SURVEY REPORT

Assessing the effectiveness of the "Aakar"
Training in the State of Maharashtra

आकार
मुलगी-मुलगा दोघे समान
दोघांनाही शिकू द्या !

Anugraha Foundation for Employment
Opportunities, Pune.

unicef
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Anugraha
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1. Introduction

Universalisation of Early Childhood Care and Education (ECCE) is the first step towards Universalisation of Elementary Education. However, providing mere access to ECCE is not sufficient, it is the quality of ECCE which is crucial in holistic development of children. In order to universalise understanding of the concept of ECCE, its philosophy and importance among all stakeholders, Ministry of Women and Child Development launched National ECCE policy in the year 2013.

THE VISION

The vision of the policy is "to promote inclusive, equitable and contextualised opportunities for promoting optimal development and active learning capacity of all children below 6 years of age".
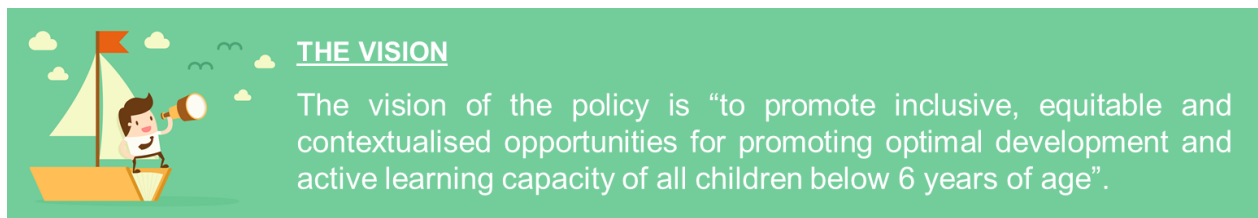
The policy envisages improving pathways for a successful and smooth transition from care and education provided at home to centre-based ECCE and thereafter to school-age provision by facilitating an enabling environment through app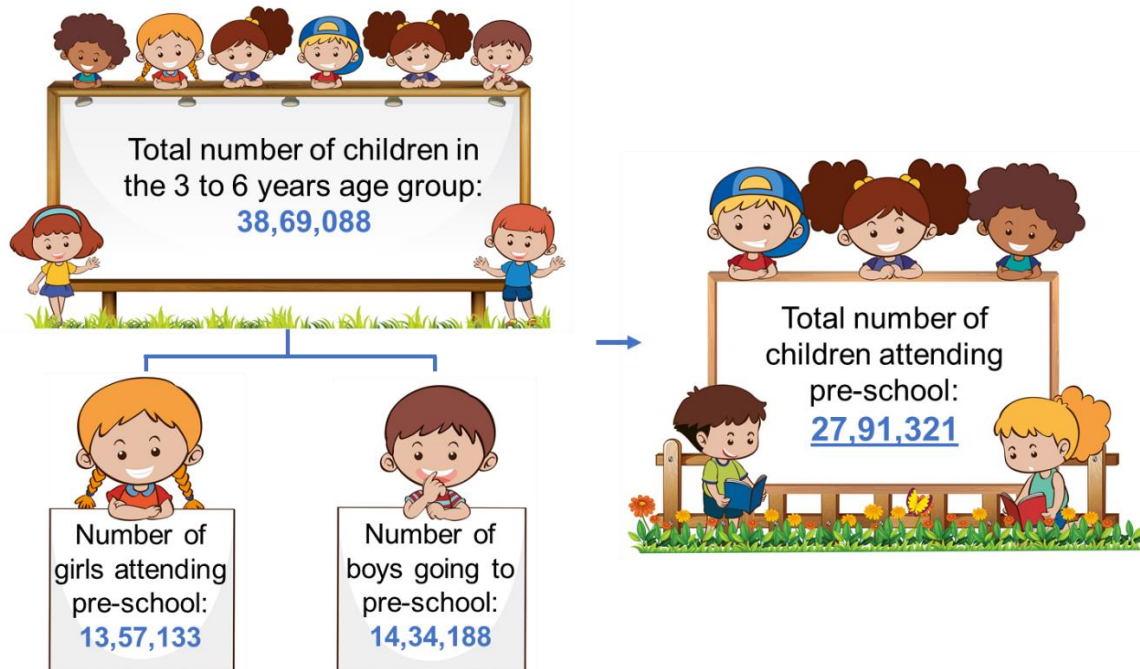ropriate systems, processes and provisions across the country. Amongst its other objectives, Early Childhood Education (ECE) is of paramount importance for the age group 3 to 6 years in order to promote holistic development of the child.

The Integrated Child Development Services is a government initiative for the all-round development of children under 6. It aims at providing services to pre-school children in an integrated manner so as to ensure proper growth and development of children in rural, tribal and slum areas.

In Maharashtra, ICDS spans across all 36 districts. The current outreach of ICDS covers 364 rural, 85 tribal and 104 urban slum area projects. The team comprises of 36 Deputy Chief Executive Officers, 553 sanctioned Child Development Project Officers and 3899 supervisors. There are 97,945 Anganwadi Centers and 13,011 mini AWCs across the state. The current population in the state in 3 to 6 years of age is as below:

Total number of children in the 3 to 6 years age group: 38,69,088

Total number of children attending pre-school: 27,91,321

Number of girls attending pre-school: 13,57,133

Number of boys going to pre-school: 14,34,188

The ICDS is the largest public ECCE providers catering to a large population base. The private sector is the second largest ECCE service provider; however, its quality varies from a minimalist approach to a mushrooming of accelerated academic programs. Thus, there is an emerging need to harmonize the activities of all these service providers, in accordance with program mandates, standards and legislations. To achieve the policy's vision and the program goals of ICDS, a great deal of accountability rests upon the effectiveness of frontline workers in delivering the services. Thus, training has been identified as one of the crucial elements in the policy to build and strengthen the capacities of existing human resource i.e. supervisors and Anganwadi workers.

2. About Aakar

In the year 2006, a decision was taken by the Govt. of Maharashtra to develop a curriculum for pre-primary children. Maharashtra State Council of Educational Research and Training developed a curriculum in view of the requirements of children in the urban, rural and tribal regions with support from various organizations such as ICDS, UNISEF, NGOs and other technical experts. With the help of UNICEF, this curriculum was executed in nine selected blocks from three districts on a pilot basis. The supervisors from these three blocks were given a training the review of the impact of these trainings was undertaken. It revealed several positive changes with respect to ECE transaction in the AWCs.

This curriculum was sent to NIPCCID, New Delhi for approval with appropriate changes as per the guidelines given in 2014 National Curriculum Framework. The suggestions given by NIPCCID were incorporated in the curriculum and it was named 'Aakar'.

The Aakar curriculum is not only based on scientific principles of child development, but it aims at making the ECE centers child friendly in true sense. It is based on the principles of Madam Montessori – freedom, self-dependence, self-motivation, self-discipline and self-learning.
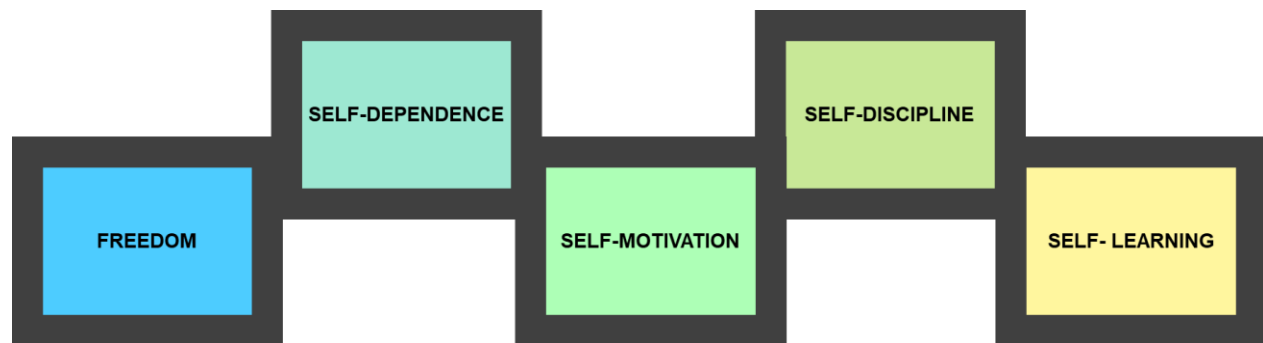
It focuses on language development, pre-reading and emergent reading and writing, pre-maths skills, scientific temperament and aesthetic sense of the child. It will help in improving the level of physical and mental development. This curriculum will facilitate in creating an adequate environment for child development in AWCs and give opportunity to children to get engaged in joyful and meaningful activities. This kind of environment will retain the interest of children in attending AWC. As the whole curriculum is activity based, children will enjoy it thoroughly.

