost all district level officials have conducted monitoring visits for smooth functioning of AWCs in their respective districts. The Anganwadi Services Scheme officials i.e. DPOs, CDPOs and the Supervisors responded that they have conducted monitoring visits efficiently, which is evident by the Fig 3.1. The data indicated that most of the Anganwadi Services Scheme officials had prepared proper monitoring plan in advance and most of the cases conducted visits according to the schedule. As indicated, 100% district level officers prepared their visit plan followed by 90.63% CDPOs and 83.70% Supervisor have prepared their visit plan and submitted to the concerned CDPOs. A small number of functionary's i.e, 9.37% CDPOs and 16.30% supervisors responded that they had not been prepared any plan for monitoring of AWCs.



### 3.10 Use of checklists

All Anganwadi Services Scheme officials were advised to use the checklist for proper and systematic monitoring, during visits of the AWCs,. In this regard, all district level officers responded that they have used checklist during the monitoring of AWCs and 87.50 CDPOs responded that they have also used checklist during the monitoring of AWCs (Fig 3.2). A minimal number of CDPOs (12.5 %) responded that they had not been used checklist during the monitoring visits.



### 3.11 Sectors and Anganwadi Centres Allocation for Supervisors

It is imperative to know that, the allocation pattern of sectors and AWCs to the supervisors, because it is directly affects the effectiveness of monitoring and

supervision process. Table 3.9 reflected that, majority of the supervisors 80.43% were allotted only one sector followed by 17.39 percent supervisors were responsible for monitoring of two sectors and each one supervisor was allotted AWCs located in three and five sectors for monitoring and supervision in their respective ICDS projects. It is expected that there may be either shortfall of sufficient number of supervisors, so that two or more than that, additional sectors have been allotted to the supervisors. It may be possible that the number of AWCs in the coverage area of the sectors would be smaller than other big sectors.

**Table 3.9 Sectors Allocation**

S.No.	No. of sectors	Number	Percentage
1	One	74	80.43
2	two	16	17.39
3	three	1	1.09
4	four	0	0.00
5	five	1	1.09
	Total	92	100

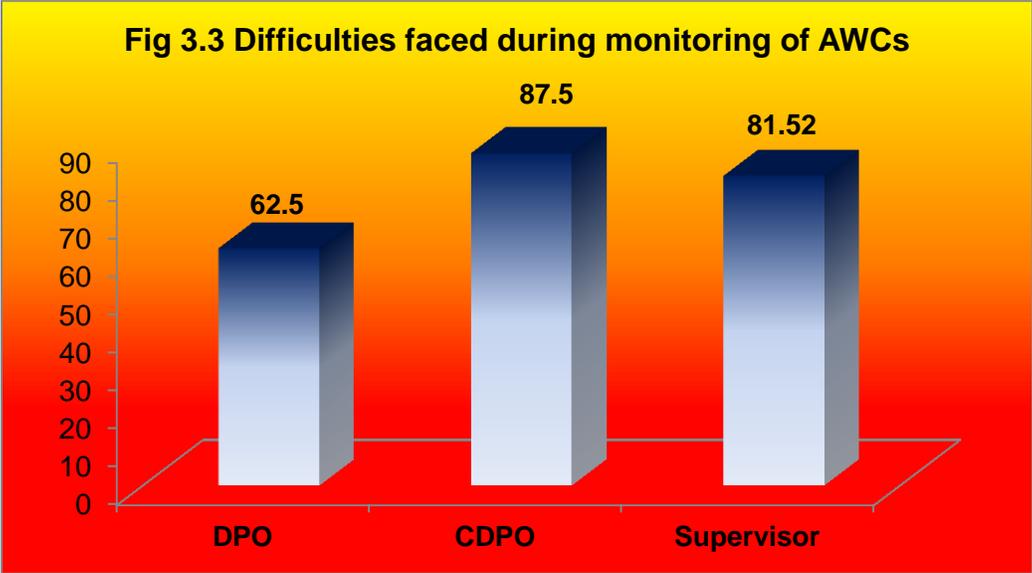
Regarding the allocation of AWCs to the supervisors reflected in Table 3.10, they have responded that maximum 67.39% supervisors had allotted 21-40 AWCs followed by 17.39% were allotted maximum 20 AWCs, 13.04% Supervisors informed that they have allotted 41-60 AWCs in their jurisdiction, while 2.17 % Supervisors were allotted 61-80 AWCs located in different sectors of an ICDS project.

**Table 3.10 Anganwadi Centres Allocation to the Supervisors  
N=92**

S.No.	No. of AWCs	Number	Percentage
1	up to 20	16	17.39
2	21-40	62	67.39
3	41-60	12	13.04
4	61-80	2	2.17

### 3.12 Difficulties faced during monitoring of AWCs

As we know that the field situation is found very different from the office environment and sometimes it become quite challenging too. Similarly, some Anganwadi Services Scheme functionaries also face different type of hurdles and problems time to time during monitoring of AWCs. Most of them 81.52% Supervisors faced different types of problems during monitoring of AWCs. 87.50% CDPOs and 62.50% district level officers also responded that they have faced different types of problems during monitoring of AWCs under their jurisdiction. Fig. 3.3 represents the difficulties faced by the ICDS officials during monitoring of AWCs.



Further analysis indicated that Anganwadi Services Scheme officials faced different types of problems during monitoring visits. Table 3.11 depicts that majority of the District Level Officers 60 % responded that they have faced problem of ‘additional assignment at CDPO’s office’, ‘followed by 40 % responded that ‘location of Anganwadi Centres are far off distance’ and ‘busy in attending different block/ district/ village level meetings’. Further, 85.71 percent CDPOs responded that “non-availability of vehicle” and 67.86 % responded that ‘additional assignment other than ICDS. While, 72.00 percent supervisors responded that ‘scattered locations of the AWCs’ and 61.33 % responded as ‘non-availability of vehicle’ were major problem/hurdle in the monitoring and supervision of AWCs. Other major problems also faced by the Anganwadi Services Scheme functionaries such as administrative work at office and additional

charge of other ICDS Project etc. Due to these problems faced by the Anganwadi Services Scheme functionaries, they could not perform efficiently their duties in the monitoring and supervision process of AWCs.

**Table 3.11 Type Difficulties faced during monitoring of AWCs**

S.No	Difficulties	DPO (N=5)	CDPO (N=28)	Supervisors (N=75)
1.	Vehicle did not provide	1 (20.00)	24 (85.71)	46 (61.33)
2.	No TA/Inadequate provisions /Irregularities in Schedule	1 (20.00)	-	-
3.	The Anganwadi Centre is located at a far off distance	2 (40.00)	18 (64.29)	54 (72.00)
4.	Additional assignment at CDPO's office	3 (60.00)	-	-
5.	Attended different block/ district/ village level meetings	2 (40.00)	2 (7.14)	1 (1.33)
6.	Administrative work at office	-	8 (28.57)	5 (6.67)
7.	Any other assignments	-	1 (3.57)	-
8.	Additional assignment other than ICDS	-	19 (67.86)	14 (18.67)
9.	Additional Charge of other ICDS Project	-	8 (28.57)	2 (2.67)

(Figures in parenthesis indicate percentage)

### 3.13 Interactions with the Community

It was expected that Anganwadi Services Scheme officers would also have interacted with the community people during monitoring and supervision visits. As expected, all district level officials responded that they interacted always with the community people, while 93.75 CDPOs agreed that they interacted with the community people and discussed with them about various social welfare activists and also shared the problem related to the plans, however, they did not maintain records of meetings with community people.

Table 3.12, indicating that most of the district level officers 75.00% responded that they did not have a fixed schedule to interact with the community, but they have

done it, whenever it was required. 68.75 CDPOs respond that they have interacted with community members on average once in a month followed by 9.38% CDPOs responded that they have interacted with the community people once in a quarter. Rest 6.75 % responded that they have interacted within a period of six months or never felt need interact with the community people. Some other respondents gave mixed responses. The detailed information about frequencies of interaction with the community members is given in Table 3.12.

**Table 3.12 Frequencies of interaction with the Community Members**

S.No.	Option	DPO	CDPO
1.	Unscheduled/Whenever required	6 (75.00)	3 (9.38)
2.	Once in month	1 (12.50)	22 (68.75)
3.	Once in a quarter	-	3 (9.38)
4.	Within six month	-	2 (6.25)
5.	Never	1 (12.50)	2 (6.25)
	Total	8	32

(Figures in parenthesis indicate percentage)

### 3.14 Conducting Joint Visits

Regarding the conducting joint visits, all district level officers responded that they have conducted joint visits with the State/District/Block level officials, whether 93.75% CDPOs responded that they have made joint visits with the State/ District/ Block level officials. Whereas, 54.35 Supervisors responded that they have made joint visits with the ANM and ASHA workers in their AWCs.

Table 3.13 shows that maximum 75.00% CDPOs responded that they have also conducted joint visits most of the time along with the Supervisors/ ANM followed by 71.88 % CDPOs responded that they have conducted joint visits with the State government ICDS/ Health officials, 31.25 % responded that they have conducted joint visits with the monitoring team and a small number of respondents 9.38 % CDPOs

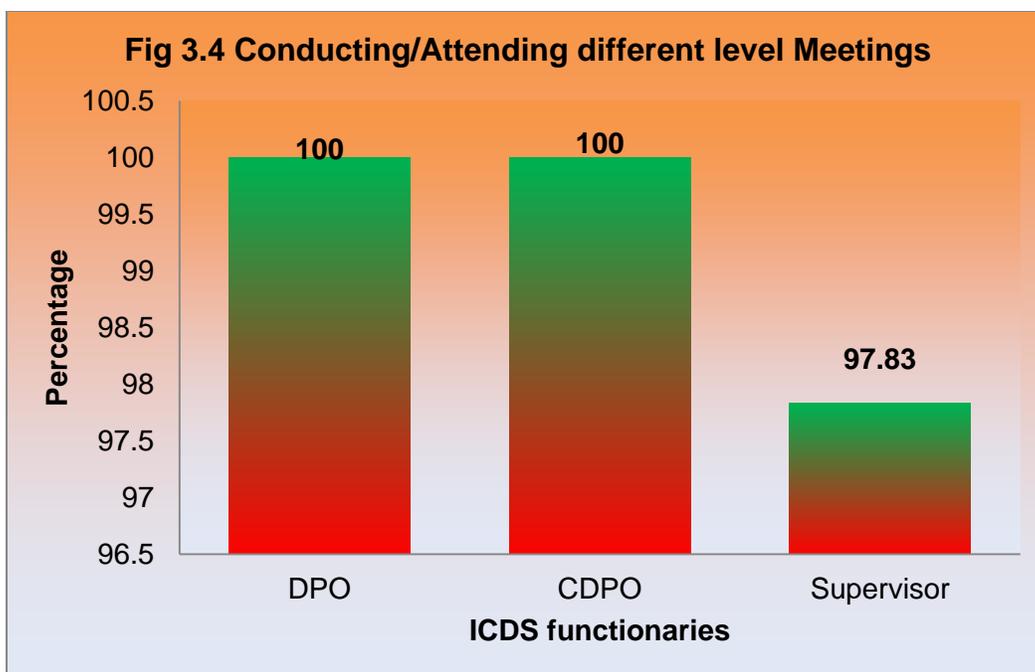
responded that they have conducted joint visits with Central government officials, whenever they comes for monitoring and supervision of ICDS scheme.

**Table 3.13 Joint Visits of CDPOs with officials N=28**

S.No.	Joint visits with	No. of CDPO	Percentage
1.	Central government officials	3	9.38
2.	State government ICDS/ Health officials	23	71.88
3.	Supervisor/ ANM	24	75.00
4.	Monitoring team	10	31.25

### 3.15 Conducting Meetings

Regarding the conducting/attending State/district/block/village level meetings by the Anganwadi Services Scheme functionaries reflected in Fig 3.4. All district level officials and CDPOs responded that they have conducted and attended, State/District/Block/Village level meetings time to time, while 97.83 % Supervisors responded that they have conducted sector /village level meetings and also attended in other State/district/block/village level meetings, whenever deputed to them. Detailed information about level and number of conducting/attending different State/district/block/village level meetings by the Anganwadi Services Scheme functionaries is given the Table 3.14.



**Table 3.14 Conduct of different level of meetings**

S.No.	Level	Number of Meetings	Functionaries		
			DPO	CDPO	Supervisor
1.	Village	1-3	0	0	10
		3-5	1	1	6
		5-7	2	2	7
		>7	4	22	50
2.	Sector	1-3	0	3	10
		3-5	2	6	17
		5-7	1	2	10
		>7	4	15	0
3.	Block	1-3	2	10	42
		3-5	3	6	10
		5-7	0	5	8
		>7	3	8	18
4.	District	1-3	3	13	0
		3-5	2	7	0
		5-7	0	2	0
		>7	3	7	0
5.	State	1-3	5	25	0
		3-5	1	0	0
		5-7	0	3	0
		>7	1	2	0

Further, 92.39 percent Supervisor responded that they have also attended NHED sessions/VHND meetings during the monitoring and supervision visits, However 7.61 percent supervisor responded that they didn't attend any NHED/VHND meetings.

Further, number of sessions/meetings attended by the Supervisor in last quarter has reflected in the table 3.15. Maximum 57.65 Supervisors responded that they have attended more than three NHED sessions/VHND meetings followed by 21.18 percent responded that they have attended two NHED sessions/VHND meetings, 15.29 percent responded that they have attended three NHED sessions/VHND meetings. A nominal number of Supervisors (5.88 percent) had attended only one NHED session/VHND meeting during the monitoring and supervision visits during the last quarter.

**Table 3.15 Session/Meeting attended during the last quarter**

<b>S.No.</b>	<b>No. of Sessions attended in last quarter</b>	<b>Number of Supervisors</b>	<b>Percentage</b>
1.	One	5	5.88
2.	Two	18	21.18
3.	Three	13	15.29
4.	More than three	49	57.65
	Total	85	100

### **3.16 Infrastructure**

It is necessary that a suitable physical infrastructure should be provided to all AWCs for smooth functioning and effective delivery of services. But it has been observed that some AWCs did not have sufficient space and infrastructure for running AWCs smoothly. An attempt has been made to find out the information about various input indicators and physical infrastructure i.e. building, ownership of building,

availability of electricity, number of rooms, availability of separate kitchen space, storage facility, safe drinking water and toilet etc.

### 3.17 Type of AWC Building

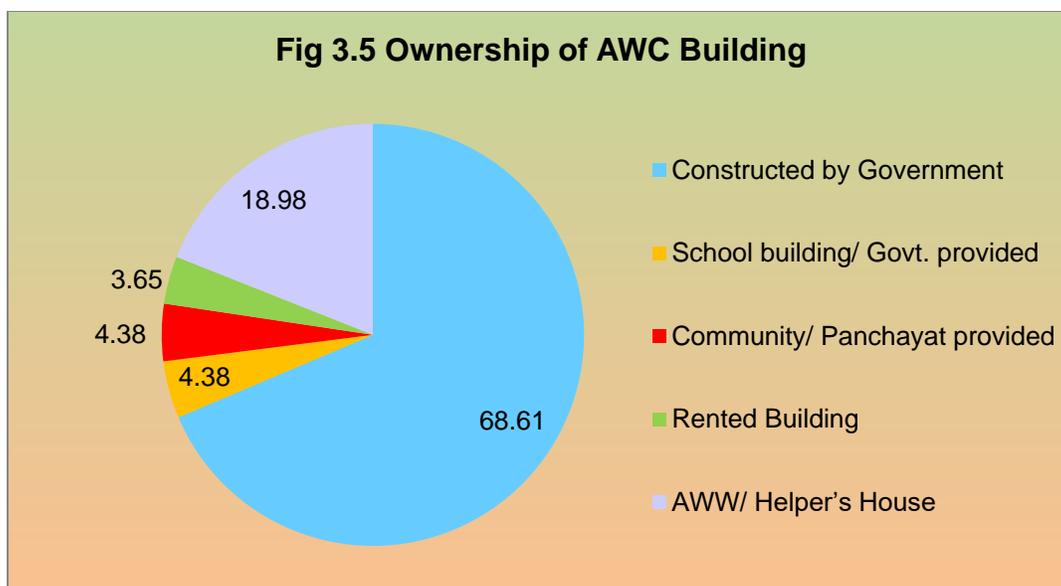
For effective implementation of Anganwadi Services Scheme, the development of a suitable infrastructure is an essential requirement, as mentioned earlier. The data has been gathered about the type, location and ownership of AWCs buildings. The data so collected is presented shows that majority of the AWCs, 55.47 percent AWCs were running in pucca buildings followed by 34.31% AWCs running in kuchcha and 9.49% AWCs were running their activities in open space. One AWC also responded that local administration unable to provide space for running AWC. Therefore, community people have arranged some space for running AWC.

**Table 3.16 Type of AWC Building**

S.No.	Type	Number	Percentage
1	Kuchcha	47	34.31
2	Pucca	76	55.47
3	Open Space	13	9.49
4	Non building/space	1	0.73
	Total	137	100

### 3.18 Ownership of AWC Building

Fig 3.5 depicts that the ownership of the AWCs buildings located in different North Eastern states, selected under the study. Which indicated that 68.61% AWCs buildings have been constructed by the state government, followed by 18.98% AWCs were running in AWW/ Helper's house. It has also been informed that, each 4.38% AWCs were running in either government school buildings or in the space provided by community/ Panchayat. It has also been informed that only 3.65% AWCs were running in the rented buildings.



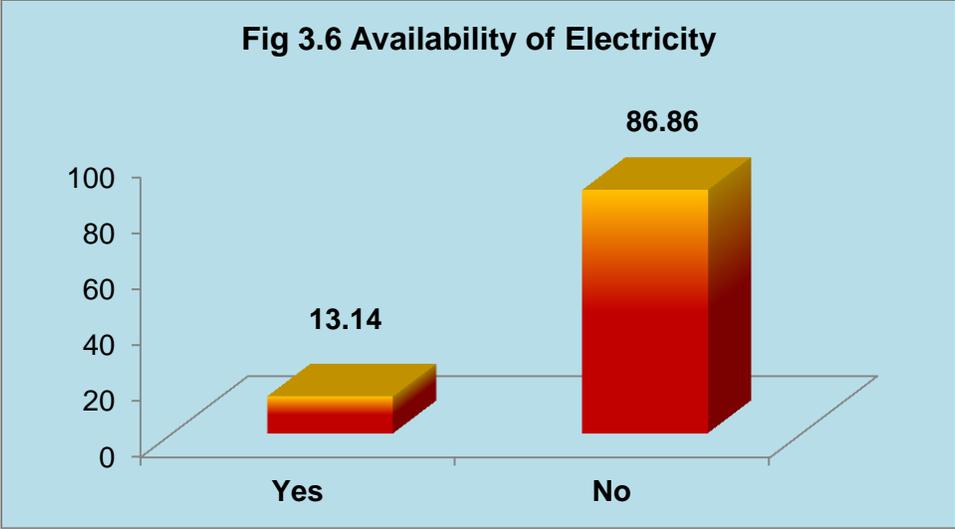
As per rule, it is pertinent that the AWCs should be located within the community/village, so that eligible beneficiaries could get the benefit of AWCs easily. In this point of view, location of AWC is very important for effective delivery of services. Regarding the location of the AWCs 90.51 AWWs responded that their AWCs were located within the village followed by 6.57% AWWs responded that their AWCs were located within the 100 meters and each two (1.46%) AWWs responded that their AWCs were located within the circle of 100-200 Meters and more than 500 meters from village.

**Table 3.17 Distance of AWC from the village**

S. No	Distance	Number	Percentage
1	Less than 100 Mts	9	6.57
2	100-200 Mts	2	1.46
3	More than 500 Mts	2	1.46
4	Within Village	124	90.51
	Total	137	100

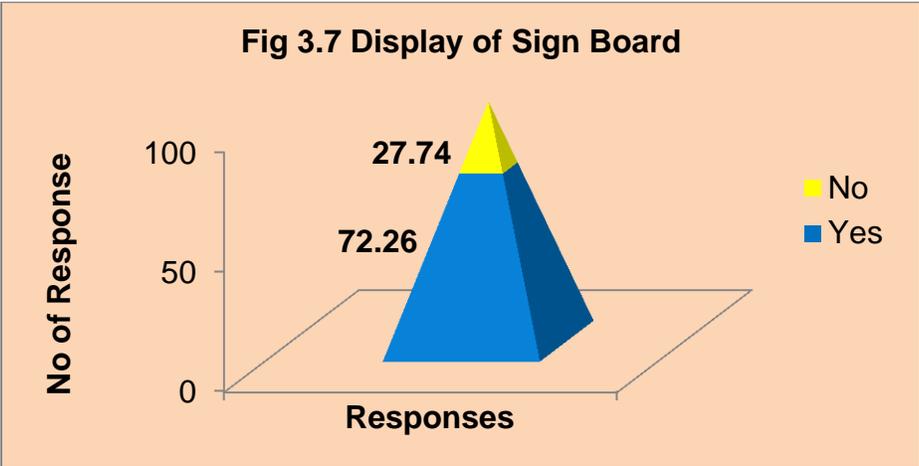
### 3.19 Availability of Electricity

Fig 3.6 shows that only 13.14% AWCs were electrified whereas 86.86% were found deprived from electricity facility.