The activities given in Aakar are designed as per the age-specific interests and requirements of children. It will make them active and will have a positive impact on their development. It would help the AWWs and supervisors to understand children in a better way.

It was necessary for the AWWs and ICDS supervisors to understand the nature of Aakar since it is completely different from the ECE programs introduced earlier.

3. Capacity Building Program for ICDS Supervisors and AWWs

With this objective in mind, UNICEF and ICDS along with NGO partner Anugraha Foundation for Employment Opportunities had executed a pilot project hereafter referred to as Phase 1 to prepare a framework for developing a cadre of Government Master Trainers from the cadre of

supervisors available with ICDS. The Phase I of the project started on 15 May 2017 and was successfully completed by 31 December 2017.

Owing to the practical insights from the field and new requirements coming from the state, there had been a series of discussions between the partners to ensure maximum impact and broad coverage across the beneficiary districts associated with this project across the state.

Phase I of the program covered easy-to-understand topics of the Aakar curriculum which included basic objectives of ECE, different areas of development of child in the age group of 3 to 6 years focusing on physical, cognitive, language and creativity development. Phase I aimed at creating awareness across the state regarding the significance of ECE and its relevance in the holistic development of the child.

The following activities were conducted in Phase I of the project –
1. Capacity Framework for Master Trainer Program in ECE based on Aakar
2. Learning Content for 4 levels
   - Anganwaadi Workers Activity Handbook (Green)
   - Supervisors Training – Elementary Level (Yellow)
   - Master Trainer Program – Intermediate Level – 1 (Blue)
   - Master Trainer Program – Intermediate Level – 2 (Red)
3. Master Trainer Cadre
   - 40 Master Trainers Trained at Intermediate (1) Level in June 2016
   - 38 Master Trainers Trained at Intermediate (2) Level in October 2016
4. Trainings through Master Trainers by ICDS and Mentored by Anugraha
   - 206 Supervisors Trained in Thane and Nagar Districts by the Master Trainers in September 2016 at Elementary Level
   - 97 Supervisors from across all districts trained by the Master Trainers in Pune in Dec 2016
5. Ongoing Mentoring of all supervisors trained as part of this initiative jointly by ICDS and Anugraha
6. Monitoring Framework for Child, Anganwadi and Master Trainer drafted. This needs to be piloted in few districts before rollout

Out of 36 districts, only 20 districts had representation in the Master Trainer Cadre. The remaining 16 districts will be covered in Phase II. The candidates who did not participate in the

first phase workshop would be selected for the second phase for training them as master trainers. The following topics will be covered in Phase II –
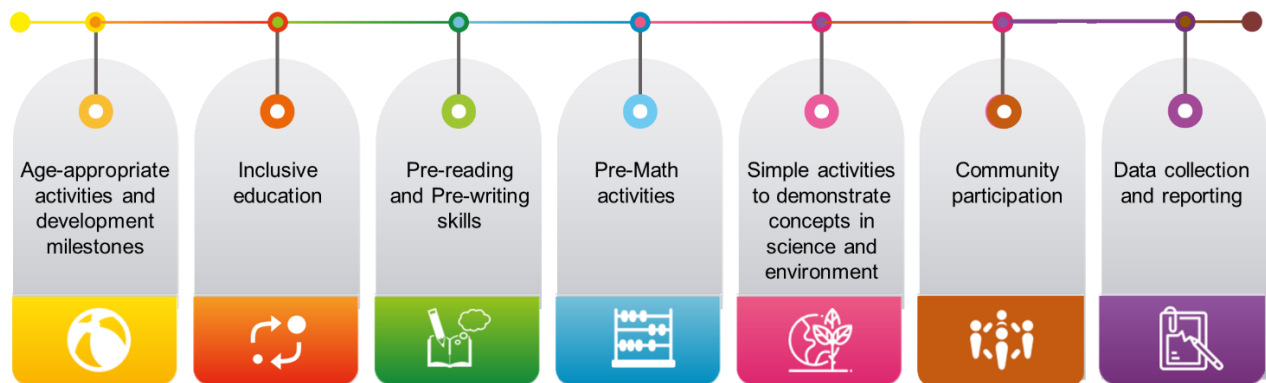
A training curriculum for supervisors and activity handbook for AWWs will be developed during this phase.

In Phase I, a training module was developed to introduce the scientific nature of ECE to the AWWs and the supervisors on the basis of Aakar. The following components were covered in the module:

1. Nature of scientific ECE, Aakar, National ECE Framework
2. Activities for holistic development, its objectives, factors affecting development and classroom management
3. Significance of each domain of ECE
4. Characteristics of target group
5. Time management
6. Teaching aids
7. Teaching methodology
8. Learning outcomes

Initially, this training program was conducted to develop master trainers. These master trainers in turn conducted the training programs for the ICDS supervisors. The supervisors trained the AWWs from respective beats.

To measure the effectiveness of the training programs a survey was conducted.

4. Objective of Survey

As a part of the Phase I program, a review was conducted to assess the changes that had taken place in AWW/AWC as a result. A survey of selected AWCs was conducted. The main objective of the survey was to document the observations regarding various activities conducted in AWCs with respect to different domains of ECE.

5. Methodology

Total 55 AWCs across the state were selected for observation.

5.1 Sample Selection

To select the AWC, the supervisors from the respective blocks were asked to identify the most vibrant AWC from their beat. The district-wise distribution of sample AWCs selected for the survey is given below-

Table 1: District-wise Distribution of AWCs

Sr. No.	District	Region	Total
1	Pune	Urban	17
2	Thane	Urban	2
3	Raigad	Tribal	4
4	Ahmednagar	Rural	2
5	Kolhapur	Rural	5
6	Chandrapur	Rural/Tribal	8
7	Yeotmal	3 Rural/ 5Tribal	8
8	Nagpur	3 Urban/3 Tribal/Rural	6
9	Satara	Rural	2
	Blank		1
	Grand Total		**55**

The AWCs from Chandrapur, Nagpur were classified as Rural/tribal in the current survey as a large population in this area belongs to Scheduled Tribe category. However, as per the government notification, these blocks have not been classified as tribal blocks.

5.2 ECE Domain Rating Scale

A rating scale for recording activities that are conducted for different domains of ECE was prepared. It was made up of 29 statements categorized under 12 domains. For each statement, a four-point rating scale was provided and each point of each statement was defined with adequate description. Each statement has to be rated on a scale ranging from 0 to 3, where 0 indicates the poorest condition and 3 indicates the best possible condition of a given domain. Each domain consisted of 3/4 sub-points. The code list of the rating scale was prepared for ready reference for the invigilators.