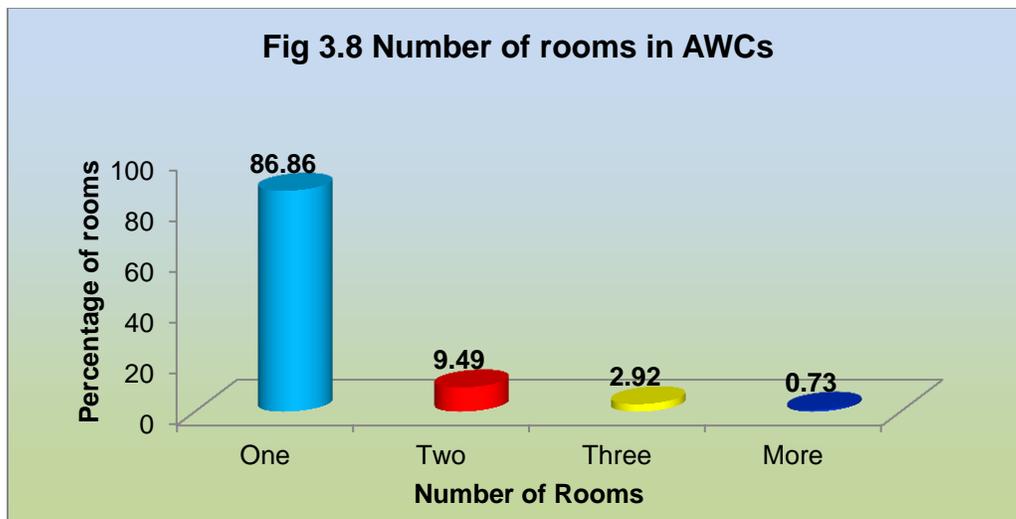
**3.20 Display of Sign Board**

As per instructions of MWCD, every AWC should be displayed signboard at visible place, which contained name of the AWC, ICDS project, district along with name of department necessarily. From the empirical data, it is found that 72.26% AWCs had displayed signboard in front of the concerned AWCs and 27.74% did not display sign board at their AWCs (Fig 3.7).



**3.21 Rooms in AWCs**

As per requirements of the ICDS Scheme, adequate basic facilities required for smoothly conducting different kind of activities at AWCs. But always it is not possible to provide such space to the local administration, but minimum infrastructure i.e. sufficient space for sitting of the children, indoor & outdoor space for PSE activities, Kitchen and storage space, SNP feeding and NHED session should be provided by the government. Fig 3.8 indicated that 86.86% AWCs were running in a single room followed by 9.49% have two rooms, 2.92% have three rooms for AWCs activities. It has also been informed that only one AWC (0.73%) have more than three rooms for conducting their AWCs activities.



### 3.22 Availability of separate cooking space

The empirical data reflects the availability of separate cooking space at AWCs for preparing of food in the kitchen in the Table 3.18. The data revealed that only 43.8% responded that they have separate kitchen at their AWCs. Whereas, 56.2% did not has separate kitchen in their AWCs. The AWCs, who did not have separate kitchen for cooking arrangements, among them 54.55% AWWs responded that they made arrangement of cooking at their own house followed by 24.68% responded that they had also been arranged cooking arrangements under a covered space, 11.69% AWWs were using neighbours/relatives house or AWHs house for cooking and 9.09% responded that they cooking food in open space available near about the AWCs.

**Table 3.18 Alternative arrangement of cooking**

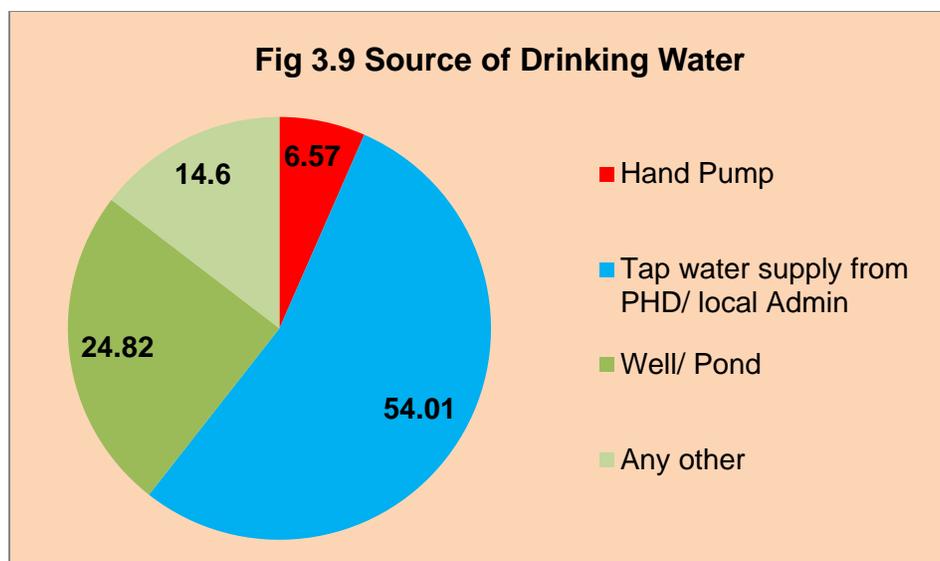
S.No	Cooking Arrangements	Number	Percentage
1	Cooking is done under covered space	19	24.68
2	Cooking is done in open space	7	9.09
3	At AWW's house	42	54.55
4	Any Other	9	11.69
Total		77	100

### **3.23 Separate space for storage**

According to the requirements of AWCs, some separate space must be available to preserve raw materials and THR. As per the current procedure, from time to time most CDPO offices supply AWCs take home rations (THR) on AWCs, which have to provide separate space for storage on AWCs. Thus, data regarding separate storage facility was found that only 35.04% of AWWs responded that their AWCs had a separate storage facility, while 64.96% did not have a separate storage facility in their AWCs.

### **3.24 Source of Drinking Water**

Access to safe drinking water is extremely important for all children in Anganwadi Centers; contaminated water can make children susceptible to infectious diseases. Also, there are many diseases which are mainly water borne diseases, it is very important to protect children from them. Fig. 3.9 shows the sources of safe drinking water supply at AWWs. The majority of AWCs, i.e. 54.01% of AWWs responded that PHD / local administration has provided tap water supplies to their AWCs, after which 24.82% responded that they use well / pond water for drinking , 6.57 % stated that they have used hand pumps for safe drinking water. Whereas, 14.6% AWWs responded that they had no source of drinking water, they have used various sources available that time such as nearby stream, river and others easily accessible sources etc.



### 3.25 Storage facility of Drinking Water

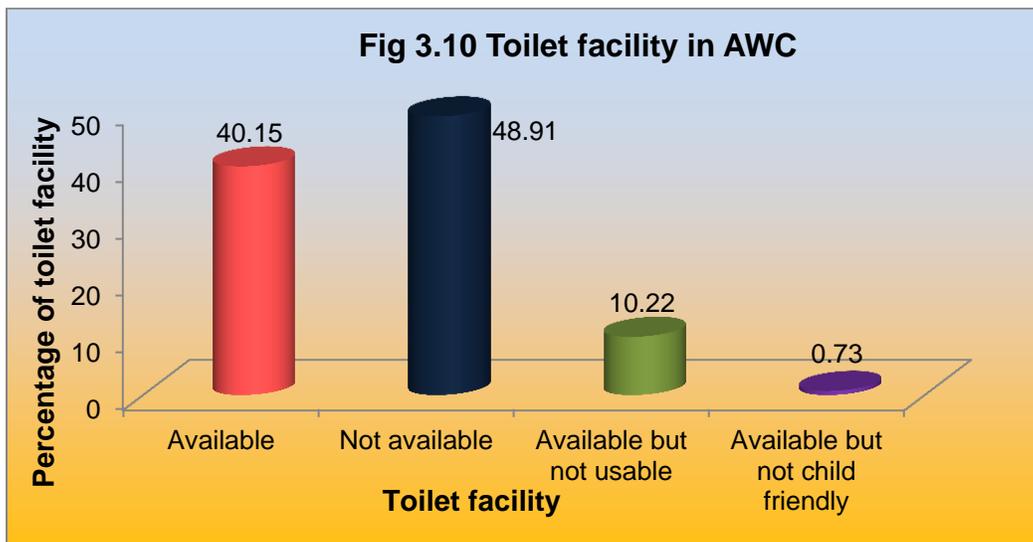
Table 3.19 shows that 90.51% of the AWWs responded that they used to store drinking water in covered pots and used water from the ladle. Whereas, 8.03% AWWs responded that they used water directly from the source (tap) and 1.46 % AWWs responded that they didn't have covered pots therefore, they stores the drinking water in uncovered utensils.

**Table 3.19 Source of Drinking water in AWC**

S.No.	Source	Number	Percentage
1.	Hand Pump	9	6.57
2.	Tap water supply from PHD/ local admin	74	54.01
3.	Well/ Pond	34	24.82
4.	Any other	20	14.60
	Total	137	100

### 3.26 Toilet facility

There are two major aspects of individual health and hygiene, which is mainly depends upon safe drinking water and proper sanitation. Improper environmental sanitation is one of the major causes of so many diseases. In order to maintain individual health and environmental sanitation, toilet plays a crucial role. The present condition and availability of usable toilet facility was observed at all the AWCs. Fig 3.10 reflected that majority of the AWCs did not have toilet facility. The data shows that, 40.15% AWWs responded that they have toilet in usable condition at their AWCs, whereas, 10.22% responded that they have toilets, but not in usable condition due to poor maintenance and scarcity of water. One AWW (0.73%) responded that she has a toilet at her AWC, but it is not child friendly. It has also been observed that separate toilet facility for girls and boys was not available at any AWC.



## Chapter – 4

### Impact of Vertical Training on Anganwadi Service Scheme

#### 4.1 Time period of attending Vertical Training

The purpose of organizing vertical training is to provide an opportunity to the ICDS official/functionaries of district and village level to share their field problems and issues in a common platform. It has also helped them in finding out the possible solutions of the problems and work together for effective implementation of ICDS services.

The respondents were selected under the study, whose were participated in the vertical training programmes organised during the year 2014-2015, 2015-2016 and 2016-2017. Year wise distribution of different type of functionaries, attended vertical training programme is given in the last Chapter 3, Table 3.1. Data clearly indicates that most of the ICDS functionaries i.e. 42.01% attended Vertical Training during the year 2016-17 followed 36.80% functionaries had attended during the year 2016-17 and 21.19% functionaries have attended Vertical Training in the year 2014-2015. Year wise, detailed information regarding vertical training programme attended by different type of Anganwadi Service Scheme functionaries is given in the Table 4.1.

**Table 4.1 Year wise Distribution of AWS Functionaries attended Vertical Training**

Year	AWS Scheme Functionaries				Total (N=269)
	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)	
2014-2015	2 (25.00)	5 (15.63)	19 (20.65)	31 (22.63)	57 (21.19)
2015-2016	4 (50.00)	15 (46.88)	31 (33.70)	49 (35.77)	99 (36.80)
2016-2017	2 (25.00)	12 (37.50)	42 (45.65)	57 (41.61)	113 (42.01)

(Figures in parenthesis indicate percentage)

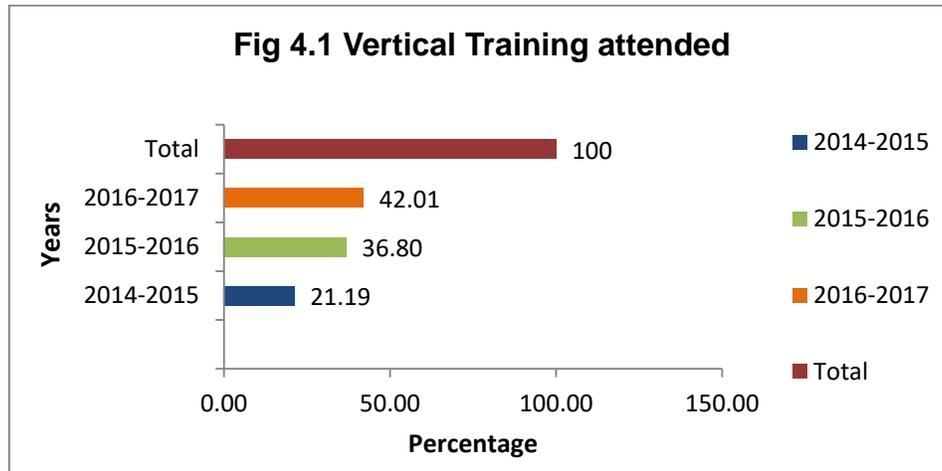
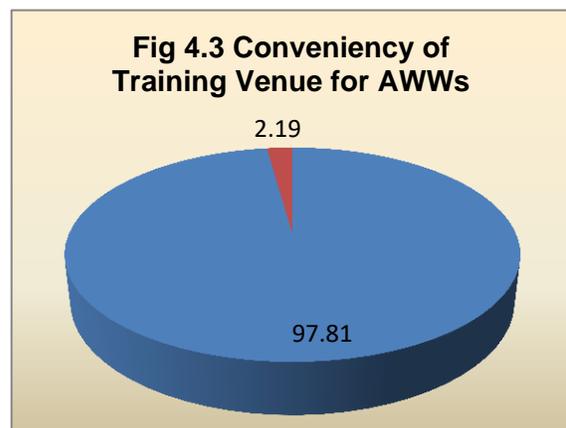
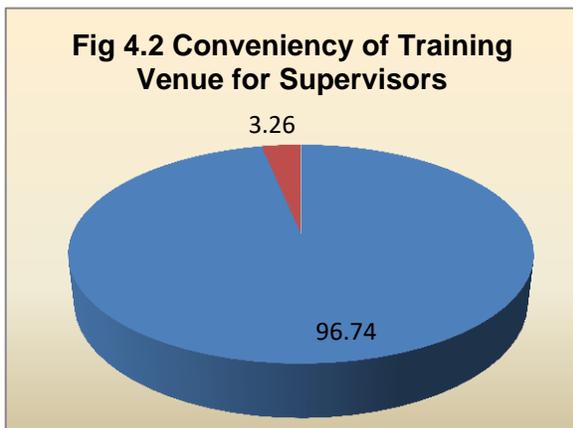


Fig 4.2 and Fig 4.3 reflected the convenience of the venue of the programme for the Supervisors and AWWs respectively. The data showed that the venue of the vertical training programme was convenient to the 96.74 percent Supervisors, while 3.26 responded that venue of the programme was not convenient to them. Similarly 97.81 percent AWWs responded that venue was convenient to them and 2.19 AWWs responded that venue of the programme was not convenient to them.



Further, a question was asked to the AWWs regarding the timing of the training sessions, 98.54 percent AWWs responded that timing of training sessions was convenient to them while 1.46 percent AWWs did not find timing of the training sessions convenient to them.

## 4.2 Quality of vertical training programme

Overall rating of the quality of the vertical training programme based on your work environment reflected in Table 4.2. In which data shows that, all 100 percent DPOs/DLOs, 87.5 percent CDPOs, 80.43 percent Supervisors and 81.75 percent AWWs rated vertical training programme as “Very good” followed by 6.25 percent CDPOs, 3.26 percent Supervisors and 12.41 percent AWWs rated as “Outstanding”. Further, 6.25 percent CDPOs, 10.87 percent Supervisors and 5.84 percent AWWs rated as “Good”. Needless to mention that a nominal number of Supervisors i.e 5.63 percent rated vertical training programme as “Average”.

**Table 4.2 Rating of the quality of vertical training programme based on your work environment**

Attending VT in future	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)
Outstanding	0	2 (6.25)	3 (3.26)	17 (12.41)
Very good	8 (100.00)	28 (87.5)	74 (80.43)	112 (81.75)
Good	0	2 (6.25)	10 (10.87)	8 (5.84)
Average	0	0	5 (5.43)	0

(Figures in parenthesis indicate percentage)

## 4.3 Achieving the objectives of ICDS

The empirical data shows in the Table 4.3 that the vertical training programme have been performed an important role in achieving the objectives of the Anganwadi Services Scheme. It is evident by the data that, all 100% district level officers, CDPOs and Supervisors responded that the vertical training programme was very helpful in achieving the objectives of the scheme. It is also evident that 99.63 percent Anganwadi Services Scheme functionaries responded that the vertical training programme is very helpful to achieve the objectives of the scheme. While one AWW (0.73 percent) responded that she didn't agree with this fact.

**Table 4.3 Achievement of Objectives**

Response	Functionaries				Total	Percentage
	DPO	CDPO	Supervisor	AWWs		
Yes	8	32	92	136	268	99.63
No	0	0	0	1	1	0.37
Total	8	32	92	137	269	100

#### 4.4 Fulfilment of expectations

As data shows that all district and block level Anganwadi Services Scheme functionaries (CDPOs, Supervisors and AWWs) responded that the vertical training was fulfilled their expectations except each on Supervisor and AWW. In aggregate, 99.39 percent Anganwadi Services Scheme functionaries responded that the vertical training programmes were fulfilled their expectations, whereas, a nominal number 0.61 percent responded that the vertical training programmes couldn't fulfilled their expectations. A detail of fulfilment of expectations of Anganwadi Services Scheme functionaries is given in the Table 4.4.

**Table 4.4 Fulfilment of Expectations of AWSS Functionaries**

Fulfilment of expectations	Functionaries			Total (N=328)
	CDPO (N=32)	Supervisor (N=92)	AWWs (N=137)	
Yes	100 (100.00)	90 (98.90)	136 (99.30)	326 (99.39)
No	0 (0.00)	1 (1.10)	1 (0.70)	2 (0.61)

(Figures in parenthesis indicate percentage)

Regarding the extent of benefits derived after attending the vertical training programmes, overall 69.92 percent AWS functionaries responded that they have able to derived benefits after attending the vertical training programme upto 'some extent' followed by 30.08 percent responded as 'great extent'. 78.12 percent CDPOs responded that they have derived benefits after attending the vertical training programme upto 'some extent' and rest 21.88 percent were derived benefits upto 'great extent'. Similarly, 67.03 percent Supervisors responded that they have derived benefits after attending the vertical training programme upto 'some extent' and rest 32.97 percent were derived benefits upto 'great extent'. A detail of extent of benefits derived by the Anganwadi Services Scheme functionaries, after attending the vertical training programme is given in the Table 4.4(a).

**Table 4.4 (a) Extent of derived benefits after attending the Vertical training**

To what extent	Functionaries		Total (N=123)
	CDPO (N=32)	Supervisor (N=92)	
Great extent	7 (21.88)	30 (32.97)	37 (30.08)
Some extent	25 (78.12)	61 (67.03)	86 (69.92)

(Figures in parenthesis indicate percentage)

## 4.5 Reference Material

During organisation of any training programme, a compendium of reading material, pamphlets, hand-outs, books, CDs and others materials is provided for their further reference. Table 4.5 shows that all 100% district / block level officers i.e. DLOs, CDPOs and Supervisors. 90.51 percent AWWs responded that they have got reference materials while 9.49 percent AWWs responded that they didn't get reference material due to excess number of participants.

Regarding the usefulness and suitability of the reference materials, Table 4.6 shows that all district level officers, CDPOs and AWWs find it very useful. While 98.91 percent Supervisors find it also useful but one Supervisor (1.09 percent) opined that the reference material that was provided to them was not more useful.

**Table 4.5 Reference Material provided to the Trainees and its Usefulness**

Reference Material	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)
<b>Reference Material Provided</b>				
Yes	8 (100.00)	32 (100.00)	92 (100.00)	124 (90.51)
No	0	0	0	13 (9.49)
<b>Usefulness of Material Provided</b>				
Yes	8 (100.00)	32 (100.00)	91 (98.91)	124 (90.51)
No	0	0	1 (1.09)	0

(Figures in parenthesis indicate percentage)

## 4.6 Extent of help of Reference Material

Below Table 4.6 indicated the extent of help from reference materials, which shows that most of the functionaries at all level responded that the reference material was quite informative, but it was not much helpful in the ongoing day to day activities. Maximum 37.50 district level officers responded that the material was useful to them helpful 'up to a large extent' followed by 21.88 percent CDPOs and 21.74 percent Supervisors also responded that the material provided to them was helpful 'up to a large extent'. While 78.13 percent CDPOs responded that the material was provided to

them was helpful to them 'up to some extent' followed by 77.17 percent Supervisors and 62.50 percent district level officers also responded that the material was helpful to them 'up to some extent'.

**Table 4.6 Extent of help from Reference Material**

Usefulness of reading Materials	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)
To a large extent	3 (37.50)	7 (21.88)	20 (21.74)
To some extent	5 (62.50)	25 (78.13)	71 (77.17)

(Figures in parenthesis indicate percentage)

Table 4.7 reflected that extent of utilization of reading/reference materials provided to the AWWs. Maximum 74.20 percent AWWs responded that they have used materials provided 'up to some extent' either whenever it was required, while 25.80 percent AWWs responded that they have used reference materials provided 'up to a large extent'.