The rating scale consisted of the following domains –
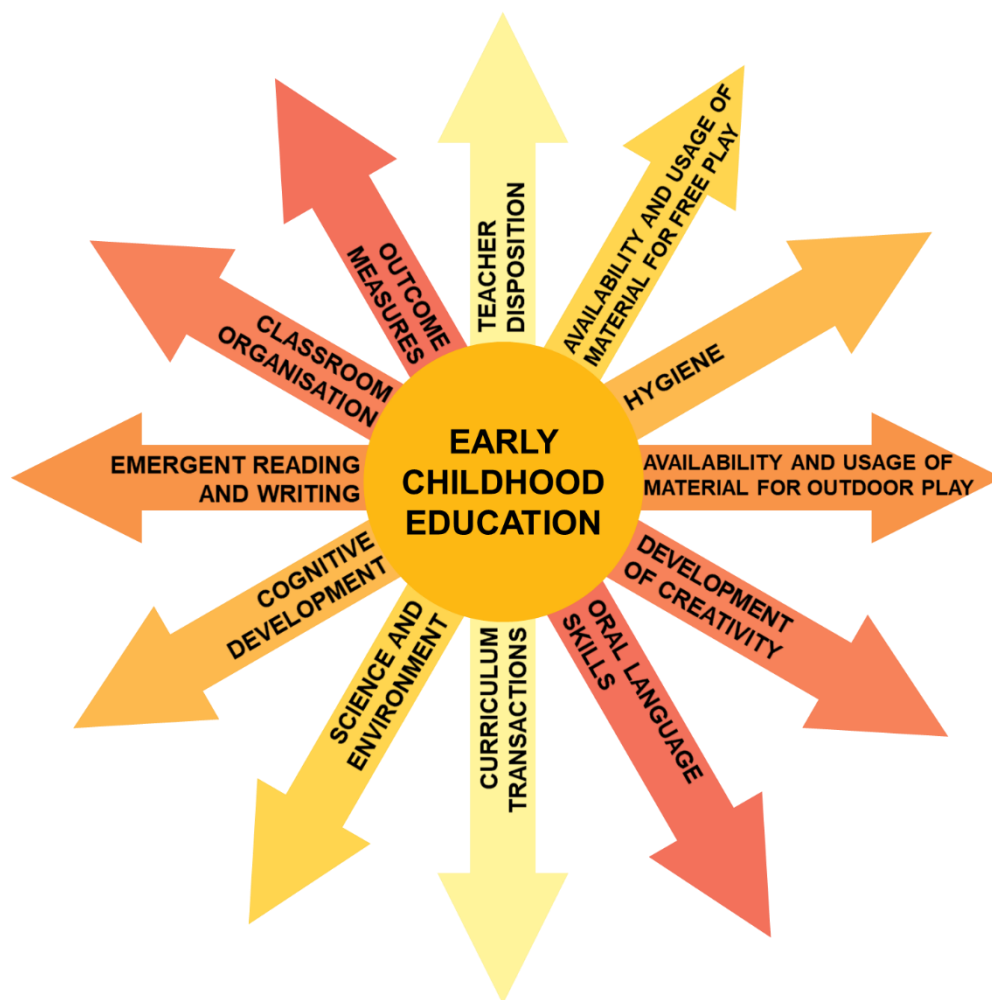
The data was entered in an Excel and analysed with the help of Statistical Package of Social Sciences.

6. Findings

Demographic information as well as the data regarding different domain of education was collected by the invigilators.

6.1 Age and Education of AWWs

The data related to age and education of the AWWs was collected.

Table 2: Age-wise Distribution of AWWs

Age Range	Frequency
32-40	11
41-50	17
51-60	9

The data given in the Table 2 shows that most of the AWWs were middle aged.

Table 3: Education-wise Distribution of AWWs

Educational Status	Frequency
VIII Grade	6
X Grade	14
XII Grade	4
Graduate	9
Post Graduate	3

A large number of the AWWs had studied up to X grade. A few of them had done MSW.

6.2 Language of Interaction

The AWWs were asked to report the language used for interaction at the AWCs by them and the children. It was observed that four different languages were spoken by the teachers and children- Marathi, Hindi, Gondi and Banjara. AWWs were also trying to be bilingual by using

combination of Marathi and Hindi, Marathi and Gondi or Marathi and Banjara. Five AWWs were found to be making attempts to use English while interacting with the children.

On an average 20 children were present on the day of observation - minimum being six and maximum 37.

6.3 Performance of AWWs on ECE Domains

As mentioned above, total 12 domains of ECE were observed during the visit.

6.3.1 Hygiene

This domain consisted of three sub-points. The frequency of each sub point is given in the following table.

Table 4: Hygiene

Sub points	NA	0	1	2	3
Availability and use of clean drinking water	3 (5.5)	0 (0)	14 (25.5)	0 (0)	38 (69.1)
Availability and use of water and soap for hand washing	4 (7.3)	8 (14.5)	19 (34.5)	4 (7.3)	20 (36.4)
AWW inculcates healthy habits in children such as washing hands before meals and after toilet.	4 (7.3)	6 (10.9)	0 (0)	16 (29.1)	29 (52.7)

(Figures in parenthesis indicate percentage)

The figures in the Table 4 show that clean drinking water was available in all sample AWCs,. In 14 percent AWCs, water was available but children were sharing/using the same or/and unclean utensils. In 69 percent AWCs, clean drinking water was available and clean utensils were used by the children.

Clean drinking water available, and clean utensils used by children	Water available, but children were sharing/ using the same or/and unclean utensils	NA
69.1%	25.5%	5.5%

Compared to the first point of hygiene, the status of availability of water and soap for washing hands needs to be improved as it was available only in 36.4 percent AWCs. In 8 percent schools, both the items were not available. In 34.5 percent schools children either washed

hands without using soap or they did not use both water and soap even though it was available. In 7 percent AWCs, water and soap was not sufficient but a few children were using them.

Water and soap available for washing hands	Water and soap insufficient, but few children were using them	Children either washed hands without soap or did not use both water and soap though it was available	Water and soap not available for washing hands	NA
36.4%	7.3%	34.5%	14.5%	7.3%
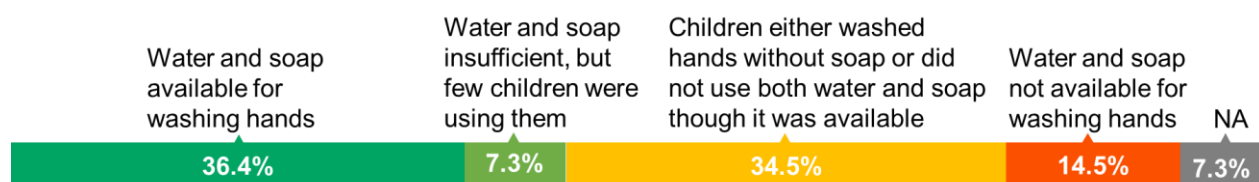
In 52.7 percent centers, AWWs made sure that all children washed hands before having food or after use after visiting toilet. In 29 percent centers, it was observed that the children were washing hands but AWWs were not supervising it. In 10.9 centers, it was observed that the AWWs talked about healthy habits but did not make any efforts in that direction. In 7.3 percent centers the AWWs were not taking any efforts to inculcate habit of hand washing.

AWWs ensured all children washed hands before eating or after using the toilet	Children washed hands, but without AWW supervision	AWWs talked about healthy habits but did not make any efforts in that direction	NA
52.7%	29.1%	10.9%	7.3%

6.3.2 Availability and Usage of Material for Free Play

Generally, AWWs find the concept of free play difficult to understand.

Table 5: Free Play

Sub points	NA	0	1	2	3
Opportunity to free play	3 (5.5)	3 (5.5)	12 (21.8)	10 (18.2)	27 (49.1)
Availability of aids and toys	3 (5.5)	2 (3.6)	11 (20)	15 (27.3)	24 (43.6)

For free play, sandpits; material for clay models; kitchen set or doctors set for pretend play; art and craft corners, cognitive corners with blocks, puzzles, dominoes; reading corners with story books; picture books, and flash cards need to be organized in AWCs. It was observed that the AWWs gave opportunity to children to use specific corners planned for free play and supervised and interacted with them while they were playing in 49 percent AWCs. In 18.2 percent centers,

the material was available but AWWs were not paying attention to them. In 21.8 percent centers, toys were given to the children for free play but there was an absence of any planning or system. In 5.5 percent centers, the children were not given required time for free play.