**Table 4.7 Utilization of Reference Material by the AWWs**

S.No	Using of Reference Material	Number	Percentage
1	To a large extent	32	25.80
2	To some extent	92	74.20
Total		124	100

#### 4.7 Usefulness of Vertical Training

The table 4.8 shows that all district level officers and Supervisors admitted that the vertical training programme was very useful to them, Whereas, each one CDPO and AWW (3.13% & 0.73%) responded that they didn't find vertical training useful to them.

**Table 4.8 Usefulness of Vertical Training**

Useful	Functionaries			
	DPO	CDPO	Supervisor	AWW
Yes	8	31	92	136
No	0	1	0	1
Total	8	32	92	137

Further, they have been asked about usefulness of the vertical training for improvement in different type of activities, their responses are given in the Table 4.9. In which indicated that maximum 94.03% functionaries responded that vertical training was helpful in organizing PSE activities in a better way followed by 88.06% responded as developing skills in maintenance of records and registers, 86.19% responded as helping in counseling of mothers. Further, 75.75% responded as enhancing skills for community mobilization; 72.39% told that the vertical training helped in starting early childhood stimulation activities for below three years; 64.93% responded that helped in generate awareness about new programmes and policies; 57.84% as developing skills in growth monitoring and plotting; 50.37% as improving organization and management of supplementary feeding at AWCs. Furthermore, 41.04% told that programme helped in enhancing the enrolment of beneficiaries; 33.96% told that identification and referral of SAM children and also management of malnutrition; 30.97% told that contributing to better team work; 17.54% responded that helped in improving coordination and convergence with allied departments and a small number of respondents 1.12% told that the vertical training was also helpful to understand importance and utilization of other services also like maintenance of immunization schedule, cleanliness, action songs, TLM etc. Detailed information regarding level of functionaries and activities/services in which vertical training found helpful is given in the table 4.9.

**Table 4.9 Usefulness of Vertical Training in different Activities/Services**

activities/services	Functionaries								Total	%
	DPO	%	CDPO	%	Supervisor	%	AWW	%		
Helped in organizing PSE activities in a better way	8	100	29	90.6	84	91.3	131	95.6	252	94.03
Helped in starting early childhood stimulation activities for under three Yrs	7	87.5	25	78.1	67	72.8	95	69.3	194	72.39
Improving organization and management of supplementary feeding at AWC	8	100	16	50.0	39	42.4	72	52.6	135	50.37
Developing skills in Growth monitoring and plotting	6	75	21	65.6	57	62.0	71	51.8	155	57.84
Helping in counselling of mothers	6	75	28	87.5	77	83.7	120	87.6	231	86.19
Identification and Referral of SAM and Management of Malnutrition	5	62.5	16	50.0	34	37.0	36	26.3	91	33.96

Became aware about new programmes and policies	8	100	22	68.8	63	68.5	81	59.1	174	64.93
Enhancing skills for community mobilization	8	100	28	87.5	67	72.8	100	73.0	203	75.75
Developing skills in maintenance of records and registers	6	75	27	84.4	78	84.8	125	91.2	236	88.06
Helped in improving coordination and convergence with allied agencies	3	37.5	13	40.6	18	19.6	13	9.5	47	17.54
Contributing to better team work	6	75	13	40.6	39	42.4	25	18.2	83	30.97
Helped in enhancing the enrollment of beneficiaries	5	62.5	16	50.0	51	55.4	38	27.7	110	41.04
Aware about new programme and policies	5	62.5	12	37.5	37	40.2	36	26.3	90	33.58
Any other	0	0	0	0.0	3	3.3	0	0.0	3	1.12

#### 4.8 Self-Assessment of Improvement in the Knowledge Level of Respondents

All district level officers responded that the vertical training was enabled to improve their knowledge level as well as improvement in work performance after attending the vertical training. All CDPOs and Supervisors (except one) responded that they have noticed an improvement in their work performance after attending the vertical training programme.

Further, ten point scale scoring method (1-10) was adopted to find out an impact of vertical trainings on their job performance and social aspects of AWS functionaries. Majority of the Supervisors rated the impact of the vertical training on their job performance and social aspects as 7 & 8. It means that contents as well as deliberations of vertical training programme were highly beneficial to the Anganwadi Services Scheme functionaries. Further, it has also indicated that a significant improvement occurred in ability, skills, competencies, behaviour, attitude and knowledge level of the supervisors. Some Supervisors also mentioned that they have highly benefitted to improve their job performance and other social aspects. Detailed aspect wise scores given by the Supervisors is reflected in the Table 4.10.

**Table 4.10 Impact on job performance of Supervisors of the different social aspects**

Aspects	Score									
	1	2	3	4	5	6	7	8	9	10
Ability	0	1	2	4	2	10	32	35	4	2
Skills	0	3	1	1	3	5	28	37	12	2
Knowledge	0	0	0	0	3	20	28	28	10	3
Competencies	0	3	1	6	9	28	35	7	1	2
Behaviour	1	0	4	2	7	27	38	11	1	2
Attitude	0	0	2	4	6	29	38	9	2	2
Others	0	0	1	0	0	0	0	0	0	0

AWWs explained that vertical training have also improved their job performance as well as improvement in social aspects, which has been rated by majority of the AWWs as 8, 7 & 6. Most of AWWs awarded score 8 for significant improvement in the aspect of knowledge, Skills and Ability followed by score 7 awarded for Behaviour, Attitude and also significant improvement in competencies. Data shows that, more or less all AWWs have mentioned that they have highly benefitted to improve their job performance and all social aspects. Aspect wise distribution of score awarded by the AWWs is given in the Table 4.11.

**Table 4.11 Impact on job performance of AWWs of the different social aspects**

Aspects	Score secured									
	1	2	3	4	5	6	7	8	9	10
Ability		2	4	2	4	24	40	43	16	2
Skills					4	10	38	46	37	2
Knowledge					1	32	40	55	7	2
Competencies		3	13	9	9	52	31	17	2	1
Behaviour		3	7	7	6	37	53	18	5	1
Attitude		3	6	8	7	41	52	14	5	1

Data related to the fulfilment of their expectations in order to develop qualities and social aspects have given in table 4.12, which reflected that maximum 68.61

percent AWWs responded that their skills have been upgraded 'upto some extent' followed by 62.77 AWWs responded that their ability has been improved 'upto great extent'. The data also shows that 26.28 and 21.17 percent AWWs responded that their ability and knowledge level improved 'upto great extent'. 67.88 percent and 64.23 percent AWWs responded that their ability and behavior improved 'upto some extent'. While 47.45 percent AWWs responded that they have also felt an improvement in their competencies, 28.47 percent in their attitude and 24.82 percent in their behaviour as per observed improvement by themselves.

**Table 4.12 Extent of developing qualities of AWWs**

S.No.	Qualities	Great extent	Some extent	Little
1.	<b>Ability</b>	36 (26.28)	93 (67.88)	7 (5.11)
2.	<b>Skills</b>	86 (62.77)	49 (35.77)	1 (0.73)
3.	<b>Knowledge</b>	29 (21.17)	94 (68.61)	13 (9.49)
4.	<b>Competencies</b>	3 (2.19)	68 (49.64)	65 (47.45)
5.	<b>Behaviour</b>	14 (10.22)	88 (64.23)	34 (24.82)
6.	<b>Attitude</b>	13 (9.49)	84 (61.31)	39 (28.47)

(Figures in parenthesis indicate percentage)

#### 4.9 Lesson learnt by AWWs during Vertical Training

The AWWs responded that they have learnt a lot during the vertical training, some specific points are as under;

- ✚ Morning prayers, Cleanliness, Physical exercise and yoga,
- ✚ Educational indoor and outdoor games, thematic practice, action songs and rhymes, storytelling, free conversation, art, crafting, puzzle games,
- ✚ Management of Immunization,
- ✚ Management of SNP storage nutritional supplements & distribution,
- ✚ Community Participation
- ✚ Maintenance of records and registers
- ✚ Maintaining hygienic conditions, Hand washing, cleanliness, sanitation and environment,

- ✚ Preparation of low cost playing materials
- ✚ Home visits, counselling of mothers, conducting meetings for mothers
- ✚ Child care /development practices i.e. motor development and physical exercises etc.
- ✚ Conducting PSE activities with new curriculum,
- ✚ Maintain growth monitoring, New WHO standards and reduction in malnutrition
- ✚ Conducting ECCE day
- ✚ Identification of alphabets and pictures,
- ✚ Prepared science corner, game corner, block corner etc.

Further, they have mentioned that some of the above activities were already being conducted by them; now these activities would be conducted in a better way and new activities will also be added in the previous activities. Table 4.13 indicated that a large number of AWW, 92.70 percent responded that they were already practicing most of the activities on an ongoing basis.

**Table 4.13 Activities Practicing by the AWWs**

S.No	Activities Practicing	AWWs	Percentage
1	Yes	127	92.70
2	No	10	7.30
Total		137	100.00

#### **4.10 Assessment of Improvement in work performance by the Senior Officials**

As previously mentioned that all CDPOs and supervisors have seen a significant improvement in their knowledge level and developed them to a great extent after participation in the vertical training program. Similarly, a question has been asked to them regarding improvement taken place in the work performance of their subordinate functionaries.

District level officers were asked regarding impact of vertical training on the job performance and other social aspects of CDPOs, Supervisor and AWWs and they have

rated their responses through 10 points scaling method i.e. 10 for best performance and 1 for poor performance. The data from Table 4.14 reflected that overall vertical trainings programmes were found very effective to improve the job performance as well as other social aspects of Anganwadi Services Scheme functionaries. Which shows that maximum 51.47 percent district level officers given score 7 followed by 25.00 percent given score 8, 16.18 percent given score 6, 6.62 percent given score of 9 and 0.14 percent district level officers awarded highest score 10, which proved that the vertical training programme have a good impact on improvement in job performance of CDPOs, Supervisors and AWWs in terms of all indicators and aspects. It is clear that DLOs responded that the vertical trainings are enabled to improve their job performance and other social aspects of the CDPOs, Supervisor and AWWs.

In the response of a further question each 50.00 percent responded that the vertical trainings are enabled to change the attitude of all level participants 'up to a large extent' and 'up to some extent'. It can be summarised that 'more or less', vertical trainings are enable to improve job performance as well as their social aspects of Anganwadi Services Scheme functionaries.

**Table 4.14 DLOs - Impact on job performance and other Social Aspects of CDPOs, Supervisors and AWWs.**

Aspects	Functionaries	Scores									
		1	2	3	4	5	6	7	8	9	10
Ability	CDPO							4	3	1	
	Sup						1	5	2		
	AWW						1	1	6		
Skills	CDPO							5	3		
	Sup						1	4	2	1	
	AWW							1	6	1	
Knowledge	CDPO						1	3	2	2	
	Sup						2	4	1	1	
	AWW						1	6		1	
Competencies	CDPO						2	4	2		
	Sup						3	3	2		
	AWW						2	6			
Behavior	CDPO						1	4	1	1	1
	Sup						2	4	1	1	
	AWW						1	5	2		
Attitude	CDPO						1	4	2	1	
	Sup						2	5	1		

	AWW						1	6	1		
<b>Total</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>70</b>	<b>34</b>	<b>9</b>	<b>1</b>
<b>Percentage</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>16.18</b>	<b>51.47</b>	<b>25.00</b>	<b>6.62</b>	<b>0.74</b>

On the same pattern, the responses of CDPOs given as answer of a question regarding impact of vertical trainings on job performance as well as social aspects of their under controlled functionaries i.e. Supervisors and AWWs, reflected in the Table 4.15. The data indicated that most of the cases, CDPOs have awarded Score 7 for both types of functionaries; for significant development in Knowledge, skills, behaviour and competencies. CDPOs has also awarded score 8 for other social aspects for ability and skill development of Supervisors and AWWs. It is also indicated that majority of the respondents had given score between 9 to 5, it means that there is a significant improvement taken place in the job performance and other social aspects of Supervisors and AWWs.

**Table 4.15 CDPOs - Impact on job performance of Supervisors and AWWs on different aspects**

Aspects	Functionaries	Score									
		1	2	3	4	5	6	7	8	9	10
Ability	Sup					2	6	9	13	2	
	AWW			1		2	5	12	12		
Skills	Sup					1	4	13	12	2	
	AWW			1			6	7	14	4	
Knowledge	Sup						7	16	8		1
	AWW				1		8	18	5		
Competencies	Sup					2	10	17	3		
	AWW				1	1	11	17	2		
Behaviour	Sup					1	8	17	6		
	AWW			1		1	11	13	5	1	
Attitude	Sup					1	9	17	4	1	
	AWW				1		10	15	6		

Similarly, the Supervisors also have given their views regarding impact on social aspects as well as job performance of AWWs given in the table 4.16. Data depicts that majority of the Supervisors awarded Score 7 and 8 in all aspects; therefore, it is clear that the vertical training was very helpful and effective to improve their social aspects as well as job performance of AWWs. The data also shows that most of the Supervisors

awarded score between 6 to 9, a nominal number of respondents have also been awarded scores between 2-5 and 10. Undoubtedly, it is clear from this fact that vertical training program was found beneficial 'more or less' for all the participants.

**Table 4.16 Supervisors - Impact on job performance and other Aspects of AWWs**

Aspects	Score									
	1	2	3	4	5	6	7	8	9	10
Ability	0	2	2	4	1	5	21	40	16	1
Skills	0	0	3	3	4	6	9	38	28	1
Knowledge	0	0	1	2	5	8	33	35	6	2
Competencies	0	5	1	8	7	14	40	16	0	1
Behaviour	0	1	4	2	8	25	42	8	1	1
Attitude	0	1	3	6	5	25	43	7	1	1

Table 4.17 reflected that, Supervisors responded that vertical training also impact on other aspects related to service delivery also. All 100.00 percent Supervisors responded that vertical training helped to deliver effective services at the AW centre and achieving the objective of programme. 97.83 percent Supervisors responded that a significant improvement taken place in clarification of doubts, while 84.78 percent mentioned that responded that they have found an improvement in feedback mechanism of beneficiaries.

**Table 4.17 Responses of Supervisors on different aspects as an impact of Vertical Training**

S.No.	Service Delivery Aspects	Number	Percentage
1.	Improvement in feedback mechanism of beneficiaries	78	84.78
2.	clarification of doubts	90	97.83
3.	help to deliver effective services at the AW centre	92	100.00
4.	help in achieving the objective of your programme activities	92	100.00

#### **4.11 Extent of Utilization knowledge gained through Vertical Trainings**

In order to assess the rating of extent of utilization knowledge gained through Vertical Training in day to day functioning of AWS Scheme. Table 4.18 reflected that all

district level officers rated extent of utilization and utility of vertical training in their work environment as 'very good' and majority of 87.5 percent CDPOs, 72.83 percent Supervisors and 81.75 percent AWWs also rated as "Very good". Whereas, each 6.25 percent CDPOs has rated as "Outstanding" and "Good". Further, 14.3, 10.87 and 2.17 percent Supervisors have rated as "Outstanding", "Good" and "Average" respectively. Furthermore, 12.41 and 5.84 percent AWWs have also rated as "Outstanding" and "Good" extent of utilization knowledge gained through vertical training in day to day functioning of AWS Scheme.

**Table 4.18 Extent of Utilization Knowledge gained during Vertical Training in day to day functioning of AWS Scheme**

S.No	Rate	DPOs (N=8)	CDPO (N=32)	Supervisor (N=92)	AWWs (N=137)
1	<b>Outstanding</b>	0	2 (6.25)	13 (14.13)	17 (12.41)
2	<b>Very good</b>	8 (100.00)	28 (87.5)	67 (72.83)	112 (81.75)
3	<b>Good</b>	0	2 (6.25)	10 (10.87)	8 (5.84)
4	<b>Average</b>	0	0	2 (2.17)	0

(Figures in parenthesis indicate percentage)

#### 4.12 Improvement in Anganwadi Services Scheme

Importance and value of any training programme can be measured in terms of level of improvement taken place among the target group/trainee. The success of any training program depends on its outcome, effectiveness and its ability to change the behaviour of the trainee. In order to measure the effectiveness of the programme, it is imperative to find out "Is there any improvement noticed by the officer concerned in the delivery of services at AWCs after attending the vertical training programme by the Anganwadi Workwers".

In view of the above, a question was put to all districts and block level respondents including community leaders, have they noticed an improvement in the services delivery system at AWCs level? Table 4.19 reflected that maximum 39.60 percent district level officers (DLOs) responded that they have noticed improvement in the delivery of services over all more than 75 percent and improved noticed in the services were include SNP, conducting pre-school activities, home visits, community participation and conducting NHED sessions/VHND/ECCD. After that, 36.63 percent district level officers responded that they have noticed improvement in the delivery of services from 50-75 percent, and highly improved services were conducting pre-school activities and conducting surveys. 15.84 percent district level officers responded that they have found 25% - 50% improvement in the delivery of services after attending the vertical training, whereas, a nominal number 5.94 percent district level officers responded that they have noticed less than 25% improvement in the delivery of services after attending the vertical training. Needless to mention that 1.98 percent district level officers did not respond and they were unable to decide the extent of improvement taken place after attending vertical trainings.

**Table 4.19 Improvement noticed by DPOs in the services provided at AWCs after attending Vertical Training**

**N=101**

S.No.	Services	Improvement noticed by DLOs				
		Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided /Can't say
1	Maintenance of records and registers	0	1	5	2	0
2	SNP	0	2	2	4	0
3	Growth monitoring	1	1	3	3	0
4	Referral Services	0	3	3	2	0
5	Conducting pre-school activities	0	0	4	4	0
6	Services/Interventions for Children with Special Needs	2	2	0	2	2
7	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities	1	1	3	3	0
8	Conducting survey	0	1	4	3	0
9	Home Visits	0	1	3	4	0
10	Community Participation	0	1	3	4	0

11	Conducting NHED/VHND/ECCD	0	1	3	4	0
12	Immunization	0	1	1	3	0
13	Services to Adolescent girls	2	1	3	2	0
	Total (101)	6	16	37	40	2
	Percentage	5.94	15.84	36.63	39.60	1.98

Similarly, in the Table 4.20 reflected that, maximum 39.90 percent CDPOs responded that they have found 50% - 75% improvement in the service delivery at AWCs level followed by 24.76 percent CDPOs responded that 25% - 50% improvement taken place after attending vertical training by the Anganwadi Services Scheme functionaries, 24.52 percent CDPOs has rated improvement as more than 75% percent in the services rendered at AWCs after attending vertical training, while minimum 8.89 percent CDPOs noticed less than 25 % improvement the delivery of services. A minimum number of 1.44 percent CDPOs responded that they cannot say/decide about the quantum of the improvement after attending vertical training. A nominal number of two CDPOs (0.48%) responded that they find no improvement in the services rendered at AWC level. Further, they have responded that the reasons of non-improvement in the services delivery system were mainly; difference in the level of trainees and medium of deliberations. They have suggested that the level of deliberations and resource persons should be managed suitably in accordance with the level of participants.

**Table 4.20 Improvement noticed by CDPOs in the services provided at AWCs after attending Vertical Training**

**N= 416**

S.No.	Services	Improvement noticed by CDPOs					
		Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided/Can't say	No improvement
1.	Maintenance of records and registers	1	5	20	6	0	0
2.	SNP	1	10	12	8	1	0
3	Growth monitoring	1	13	10	5	1	2
4.	Referral Services	3	12	14	3	0	0
5.	Conducting pre-school activities	0	4	20	8	0	0
6.	Services/Interventions for Children with Special Needs	10	12	4	2	4	0
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and	14	11	2	5	0	0

	other support activities						
8.	Conducting survey	0	5	21	6	0	0
9	Home Visits	0	3	14	15	0	0
10.	Community Participation	1	4	12	15	0	0
11.	Conducting NHED/VHND/ECCD	1	4	16	11	0	0
12.	Immunization	0	3	13	16	0	0
13.	Services to Adolescent girls	5	17	8	2	0	0
	Total (416)	37	103	166	102	6	2
	Percentage	8.89	24.76	39.90	24.52	1.44	0.48

Regarding the improvements noticed by the Supervisors, Table 4.21 has indicated that, maximum 36.04 percent Supervisors responded that they have found 50% - 75% improvement in the service delivery at AWCs level followed by 28.18 percent Supervisors responded that more than 75% percent improvement taken place after attending vertical training by the Anganwadi Services Scheme functionaries, 20.23 percent Supervisors rated as 25% - 50% level of improvement in the services rendered at AWCs after attending vertical training, while minimum 9.62 percent Supervisors noticed less than 25 % improvement the delivery of services rendered at AWC level. A minimum number of 2.26 percent Supervisors responded that they cannot say/decide regarding the improvement. A nominal number of 2.09 percent Supervisors did not respond and 1.59 percent Supervisor felt that there is no improvement in the services rendered at AWCs level, even after attending the vertical training.