AWWs gave opportunity to children to use specific corners planned for free play and supervised and interacted with them while playing	Material available, but AWWs did not pay attention to them	Toys given to children for free play, but lack of any planning or system	Children not given required time for free play	NA
49.1%	18.2%	34.5%	5.5%	5.5%
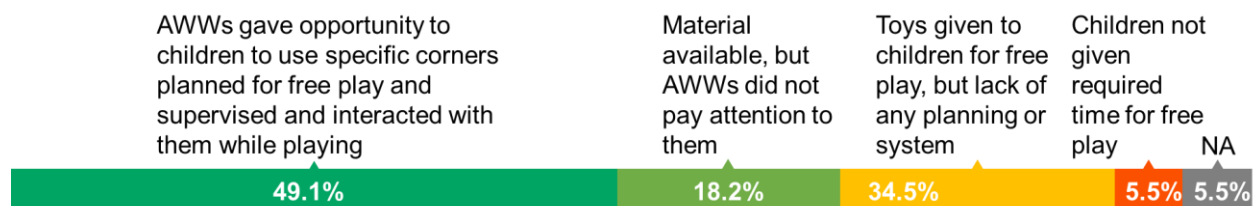
Only 43.6 percent AWCs had all the material required for free play such as clay, dominos, puzzles, beads, dolls house etc. In 27.3 percent AWCs, material was available but it was not sufficient for all children. In 20 percent centers, in spite of availability of material, it was not given to children.

AWCs had all material required for free play such as clay, dominos, puzzles, beads and doll house	Material available, but not sufficient for all children	Despite availability, material not given to children	Non-availability of free play material	NA
43.6%	27.3%	20%	3.6%	5.5%
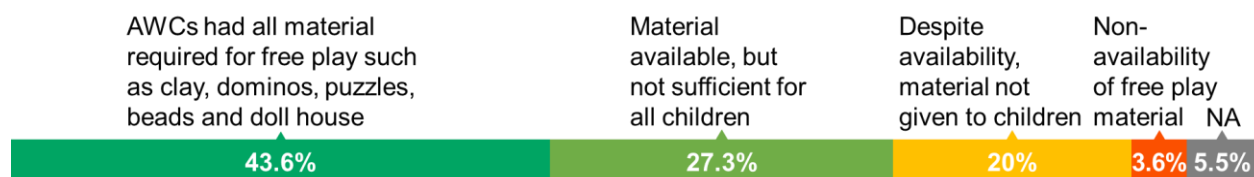
6.3.3 Availability and Usage of Material for Outdoor Games

The children need to be given ample opportunity for physical activities. Activities like running, jumping, crawling, running in straight and curved lines, balancing, walking on straight and curved lines should be regularly conducted. Even the locally played games like *kho-kho* or *lagori* give adequate exercise for motor development.

Table 6: Outdoor and Indoor Activities

Sub points	NA	0	1	2	3
Opportunity given for development of gross motor skills	5 (9.1)	3 (5.5)	8 (14.5)	9 (16.40)	30 (54.5)
Use of material	10 (18.1)	17 (30.9)	7 (12.7)	10 (18.2)	11 (20.0)

In 54.5 percent of AWCs, the AWWs organized and facilitated outdoor activities for all children and also supervised them at that time. In 16.4 percent centers, they conducted the activities but did not supervise at all or paid nominal attention. In 14.5 percent centers, no outdoor/indoor activities were planned or children played on their own. No time was provided for gross motor activity in 5.5 percent centers.

AWWs organized and facilitated outdoor activities for all children and also supervised them at that time	Activities conducted, but not supervised at all or nominal attention paid.	No outdoor/ indoor activities planned, or children played on their own	No time provided for gross motor activity	NA
54.5%	16.4%	14.5%	5.5%	9.1%
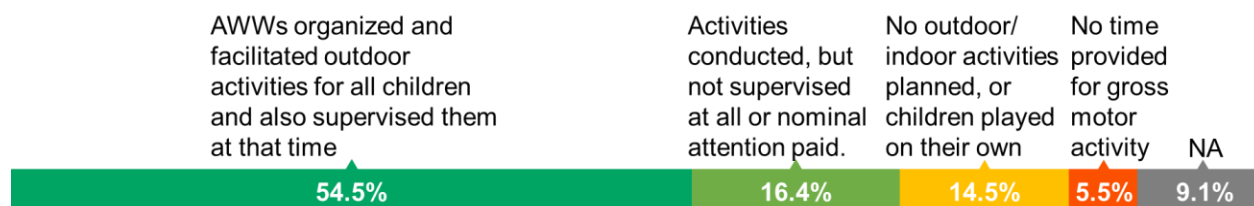
In only 20 percent of AWCs, children had adequate and variety of age appropriate material to play. In 18 percent centers the material was available but was not sufficient for all children. In 12.7 percent AWCs, material was available but was not given to children and in 30.9 percent AWCs, the material was not available at all.

Children had adequate and variety of age-appropriate material to play with	Material available, but not sufficient for all children	Material available, but not given to children	Material not available at all	NA
20%	18.2%	12.7%	30.9%	18.1%
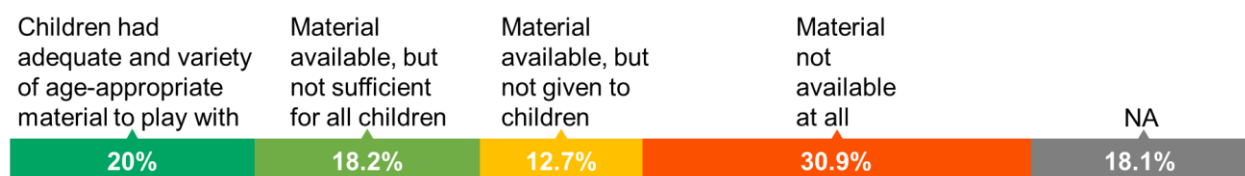
6.3.4 Development of Creativity

Creativity can bloom in fearless and child friendly atmosphere where children should be given freedom to try out their own ideas with motivation and support from adults. They should be given ample opportunity by providing variety of activities like clay work, free drawing, paper craft, etc.

Table 7: Creative Activities

Sub points	NA	0	1	2	3
Opportunity given to develop creativity through various activities	5 (9.1)	2 (3.6)	9 (16.4)	15 (27.3)	24 (43.6)
Availability of material required for creative activities	8 (14.5)	5 (9.1)	11 (20)	8 (14.5)	23 (41.8)

In 43.6 percent AWCs, the AWWs organised and facilitated creative activities and encouraged children to express themselves creating something from the given material. They planned various activities such as clay pottery, drawing, paper art, etc. In 27.3 percent centers, these kind of activities were planned by the AWWs, but creative expressions of children got restricted due to instructions by the AWWs. In 16.4 AWCs, they planed the activities but could not implement them adequately and in 9 percent centers no such activities were conducted.

AWWs organised and facilitated creative activities (clay pottery, drawing, paper art, etc.) and encouraged children to express themselves creating something from given material	Activities planned, but children's creative expression restricted due to instructions from AWWs	Activities planned, but not implemented adequately	No creative activities conducted	NA
43.6%	27.3%	16.4%	3.6%	9.1%
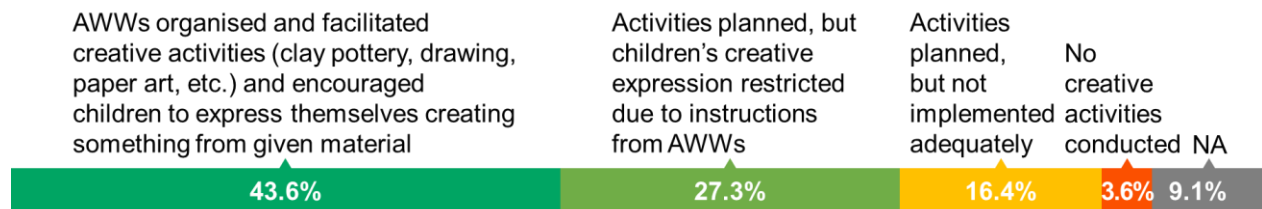
In 41.8 percent centers, adequate and variety of age appropriate material was available and used by most of the children. In 14.5 percent centers, variety of age appropriate material was available but not in sufficient quantity. In 20 percent centers material was available but was not accessible to children. In 14.5 percent cases, no such material was available.