**Table 4.21 Improvement noticed by Supervisors in the services provided at AWCs after attending Vertical Training**

**N=1196**

S. No.	Services	Improvement noticed by CDPOs						
		Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided/Ca n't say	No improv ement	No Respo nse
1.	Maintenance of records and registers	1	9	49	33			
2.	SNP		29	39	22	2		
3	Growth monitoring	2	28	26	18	2	12	4
4.	Referral Services	12	20	34	16	3		7
5.	Conducting pre-school activities	5	7	48	31	1		
6.	Services/Interventions for Children with Special Needs	20	35	13	3	12	3	6
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities	42	24	13	7	4	2	

8.	Conducting survey	2	14	45	31			
9	Home Visits	5	10	32	45			
10.	Community Participation	7	9	36	40			
11.	Conducting NHED/VHND/ECCD	1	11	45	30	1		4
12.	Immunization	1	4	30	57			
13.	Services to Adolescent girls	17	42	21	4	2	2	4
14.	Any other	0	0	0	0	0	0	0
	Total (1196)	115	242	431	337	27	19	25
	Percent	9.62	20.23	36.04	28.18	2.26	1.59	2.09

Further, 19 Supervisor responded that they didn't observe any improvement in in the service delivery system. They have informed that the reasons of non-improvement in the services after attending vertical training programme were mainly level of resource persons, difference in the level of trainees and medium of the deliberations.

Table 4.22 indicated that 73.68 Supervisors responded that some other specific reasons were also responsible for non-improvement in the service delivery system of Anganwadi Services Scheme. Some of them are mentioned as under:

- Adequate materials or essential equipment are not available at all AWCs.
- No/not working weighing machine for growth monitoring
- There is no provision of availability of storage space at AWCs/state government constructed building for AWCs.
- Too much registers to maintain
- Assignments other than ICDS by the District Welfare Department.
- Where ever weighing machine damaged, no replacements done for a long time.
- Because the less medical qualification of the AWWs, it is stopped

**Table 4.22 Reasons for non-improvement in service delivery system at AWCs level N = 19**

S.No.	Option	Number	Percentage
1.	Difference in the level of trainees	2	10.53
2.	Duration of the training was too long	0	0.00
3.	Timing was not suitable for the participants.	0	0.00

4.	Medium of the deliberations.	1	5.26
5.	Level of resource persons	2	10.53
6.	Any other (specify)	14	73.68

#### 4.13 Overall Improvement in service rendered at AWCs

Table 4.23 indicated the improvement in Anganwadi services rendered at the AWCs after attending the vertical training. Overall 99.26% respondents responded that there has seen an improvement in the services rendered at the AWCs after attending the vertical training and only 0.74% responded that they didn't feel that any improvement in the anganwadi services after attending the vertical training.

**Table 4.23 Overall Improvement in service rendered at AWCs**

Improvement	Functionaries				Total (N=269)
	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)	
<b>Yes</b>	8 (100.00)	31 (96.87)	92 (100.00)	136 (96.87)	267 (99.26)
<b>No</b>	0	1 (3.13)	0	1 (3.13)	2 (0.74)

(Figures in parenthesis indicate percentage)

Further, Table 4.24 shows the responses of all Anganwadi Services Scheme functionaries regarding improvement in the services rendered at AWCs after attending vertical training programme by the these functionaries. From the empirical data it was found that district level officers responded that three services were observed most improvement at AWC level i.e. PSE activities, enhancement in the community participation and Immunization. While, CDPOs responded that they found most improved three services were found PSE activities, Immunization and conducting NHED Sessions. Supervisors found that three services Immunization, conducting PSE activities and NHED Sessions were improved more than other services. At last AWWs responded that conducting PSE activities, immunization, SNP and community participation improved significantly after attending the vertical training programme.

**Table 4.24 Improvement observed in services rendered at AWCs after Vertical Training**

S. No	Services	AWS Scheme Functionaries			
		DPO	CDPO	Supervisor	AWW
1	SNP,	3 (37.50)	17 (54.84)	60 (65.22)	110 (80.88)
2	PSE,	7 (87.50)	29 (93.55)	79 (85.87)	131 (96.32)
3	Growth monitoring	3 (37.50)	19 (61.29)	49 (53.26)	74 (54.41)
4	NHED	6 (75.00)	24 (77.42)	67 (72.83)	95 (69.85)
5	Community participation	7 (87.50)	25 (80.65)	67 (72.83)	110 (80.88)
6	Immunization	7 (87.50)	27 (87.10)	81 (88.04)	126 (92.65)
7	Referral Services	4 (50.00)	10 (32.26)	38 (41.30)	59 (43.38)
8	Reduction in malnutrition	5 (62.50)	15 (48.39)	32 (34.78)	40 (29.41)
9	Any other	0	0	2 (2.17)	0

(Figures in parenthesis indicate percentage)

#### 4.14 Contributing towards improving functioning of AWCs

A question had been put up to the Supervisors with regard to the contribution made by their senior officers for improvement in the functioning of your AWCs after attending Vertical Training. In this regard Table 4.25 depicts that, out of 92 supervisors, 45.65 percent supervisors responded that their officers contributed more for betterment of AW Services after attending vertical training. On the other hand, 33.70 percent responded that their seniors did not attend vertical training and 10.87 percent and 8.7 percent responded that their vertical trained officers have been retired or transferred respectively. Only one (1.09 percent) supervisor responded that officer concerned couldn't contributed much more, due to other assignments.

**Table 4.25 Contribution of Supervisors towards improving functioning of AWCs after attending VT**

S.No.	Contributed	Supervisor (N=92)	AWWs (N=137)
1.	Yes	42 (45.65)	135 (98.54)
2.	No	31 (33.70)	2 (1.46)
3	Transferred	8 (8.70)	0
4	Retired	10 (10.87)	0
5	Not much	1 (1.09)	0

(Figures in parenthesis indicate percentage)

Regarding the type and nature of contribution made by the senior ICDS officials (CDPO & DLOs) towards improvement through different type of initiatives/activities reflected in the Table 4.26. The data indicated that maximum 92.86 percent Supervisors responded that their senior level officials contributed highly in the organization of PSE activities in a better way, followed by 83.33 percent responded that they have secured more better community participation through the contribution made by their senior level officials and also 76.19 percent responded that they found a significant improvement in the maintenance of records and registers, mobilizing resources and counselling to mothers etc. through contribution made by the senior Anganwadi Services Scheme officials.

On the other hand, 88.89 percent AWWs responded that their senior officers (CDPO, Supervisors) contributed maximum in the Organizing PSE activities in a better way followed by 86.67 percent responded that their senior officers contributed in securing better community participation, 80.74 percent responded Counselling to mothers and 79.26 percent responded that an improvement observed in the maintenance of records and registers. It has been mentioned by the Supervisors and AWWs that all type of services rendered at AWCs have been improved more or less.

**Table 4.26 Types of Contribution helped improving functioning of AWCs**

S.No.	Option	Supervisor (N=92)	AWWs (N=137)
1.	Securing greater community participation	35 (83.33)	117 (86.67)
2.	Mobilizing resources	29 (69.05)	76 (56.30)
3	Organizing PSE activities in a better way	39 (92.86)	120 (88.89)
4.	Conducting activities for under threes on early childhood stimulation	20 (47.62)	48 (35.56)
5.	Improving organization and management of supplementary feeding at AWC	12 (28.57)	33 (24.44)

6.	Growth monitoring and plotting	17 (40.48)	68 (50.37)
7.	Counseling to mothers	29 (69.05)	109 (80.74)
8.	Identification and Referral of SAM and Management of Malnutrition	9 (21.43)	24 (17.78)
9	Implemented any new schemes	8 (19.05)	44 (32.59)
10.	Identified special needs children in the AWC	8 (19.05)	34 (25.19)
11.	Improved in maintenance of records and registers	32 (76.19)	107 (79.26)
12	Any other	11 (26.19)	0

(Figures in parenthesis indicate percentage)

Supervisors have also been asked about training received other than vertical training, 83.70 percent respondents told that they have also attended other trainings in addition to vertical training and 16.30 percent responded that they didn't attend any other training except vertical training. Further, they have replied about relatively effectiveness among all training programmes, majority of the respondents told that vertical training was most effective than other training programme. But some respondents responded that other trainings were more effective than vertical training i.e. Job Training, ECCE and MIS training, Induction programme, Disability and Poshan Abhiyan Trainings etc. Some trainees also responded that both programmes were equally effective.

99.27 percent AWWs responded that appropriate knowledge has been imparted through the vertical training programme while a minimal number of one AWW responded that she was not satisfied with the knowledge imparted during the vertical training programme. Same responses were received from the different level ICDS functionaries that the vertical training enable to help in achieving the objectives of the programme.

#### **4.14 Improvement in feedback mechanism of beneficiaries**

Regarding the improvement in the feedback mechanism of beneficiaries through vertical trainings, 87.5 percent CDPOs responded that a significant improvement taken place in feedback mechanism of beneficiaries as an impact of vertical trainings.

#### 4.16 Attending Vertical training in future

In aggregate responses of all vertical trained Anganwadi Services Scheme functionaries, 95.17 percent responded that they wish to attend vertical training again in future, in order to refresh/update their knowledge, learn more new things and so on. While 4.83 percent responded that they could not attend more vertical training programme in future because they were at the verge of retirement and soon after they were going to retire from government service.

Table 4.27 depicts responses of different categories of vertical trained functionaries regarding attending vertical training programme in future, which reflected that majority of the respondents of all categories expressed their wishes to attend vertical training programme in future. 100 percent CDPOs, more than 90 percent Supervisors and AWWs and about 87.50 percent district level officers responded that they would like to attend vertical training in future, if they will get a chance.

**Table 4.27 Response regarding attending VT in future**

Attending VT in future	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWWs (N=137)
Yes	7 (87.50)	32 (100.00)	83 (90.22)	134 (90.51)
No	1 (12.50)	0	9 (9.78)	3 (9.49)

(Figures in parenthesis indicate percentage)

## Chapter – 5

### Implementation of Joint Action Plan at Project Level

#### 5.1 Implementation of Joint Action Plan

The importance of training and continuous capacity building of Anganwadi Services Scheme functionaries to improve the quality of service delivery at AWC level has always been considered important to the success of the program. There is a strong emphasis on strengthening the training component of the ICDS program by the Government of India. Research on ICDS shows that despite the government's untiring efforts, ICDS has not given the desired results. This is mainly because there is no systematic follow-up mechanism for learning and implementation of delivery of services after every two years interval by Anganwadi Services Scheme officers, i.e. CDPOs, Supervisors and AWWs. There is a provision of refresher training after a gap of every two years, still there is a lot of gap between training and actual implementation of the programme.

In order to achieve the objectives of the scheme, a viable and workable action plan may be played an important role. An action plan is a one kind of document that lists, what steps must be taken in order to achieve a specific goal? The purpose of an action plan is to clarify what resources are required to reach the goal along with formulate a timeline also. It is also important to determine resources required achievement of specific goals and completed tasks successfully. A joint action plan is an operation defined as collective efforts of persons concerned and managed in relation to the outputs and results which will be achieved by them. It comprises a group of tasks, carried out as part of an operational programme under the responsibilities of delivery of services to the beneficiaries.

As scheduled activity, during the vertical training programme, preparation of joint action plan by the participants is mandatory. Not only that, implementation of joint action plan at their respective ICDS projects and AWCs was an essential part of the programme. In order to find out information about implementation of joint action plan in their respective areas, few relevant questions were put up to the respondents.

Regarding the implementation of action plan after attending the vertical training, which was prepared during the vertical trainings, depicts in Table 5.1. In aggregate 87.88 percent functionaries responded that they have implemented the action plan in their respective areas while 12.12 percent responded that they had not been implement joint action plan. Functionaries wise analysis represented that maximum 93.75 percent CDPOs implemented action plan in their ICDS projects followed by 87.50 percent DLOs responded that they have implemented joint action plan and 85.87 percent Supervisors also responded that they have implemented joint action plan in their sector for betterment in the delivery of services.

**Table 5.1 Implementation of the Action Plan**

Action Plan Implemented	Functionaries			Total (N=132)
	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	
<b>Yes</b>	7 (87.50)	30 (93.75)	79 (85.87)	116 (87.88)
<b>No</b>	1 (12.50)	2 (6.25)	13 (14.13)	16 (12.12)

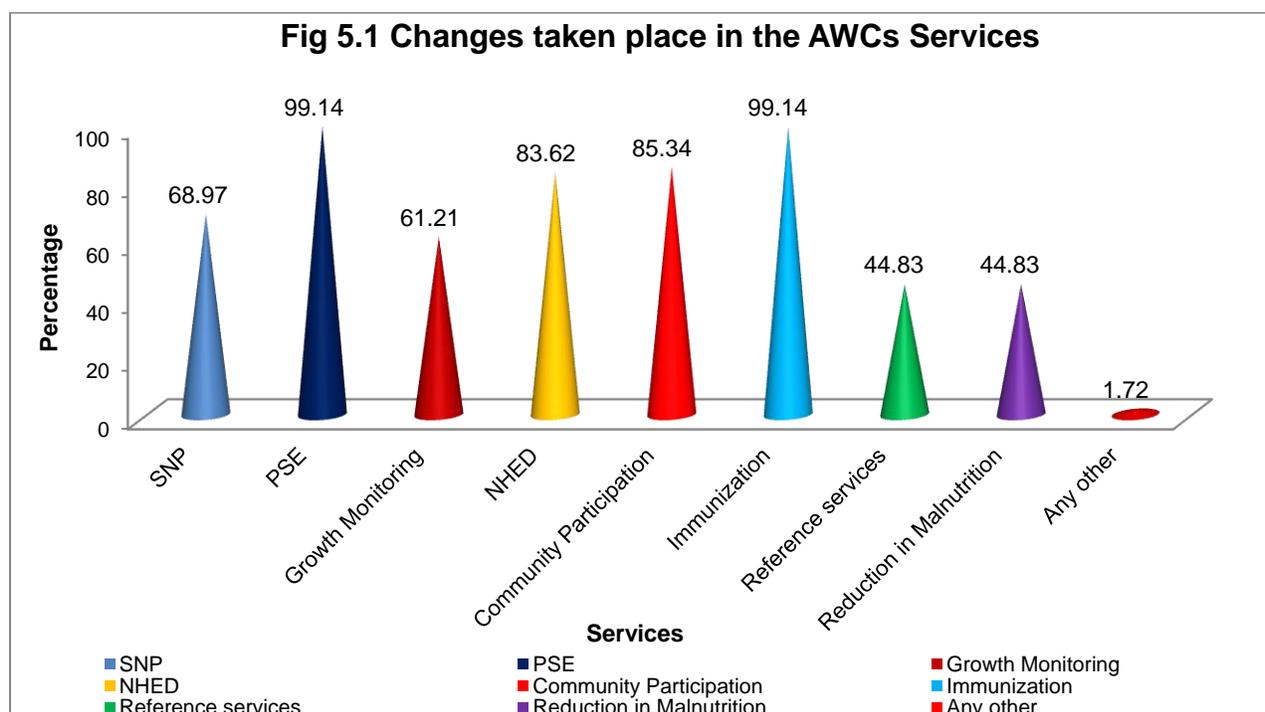
The impact of implementation of joint action plan at district, block and village level, reflected in Table 5.2. This indicated that more or less, all services have been improved through the efforts made by AWS Scheme functionaries in terms of implementation of joint action plan. It has also been noticed that, majority of all kind of functionaries individually and jointly agreed that three services i.e. pre School education, community participation and Immunization have been highly improved than other services rendered at AWCs. Other services have also been improved significantly but improvement in these services noticed relatively less than above three services,

these services were SNP distribution, growth Monitoring, conducting NHED sessions, referral services, reduction in malnutrition cases and also maintenance of records and registers etc. On the basis of data, it can be stated that the preparation and implementation of a successful joint action plan was found very essential to achieve the desired goals.

**Table 5.2 Changes taken place in the Anganwadi Services through Action Plan**

Changes taken place	Functionaries			Total (N=116)
	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	
SNP	3 (37.50)	17 (53.13)	60 (65.22)	80 (68.97)
PSE	7 (87.50)	29 (90.63)	79 (85.87)	115 (99.14)
Growth Monitoring	3 (37.50)	19 (59.38)	49 (53.26)	71 (61.21)
NHED	6 (75.00)	24 (75.00)	67 (72.83)	97 (83.62)
Community Participation	7 (87.50)	25 (78.13)	67 (72.83)	99 (85.34)
Immunization	7 (87.50)	27 (84.38)	81 (88.04)	115 (99.14)
Referral services	4 (50.00)	10 (31.25)	38 (41.30)	52 (44.83)
Reduction in Malnutrition	5 (62.50)	15 (46.88)	32 (34.78)	52 (44.83)
Any other	0	0	2 (2.17)	2 (1.72)

(Figures in parenthesis indicate percentage)



In addition to the aforesaid services, the respondents mentioned that some other services/ aspects have also been improved significantly through implementation of joint action plan, which are as under;

- i). Teaching/conducting methods of different type of activities for the children.
- ii). Practical session/demonstration of different kind of activities like drama, action songs and poems, maintenance of hygiene and nutrition etc.
- iii). Providing training, knowledge and guiding for disaster management
- iv). Better coordination and develop spirit of team work
- v). Creating awareness through motivational campaign and make the people aware of healthy food, habits, breastfeeding of the infant and young children
- vi). Preparation of low cost PSE materials
- vii). Mothers meeting and their counselling sessions
- viii). Essential nutritional supplement to be provided for pregnant and lactating mothers
- ix) Preparation of timetable and conduct activities accordingly.
- x). Proper monitoring of the AWCs in terms of regular meetings, vaccination, observing VHND etc.

## 5.2 Difficulties faced during implementation of New Ideas/Innovation

As per responses received from respondents, some functionaries also faced some difficulties in implementation of new Ideas/innovation. The data reflected that 62.5 percent district level functionaries responded that they did not faced any difficulties during implementation of new ideas/innovation. Whereas 71.88 percent CDPOs, 54.35 percent and 51.09 percent AWWs told that they have faced different type of difficulties/problems during implementation of new ideas/innovation.

**Table 5.3 Difficulty faced in Implementation of any new ideas/innovation**

Action Plan Implemented	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	AWW (N=137)
Yes	3 (37.5)	23 (71.88)	50 (54.35)	70 (51.09)

<b>No</b>	5 (62.5)	9 (28.13)	42 (45.65)	67 (48.91)
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(Figures in parenthesis indicate percentage)

Further, they have responded that maximum 24.44 percent CDPOs and 23.42 percent Supervisors responded that they have faced problem during implementation of new ideas/innovations related to growth monitoring and plotting due to non-availability/non-functionality of weighing scales at AWCs followed by 22.22 percent CDPOs and 21.62 percent Supervisors responded that they have faced problems during implementation new ideas/innovations related to mobilizing resources. 13.33 percent CDPOs and 21.62 percent Supervisors responded that they have faced problems in securing greater community participation related new ideas/innovations. Detailed responses of CDPOs and Supervisors in respect of type of difficulties faced in implementation of any new ideas/innovations are given in Table 5.4.

**Table 5.4 Type of Difficulties faced in Implementation of any new ideas/innovation**

S.No	Action Plan Implemented	Functionaries	
		CDPO (N=32)	Supervisor (N=68)
1	Securing greater community participation	6 (13.33)	24 (21.62)
2	Mobilizing resources	10 (22.22)	24 (21.62)
3	Organizing PSE activities in a better way	4 (8.89)	6 (5.41)
4	Conducting activities for under threes on early childhood stimulation	2 (4.44)	5 (4.50)
5	Improving organization and management of supplementary feeding at AWC	1 (2.22)	1 (0.90)
6	Growth monitoring and plotting	11 (24.44)	26 (23.42)
7	Counseling to mothers	2 (4.44)	4 (3.60)
8	Identification and Referral of SAM and Management of Malnutrition	3 (6.67)	3 (2.70)
9	Implemented any new schemes	3 (6.67)	11 (9.91)
10	Identified special needs children in the AWC	1 (2.22)	4 (3.60)
11	Improved in maintenance of records and registers	2 (4.44)	3 (2.70)

(Figures in parenthesis indicate percentage)

### **5.3 Acted as Master Trainer after attending Vertical Training**

Master Trainers have been identified and trained from amongst the existing Anganwadi Services Scheme functionaries. Master Trainer is a person who trained and certified to train others functionaries in the related field. The master trainer's documents work instructions, design trainings for those who will work in a particular process, and certifies that they can perform the work and quality checks according to the work instructions in the time allowed.

A Master Trainer's role is to help participants to recognize how much they already know, and reinforce their knowledge through encouragement including to ensure that they understand the training materials, and to empower and motivate participants to be effective trainers themselves. A Master Trainer serves as a member of the programming and training (P&T) team and support the design, implementation, and evaluation of a competency-based training model. The master trainer is also responsible for coordinating training design and delivery along with administrative management. Master Trainers are thus selected from among trainers with an excellent track record, and plays a key role in the programmes multiplier effect strategy through their responsibility of training Trainers. A successful master trainer must have following characteristics;

1. Sound knowledge and experience in the subject/process
2. The ability to communicate with Trainees
3. An expressed willingness to train others
4. The ability to teach

A Master Trainer can divert the attention of the participants and guide them to become effective in their work and creates a safe and positive learning environment in which participants feel heard, can share their knowledge, and are free to ask questions. In the role of a Master Trainer is not only an expert; but also a coach and mentor. When it comes to training, trainers play a critical role before and after an employee is

nominated for a course. The employer's return on its training investment is the involvement of a trainer in reviewing course evaluation.

A trainer has to be aware of his team's skills. He/She has to know each individual's strengths and weaknesses as well as those of the team as a whole. A trainer should develop training benchmarks. After an employee finishes training, the trainer should have a debriefing to know the training was on-track for the programme.

#### **5.4 Job Responsibilities of a Master Trainer**

Major job responsibilities of a master trainer can be defined as;

1. Develop effective work instructions, job aids, and training materials
2. Effective training presentations
3. Be patience with trainees
4. Plan for the training
5. Lead trainees through the learning process
6. Act as a mentor for the trainees
7. Help others achieve standard work

During the empirical data collection, District Officers, CDPOs and Supervisors have responded in respect of needs and importance of a master trainer for different level trainings. The table 4.1 depicts that a total of 40 Anganwadi Services Scheme functionaries (5 DPOs, 8 CDPOs and 27 Supervisors) acted as master trainer in block level trainings followed by 25 functionaries acted in district level trainings and 4 functionaries acted as resource person and also 11 trained functionaries acted as master trainers in other different level trainings.

Regarding the responses received from vertical trained functionaries to act as a master trainer, in aggregate 61 percent ICDS functionaries acted as master trainer during different level training programmes. Out of which, 50.00 percent functionaries

responded that they have acted as a master trainer at block level trainings followed by 31.25 percent at district level, 13.75 percent in other different level training programmes and occasions, while 5.00 percent responded that they have acted as master trainer / resource person at MLTCs/ AWTCs. Distribution of district and block level functionaries acted as master trainers in different level trainings is presented in the table 5.5.

**Table 5.5 Functionaries acted as Master Trainer**

S. No.	Level of Trainings	Functionaries			Total (N=80)
		DPO (N=14)	CDPO (N=17)	Supervisor (N=49)	
1.	District level trainings	6 (42.86)	8 (47.06)	11 (22.45)	25 (31.25)
2.	Block level trainings	5 (35.71)	8 (47.06)	27 (55.10)	40 (50.00)
3.	Act as resource person at MLTCs/ AWTCs	2 (14.29)	1 (5.88)	1 (2.04)	4 (5.00)
4.	Any Others Trg. Prog.	1 (7.14)	0	10 (20.41)	11 (13.75)

(Figures in parenthesis indicate percentage)

## 5.5 Continuing Session

Regarding conducting continuing session by the vertical trained Anganwadi Services Scheme functionaries, 81.06 percent functionaries responded that they have conducted continuing session after attending vertical training, whereas 18.94 percent functionaries could not conducted continuing education. Functionaries wise distribution reflected that 87.5 percent district level officers, 100 percent CDPOs, 73.91 percent Supervisors responded that they have conducted continuing sessions at different occasions.

**Table 5.6 Conducted any Continuing Education after Vertical Training**

Conducted Continuing Education	Functionaries			Total (N=132)
	DPO (N=8)	CDPO (N=32)	Supervisor (N=92)	
Yes	7 (87.50)	32 (100.00)	68 (73.91)	107 (81.06)

<b>No</b>	1 (12.50)	0	24 (26.09)	25 (18.94)
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(Figures in parenthesis indicate percentage)

Table 5.7 reflected that, 71.43 percent and 57.14 percent District Level Officers responded that they have conducted continuing sessions, in which they have organised programmes and conducted rigorous monitoring of AWCs activities. While, 84.38 percent and 81.25 percent CDPOs responded that they had also organised programmes and provided 'Training to the other functionaries' through conducted continuing sessions at project level. On the same pattern 80.88 percent and 76.47 percent Supervisors responded that they had organised programmes and provided 'training to the other functionaries' through continuing sessions. All types of functionaries had also been made arrangement for educational sessions to the untrained functionaries, through conducting continuing sessions at their respective levels.

**Table 5.7 Ways of Conducted Continuing Session by the District & Block Level Functionaries**

S.No.	Ways of Conducting Continuing Sessions	Functionaries		
		DPO (N=7)	CDPO (N=32)	Supervisor (N=68)
1.	<b>Organization of programmes</b>	5 (71.43)	27 (84.38)	55 (80.88)
2.	<b>Training to the other functionaries</b>	0	26 (81.25)	52 (76.47)
3.	<b>Conducted rigorous monitoring the AWCs activities.</b>	4 (57.14)	16 (50.00)	18 (26.47)
4.	<b>Arrangement of educational sessions to the untrained functionaries</b>	3 (42.86)	12 (37.50)	4 (5.88)
5.	<b>Any other</b>	1 (14.29)	0	11 (16.18)

(Figures in parenthesis indicate percentage)

## Chapter – 6

# Opinions of Stakeholders in Strengthening and Quality Improvement in delivery of Anganwadi Services

### 6.1 The Community Leader

Community leader/local activist is a closest person to observe the ongoing activities and understand actual status of the services delivery at the AWC and he/she can also provide a real picture of the Anganwadi services provided at grass root level. Therefore, it can be assumed that the community leader can also provide significant information regarding the services provided under the Anganwadi Services Scheme at Village Level. In this view, at least two community leaders have been selected and interviewed from each Anganwadi centre area / village to find out trusted information regarding development/ improvement in the services rendered at Anganwadi centres. During the data collection, two Community leaders/ representatives could not found in the tribal area, at the time of interview, therefore it has been decided that three community leaders may also be selected from other Anganwadi centres so that an effective opinion can be obtained from a representative numbers of the community leaders .

Total 274 community leaders have been selected from 137 Anganwadi Centres to find out the actual impact of vertical trainings on the service delivery system or efficacy of the vertical trainings for improvement in the service delivery system rendered under Umbrella ICDS Scheme.

### 6.2 Profile of Community leaders

Regarding the category of community leaders, maximum 194 (71%) community leaders were mother of the beneficiaries and women representatives from different village level committees, followed by 34 (12.41%) were school teachers, 22

(8.03%) were SHG/Mahila Mandal Members, 13 (4.74%) PRI Members and 11 (4.01%) were involved in the social activities. Before the selection, it has been ensured that the community leader must be related or aware about functioning of Anganwadi centre and have some interest in the social development programmes/activities. The category of community leaders has reflected in the table 6.1.

**Table 6.1: Categories of Community Leader**

S.No.	Categories	Number	Percentage
1	School Teacher	34	12.41
2	PRI member	13	4.74
3	SHG/Mahila Mandal Member	22	8.03
4	Political/Social activists	11	4.01
5	Any other	194	70.80
	Total	274	100

### 6.3 Educational Qualification

It has also been tried that the community leader should have some qualifications so that he/she can understand properly and have the ability to evaluate the improvements / changes taken place in the Anganwadi Services Scheme and have some contact/dialogue with the Anganwadi worker. In order to sustain the objectives of the study, a maximum of 40.15% of community leaders have been selected, who had educational qualification below matric, followed by 23.72% were matric passed, 14.96% were graduates, 12.77% were intermediate and 1.82% were post graduate. Due to non-availability of qualified persons, 6.57% community leaders were also interviewed, who were illiterate. These all community leaders were familiar, well aware about functioning of AWC and also living in the same locality. The educational qualifications of the community leaders are shown in Table 6.2.

**Table 6.2 Educational Qualification of the Community Leader**

S.No.	Qualification	Number	Percentage
1	Illiterate	18	6.57
2	Below Matric	110	40.15
3	Matriculate	65	23.72
4	Intermediate	35	12.77

5	Graduate	41	14.96
6	Post Graduate	5	1.82
	Total	274	100

#### 6.4 Improvement noticed after attending Vertical Training by the AWWs

After that they have asked regarding any improvement noticed in service delivery system of AWCs after attending vertical training by the AWWs. The data indicated that 99.27 percent local leaders responded that they have noticed improvement in the Anganwadi Service Scheme after receiving the vertical training, some community leaders (0.73 percent) responded that they did not noticed any improvement in the delivery of services at AWCs.

They have also elaborated their responses in terms of level of extent of improvements in specific services rendered at AWCs. Table 6.3 indicated that maximum 93.38 percent community leaders responded that there is a significant improvement in preschool activities, followed by 90.07 percent in Immunization, 86.76 percent in enhancement in community participation, 79.04 percent in SNP distribution, 65.44 percent community leaders noticed improvement in conducting NHED sessions. While, 47.79 percent reported that there is also an improvement in Growth monitoring, 34.93 percent in Referral services, 31.62 in Reduction in malnutrition and only one respondent (0.73 percent) responded that they have also noticed improvement in other aspects like competency, knowledge level and attitude etc.

**Table 6.3 Improvement noticed in the Services at AWCs after attending Vertical Training**

<b>N= 272</b>			
<b>S.No.</b>	<b>Option</b>	<b>Number</b>	<b>Percentage</b>
1.	SNP,	215	79.04
2.	PSE,	254	93.38
3	Growth monitoring	130	47.79
4.	NHED	178	65.44
5.	Community participation	236	86.76
6.	Immunization	245	90.07
7.	Referral services	95	34.93
8.	Reduction in malnutrition	86	31.62
9	Any other	1	0.37

Regarding the extent of improvement in the knowledge level of AWWs, 99.27 percent community leaders responded that they have noticed improvement in the knowledge level of AWWs concerned after attending the vertical training, whereas 0.72 percent community leaders responded that they didn't notice any improvement in the knowledge level of AWWs. The data also revealed that 98.91 percent community leaders responded that they felt some improvement in work performance of AWW after attending the vertical training, while 1.09 percent respondents responded that they did not find any improvement in work performance of AWW after attending the vertical training.

Further, a question has been asked to the community leaders regarding impact of vertical trainings on different aspects of personality development of AWWs through 10 points scaling method (highest to low i.e. 10 for excellent performance and 1 for poorest performance). Table 6.4 reflected that overall vertical trainings programmes were found very effective to improve different aspects of personality development of AWWs. Overall development in all aspects of AWWs indicated by the maximum 30.20 percent community leaders through score 7, followed by 25.09 percent awarded score 8, 23.74 percent given score 6, 6.83 percent given score of 5 and 6.21 percent community leaders awarded highest score 9. Needless to mention that community leaders did not give highest score for any social aspect of AWWs. While analyzing the aspect wise data, it was found that mainly score ranges from 3 to 9, have been awarded to different aspects i.e. Skills, Ability, Knowledge, Behavior, competencies and attitude etc. The responses of community leaders proved that the vertical training programme was very beneficial and also effective to improve all social aspects of AWWs.

**Table 6.4 Level of Improvement in different aspects of AWWs**

**N=1626**

S.No.	Aspects	Score									
		1	2	3	4	5	6	7	8	9	10
1.	Ability	0	2	12	9	7	41	72	103	25	0
2.	Skills	0	2	1	2	15	18	77	95	61	0
3.	Knowledge	0	1	0	8	11	55	92	92	12	0
4.	Competencies	1	10	11	15	30	90	72	41	1	0
5.	Behavior	0	4	8	16	22	92	87	41	1	0

<b>6.</b>	<b>Attitude</b>	0	2	15	10	26	90	91	36	1	0
	<b>Total</b>	1	21	47	60	111	386	491	408	101	0
	<b>Percentage</b>	0.06	1.29	2.89	3.69	6.83	23.74	30.20	25.09	6.21	0.00

On the basis of data received from vertical trained AWWs, the community leaders rated extent of improvement in AWWs performance and service deliveries at AWCs level. Table 6.5 indicated that 74.82 percent community Leaders has rated improvement in service deliveries as 'very good' followed by 12.41 percent rated as 'outstanding', 7.66 percent rated as 'Good' in the improvement in AWWs performance and service deliveries at AWCs level. A nominal number of respondents 5.11 percent have rated as 'average' improvement in AWWs performance and service deliveries at AWCs level.

**Table 6.5 AWWs performance and Status of Service Deliveries at AWCs**

<b>S.No.</b>	<b>Option</b>	<b>Number</b>	<b>Percentage</b>
1.	Outstanding	34	12.41
2.	Very good	205	74.82
3	Good	21	7.66
4.	Average	14	5.11
5.	Poor	0	0
	<b>Total</b>	<b>274</b>	<b>100</b>

The community people are very much related and also affected with the improvement in the delivery of services at AWCs level, therefore, the responses of community leaders are very important in this regard. Table 6.6 depicts that maximum 39.76 percent community leaders responded that they have noticed improvement in the delivery of services between 50% - 75% followed by 21.62 percent community leaders have noticed improvement over all more than 75 %, 20.26 percent community leaders responded that they have noticed improvement between 25% - 50% and 10.99 percent community leaders responded that they have noticed improvement less than 25%. A nominal numbers of 5.27 percent community leaders responded that they could not say/decide regarding the improvement and 2.09 percent community leader responded that they didn't find any improvement in the services rendered at AWC level after attending the vertical training.

Regarding the reasons of non-improvement, they have responded that main reasons quoted as difference in the level of trainees, timing was not suitable for the participants and medium of the deliberations. Most of them responded that they didn't find any improvement in the service delivery system, but they could not explained reasons behind non improvement in the services of AWCs after attending the vertical training programme.

**Table 6.6 Improvement noticed in the services provided at AWCs after attending Vertical Training**

**N=3584**

S.No.	Services	Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided/Ca n't say	No improv ement
1.	Maintenance of records and registers	6	30	162	70	6	0
2.	SNP	8	98	132	32	4	0
3.	Growth monitoring	33	81	111	14	25	10
4.	Referral Services	33	101	101	18	18	3
5.	Conducting pre-school activities	4	34	134	91	6	5
6.	Services/Interventions for Children with Special Needs	98	98	37	3	29	9
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities	126	52	52	10	21	13
8.	Conducting survey	2	49	165	34	15	9
9.	Home Visits	2	11	129	122	8	2
10.	Community Participation	5	17	98	146	7	1
11.	Conducting NHED/VHND/ECCD	24	28	139	69	10	4
12.	Immunization	0	9	100	158	6	1
13.	Services to Adolescent girls	53	118	65	8	20	10
14.	Any other	0	0	0	0	14	8
	Total	394	726	1425	775	189	75
	Percentage	10.99	20.26	39.76	21.62	5.27	2.09

### 6.5 Monitoring of AWCs by the Community Leaders

Regarding the monitoring of AWCs by the community leaders, they have responded that they had monitored AWCs located in their area/village, reflected in the Table 6.7. They told that majority of the respondents 51.82 percent responded

that they had monitored AWCs in their village often/occasionally without any fixed schedule followed by 20.44 percent monitored AWCs once in a week, 14.96 percent monitored AWCs once in a months, while 7.66 percent responded that they have monitored AWCs daily basis and minimum number of respondents i.e. 5.11 percent responded that they had monitored AWCs located in their areas twice in a month.

**Table 6.7 Frequency of Monitoring of AWCs by the Community Leaders**

S.No.	Option	Number	Percentage
1.	Daily	21	7.66
2.	Once in a week	56	20.44
3	Once in a month	41	14.96
4.	Twice in a month	14	5.11
5.	Often/Un –Scheduled	142	51.82
	Total	274	100

An enquiry conducted with the community leaders regarding visited AWCs in their areas by the State/District/ Block level Officials. The empirical data revealed that 66.06 percent respondents told that State/District/ Block level officials visited AWCs in their areas while 33.94 percent respondents responded that no officials visited AWCs in their areas. Regarding the schedule/frequencies of visiting AWCs by the State/District/Block level Officials, maximum 57.46 percent respondents responded that they have observed that State/District/Block level officials visted AWC about 'once in six months' followed by 18.78 percent responded that the officers visited AWCs 'once in two months', 8.29 percent responded that officers visited AWCs 'once in a month' and a mimnamal number of respondents responded that the concerned officers visited AWCs 'once in a year'. Whereas, 13.26 percent community leaders responded that they did not observed visit of any concerned officers.

**Table 6.8 Frequency of visiting AWCs by the State/District/Block level Officials**

S.No.	Option	Number	Percentage
1.	Once in a month	15	8.29
2.	Once in two months	34	18.78
3	Once in six months	104	57.46
4.	Never seen	24	13.26
5.	Once in a year	4	2.21
	Total	181	100

## 6.6 Impact of Vertical Training

In order to find out the perception of community leaders, a question was put up regarding awareness about vertical training attended by the respective AWWs. The data revealed that 84.31 percent community leaders responded that they were aware about AWWs had attended vertical training programme, whereas 15.69 percent responded that they were not aware about attending vertical training by the AWWs. Further, regarding source of information, 86.15 percent community leaders responded that they have received information from AWW/CDPO/ Supervisor/AWH followed by 12.55 percent responded that they informed by the beneficiaries and 1.30 percent responded that they received information from any other source.

**Table 6.9 Source of information**

S.No.	Source of information	Number	Percentage
1.	Informed by the AWW/CDPO/ Supervisor/AWH	199	86.15
2.	Informed by the beneficiaries	29	12.55
3.	Any other source	3	1.30
	Total	231	100

## 6.7 Vertical Training to be attended by the AWWs in future

At the end of the interview tried to find out a conclusive statement regarding the importance of vertical trainings for the AWWs, which evident by the table 6.10. The data indicated that 98.91 percent community leaders responded that they think that the vertical training should be attended by the AWWs in future, whereas a nominal number of 1.09 percent community leaders responded that they think that vertical trainings is not much important for the AWWs, it may not be attended by the AWWs.

**Table 6.10 Vertical Training should be attended by the AWWs in future**

S.No.	Option	Number	Percentage
1.	Yes	271	98.91
2.	No	3	1.09
	Total	274	100

## 6.8 Analysis of Secondary Data

### 6.8.1 Evaluation of earlier Vertical Trainings

As a usual practice, an evaluation proforma is filled by the participants at the end of all courses, which would be enable to provide help to modify the content, duration, resource persons and all related aspects, to improve the quality and effectiveness of the programme. These were always being included in the course report, after analysis and summarized the reactions of the participants. The Research team collected these reports available in the institute's library and analyzed reactions of participants. These participants had participated in different vertical training programmes organised by the NIPCCD, Regional Centre, Guwahati. Further evaluation of contents of vertical training programmes is given in the Table 6.11. Needless to mention that the 'course evaluation proforma' has been modified several time, therefore, some column in the table are blank/deferred.

On the basis of analysis of data received from various vertical training reports, some conclusions were drawn, which is given as under;

- Regarding the 'content coverage of the Programme' in most of the cases all participants rated as 'Most Adequate' and 'Very Adequate', very nominal percentage of participants had rated it as 'Adequate'.
- The majority of the participants rated 'Training Methodology' as 'Highly Participatory', followed by 'Participatory'.
- 'Quality of Instruction' found by the participants as 'Excellent' followed by 'Very Good', while a very nominal percentage of participants found it as 'Good' only.
- Further 'Training, Communication, aids used' had rated by the majority of the participants as 'Excellent', followed by 'Very Good' and a nominal percentage of participants found it as 'Good' only.
- Most of the participants found "Group Exercise assignment" as 'Very Good' followed by 'Excellent' whereas a nominal number of participants had rated as 'Good'.
- In the response of 'Extent of help from the Course', all of the participants rated as 'To a large extent' .

- Almost all participants had quoted that the 'Background Literature, was 'Very Useful' to them.
- Regarding the 'Duration of the course' all participants responded that they found its duration 'Optimal'
- In the response of 'Number of Sessions in a day' almost all participants had opined that number of sessions in a day was 'Optimal'
- '**Overall rating of the programme performance**' rated by the maximum number of participants as '**Very good**' followed by '**Excellent**' and a nominal number of participants rated as '**Good**'.

Based on the above facts, it can be said that undoubtedly vertical training was very beneficial, informative and helpful for all Anganwadi Services Scheme functionaries, which helps them to perform their job responsibilities in a better way.