Adequate and variety of age-appropriate material available and used by most of the children	Variety of age-appropriate material available, but not in sufficient quantity	Material available but not accessible to children	No material available for creative activities	NA
41.8%	14.5%	20%	9.1%	14.5%
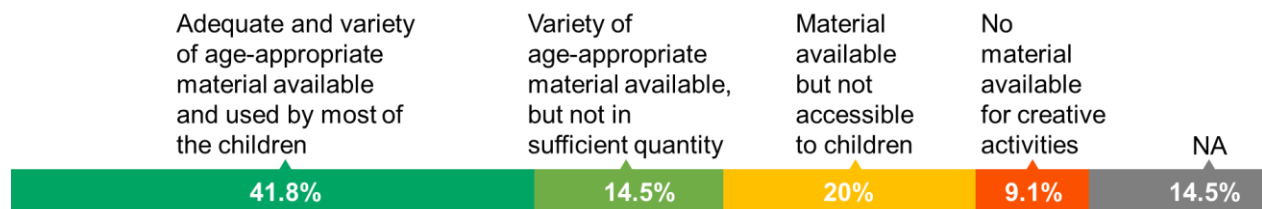
6.3.5 Cognitive Development

Several activities can be conducted to boost cognitive development of children. The AWWs can plan several activities for sensory development, development of color, shape, seriation, classification and sequencing related concepts, concepts related to environment, concepts related to space, time money and size, problem solving and reasoning, odd one out, big-small, near-far, up-down, more-less, after-before, front-behind, one to one correspondence, picture to number matching, counting with concrete objects like beads, pebbles and so on.

Table 8: Cognitive Activities

Sub points	NA	0	1	2	3
Planning of activities with the help of manipulative material for developing different concepts and relating it to their environment	4 (7.2)	2 (3.6)	4. (7.3)	18 (32.7)	27 (49.1)
Availability and usage of material for cognitive development	7 (12.7)	4 (7.3)	8 (14.5)	14 (25.5)	22 (40)

In 49.1 percent of AWCs, AWWs were planning activities using manipulative material to give children an opportunity to understand concepts and linked it with their surroundings. In 32.7 percent centers, cognitive activities were organized but did not sustain. In 7.3 percent of AWCs, the AWWs conducted the activities but those were not appropriate and in 3.6 percent centers no such activities were planned.

AWWs planned activities using manipulative material to give children an opportunity to understand concepts and link it with their surroundings	Cognitive activities organized, but did not sustain	Activities conducted, but were not relevant	No cognitive activities planned	NA
49.1%	32.7%	7.3%	3.6%	7.2%

AWC should be equipped with variety of material. This material need not be fancy and expensive. The AWWs can make use of a variety of locally available material. Each center should have at least colors, papers of different shapes, puzzles, bottles of different shapes, charts, books etc. It was observed during the survey that in 40 percent centers, age appropriate and sufficient material was available and most of the children were using it. In 25.5 percent centers, the material was available but was not sufficient. In 14.5 percent AWCs, material was available but was not accessible to children and in 7.3 percent centers, no material was available.
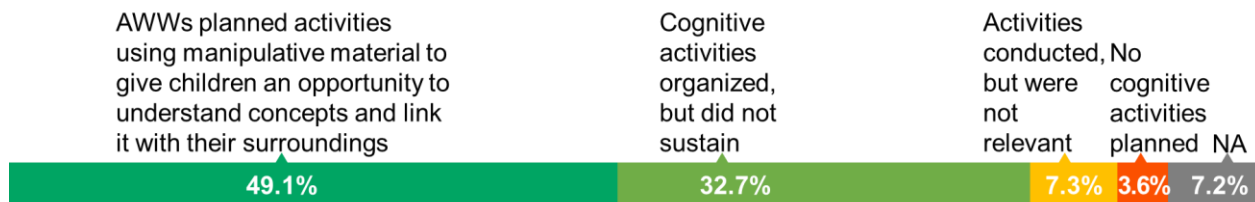
Age-appropriate and sufficient material available and used by most of the children	Material available, but not in sufficient quantity	Material available, but not accessible to children	No material available for cognitive activities	NA
40%	25.5%	14.5%	7.3%	12.7%
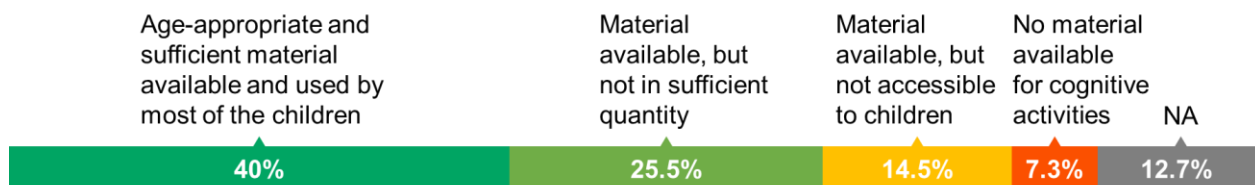
6.3.6 Oral Language Skills

Two foremost important aspects of oral language development are opportunity of listening and expression. One of the important activities for oral language development is free or guided talk in which AWWs initiates a conversation on predefined topic and motivate children to express their thoughts and ask questions like why and how, in order to develop logical and higher order thinking.

Table 9: Oral Language Activities

Sub points	NA	0	1	2	3
Free/guided Conversation	18 (32.7)	7 (12.7)	9 (16.4)	12 (21.8)	9 (16.4)
Story Telling	19 (34.5)	3 (5.5)	13 (23.6)	10 (18.2)	10 (18.20)
Poems and Songs	8 (14.5)	7 (12.7)	14 (25.5)	26 (47.3)	0

It was observed that only in 16.4 AWCs, the topic/theme of conversation in free/guided talk was age appropriate and AWW was asking open ended 'W' questions. In 21.8 percent centers, the AWWs chose an adequate and age appropriate topic for conversation and also asked questions but could not involve all the children and sustain the conversation. 16.4 percent AWWs did not select the proper topic for conversation and in 12.7 percent AWCs, this kind of activity was not initiated by the AWW.

Age-appropriate topic/theme of conversation in free/guided talk and AWWs asked open-ended 'W' questions	AWWs chose adequate and age-appropriate topics for conversation and also asked questions, but could not involve all children and sustain the conversation	AWWs did not select right topics for conversation	Free/guided conversation activities not initiated by AWWs	NA
16.4%	21.8%	16.4%	12.7%	32.7%

Storytelling and song recitation are generally favorite activities in any preschool with no exception of AWCs. In 18.2 AWCs, the AWWs narrated a short story as per the age and attention span of the children using props/gestures/actions/flash cards/puppets etc and asked questions in between to engage all children. In same number of AWCs, the AWWs made an attempt to tell story with aids. The selection of story was also age appropriate but could not engage all children. In 23.6 percent AWCs, the style of storytelling was boring and hence children were not attentive. In 5.5 percent centers this activity was not conducted at all.

AWWs narrated short stories as per the age and attention span of children using props, gestures, actions, puppets, etc. and asked questions in between to engage all children	AWWs made an attempt to narrate stories with aids. Selection of stories was also age-appropriate but AWWs could not engage all children	Style of storytelling was boring, and hence, children were not attentive	Storytelling activities not initiated by AWWs	NA
18.2%	18.2%	23.6%	5.5%	34.5%

In none of the AWCs, poem/rhyme was recited with appropriate actions with children. In 47.3 percent AWCs, children were demonstrating matching actions/movement and adequate expression and gestures along with song but AWWs were not demonstrating the same actions and gestures. In 25.5 percent centers, children recited rhymes/song poems without any actions. This activity was not conducted at all in the centres with 12.70 percent.

Children demonstrated matching actions/ movement and adequate expressions/ gestures along with songs, but AWWs did demonstrate the same actions and gestures	Children recited rhymes, songs and poems without any actions	Singing and recitation activities not conducted at all at the centres	NA
47.3%	25.5%	12.7%	14.5%
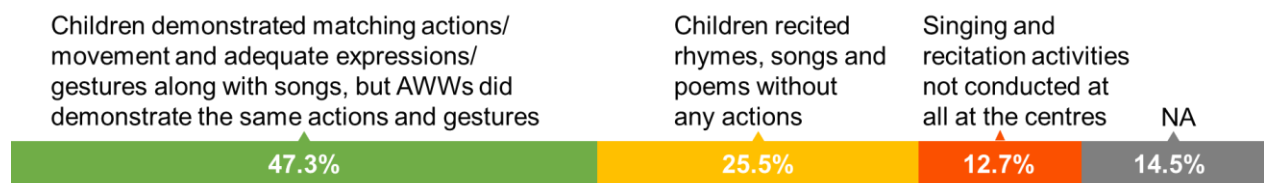
6.3.7 Emergent Reading and Writing Skills

Before entering the first grade, a child should be made ready for acquiring the skills of reading and writing. Several activities can be conducted to develop emergent literacy such a scribbling, common reading, pretend reading, free writing, handling book, introduction to print matter etc.

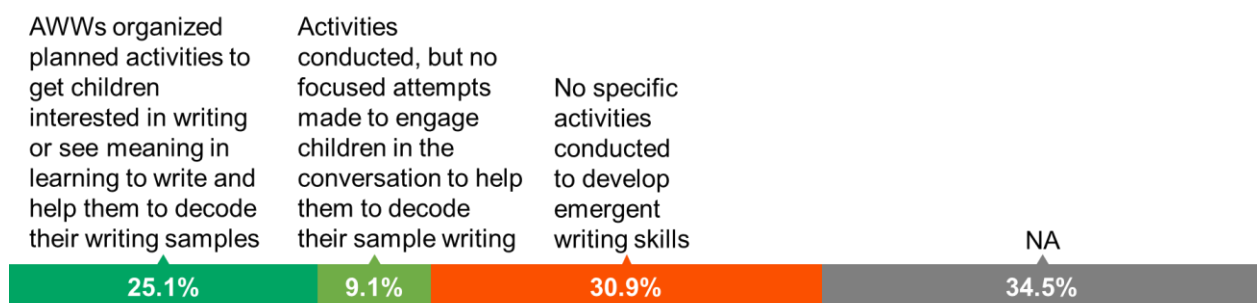**Table 10: Emergent Reading and Writing Skills**

Sub points	NA	0	1	2	3

Opportunity for developing emergent reading skills	22 (40)	13 (23.6)	12 (21.8)	-	8 (14.5)
Opportunity to develop emergent writing skills	19 (34.5)	17 (30.9)	0	5 (9.1)	14 (25.1)

Only in 14.5 percent AWCs, the AWWs planned activities to develop connections between oral language and emergent reading skills. In 21.8 percent activities, the AWWs were doing formal teaching of text/alphabet through identification and oral reading from chart/board. In 23.6 percent centers, no specific activities were conducted for reading.

AWWs planned activities to develop connection between oral language and emergent reading skills	AWWs did formal teaching of text/alphabet through identification and oral reading from charts/board	No specific activities were conducted for reading	NA
14.5%	21.8%	23.6%	40%

In 25.1 percent AWCs, AWWs organized planned activities to make children interested in writing or see meaning in learning to write and help them to decode their writing samples. In 9.1 percent centers, activities were conducted but no focused attempts were made to engage children in the conversation to help them to decode their sample writing. In none of the centers, the AWWs were found to be asking children to copy alphabets from blackboard or chart. In 30.90 percent centers no such activity was planned.

AWWs organized planned activities to get children interested in writing or see meaning in learning to write and help them to decode their writing samples	Activities conducted, but no focused attempts made to engage children in the conversation to help them to decode their sample writing	No specific activities conducted to develop emergent writing skills	NA
25.1%	9.1%	30.9%	34.5%

6.3.8 Science and Environment

It is necessary to plan activities to encourage exploratory instinct among children and create environmental awareness. Activities like nature walks, simple science experiments with magnet or water can be conducted in AWCs.

Table 11: Science and Environment

Sub points	NA	0	1	2	3
Science and Environment related activities	24 (43.6)	10 (18.2)	0	10 (18.2)	11 (18.2)

In 18.2 percent AWCs, the AWWs conducted activities to help children manipulate the material and learn through doing/visits/direct observations. In 18.2 percent centers organized experiments were conducted but children were not allowed to manipulate the material. In 18.2 percent centers, no such activities were conducted.

6.3.9 Classroom Organisation

The perfect class management requires the AWW to make the best possible use of available space in the AWC and arrange the material in a way it is easily accessible to children. There should be perfect blend of group and individual activities.

Table 12: Classroom Organisation

Sub points	NA	0	1	2	3
Organising corners for different activities	5 (9)	8 (14.5)	4 (7.3)	21 (38.2)	17 (30.9)
Availability of ample print material	6 (10.9)	10 (18.20	9 (16.4)	11 (20)	19 (34.4)

It was observed, in 30.9 percent of the centers, classrooms were arranged in a systematic manner and children had access to material of their choice. In 38.2 percent of the centers, material was available, but not arranged systematically. In 7.3 percent of centers, material was very less and not organized adequately. In 14.5 percent of the centers, play material was not

available   at   all.

Classrooms arranged in a systematic manner and children had access to material of their choice	Material made available, but not arranged in a systematic manner	Very less material available and it was not organized adequately	Play material not available at all	NA
30.9%	38.2%	7.3%	14.5%	9%
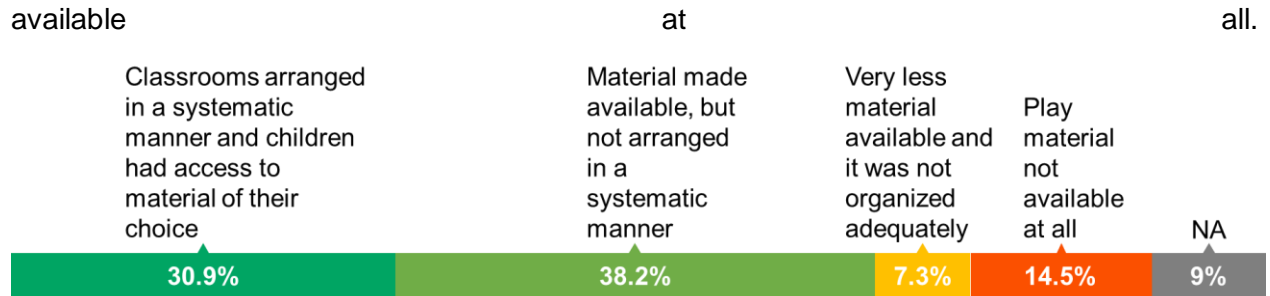
In 34.4 percent centers, meaningful and interesting print material which would encourage children for reading was arranged at the eye level. In 20 per cent centers, the meaningful and interesting material was available but it was placed too high for children to be able to see. In 16.4 percent centers, the material was available but it was not interesting and meaningful. In 18.20 percent cases, no material except textbooks was available.

Meaningful and interesting print material which would encourage children for reading was arranged at the eye level	Meaningful and interesting material available, but placed too high for children to be able to see	Material available, but not interesting and meaningful	No material except textbooks was available	NA
34.4%	20%	16.4%	18.2%	10.9%
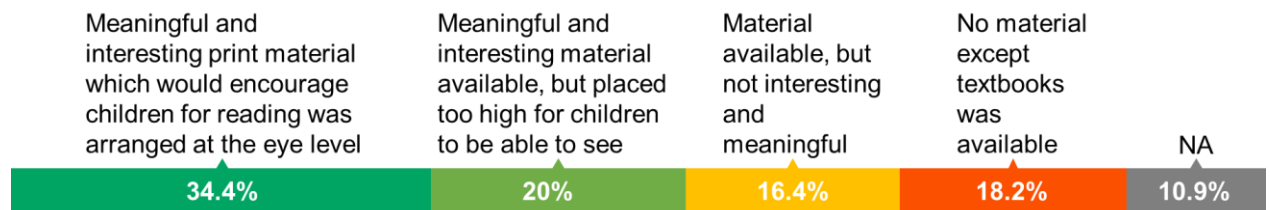
6.3.10 Outcome Measures

Assessment of children is one of the important activities that needs to be carried out in ECE centers regularly. It helps early identification of developmental delays or any other disorder/disability and such cases can be referred for adequate treatment. The AWWs should consistently pay attention to learning and progress of children.