**Table 6.11 Evaluation of earlier Vertical Trainings**

S.No	Content	Responses	Manipur (July-August, 2018) Total-45	Mizoram (April 23-27, 2018) Total-44	Nagaland (June 11-15, 2018) Total-44	Odisha (October 9-12, 2018) Total-45	Arunachal Pradesh (October 9-13, 2017) Total-45	Meghalaya (December 04-08, 2017) Total-41	Gangtok, Sikkim (April 24-28, 2017) Total-39	Odisha (November 30-December 4, 2015) Total-40	Arunachal Pradesh (January 18-22, 2016) Total-45	Manipur (February 15-19, 2016) Total-60	Assam (April 27- May 1, 2015) Total-59	West Bengal (June 15-19, 2015) Total-60	Tripura (December 3-7, 2012) Total-41	Nagaland (April 23-27, 2012) Total-23	Manipur (July 9-13, 2012) Total-37	Meghalaya (September 05-09, 2011) Total-39	Mizoram (May 23-27, 2011) Total-54	Assam (November 08-12, 2010) Total-48	Arunachal Pradesh (December 6-10, 2010) Total-52	Orissa (18-22, January, 2010) Total-45
1	Content Coverage of the Programme	Most Adequate	46.34	41.9	45.4		26.67	27.00	37.83	62.5	17.8	21.67	69.49	28.33	64	15	16	38	38.89	53	64	45
		Very Adequate	36.59	58.1	43.2		44.44	46.00	51.35	20	55.6	53.33	20.34	61.67	29	70	64	18	33.33	41	20	27.5
		Adequate	17.07		11.4		28.89	32.00	10.81	17.5	26.77	25	10.17	6.67	7	15	20	44	27.78	2	16	27.5
2	Training Methodology	Highly Participatory	60.98	69.8	34.1		44.44	22.00	56.75	65	31.1	51.67	71.19	50	71	55	44	18	50	83	60	50
		Participatory	36.59	30.2	65.9		55.56	78.00	43.24	35	66.7	48.33	28.81	50	29	45	56	82	50	17	40	50
3	Quality of Instruction	Excellent	31.71	44.2	40.9		37.78	17.00	75.67	85	51.1	58.33	62.71	46.67	58	45	32	18	42.59	53	48	25
		Very Good	46.34	55.8	52.3		44.44	61.00	21.62	12.5	42.2	33.33	30.51	45	27	45	68	62	50	43	44	52.5
		Good	19.51		6.8		15.56	22.00	2.7	2.5	2.2	8.33	6.78	8.33	15	10		20	12.96	2	8	17.5
4	Training, Communication, aids used	Excellent	26.83	25.8	43.2		31.11	12.00	54.05	80	28.9	40	47.46	41.67	22	45	14	18	22.22	38	28	15
		Very Good	51.22	69.8	38.6		55.33	59.00	40.54	20	60	50	45.76	41.67	44	40	76	61	57.41	53	44	47.5
		Good	19.51	4.6	18.2			29.00	5.4		8.9	10	6.78	16.66	34	15	10	21	20.37	9	28	37.5
5	Group Exercise assignment	Excellent	31.71	20.9	40.9		22.22	32.00	29.72	50	26.7	41.67	27.12	46.67	29	25	8	11	24.07	36	20	13
		Very Good	39.02	51.2	34.1		53.33	44.00	40.54	47.5	60	50	52.54	40	32	50	72	53	51.85	47	48	45
		Good	26.83	27.9	25		24.44	24.00	29.72	2.5	13.3	8.33	20.34	13.33	34	25	20	36	22.22	12	32	35
6	Extent of help from the course	To a large extent	87.8	95.3	81.8		80	68.00	83.78	100	82.2	88.33	81.36	71.67	76	85	72	92	92.59	74	80	75
		To some extent	12.2	4.7	18.2		20	32.00	10.81		17.8	11.67	18.64	28.33	24	15	28	8	7.4	15	20	23
7	Background Literature	Very Useful	63.41	72.1	56.8	68.89	62.22	41.00	89.18	100	77.8	61.67	71.19	58.33	46	83	72	33	51.51	85	83	48
		Useful	31.71	27.9	43.2	31.11	35.56	59.00	10.81		20	38.33	28.81	41.67	54	17	28	67	48.48	11	17	52
8	Duration of the course	Optimal	95.12	90.7	90.9		86.67	76.00	86.48	90	71.1	70	79.66	80	71	32	28	82	85.18	21	32	53
		Too short	4.88	9.3	2.3		4.44	24.00	8.1	5	22.2	11.67	15.25	10	7		46	10	9.25			30
		Too long			9.3	6.67	8.89		5.4	5	6.7	18.33	5.08	10	22		24	8	5.55	9		17
9	Number of sessions in a day	Optimal	90.24	97.7	6.8		86.67	41.00	89.19	90	75.6	73.33	98.31	96.67	61	40	46	92	68.51	53	40	65
		Too many	7.32	2.3	2.3		11.11		8.11	10	6.7	25	1.69	3.33	39	60	32		31.48	26	60	28
		Few	2.44				2.2				17.8	1.67					12	8		6		7
12	Rating of overall programme	Excellent	34.15	55.8	50		44.44	14.00	59.46	80	15.6	55	49.15	26.67	49	62	20	13	31.48	45	62	20
		Very Good	41.46	41.9	40.9		46.67	59.00	35.15	20	66.7	31.67	47.46	65	41	30	52	67	62.96	55	32	58
		Good	21.95	2.3	9.1		8.89	27.00	5.4		4.4	13.34	3.39	8.33	10	8	28	18	5.55		8	12

## Chapter – 7

# Summary and Conclusion

### 7.1 Findings

The present study was carried out to assess the efficacy of vertical trainings on Anganwadi Services Scheme functionaries as well as improvement in service delivery system at AWCs. Needless to mention that, training is one of the major activities of the institute and vertical training is designed specifically to enhance the skills of CDPOs and supervisors and educate them on job guidance to act as a master trainer. Also, it is necessary to check whether the officers are jointly preparing and implementation an action plan at the project level to improve the quality of service delivery.

Specifically, the study aimed to find out whether the CDPOs and Supervisors who had attended the vertical trainings are able to act as master trainers; to examine whether they are formulating joint action plan at project level; to identify the measures/ steps taken by the trained functionaries at their project level to bring in quality improvement in service delivery under ICDS; and to suggest measures for enhancement in the effectiveness of vertical trainings. Data for the study was collected from the ICDS functionaries who have attended vertical trainings during the period of last three years i.e. 2014-15, 2015-16 & 2016-17. Eleven vertical training programmes were organized during the period under reference. Finally, seven vertical training programmes were selected in the sample from seven North Eastern States namely Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura, in which 299 ICDS officers were trained, who were selected for the present study.

Since, the complete enumeration method is being used for the study, therefore, all 299 officers have been selected in the sample. Needless to mention that the study has been proposed for North Eastern States which fall under jurisdiction of RCG, therefore Odisha and West Bengal States have not been

included in the study. Sikkim could not be included in the study, because no vertical training was organized there during the period under reference.

Out of 299 ICDS functionaries, 269 were interviewed at their current level, some of them were also promoted or transferred to some other place. 30 ICDS functionaries had retired/resigned or quit, leading to the study's sample being reduced from 299 to 269. Thus, Anganwadi Services Scheme officers of all categories and all levels had been included. Although, the main focus of the study was on district level officers, CDPOs, supervisors and AWWs who have participated in vertical training during the specified three years were also included. To assess the impact of grassroots vertical training, some community leaders have also been included as study respondents.

In total 543 respondents had responded in respect of efficacy of the vertical Trainings including Anganwadi Services Scheme functionaries and community leaders. 8 District level Officers (DPO/DWCD/DSWO), 32 CDPOs, 92 Supervisors and 137 Anganwadi Workers were interviewed to find out their opinion and extent of impression regarding efficacy of vertical trainings. While, 274 community leaders were also interviewed for study, in order to find out ground realities.

Data collection was carried out through pre-structured programs and questionnaires. The data were coded and classified on the Microsoft Excel Sheets. The data were analyzed by using frequencies; percentages and part of the data were also analyzed qualitatively. Major findings of the study are as under:-

- Majority of the ICDS functionaries 65.52 percent (171) were from tribal areas followed by 31.80 percent (83) were from rural and minimum 2.68 percent (7) were from urban areas.
- All district level officers had possessed graduate degree, while 65.63 percent CDPOs were graduate, followed by 31.25 percent CDPOs to be Post-Graduate and one CDPO (3.13 percent) possessed doctorate degree also. Majority of the supervisors 43.48 percent were graduate followed by 36.96 percent Post graduate, 16.30 percent Intermediate and 3.26 percent were

High School passed. Most of the AWWs 38.69 percent were High School passed followed by 26.28 percent who were Intermediate, 12.41 percent were Graduate and 2.19 percent AWWs possessed Post Graduation degree in different social sciences subjects.

- Different types of capacity building and sharpen skills trainings have also been attended by different level of ICDS functionaries in addition to the vertical training. 34.38 percent CDPOs, 44.57 Supervisors and 50.36 AWWs responded that they have found vertical training more effective than other trainings.
- Maximum 65.43 percent functionaries had experience of providing services under ICDS for 10 years & above, followed by 27.51 percent 5-10 years, 5.58 percent 2- 5 Years, and, a small number 1.49 percent functionaries had minimum experience of up to one year only.
- 37.88 Percent of the functionaries (16 CDPOs and 34 Supervisors) had conducted visit to the AWCs on monthly basis followed by 15.91 Percent had conducted visits once in a week and 9.09 Percent had conducted visits twice in a week. It has also been observed that maximum unscheduled visits were conducted by district level officers (DPOs) or CDPOs.
- Most of the ICDS officials have prepared proper monitoring plan in advance and conducted visits according to the schedule. All district level officers responded that they have used checklist during the monitoring of AWCs and 87.50 CDPOs also responded that they have used checklist during the monitoring of AWCs.
- It was observed that, for the purpose of effective monitoring and supervision, allocation of AWCs and their locations are very important. 80.43 percent supervisors were allotted only one sector followed by 17.39 percent supervisors who were responsible for monitoring of two sectors and two supervisors were allotted three to five sectors for monitoring and supervision of AWCs. While, 67.39 Percent supervisors have allotted 21-40 AWCs

followed by 17.39 Percent who were allotted maximum 20 AWCs, 13.04 percent Supervisors had been allotted 41-16 AWCs in their jurisdiction, and, 2.17 percent Supervisors were allotted 61-80 AWCs located in different sectors in an ICDS project.

- Most of the Supervisors 81.52 Percent had faced different types of problems during monitoring of AWCs, followed by 87.50 Percent CDPOs, and, 62.50 Percent district level officers had also faced different types of problems during monitoring of AWCs under their jurisdiction. 60 Percent District level Officers responded that they faced problem of “Additional assignment at CDPO’s office”, 85.71 percent CDPOs responded that “Vehicle was not provided” to them and 72.00 percent supervisors responded that scattered location of the AWCs and long distance is a very big problem/hurdle in the monitoring and supervision of AWCs.
- 93.75 CDPOs agreed that they interacted with the community people and shared problem related to different social welfare schemes. Most of the district level officers 75.00 Percent responded that they did not have any fixed schedule and they interacted with the community whenever required.
- 93.75 Percent CDPOs responded that they have made joint visits with the State/ District/ Block level officials. Whereas, 54.35 Supervisors responded that they have made joint visits with the ANM and ASHA workers in their AWCs. While, 71.88 percent CDPOs responded that they have conducted joint visits with the State Government Anganwadi Services Scheme / Health officials, 31.25 percent responded that they have conducted joint visits with the monitoring team. CDPOs responded that they have also conducted joint visits with Central Government Officials, whenever they come for monitoring and supervision of Anganwadi Services Scheme.
- All district level officials and CDPOs responded that they had conducted meetings and also attended State/district/block/village level meetings from time to time. 97.83 Percent Supervisors responded that they have conducted sector /village level meetings and attended other State/district/block/village level meetings. Further, 92.39 percent Supervisor responded that they had

also attended NHED sessions/VHND meetings during the monitoring and supervision visits.

- Majority of the AWCs 55.47 percent were running in pucca buildings followed by 34.31 Percent AWCs running in kuchcha and 9.49 Percent AWCs were running their activities in open space. One AWW responded that local administration was unable to provide space for running AWC.
- 68.61 Percent of the AWCs have been constructed by the government, followed by 18.98 Percent AWCs which were running in AWW/ Helpers' house, each 4.38 Percent AWCs were running in school building/ government / community/ Panchayat provided space, and, 3.65 Percent AWCs were running in the rented buildings.
- Maximum 86.86 Percent AWCs were running in a single room, followed by 9.49 Percent with two rooms, 2.92 Percent had three rooms, and, only one AWC (0.73 Percent) had more than three rooms for conducting their AWCs activities. 43.8 percent responded that they have separate kitchen at their AWCs. The AWCs who did not have separate kitchen for cooking, among them 54.55 percent AWWs responded that they made arrangement of cooking at their own house followed by 24.68 percent who had arranged for cooking under a covered space, 11.69 Percent used neighbors/relatives house or in AWHs house for cooking and 9.09 percent responded that they were cooking food in open space available near the AWCs.
- .The separate storage facility was found at 35.04 percent AWCs whereas 64.96 percent did not have separate storage facility.
- 54.01 Percent AWWs responded that local administration providing tap water supply in their AWCs, followed by 24.82 percent who responded that they have utilized water for drinking from well/ pond, 6.57 percent responded that they used hand pump to get safe drinking water at their AWCs and 14.6 Percent AWWs responded that they did not have any source of drinking water. 1.46 percent of the AWCs store the drinking water in uncovered utensils.

- Majority of the AWCs (48.91 percent) did not have toilet facility followed by 40.15 Percent AWCs responded that they have running toilet facility for the children of AWCs, 10.22 percent responded that they have toilets, but not in usable condition due to poor maintenance and water scarcity.
- Most of the ICDS functionaries i.e. 42.01 percent had attended Vertical Training during the year 2016-17, followed by 36.80 percent had attended during the year 2016-17, and, 21.19 percent functionaries had attended vertical training in the year 2014-2015. The venue of the vertical training programme was found convenient by the 96.74 percent and 97.81 percent Supervisors and AWWs, respectively.
- The quality of vertical training programme responded by the respondents on the basis of their work environment, all 100 percent DLOs, 87.5 percent CDPOs 80.43 percent Supervisors and 81.75 percent AWWs had rated as “Very good” followed by 6.25 percent CDPOs 3.26 percent Supervisors and 12.41 percent AWWs who rated it as “Outstanding”, and 6.25 percent CDPOs, 10.87 percent Supervisors and 5.84 percent AWWs rated it as “Good”, 99.63 percent also responded that the vertical training programme is very helpful in achieving the objectives of the scheme.
- The trainers/resource persons of vertical trainings have covered all important aspects including the facilities required for smooth running of AWCs.
- Regarding the extent of fulfillment of their expectations, in aggregate, 99.39 percent Anganwadi Services Scheme functionaries responded that the vertical training programmes were fulfilled their expectations. All CDPOs, 99.30 percent Supervisors and 98.90 percent AWWs responded that the vertical training programme fulfilled their expectation. Regarding the extent of benefits derived after attending the vertical training programmes, overall 69.92 percent Anganwadi Services Scheme functionaries responded that they were derived benefits after attending the vertical training programme up to ‘some extent’ followed by 30.08 percent responded as ‘great extent’. Regarding the fulfillment of expectations of AWWs, in order to develop their qualities/ social

aspects, 62.77 percent AWWs had responded that their skills have been upgraded 'upto a great extent', 26.28 percent and 21.17 percent AWWs had responded that their ability and knowledge level have also been improved, respectively. 68.61 percent AWWs responded that their knowledge had been improved 'up to some extent' as expected, 67.88 and 64.23 AWWs responded that their ability and Behaviour have also been improved 'up to some extent'. 46.72 percent AWWs responded that they have felt a little improvement in their Competence followed by 28.47 percent in attitude and 24.82 percent in behavior.

- Almost all district level officers, CDPOs, Supervisors and AWWs admitted that the vertical training programme was useful to them.
- All district level officers responded that the vertical training was enabled to improve their knowledge level as well as improvement in work performance after attending the vertical training. Ten point scale scoring method (1-10) was adopted to find out the impact on their job performance and social aspects of AWS functionaries. Majority of the Supervisors rated the impact of the vertical training on their job performance and social aspects as 7 & 8. It shows that the participants were highly benefited with the contents as well as deliberations of vertical training programme. Further, a significant improvement was noticed in ability, skills and knowledge level of the supervisors followed by other aspects like Competence, Behaviour and attitude etc. Some Supervisors also mentioned that they have highly benefited in improving their work performance and social aspects.
- Improvement in the work performance and other social aspects of CDPOs, Supervisor and AWWs rated through 10 points scaling method. Overall vertical trainings programmes were found very effective to improve the work performance as well as other social aspects of Anganwadi Services Scheme functionaries. Maximum 51.47 percent district level officers had given a score of 7 followed by 25 percent giving 8, 16.18 percent had given 6, 6.62 percent had given 9 and 0.14 percent district level officers had awarded highest score of 10. It is clear that DLOs responded that the vertical trainings have helped to

change/improve work performance and other social aspects of CDPOs, Supervisor and AWWs.

- CDPOs responded that the impact on social aspects as well as work performance of their controlled functionaries awarded Score of 7 for both types of functionaries; however, ability and skills of the Supervisors and AWWs have improved more than work performance and other social aspects with a score of 8. Most of the respondents have given score between 9 to 5, it means that there is a significant development in the work performance and other social aspects of Supervisors and AWWs as an impact of vertical trainings. Supervisors awarded Score of 7 and 8 in all aspects, therefore, it is clear that the vertical training was very helpful and effective to improve social aspects as well as work performance of AWWs.
- Overall vertical trainings programmes were found to be very effective to improve different aspects of personality development of AWWs. Overall development in all aspects of AWWs indicated by the maximum 30.20 percent community leaders through a score of 7, followed by 25.09 percent awarding 8, 23.74 percent giving 6, 6.83 percent giving 5 and 6.21 percent community leaders awarded highest score of 9. Aspect wise analysis shows that significant scores had been awarded to different aspects such as Skills, Ability, Knowledge, Behavior, competencies and attitude etc.
- All Supervisors responded that vertical training has helped to deliver effective services at the Anganwadi center and achieving the objectives of programme and a significant improvement was noticed in open discussions for clarification of doubts.
- Extent of utilization and utility of vertical training in their work environment rated by all district level officers rated it as 'very good' and majority of CDPOs (87.5 percent), Supervisors (72.83 percent) and AWWs (81.75 percent) also rated it as "Very good". Whereas, 6.25 percent CDPOs rated as "Outstanding" and "Good" and 14.3, 10.87 and 2017 percent Supervisors rated it as "Outstanding", "Good" and "Average" respectively.

- Community leaders rated extent of improvement in AWWs performance and service delivery at AWCs level. 74.82 percent community Leaders have rated improvement in service delivery as 'very good' followed by 12.41 percent rated it as 'outstanding', 7.66 percent rated it as 'Good' in the improvement of AWWs performance and service delivery at AWCs level.
- Maximum district level officers (DLOs), CDPOs, Supervisors and AWWs responded that they have noticed improvement in the delivery of services overall more than 75 percent, and, the services which noticed specific improvement were SNP, Conducting pre-school activities, Home Visits, Community Participation and Conducting NHED/VHND/ECCD. Other services like conducting pre-school activities and conducting surveys have also been improved after attending the vertical training.
- 99.27 percent local leaders responded that they have noticed improvement in the Anganwadi Service Scheme after undergoing the vertical training. Maximum 93.38 percent community leaders responded that there is a significant improvement in preschool activities, followed by 90.07 percent in Immunization, 86.76 percent in enhancement of community participation, 79.04 percent in SNP distribution, 65.44 percent in conducting NHED sessions. While, 47.79 percent reported that there is an improvement in Growth monitoring, 34.93 percent in Referral services, 31.62 in reduction in malnutrition and only one respondent (0.73 percent) responded that they have also noticed improvement in other aspects like competency, knowledge level and attitude etc.
- The community people were very much related and affected with the improvement in the delivery of services at AWCs level, therefore, the responses of community leaders are very important in this regard. 39.76 percent community leaders responded that they have noticed improvement in the delivery of services between 50 - 75 Percent, followed by 21.62 percent community leaders responded that they have noticed improvement overall more than 75 Percent, 20.26 percent community leaders responded that they have noticed improvement between 25 - 50 Percent, and, 10.99 percent

community leaders responded that they have noticed improvement less than 25 Percent.

- 84.31 percent community leaders responded that they were aware that AWWs had attended vertical training programme, 86.15 percent community leaders responded that they have received information from AWW/CDPO/ Supervisor/AWH and 12.55 percent responded that they had been informed by the beneficiaries.
- Out of 92 supervisors, 45.65 percent supervisors responded that their officers significantly contributed for betterment of AW Services after attending Vertical Training. Maximum 92.86 percent Supervisors responded that their senior level officials contributed highly in the organization of PSE activities in a better way, 83.33 percent responded that they have secured greater community participation by the contribution made by their senior level officials, and, 76.19 percent responded that they found a significant improvement in the maintenance of records and registers, Mobilizing resources and Counseling to mothers etc.
- 99.27 percent AWWs responded that appropriate knowledge has been imparted during the vertical training programme. Same responded that the vertical training helped in achieving the objectives of the programme. About 87.5 percent CDPOs have responded that improvement has taken place in feedback mechanism of beneficiaries on account of Vertical Training.
- In aggregate, maximum 95.17 percent trained functionaries responded that they want to attend vertical training again in future. 100 percent CDPOs, more than 90 percent Supervisors and AWWs and about 87.50 percent district level officers responded that they would like to attend vertical training in future, if they get a chance.
- At the end of the interview, it was tried to find out a conclusive statement regarding the importance of vertical trainings for the AWWs, which is evident

by the fact that 98.91 percent community Leaders responded that they think the vertical training should be attended by the AWWs.

- In aggregate 87.88 percent functionaries responded that they have implemented the action plan in their areas. Functionaries analysis represented that maximum 93.75 percent CDPOs implemented the action plan in their ICDS projects, 87.50 percent DLOs responded that they have implemented joint action plan, and, 85.87 percent Supervisors responded that they have implemented joint action plan at AWCs level.
- About 62.5 percent district level functionaries responded that they did not face any difficulties during implementation of new ideas/innovation, whereas 71.88 percent CDPOs, 54.35 percent Supervisors and 51.09 percent AWWs told that they have faced different type of difficulties during implementation of new ideas/innovation.
- Maximum 24.44 percent CDPOs and 23.42 percent Supervisors responded that they have faced problem during implementation of growth monitoring and plotting due to non-availability/functional position of weighing scales at AWCs, 22.22 percent CDPOs and 21.62 percent Supervisors and 13.33 percent CDPOs, and, 21.62 percent Supervisors responded that they have faced problems during implementation of mobilizing resources and securing greater community participation related to new ideas/innovations.
- In aggregate 61.00 percent ICDS functionaries acted as master trainer at different level programmes. Out of which, 50.00 percent functionaries responded that they have acted as a master trainer at Block level, 31.25 percent responded that they have acted as master trainer at district level, 13.75 percent responded that they have acted as master trainer in other training programmes/occasions and 5.00 percent responded that they have acted as master trainer and resource person at MLTCs/ AWTCs.
- 81.06 percent functionaries responded that they have conducted continuing session after attending vertical training. Functionaries distribution reflected

that 87.5 percent district level officers, 100 percent CDPOs, 73.91 percent Supervisors responded that they have conducted continuing sessions at different occasions.

## **7.2 Suggestions and Recommendations**

The respondents of the study gave few suggestions for the betterment of training. These are placed as under.

1. There had been a big gap among the level and educational qualifications of the participants. Therefore, it was recommended that the state government should depute such AWWs, who have passed at least intermediate, so that the gap between the educational qualifications within participants can be reduced. It was also recommended that separate vertical trainings should be organized for the district, block and village level participants.
2. There is a great emphasis on technical sessions during this period, which leaves little time for interaction between trainees. It did not provide sufficient time for introductory sessions on rapport building. Therefore, the duration of vertical training should be not less than five days.
3. It was recommended that the all ICDS officers should prepare a workable action plan to conducted monitoring and supervision visits individually and jointly, to ensure that the services are being rendered at AWCs efficiently.
4. Discrete allocation of sectors indicated that, sufficient number of Supervisors is not available in the projects. Therefore, it is recommended that vacant posts of Supervisors should be filled up by the State government on priority basis.
5. It was recommended that the presence of Anganwadi Services Scheme and Health officials at the time of local celebrations, should be ensured and try to get an opportunity interact with the community people.

6. It was suggested that the Anganwadi Services Scheme officials should be Coordinated with the local administration to provide proper infrastructure to the AWCs, with basic amenities like indoor/outdoor space, cooking & storage facilities, safe drinking water and toilet facilities etc.
7. It was recommended that the quality of vertical training programme should be improved from 'very good' to 'Outstanding' level, through more emphasis on the need based topics and practical /exposures sessions.
8. The ICDS officials including community leaders felt that the vertical training is very useful and important to the Anganwadi Services Scheme officials; therefore, it was recommended that the more vertical trainings should be provided to them in future, for improvements in the service delivery system as well as social aspects at AWCs level.
9. Majority of the ICDS functionaries responded that they had faced many difficulties during implementation of new ideas/innovation specifically in mobilizing and securing greater community participation. Therefore, it was recommended that some sessions related to mobilization of community and social behaviour change communication etc. should also be included in the programme schedule of vertical training programmes.
10. The data has indicated that only 61 percent Anganwadi Services Scheme functionaries acted as Master Trainer, which is not sufficient. All District and Block level Officials should acted as Master Trainer during the training programme organized at MLTCs/AWTCs, including continuing education. Therefore, it is recommended that, all Anganwadi Services Scheme officials should take a part as Master trainer in the training programmes organised at different levels.

11. Overall rating of the training programmes indicated that all respondents had expressed that they found vertical training very effective in order to improve the work performance, service delivery system, different social aspects and qualities and also capacity building of functionaries. Effective implementation of Anganwadi Services Scheme depends, upto a considerable extent, on the proper training of the Anganwadi Services Scheme functionaries, therefore, it was recommended that the vertical training should be organized for the Anganwadi Services Scheme officials, frequently and on regular basis.
12. Supervisors recommended that all AWWs, should be provided vertical training programme on regular interval, which will be helpful to deliver effective services at the Anganwadi center and achieving the objectives of programme.
13. Some respondents recommended that PRIs members and functionaries of Civil Society Organizations who involved in the similar activities may also be included as participants' in the future vertical training programmes.
14. In aggregate 87.88 percent functionaries responded that they have implemented the joint action plan in their areas. Therefore, it is recommended that all district and block level officials should prepare and implement joint action plan at project level.
15. During the last year 2018-19, all Central Monitoring Staff had been deputed for monitoring of the AWCs in the districts of Andhra Pradesh, Bihar, Jharkhand, Maharashtra and West Bengal during the programme, where vertical trainings were organised. The data collected by the Central Monitoring staff presented in the vertical training programme, and discussed upon. Through this practice, current status of the district had been provided to the ICDS officials concerned and urged to focus and work on the identified areas. This is very good practice and it may be continued and implemented in other areas also.

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Nagurvali Shaik<sup>2</sup> 1- Professor in KLU Business School, KL University, Guntur (Dt), Andhra Pradesh. 2- MBA fourth semester in KLU Business School, KL University ramadevi@kluniversity.in

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**NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT**

Regional Centre, Guwahati

**A Study on Assessment of Efficacy of Vertical Training Programmes for ICDS Functionaries in North Eastern States**

**Schedule for District Level ICDS Officer**

**A. Background Information:**

1. Name of the State:
2. Name of the District:
3. Name of the DSWO/DPO:
4. Mobile No& E-mail:
5. Educational qualification:
6. Training received other than Vertical training.
7. Experience as DSWO/DPO in ICDS:

**B. Monitoring of AWCs**

8. Did you monitor Anganwadicentresin your district\_\_\_\_\_

9. Did you prepare a plan for monitoring of AWCs?

- i. Yes
- ii. No

10. How frequently do you visit to Anganwadicentre :

11. Did you use checklist during the visit of AWCs?

- i. Yes
- ii. No

12. Is there any difficulty for monitoring the Anganwadicentres?

- i. Yes
- ii. No

12a. If yes, kindly mention difficulties for monitoring the Anganwadi Centres:

- i. Vehicle did not provide
- ii. No TA/In adequate /Irregularities
- iii. The Anganwadicentre is located at a far off distance.
- iv. Additional assignment at CDPO's office
- v. Attended different block/district/village level meetings
- vi. Any other assignments, please specify

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13. Improvement noticed in the services provided at AWCs after attending Vertical Training. Please tick (✓) at most appropriate column.

S. No.	Services	Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided /Can't say	No improvement
1.	Maintenance of records and registers						
2.	SNP						
3.	Growth monitoring						
4.	Referral Services						
5.	Conducting pre-school activities						
6.	Services/Interventions for Children with Special Needs						
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities						
8.	Conducting survey						
9.	Home Visits						
10.	Community Participation						
11.	Conducting NHED/VHND/ECCD						
12.	Immunization						
13.	Services to Adolescent girls						
14.	Any other						

13a. If no improvement, what were the reasons?

- i. Difference in the level of trainees
- ii. Duration of the training was too long
- iii. Timing was not suitable for the participants.
- iv. Medium of the deliberations.
- v. Level of resource persons
- vi. Any other (specify)

14. How frequently do you interact with the community members?

- i. Once in month
- ii. Once in a quarter
- iii. Whenever required
- iv. During different type of meetings only
- v. Occasionally
- vi. Never interacted

15. Did you make joint visits with the State/District/Block level Officials?

- i. Yes
- ii. No

16. Did you conduct/attend village/sector/block/district/state level meetings?

- i. Yes
- ii. No

16a. If yes, How many meetings conducted during the last year?

S.No.	No. of meeting conducted	Village	Sector	Block	District	State
1.	1-3					
2.	3-5					
3.	5-7					
4.	>7					

**C. Impact of Vertical Training:**

17. When did you attend the Vertical Training Programme?

- i. 2014-2015
- ii. 2015-2016
- iii. 2016-2017

18. Was the Vertical Training useful for you?

- i. Yes
- ii. No

18a. If yes, how?

- i. Helped in organizing PSE activities in a better way
- ii. Helped in starting activities for under threes on early childhood stimulation
- iii. Improving organization and management of supplementary feeding at AWC
- iv. Developing skills in Growth monitoring and plotting
- v. Helping in counseling of mothers
- vi. Identification and Referral of SAM and Management of Malnutrition
- vii. Became aware about new programmes and policies
- viii. Enhancing skills for community mobilization
- ix. Developing skills in maintenance of records and registers
- x. Helped in improving coordination and convergence with allied agencies
- xi. Contributing to better team work
- xii. Helped in enhancing the enrollment of beneficiaries
- xiii. Aware about new programme and policies
- xiv. Any other, specify

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19. Did your knowledge level improve after the Vertical Training?

- i. Yes
- ii. No

20. Is there any improvement in your work performance after attending the vertical training?

- i. Yes
- ii. No

21. Have you conducted any continuing education after Vertical Training?

- i. Yes
- ii. No

21a. If yes, how?

- i. Organization of training programmes to the other functionaries
  - ii. Conducted rigorous monitoring the AWCs activities.
  - iii. Arrangement of educational sessions to the untrained functionaries
  - iv. Any other, please specify
- 
- 

22. Have you ever acted as Master trainer after Vertical Training?

- i. Yes
- ii. No

22a. If yes, on what?

- i. During district level trainings
  - ii. During block level trainings
  - iii. Acted as resource person at MLTCs/AWTCs
  - iv. Any other training programmes, please specify.
- 
- 

23. Did the vertical training have impact on job performance of CDPOs, Supervisors and AWWs in terms of the following indicators/aspects?

*(Kindly rate from 10 to 1, 10 for best performance and 1 for poor performance)*

S.No.	Indicators/aspects	CDPOs	Supervisors	AWWs
1.	Ability			
2.	Skills			
3.	Knowledge			
4.	Competencies			
5.	Behavior			
6.	Attitude			
7.	Others (Specify)			

24. Did the vertical training enable to change the attitude of the CDPOs, Supervisor and trainees?

- i. To a large extent
- ii. To some extent
- iii. Not at all

25. Did you find any improvement in services rendered under your jurisdiction after vertical training?

- i. Yes
- ii. No

26. Were you able to implement the action plan developed during the Vertical Training Programme?

- i. Yes
- ii. No

26a. If yes, what are the changes taken place towards improvement in services rendered at AWCs after Vertical Training?

- i. SNP,
- ii. PSE,
- iii. Growth monitoring
- iv. NHED
- v. Community participation
- vi. Immunization
- vii. Reference services
- viii. Reduction in malnutrition
- ix. Any other

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26b.If no, what are the reasons. Please specify

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27. Did you find any difficulty in the implementation of any new ideas/innovation?

- i. Yes
- ii. No

27a.If yes, please specify

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28. Any reference material was given during the training session?

- i. Yes
- ii. No

28a. Were the material useful?

i. Yes  
ii. No

28b. If yes, how helpful were the materials provided to you?

i. To a large extent  
ii. To some extent  
iii. Not at all

29. Did the training help in achieving the objective of ICDSprogramme?

i. Yes  
ii. No

30. Would you like to attend Vertical Training again in the future?

i. Yes  
ii. No

31. Did you receive other trainings other than VT?

i. Yes  
ii. No

32. Among the different training that you have attended as an ICDS Functionaries which training was more effective for you? Please specify

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33. Finally, please state/explain the extent to which Vertical Training has been utilized in overall and day to day functioning of ICDS project:

i. Outstanding  
ii. Very good  
iii. Good  
iv. Average  
v. Poor

34. Do you have any comments/suggestions with regard to Vertical Trainings to be organized in future?

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Signature:  
Name of the Investigator:  
Date of visit:



**NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT**

Regional Centre, Guwahati

**A Study on Assessment of Efficacy of Vertical Training Programmes for ICDS Functionaries in North Eastern States**

**Schedule for CDPO**

**A. Background Information:**

1. Name of the State:
2. Name of the District:
3. Name of the ICDS Project: Type: (Rural/Urban/Tribal)
4. Name of the CDPO:

Mobile No.:

E-mail:

5. Educational qualification:

- i. Intermediate/HS
- ii. Graduate
- iii. Post Graduate
- iv. Ph.D./M. Phil.

6. Training

S. No.	Type of Training	Duration (No. of working days)	Month/ Year of Training
1.	Job		
2.	Refresher/ Orientation/Induction		
3.	Skill Training in WHO Growth Standards		
4.	Skill Training in Mother & Child Protection Card		
5.	Skill Training in ECCE		
6.	Skill Training in MIS		
7.	IGMSY/PMMVY		
8.	SABLA		
9.	Other training, please specify		

7. Which training was more effective for you? Please specify

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8. How did you get selected as the CDPO?
- i. Direct
  - ii. Promoted from Supervisor
  - iii. Promoted /Transferred from other dept.

9. Experience as CDPO in ICDS:
- i. Up to one Year
  - ii. 2- 5 years
  - iii. 5-10 years
  - iv. 10 years & above

**B. Monitoring of AWCs**

10. How many Anganwadi centres are in your project :Sanctioned \_\_\_\_\_  
Functional \_\_\_\_\_

11. How frequently do you visit to Anganwadicentre :
- i. Once Fortnightly
  - ii. Monthly
  - iii. Occasionally
  - iv. Not scheduled
  - v. I don't visit at all

12. Do you prepare your visitplan for AWCs?
- i. Yes
  - ii. No

13. Do you use checklist during the visit of AWCs?
- i. Yes
  - ii. No

14. Are there any difficulties for monitoring the Anganwadicentres?
- i. Yes
  - ii. No

- 14a. If yes, please specify from the reasons given below:
- i. The Anganwadicentre is located at a far off distance.
  - ii. Vehicle is not available
  - iii. Administrative work at office
  - iv. Additional assignment other than ICDS
  - v. Attendeddifferent block/district/village level meetings
  - vi. Any other assignments, please mention
  - vii. Additional Charge of other ICDS Project
  - viii. Any other, specify
- 
-

15. Improvement noticed in the services provided at AWCs after attending Vertical Training.

S.No.	Services	Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided /Can't say	No improvement
1.	Maintenance of records and registers						
2.	SNP						
3.	Growth monitoring						
4.	Referral Services						
5.	Conducting pre-school activities						
6.	Services/Interventions for Children with Special Needs						
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities						
8.	Conducting survey						
9.	Home Visits						
10.	Community Participation						
11.	Conducting NHED/VHND/ECCD						
12.	Immunization						
13.	Services to Adolescent girls						
14.	Any other						

15a. If no improvement, what were the reasons?

- i. Difference in the level of trainees
- ii. Duration of the training was too long
- iii. Timing was not suitable for the participants.
- iv. Medium of the deliberations.
- v. Level of resource persons
- vi. Any other (specify)

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16. Do you interact with the Community members?

- i. Yes
- ii. No

18a. If yes, how frequently do you interact with the community members?

- i. Weekly/Everyday
- ii. Every month
- iii. Every quarter
- iv. Within six month
- v. Within a year
- vi. Never

17. Do you make joint visits with the State/District/Block level Officials?

- i. Yes
- ii. No

17a. If yes, with whom?

- i. Central government officials
- ii. State government ICDS/Health officials
- iii. Supervisor/ANM
- iv. Monitoring team

17b. If no, specify reasons

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18. Did you conduct/attendvillage/sector/block/district/statelevelmeetings?

- i. Yes
- ii. No

18a. If yes, How many meetings conducted during the last year?

S.No.	No. of meeting conducted	Village	Sector	Block	District	State
1.	1-3					
2.	3-5					
3.	5-7					
4.	>7					

**C. Impact of Vertical Training:**

19. When did you attend the Vertical Training Programme?

- i. 2014 - 2015
- ii. 2015 - 2016
- iii. 2016 - 2017

20. Was the Vertical Training useful for you?

- i. Yes
- ii. No

20a. If yes, how?

- i. Helped in organizing PSE activities in a better way
  - ii. Helped in starting activities for under threes on early childhood stimulation
  - iii. Improving organization and management of supplementary feeding at AWC
  - iv. Developing skills in Growth monitoring and plotting
  - v. Helping in counseling of mothers
  - vi. Identification and Referral of SAM and Management of Malnutrition
  - vii. Became aware about new programmes and policies
  - viii. Enhancing skills for community mobilization
  - ix. Developing skills in maintenance of records and registers
  - x. Helped in improving coordination and convergence with allied agencies
  - xi. Contributing to better team work
  - xii. Helped in enhancing the enrollment of beneficiaries
  - xiii. Aware about new programmes and policies
  - xiv. Any other, specify
- 
- 

21. Did the Vertical Training fulfill your expectations?

- i. Yes
- ii. No

22. What extents of benefits are derived after attending vertical training programme?

- i. Great extent
- ii. Some extent
- iii. Little
- iv. Not at all

23. Have you conducted any continuing education after Vertical Training?

- i. Yes
- ii. No

23a. If yes, how?

- i. Organization of programmes
  - ii. Training to the other functionaries
  - iii. Conducted rigorous monitoring the AWCs activities.
  - iv. Arrangement of educational sessions to the untrained functionaries
  - v. Any other, please specify
- 
-

24. Have you ever acted as Master trainer after Vertical Training?

- i. Yes
- ii. No

24a. If yes, on what?

- i. During district level trainings
- ii. During block level trainings
- iii. Acted as resource person at MLTCs/AWTCs
- iv. Any other training programmes, please specify.

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25. Is there any improvement in your work performance after attending the vertical training?

- i. Yes
- ii. No

26. Did the vertical training have impact on job performance of Supervisors and AWWs in terms of the following indicators/aspects?  
(Kindly rate from 10 to 1, 10 for best performance and 1 for poor performance)

S.No.	Indicators/Aspects	Rating of the performance from 10 to 1	
		Supervisors	AWWs
1.	Ability		
2.	Skills		
3.	Knowledge		
4.	Competencies		
5.	Behavior		
6.	Attitude		
7.	Others (Specify)		

27. Do you find any improvement in services rendered at AWCs under your jurisdiction?

- i. Yes
- ii. No

28. Were you able to implement the action plan developed during the Vertical Training Programme?

- i. Yes
- ii. No

28a. If yes, what are the changes taken place towards improvement in services rendered at AWCs after Vertical Training?

- i. SNP,
- ii. PSE,
- iii. Growth monitoring
- iv. NHED
- v. Community participation
- vi. Immunization
- vii. Reference services
- viii. Reduction in malnutrition
- ix. Any other

28b. If no, please specify?

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29. Mention some learning points from the training.

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30. Did you find any difficulty in the implementation of any new ideas/innovation?

- i. Yes
- ii. No

30a. If yes, please specify

- i. Securing greater community participation
- ii. Mobilizing resources
- iii. Organizing PSE activities in a better way
- iv. Conducting activities for under threes on early childhood stimulation
- v. Improving organization and management of supplementary feeding at AWC
- vi. Growth monitoring and plotting
- vii. Counseling to mothers
- viii. Identification and Referral of SAM and Management of Malnutrition
- ix. Implemented any new schemes
- x. Identified special needs children in the AWC
- xi. Improved in maintenance of records and registers

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31. Any improvement in feedback mechanism of beneficiaries as an impact of Vertical Training?

- i. Yes
- ii. No

32. Any reference material was given during the training session?

- i. Yes
- ii. No

33. Were the materials useful?

- i. Yes
- ii. No

33a. If yes, how helpful were the tools provided to you?

- i. To a large extent
- ii. To some extent
- iii. Not at all

34. Did the training help in achieving the objective of the ICDS programme?

- i. Yes
- ii. No

35. Rating of the quality of vertical training programme based on your work environment?

- i. Outstanding
- ii. Very good
- iii. Good
- iv. Average
- v. Poor

36. Please mention specific instances/effects if any, in day to day work experience whether the training has helped you?

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37. Would you like to attend Vertical Training again in the future?

- i. Yes
- ii. No

38. Finally, please state/explain the extent to which Vertical Training has been utilized in overall and day to day functioning of ICDS project:

- i. Outstanding
- ii. Very good
- iii. Good
- iv. Average
- v. Poor

39. Do you have any comments/suggestions with regard to Vertical Trainings to be organized in future?

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Signature:

Name of the Investigator:

Date of visit:



**NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT**

Regional Centre, Guwahati

**A Study on Assessment of Efficacy of Vertical Training Programmes for ICDS Functionaries in North Eastern States**

**Schedule for Supervisor**

**A. Background Information:**

1. Name of the State:
2. Name of the District:
3. Name of the ICDS Project: Type:(Rural/Urban/Tribal)
4. Name of the Supervisor:  
Mobile No.: E-mail:
5. Educational qualification:
  - i. Below Matric
  - ii. Matriculate (10+20)
  - iii. Graduate
  - iv. Post Graduate
6. Training

<b>S.No.</b>	<b>Type of Training</b>	<b>Duration (No. of working days)</b>	<b>Month/ Year of Training</b>
1.	Job		
2.	Refresher/ Orientation/Induction		
3.	Skill Training in WHO Growth Standards		
4.	Skill Training in Mother & Child Protection Card		
5.	Skill Training in ECCE		
6.	Skill Training in MIS		
7.	IGMSY/PMMVY		
8.	SABLA		
9.	Other training, please specify		

7. Which training was most effective for you? Please specify

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8. How did get selected as the Supervisor?