Table 13: Outcome Measures

Sub points	NA	0	1	2	3
Observing children's learning and development and keep a record of goal directed progress of children	5 (9.1)	9 (16.4)	4 (7.3)	3 (5.5)	34 (61.8)
Conducting meeting with parents to discuss their children's performance	7 (12.7)	2 (3.6)	7 (12.7)	7 (12.7)	32 (58.2)

It was observed that 61.8 percent AWWs regularly noted down the progress of children using assessment cards. In 5.5 percent centers, it was observed that the progress was marked but

there was no regularity in it. In 7.3 percent centers, records of few children were maintained. In 16.4 percent centers, records were not maintained at all.

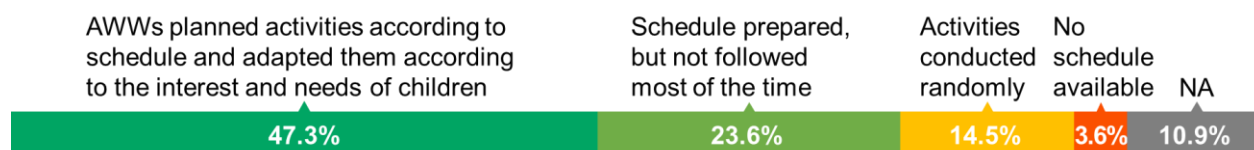| AWWs regularly noted down progress of children using assessment cards	Progress was marked, but without regularity	Only records of few children maintained	Records were not maintained at all	NA
61.8%	5.5%	7.3%	16.4%	9.1%

The AWWs are expected to conduct meetings with parents to discuss the performance of their children. In 58.2 percent AWCs, meetings were held with the parents and performance of children was discussed with the help of assessment cards. In 12.7 percent cases, meetings were held only with few parents. In 12.7 percent centers, meetings were held but the discussions were not done on the basis of assessment cards. In 3.6 percent centers, no such meetings were called to discuss the progress of children with their parents.

Meetings held with parents, and performance of children discussed with the help of assessment cards	Meetings held only with few parents	Meetings held, but discussions not done based on assessment cards	No meetings conducted to discuss progress of children with parents	NA
58.2%	12.7%	12.7%	3.6%	12.7%

6.3.11 Curriculum Transaction

As all selected AWWs received the training in Aakar and were given the module developed for workshop, they were expected to plan activities accordingly and execute them.

In 47.3 percent AWCs, it was observed that the AWWs planned the activities according to schedule and adapted it according to the interest and needs of children. In 23.6 centers, it was observed that the schedule was prepared but it was not followed most of the times. In 14.5 percent centers, activities were conducted in a random manner and in 3.6 percent centers, no schedule was available.

AWWs planned activities according to schedule and adapted them according to the interest and needs of children	Schedule prepared, but not followed most of the time	Activities conducted randomly	No schedule available	NA
47.3%	23.6%	14.5%	3.6%	10.9%

In 58.2 centers, the AWWs encouraged children to interact in their mother tongue and used it as a cue to introduce children to the language used in AWCs for smooth transition of home language to school language. In 16.4 percent AWCs, children were motivated to use home language with few inputs from the AWWs. In 7.3 percent centers, the AWWs were found to be indifferent towards language spoken by children. In 7.3 percent AWCs, children were allowed to speak in the language which was medium of instruction in the respective AWC.
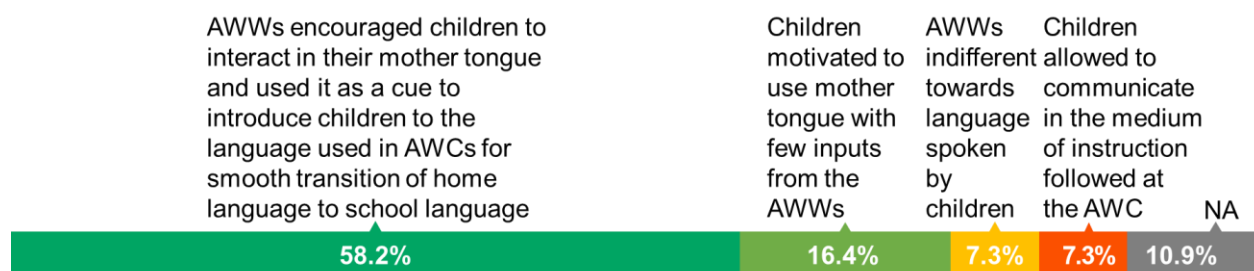
AWWs encouraged children to interact in their mother tongue and used it as a cue to introduce children to the language used in AWCs for smooth transition of home language to school language	Children motivated to use mother tongue with few inputs from the AWWs	AWWs indifferent towards language spoken by children	Children allowed to communicate in the medium of instruction followed at the AWC	NA
58.2%	16.4%	7.3%	7.3%	10.9%

Table 14: Curriculum Transaction

Sub points	NA	0	1	2	3
Planned schedule followed by AWWs	6 (10.9)	2 (3.6)	8 (14.5)	13 (23.6)	26 (47.3)
Use of bilingual instructions	6 (10.9)	4 (7.3)	4 (7.3)	9 (16.4)	32 (58.2)
Smooth transition from one activity to other	7 (12.7)	4 (7.3)	19 (36.3)		23 (43.6)
Organization of common activities for mix age group	4 (7.3)	4 (7.3)	6 (10.9)	11 (20)	30 (54.5)

In 43.6 percent AWCs, the AWWs were giving cues to children to wrap up the discussion while moving to the next activity to ensure smooth transition. In 36.3 percent centers, they made an attempt to wrap up previous activity but could not do it smoothly. In 7.3 percent centers, the ongoing activity was abruptly stopped and the next one was started.

AWWs gave cues to children to wrap up the discussion while moving to the next activity to ensure smooth transition	AWWs made an attempt to wrap up the previous activity before transitioning to the next one, but could not do it smoothly	Ongoing activity abruptly stopped and the next one started	NA
43.6%	36.3%	7.3%	12.7%
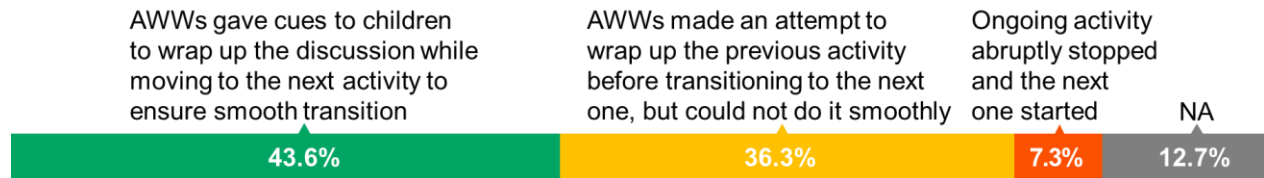
In 54.5 percent centers, the AWWs conducted common activities to teach children of different age groups. In 20 percent centers, they conducted the common activities but could not continue them. In 10.9 percent centers, common activities were conducted with the intention of just controlling the class. In 7.3 percent centers, no such attempt was observed.

AWWs conducted common activities to teach children of different age groups	AWWs conducted common activities, but could not continue them	Common activities conducted, but only to control the class	No attempt made to conduct common activities	NA
54.5%	20%	10.9%	7.3%	7.3%

6.3.12 Teacher Disposition

The AWWs should have positive and unbiased attitude towards all children and treat them equally and well.

Table 15: Teacher Disposition

Sub points	NA	0	1	2	3
Encourage children to question	4 (7.3)	7 (12.7)	12 (21.8)	0	32 (58.2)
Treating all children with equal respect, affection and care	4 (7.3)	4 (7.3)	0	13 (23.6)	34 (61.8)
Adoption of different options to discipline or manage children	12 (21.8)	6 (10.9)	3 (5.5)	10 (18.2)	24 (43.6)

58.2 percent AWWs were observed to be constantly prompting and providing opportunity to children to ask questions. In 21.8 percent AWCs, the AWWs were found to be indifferent

regarding posing questions by children. In 12.7 percent cases, no opportunity was given to children to ask questions.

AWWs constantly prompted and provided opportunity to children to ask questions	AWWs found to be indifferent regarding posing questions by children	No opportunity given to children to ask questions	NA
58.2%	21.8%	12.7%	7.3%

In 61.8 percent AWCs, all children were treated equally despite their different backgrounds/capacities. In 23.6 percent centers, no visible attempts were made by the AWWs to include all children. In 7.3 percent centers the AWWs gave differential treatment to children on the basis of their background/capacities.

All children treated equally despite their different backgrounds/ capacities	No visible attempt made by AWWs to include all children	AWWs treated children differently based on their background/ capacities	NA
61.8%	23.6%	7.3%	7.3%

In 43.6 percent cases, different options were adopted by the AWWs to calm the children and they could productively engage children in a given activity. In 18.2 percent centers, the AWWs tried her best to use positive techniques for the young children but the situation//children were too difficult to manage. In 5.5 percent case, the AWWs found to be intervening only to avoid conflict between children. In 10.9 percent AWCs, children were punished to maintain discipline.

Different options adopted by AWWs to calm children, and AWWs productively engaged children in a given activity	AWWs tried their best to use positive techniques, but the situations/ children were too difficult to manage	AWWs intervened only to avoid conflict between children	Children punished to maintain discipline	NA
43.6%	18.2%	5.5%	10.9%	21.8%

## 6.3.13 Gradation of AWCs on the basis of ECE Activities

To understand the position of AWCs on different domains/activities of ECE and identify the domains for which further support is required, they were grouped into three categories viz. 1. Improvement Required 2. Satisfactory Performance and 3. Good Performance on the basis of the total score of each domain,

Table 16: Gradation of AWCs on ECE Domains

Sr. No.	Domains	Improvement Required	Satisfactory Performance	Good Performance
1	Hygiene	9 (16.4)	20 (36.4)	26 (47.3)
2	Free Play	14 (25.5)	10 (18.2)	31 (56.4)
3	Outdoor Games	18 (32.7)	23 (41.8)	14 (25.5)
4	Creativity Development	17 (30.9)	15 (27.3)	23 (41.8)
5	Cognitive Development	12 (21.8)	16 (29.1)	27 (49.1)
6	Oral Language Activities	22 (40)	25 (45.5)	8 (14.5)
7	Emergent Reading and Writing	37 (67.3)	11 (20)	7 (12.7)
8	Science and Environment	34 (61.8)	10 (18.2)	11 (20)
9	Classroom Organisation	19 (34.5)	16 (29.1)	20 (36.4)
10	Outcome Measurement	14 (25.5)	8 (14.5)	33 (60)
11	Curriculum Transaction	12 (21.8)	12 (21.8)	31 (56.4)
12	Disposition of Teachers	14 (25.5)	13 (23.6)	28 (50.9)
Total Score		6 (10.9)	29 (52.7)	17 (30.9)

The figures shown in the table 16 shows that on four domains out of 12 viz. Free Play, Outcome measurement, Curriculum Transaction, Disposition of Teachers, more than 50 percent of the AWCs have shown good performance. A strong support is required on two domains viz. Emergent Reading and writing skills and Science and Environment. When a total score of all domains was considered, it shows that around 11 percent AWCs have to go a long way for quality ECE. Around 50 percent of the centers are in the middle category and 30 percent have achieved a high rank. As ultimate goal is to bring all AWCs across the state in the highest category, onsite support and periodical training is required.

Chart 1: Gradation of AWCs on ECE Domains
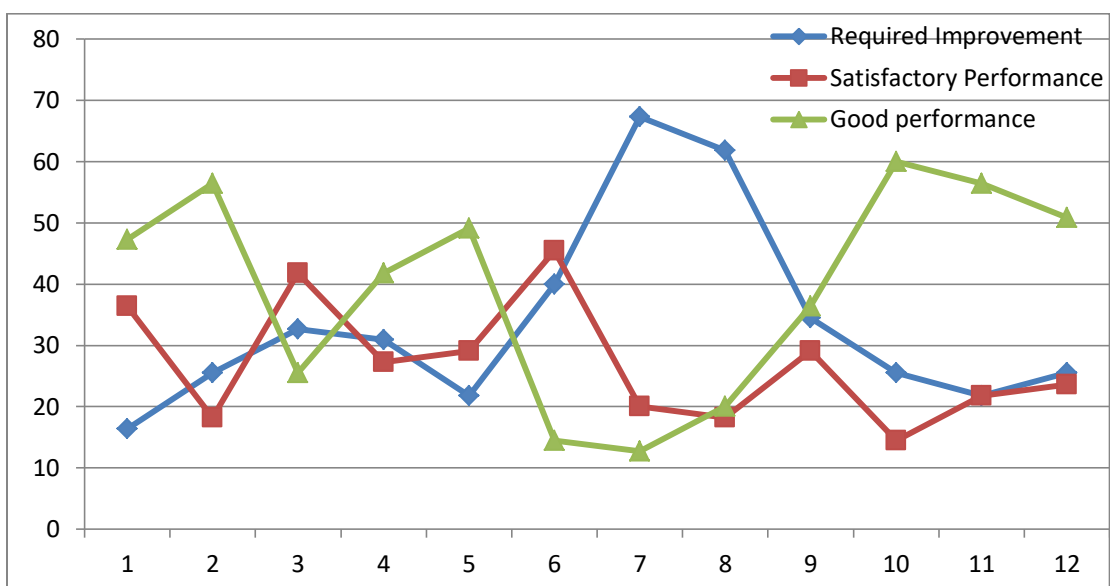
6.3.14 Association of Age and Education of AWWs with their Performance on ECCE Domains

A correlation was computed to find out the performance of AWWs on various domains of ECCE and their age and education.

Table 17: Association between Performance of AWWs and their Age and Education

Sr. No.	Domains	Age	Education
1	Hygiene	- 0.18	- 0.21
2	Free Play	- 0.06	+ 0.13
3	Outdoor and Indoor Activities	+ 0.10	+ 0.10
4	Creative Activities	- 0.03	+ 0.17
5	Cognitive Activities	- 0.12	+ 0.07
6	Oral Language Activities	+ 0.04	+ 0.10
7	Emergent Reading and Writing	- 0.02	+ 0.10
8	Science and Environment	- 0.26	+ 0.04
9	Classroom Organisation	- 0.08	+ 0.10
10	Outcome Measurement	- 0.36	+ 0.01
11	Curriculum Transaction	- 0.03	+ 0.04
12	Disposition of Teachers	- 0.04	+ 0.04

The figures given in the table 17 show that the association between the age of AWWs and performance of AWWs on various domains of ECE seems to be very weak. However, out of 12 domains, a negative correlation was found on 10. If we see the age distribution of the AWWs, most of them were middle aged which explains the negative association. With respect to education also, the association was found to be weak. Though, the correlations are very low, a definite trend is visible wherein out of 12 parameters, positive correlation was observed in case of 11.

7 Conclusion

7.1 Availability of soap and its usage need to be encouraged.

7.2 Lot of material was available with the AWCs, but it was not made available to children.

7.3 In around 40 percent of the centers, activities for creativity development were planned and executed adequately.

7.4 Cognitive development was considered as an important component of holistic development and activities to boost it were conducted adequately in significant number of AWCs.

7.5 It seems that the AWWs need to be given more support/training for conducting activities to develop oral language skills of children.

7.6 The AWWs were not proficient in developing emergent reading and writing skills among children. More support and practices need to be given to the AWWs in this area.

7.7 Focused attempts are necessary to convince the AWWs for developing scientific attitude among children through relevant activities.

7.8 Outcome measurement or assessment of children seems to be a strong point of the AWWs. They should be helped further with referral services for children with special needs that are identified through assessment.

7.9 The AWWs seem to have achieved proficiency in planning the activities and following that schedule accordingly and also adapting it as per the requirements of children.

7.10 A large number of teachers were found to be unbiased and use inclusive practices in classroom.

7.11 Though a trend of negative association between age and performance of AWW was found, it is weak enough to be broken by strong input through training and onsite support.

7.12 The association between education and performance was found to be positive but weak. Adequate training in the second phase can strengthen this association, which can facilitate ECE transaction.

7.13 On the basis of the findings of the survey, it is recommended that additional inputs need to be given in the Phase II for the following topics –emergent reading and writing, science and environment, classroom organization, oral language activity.

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