- i. Direct
- ii. Promoted from AWW
- iii. Transferred from other dept.

9. Experience as Supervisor in ICDS:

- i. Up to one Year
- ii. 2- 5Years
- iii. 5-10 years
- iv. 10 Years & above

**B. Monitoring of AWCs**

10. How many sectors are allotted to you : \_\_\_\_\_

11. How many Anganwadi centres are allotted to you:\_\_\_\_\_

12. How frequently do you visit to Anganwadicentre :

- i. Once a week
- ii. Twice a week
- iii. Fortnightly
- iv. Monthly
- v. Can't say

13. Do you submit your tour plan?

- i. Yes
- ii. No

14. Are there any difficulties for monitoring the Anganwadicentres?

- i. Yes
- ii. No

14a. If yes, please specify from the reasons given below:

- i. The Anganwadicentre is located at a far off distance.
- ii. Vehicle is not available
- iii. Administrative workat office
- iv. Additional assignment other than ICDS
- v. Attendeddifferent block/district/village level meetings
- vi. Any other assignments, please mention
- vii. Additional Charge of other ICDS Project
- viii. Any other, specify

---

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15. Mention the improvement in services provided at AWCs after Vertical Training

S. No.	Services	Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided /Can't say	No improvement
1.	Maintenance of records and registers						
2.	SNP						
3.	Growth monitoring						
4.	Referral Services						
5.	Conducting pre-school activities						
6.	Services/Interventions for Children with Special Needs						
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities						
8.	Conducting survey						
9.	Home Visits						
10.	Community Participation						
11.	Conducting NHED/VHND/ECCD						
12.	Immunization						
13.	Services to Adolescent girls						
14.	Any other						

15a. If no improvement, what were the reasons?

- i. Difference in the level of trainees
- ii. Duration of the training was too long
- iii. Timing was not suitable for the participants.
- iv. Medium of the deliberations.
- v. Level of resource persons
- vi. Any other (specify)

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16. Do you make joint visits with ANM and ASHA Workers?

- i. Yes
- ii. No

17. Do you attend NHED/VHND meetings?

- i. Yes
- ii. No

17a. If yes, how many during the last quarter in your circle?

- i. One
- ii. Two
- iii. Three
- iv. More than three

18. Did you conduct/attend village/sector/block level meetings?

- i. Yes
- ii. No

18a. If yes, How many meetings conducted during the last year?

S.No.	No. of meeting conducted	Village	Sector	Block
1.	1-3			
2.	3-5			
3.	5-7			
4.	>7			

**C. Impact of Vertical Training:**

19. When did you attend the Vertical Training Programme?

- i. 2014-2015
- ii. 2015-2016
- iii. 2016-2017

20. Was the venue of the training convenient?

- i. Yes
- ii. No

20a. If no, why?

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21. Was the Vertical Training useful for you?

- i. Yes
- ii. No

21a. If yes, how?

- i. Helped in organizing PSE activities in a better way
- ii. Helped in starting activities for under threes on early childhood stimulation

- iii. Improving organization and management of supplementary feeding at AWC
- iv. Developing skills in Growth monitoring and plotting
- v. Helping in counseling of mothers
- vi. Identification and Referral of SAM and Management of Malnutrition
- vii. Became aware about new programmes and policies
- viii. Enhancing skills for community mobilization
- ix. Developing skills in maintenance of records and registers
- x. Helped in improving coordination and convergence with allied agencies
- xi. Contributing to better team work
- xii. Helped in enhancing the enrollment of beneficiaries
- xiii. Aware about new programme and policies
- xiv. Any other, specify

22. Did the Vertical Training fulfill your expectations?

- i. Yes
- ii. No

22a. If yes, to what extent?

- i. Great extent
- ii. Some extent
- iii. Little
- iv. Not at all

23. Is there any improvement in your work performance after the vertical training?

- i. Yes
- ii. No

24. Have you conducted any continuing education after Vertical Training?

- i. Yes
- ii. No

24a. If yes, how?

- i. Organization of programmes
- ii. Training to the other functionaries
- iii. Conducted rigorous monitoring the AWCs activities.
- iv. Arrangement of educational sessions to the untrained functionaries
- v. Any other, please specify

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25. Have you ever acted as Master trainer after Vertical Training?

- i. Yes
- ii. No

25a. If yes, on what?

- i. During district level trainings
- ii. During block level trainings
- iii. Acted as resource person at MLTCs/AWTCs
- iv. Any other training programmes, please specify.

---

---

26. Do you find any improvement in services rendered at AWCs under your jurisdiction?

- i. Yes
- ii. No

27. Were you able to implement the action plan developed during the Vertical Training Programme?

- i. Yes
- ii. No

27a. If yes, what are the changes you made for better delivery of services?

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28. Mention some learning points from the training.

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29. In what ways you are able to bring changes in the delivery of services at AWCs after return from the training?

- i. SNP,
- ii. PSE,
- iii. Growth monitoring
- iv. NHED
- v. Community participation
- vi. Immunization
- vii. Reference services
- viii. Reduction in malnutrition
- ix. Any other

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30. Did you find any difficulty in the implementation of any new ideas/innovation?

- i. Yes
- ii. No

38a. If yes, please specify

- i. Securing greater community participation
  - ii. Mobilizing resources
  - iii. Organizing PSE activities in a better way
  - iv. Conducting activities for under threes on early childhood stimulation
  - v. Improving organization and management of supplementary feeding at AWC
  - vi. Growth monitoring and plotting
  - vii. Counseling to mothers
  - viii. Identification and Referral of SAM and Management of Malnutrition
  - ix. Implemented any new schemes
  - x. Identified special needs children in the AWC
  - xi. Improved in maintenance of records and registers
- 
- 

31. Did the vertical training have any impact on your job performance in terms of the following?

(Kindly rate from 10 to 1, 10 for best performance and 1 for poor performance)

S.No.	Indicators/aspects	(Rating of the performance from 10 to 1)
1.	Ability	
2.	Skills	
3.	Knowledge	
4.	Competencies	
5.	Behavior	
6.	Attitude	
7.	Others (Specify)	

32. Did the vertical training have impact on job performance of AWWsin terms of the following indicators/aspects?

(Kindly rate from 10 to 1, 10 for best and 1 for poor performance)

S.No.	Indicators/aspects	(Rating of the performance from 10 to 1)
1.	Ability	
2.	Skills	
3.	Knowledge	
4.	Competencies	
5.	Behavior	
6.	Attitude	
7.	Others (Specify)	

33. Has there been any improvement in Service deliveries of AWC after attending the training?

- i. Yes
- ii. No

33a. If yes, ways of improvement

- i. SNP,
- ii. PSE,
- iii. Growth monitoring
- iv. NHED
- v. Community participation
- vi. Immunization
- vii. Reference services
- viii. Reduction in malnutrition
- ix. Any other

34. Do you think your CDPOs/Supervisors have been contributing more towards improving the functioning of your AWCs after attending Vertical Training?

- i. Yes
- ii. No

34a. If yes, CDPO/Supervisor may contribute towards improvement through following initiatives:

- i. Securing greater community participation
  - ii. Mobilizing resources
  - iii. Organizing PSE activities in a better way
  - iv. Conducting activities for under threes on early childhood stimulation
  - v. Improving organization and management of supplementary feeding at AWC
  - vi. Growth monitoring and plotting
  - vii. Counseling to mothers
  - viii. Identification and Referral of SAM and Management of Malnutrition
  - ix. Implemented any new schemes
  - x. Identified special needs children in the AWC
  - xi. Improved in maintenance of records and registers
  - xii. Any other (specify)
- 
- 

35. Any improvement in feedback mechanism of beneficiaries as an impact of Vertical Training?

- i. Yes
- ii. No

36. Any reference material was given during the training session?

- i. Yes
- ii. No

37. Were the material useful?

- i. Yes
- ii. No

37a. If yes, how helpful were the tools provided to you?

- i. To a large extent
- ii. To some extent
- iii. Not at all

38. Was there any discussion after the session for clarification of doubts?

- i. Yes
- ii. No

39. Did the training help the trainee to deliver effective service at the centre?

- i. Yes
- ii. No

40. Did the training help in achieving the objective of your programme activities?

- i. Yes
- ii. No

41. Rating of the programme based on its utility in your work environment?

- i. Outstanding
- ii. Very good
- iii. Good
- iv. Average
- v. Poor

42. Please mention specific instances/effects if any, in day to day work experience where the training has helped you?

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43. Would you like to attend Vertical Training again in the future?

- i. Yes
- ii. No

43a. If yes, please specify why:

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43b. If no, please specify why:

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44. Did you receive other trainings other than VT?

- i. Yes
- ii. No

45. Was any other training more effective for you than VT?

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46. Finally, please state/explain the extent to which Vertical Training has been utilized in overall and day to day functioning of AWC:

- i. Outstanding
- ii. Very good
- iii. Good
- iv. Average
- v. Poor

47. Do you have any comments/suggestions with regard to Vertical Trainings to be organized in future?

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Signature:

Name of the Investigator:

Date of visit:



**NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT**

Regional Centre, Guwahati

**A Study on Assessment of Efficacy of Vertical Training Programmes for ICDS  
Functionaries in North Eastern States**

**Schedule for Anganwadi Worker**

**A. Background Information:**

1. Name of the State:
2. Name of the District:
3. Name of the ICDS Project: Type:(Rural/Urban/Tribal)
4. Name of AWC: Code of AWC:
5. Address of AWC:
6. Name of Anganwadi Worker: Mobile No.:
7. Name of Helper: Mobile No.:

**B. Anganwadi Centre Information:**

8. Year of Starting AWC:
9. Experience of AWW in ICDS:
  - i. Up to one Year
  - ii. 2- 5Years
  - iii. 5-10 years
  - iv. 10 Years & above
10. Educational qualification:
  - i. Illiterate
  - ii. Below Matric
  - iii. Matriculate
  - iv. Intermediate(10+2)
  - v. Graduate
  - vi. Post Graduate
11. Monthly Honorarium: .....

12. Training of AWW

S.No.	Type of Training	Duration (No. of working days)	Month/ Year of Training
1.	Job		
2.	Refresher/ Orientation/Induction		
3.	Skill Training in WHO Growth Standards		
4.	Skill Training in Mother & Child Protection Card		
5.	Skill Training in ECCE		
6.	Skill Training in MIS		
7.	IGMSY/PMMVY		
8.	SABLA		
9.	Other training, please specify		

13. Which training was most effective for you? Please specify

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**C. Physical Infrastructure of AWC:**

14. Type of Building:

- i. Kuchcha
- ii. Pucca
- iii. Open Space

15. Ownership of AWC Building:

- i. Constructed by Government
- ii. School building/ Govt. provided
- iii. Community/ Panchayat provided
- iv. Rented building
- v. AWW/Helper's House

16. Is electricity available at AWC?

- i. Yes
- ii. No

17. Is the sign board of AWC displayed?

- i. Yes
- ii. No

18. Distance of AWC from the village:

- i. Less than 100 Mts
- ii. 100-200 Mts
- iii. 300-400 Mts
- iv. More than 500 Mts
- v. Within Village

19. Number of rooms in AWC?

- i. One
- ii. Two
- iii. Three
- iv. More

20. Is Separate Kitchen Available at AWC?

- i. Yes
- ii. No

20a. If no, what are the cooking arrangements?

- i. Cooking is done under covered space
- ii. Cooking is done in open space
- iii. Cooking is done by SHGs
- iv. At AWW's house
- v. Any Other (Specify)

21. Is there a separate space for storage :

- i. Available
- ii. Not Available

22. What is the source of Drinking Water:

- i. Hand pump
- ii. Tap water supply from PHD/local Admn.
- iii. Well/ Pond
- iv. Any other (pls. specify)

23. What is the Drinking Water Storage facility available at the AWC?[Observe]

- i. Directly from the source (Tap)
- ii. Stored in covered utensils with ladle
- iii. Stored in uncovered utensils
- iv. Stored in un-cleaned utensil in unhygienic condition

24. Is Toilet usable Facility available in the AWC?

- i. Available
- ii. Not Available

- iii. Available but not usable
- iv. Available but not child friendly

25. Is there separate toilet facility for Girls and Boys

- i. Yes
- ii. No

**D. Impact of Vertical Training**

26. When did you attend the Vertical Training Programme?

- i. 2014-2015
- ii. 2015-2016
- iii. 2016-2017

27. Was the venue of the training convenient?

- i. Yes
- ii. No

27a. If no, specify reasons

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28. Was the timing of the training sessions convenient?

- i. Yes
- ii. No

28a. If no, specify reasons

---

---

29. Was the Vertical Training useful for you?

- i. Yes
- ii. No

29a. If yes, how?

- i. Helped in organizing PSE activities in a better way
- ii. Helped in starting activities for under threes on early childhood stimulation
- iii. Improving organization and management of supplementary feeding at AWC
- iv. Developing skills in Growth monitoring and plotting
- v. Helping in counseling of mothers
- vi. Identification and Referral of SAM and Management of Malnutrition
- vii. Became aware about new programmes and policies
- viii. Enhancing skills for community mobilization
- ix. Developing skills in maintenance of records and registers

- x. Helped in improving coordination and convergence with allied agencies
  - xi. Contributing to better team work
  - xii. Helped in enhancing the enrollment of beneficiaries
  - xiii. Aware about new programme and policies
  - xiv. Any other, specify
- 
- 

29b. If no improvement, what were the reasons?

- Difference in the level of trainees
  - Duration of the training was too long
  - Timing was not suitable for the participants.
  - Medium of the deliberations.
  - Level of resource persons
  - Any other (specify)
- 
- 

30. Did the Vertical Training fulfill your expectation?

- i. Yes
- ii. No

30a. If yes, to what extent?

S. No.	Qualities	Great extent	Some extent	Little	Not at all
1.	Ability				
2.	Skills				
3.	Knowledge				
4.	Competencies				
5.	Behavior				
6.	Attitude				
7.	Others (Specify)				

31. Has there been any improvement in Service deliveries of AWC after attending the training?

- i. Yes
- ii. No

31a. If yes, ways of improvement

- i. SNP,

- ii. PSE,
  - iii. Growth monitoring
  - iv. NHED
  - v. Community participation
  - vi. Immunization
  - vii. Reference services
  - viii. Reduction in malnutrition
  - ix. Any other
- 
- 

32. Mention some learning points from the training.

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33. Do you think your CDPOs/Supervisors have been contributing more towards improving the functioning of your AWCs after attending Vertical Training?

- i. Yes
- ii. No

33a. If yes, CDPO/Supervisor may contribute towards improvement through following initiatives:

- i. Securing greater community participation
  - ii. Mobilizing resources
  - iii. Organizing PSE activities in a better way
  - iv. Conducting activities for under threes on early childhood stimulation
  - v. Improving organization and management of supplementary feeding at AWC
  - vi. Growth monitoring and plotting
  - vii. Counseling to mothers
  - viii. Identification and Referral of SAM and Management of Malnutrition
  - ix. Implemented any new schemes
  - x. Identified special needs children in the AWC
  - xi. Improved in maintenance of records and registers
- 
- 

34. Did you find any difficulty in the implementation of any new information/ideas /guidelines suggested by the trainers in the Vertical Training.

- i. Yes
- ii. No

34a. If yes, please specify

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35. Did the training have any impact on your job performance in terms of the following?(Kindly rate from 10 to 1, 10 for best performance and 1 for poor performance)

S.No.	Indicators/aspects	(Rating of the performance from 10 to 1)
1.	Ability	
2.	Skills	
3.	Knowledge	
4.	Competencies	
5.	Behavior	
6.	Attitude	
7.	Others (Specify)	

36. What are the changes taken places towards improvement in services rendered at AWCs after Vertical Training?

SNP

Growth monitoring

Community participation

Immunization

Reference services

Reduction in malnutrition

Any other

37. Whatever you have learned in VT, Are you able to practice the activities till now?

i. Yes

ii. No

37a. If yes, please mention the activities you are still practicing

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37b. If no, please specify the reasons.

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38. Any reference material was given during the training session?

- i. Yes
  - ii. No
- 

39. Was the material useful?

- i. Yes
  - ii. No
- 

40. Are you using the materials provided to you in delivery of services of AWC?

- i. To a large extent
  - ii. To some extent
  - iii. Not at all
- 

41. Was the knowledge imparted during the training appropriate?

- i. Yes
  - ii. No
- 

42. Did the training help in achieving the objectives of your programme activities?

- i. Yes
  - ii. No
- 

43. How is the programme rated by you now, based on its utility in the work environment? (Please mark the appropriate column below)

- i. Outstanding
  - ii. Very good
  - iii. Good
  - iv. Average
  - v. Poor
- 

44. Please mention specific instances (if any), which helped in conducting day to day activities at AWCs.

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45. Would you like to attend Vertical Training again in the future?

- i. Yes
  - ii. No
- 

45a. If yes/no, please specify why:

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46. Do you have any comments/suggestions with regard to Vertical Training?

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Signature:

Name of the Investigator:

Date of visit:



**NATIONAL INSTITUTE OF PUBLIC COOPERATION & CHILD DEVELOPMENT**

Regional Centre, Guwahati

**A Study on Assessment of Efficacy of Vertical Training Programmes for ICDS Functionaries in North Eastern States**

**Schedule for Community Leader**

**A. Background Information:**

1. Name of the State:
2. Name of the District:
3. Name of the Community Leader:
4. Mobile No& E-mail:
5. Educational qualification:
6. Occupation:
7. Category of Community Leader:
- i. School Teacher,
- ii. PRI member,
- iii. SHG/Mahila Mandal member,
- iv. Political/Social activists,
- v. Any other.

**B. Monitoring of AWCs**

8. Improvement noticed in the services provided at AWCs after attending Vertical Training.

S. No.	Services	Less than 25%	25% - 50%	50% - 75%	More than 75%	Undecided /Can't say	No improvement
1.	Maintenance of records and registers						
2.	SNP						
3.	Growth monitoring						
4.	Referral Services						
5.	Conducting pre-school activities						
6.	Services/Interventions for Children with Special Needs						
7.	Arrangements at AWCs (storage, preparation and distribution of necessities) and other support activities						
8.	Conducting survey						

9.	Home Visits						
10.	Community Participation						
11.	Conducting NHED/VHND/ECCD						
12.	Immunization						
13.	Services to Adolescent girls						
14.	Any other						

8a. If no improvement, what were the reasons?

- i. Difference in the level of trainees
- ii. Duration of the training was too long
- iii. Timing was not suitable for the participants.
- iv. Medium of the deliberations.
- v. Level of resource persons
- vi. Any other (specify)

9. Did you monitor AWCs in your village?

- i. Yes
- ii. No

10. How frequently do you visit to Anganwadicentre :

- i. Daily
- ii. Once in a week
- iii. Once in a month
- iv. Twice in a month
- v. Often/Un -Scheduled

11. Improvement noticed in the services provided at AWCs after attending Vertical Training.

12. Has your village ever been visited by the State/District/Block level Officials?

- i. Yes
- ii. No

12a. If yes, how frequently ?

- i. Once in a month
- ii. Once in two months
- iii. Once in six months
- iv. Never seen

**C. Impact of Vertical Training:**

13. Do you know about Vertical Training Programme attended by AWW?

- i. Yes
- ii. No

13a. If yes, how?

- i. Informed by the AWW/CDPO/Supervisor/AWH
- ii. Informed by the beneficiaries
- iii. Any other source, specify

14. Is there any improvement in service delivery at your AWC after receiving the Vertical Training by the AWW?

- i. Yes
- ii. No

14a. If yes, In what ways?

- i. SNP,
- ii. PSE,
- iii. Growth monitoring
- iv. NHED
- v. Community participation
- vi. Immunization
- vii. Reference services
- viii. Reduction in malnutrition
- ix. Any other

15. Did knowledge level of AWW improve after the Vertical Training?

- i. Yes
- ii. No

16. Is there any improvement in work performance of AWW after attending the vertical training?

- i. Yes
- ii. No

16a. If yes, rate the extent of improvement.  
 (Kindly rate from 10 to 1, 10 for excellent/best and 1 for poor)

S.No.	Indicators/aspects	Level of improvement(rating from 10 to 1)
1.	Ability	
2.	Skills	
3.	Knowledge	
4.	Competencies	
5.	Behavior	
6.	Attitude	
7.	Others (Specify)	

17. On the basis of vertical training received by the AWWs, please rate improvement in AWW and service deliveries at AWC level?

- i. Outstanding
- ii. Very good
- iii. Good
- iv. Average
- v. Poor

18. Do you think AWWs should attend Vertical Training in the future?

- i. Yes
- ii. No

19. Do you have any comments/suggestions with regard to Vertical Trainings to be organized in future?

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Signature:

Name of the Investigator:

Date of visit: