



INTEGRATED CHILD DEVELOPMENT SERVICES (ICDS)

Management Information System (MIS)

(Revised : March 2012)

FACILITATORS' MANUAL

for Induction Training of ICDS
Functionaries on Revised MIS
(introduced in March 2012)

December 2012



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सत्यमेव जयते



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Foreword

Over the years, the ICDS programme has witnessed several new initiatives and approaches in the delivery of its services across different States and Union Territories, especially to improve its core programme components including the supplementary nutrition programme. There have also been efforts to improve the programme monitoring system. Over time, the procedures evolved to document and monitor these activities have imposed considerable burden of paperwork on the *anganwadi* workers (AWWs). Besides, the data generated is often found to be not analyzed or used for informing the programme administration. While most modifications and additions introduced over time in monitoring system by the individual blocks, districts and States were well-intentioned and probably served contextual purposes, these had contributed to needless duplication in records and dilution of programme focus. The challenge was to evolve an information system that could meet the need of the programme to demonstrate a clear outcomes focus, while being lean, organic and efficient.

In this context, the Ministry of Women and Child Development (MWCD) initiated a process of reforming the existing Management Information Systems (MIS) in ICDS through a series of consultations with the State Governments, development partners and other stakeholders and reviewed the information needs of the programme at different levels. As a first step of this process, the basic formats and records through which the programme monitoring data are captured and reported by the Anganwadi Centres (AWCs) and Projects were redesigned with a clearer focus on critical tasks and programme outcomes, particularly related to health and nutrition education and a methodical approach of *name-based tracking* for achieving universal coverage of the programme interventions. The full set of the draft revised registers was intensively piloted across over 1000 AWCs in six States during 2010-2011. The formats were then finalized and the MWCD introduced the set of new registers, reports and other tools in March 2012 for country-wide roll-out.

The comprehensive redesign process seeks to rationalize the system from the perspectives of programme objectives, information needs at each level, and ease of use for recording as well as monitoring. Its modular nature makes future modifications easier (such as for inclusion of newer components under the restructuring and strengthening of ICDS), and the clear structuring of *data flow* ensures easy adaptability to future digitization (such as to make possible an online version of the MIS). For the first time in the programme, extensive exercises were undertaken centrally with participation of the States, to ensure relevance of design and to minimize distortion when the system is applied at national scale. These efforts included centrally guided translations of revised formats into different local languages with full involvement of the concerned States/UTs, central production of print-

ready formats of registers and reports in all languages; detailed production specifications and quality control procedures to ensure uniform quality; creation of a detailed manual for users (AWWs & Supervisors); design of an elaborate but feasible transition plan for States to rapidly but systematically move from the existing to the revised MIS, and a detailed facilitators' manual to guide the transition. The State Governments have actively participated in pretesting, piloting, translations and trainers' training programmes, and have provided invaluable feedback from time to time. A unique colour code has been assigned to each of the new registers for easy identification across all AWCs in the country. All necessary guidelines including that for printing and distribution, preparation of induction training plans, manuals etc., have since been prepared and shared with the States/UTs.

The roll-out of the revised MIS is one of the key components of the recently approved strengthened and restructured ICDS Scheme as well as the IDA assisted ICDS Systems Strengthening and Nutrition Improvement Project (ISSNIP). Once the revised formats start being used, we envisage a paradigm shift in programme management and monitoring, especially at the local level where the action happens, and we believe this will contribute greatly to a sharpening of programme implementation, with improved services leading to better outcomes. To achieve the envisaged impact of this revision, it is essential that the transition from the old to the new MIS is executed carefully and methodically. It is also important to note that the revised registers in no way should be modified or any new register be introduced by the State Governments without prior approval of the Ministry. This is considered necessary to minimize the burden of paperwork on the AWWs, and to maintain process integrity in reporting. Once the system has stabilized and its principles imbibed, further local adaptation can be considered with due approval of the Ministry. The next stage of reform will introduce a set of tools that will guide supervisors at each level in the use of data to drive the programme towards its goals.

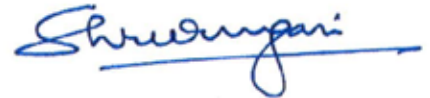
This Facilitators' Manual has been designed for use by trainers during each of the three levels of induction training. It incorporates and complements the User's Manual, already made available with the States/UTs. The Facilitators' Manual details the steps and processes that need to be followed during the transition from the existing to the revised MIS and provides guidance for accomplishing this through the cascading roll-out. Several check-lists and draft programme schedules have been provided to facilitate the induction process. The Manual has evolved following its use in draft versions during the three Regional Training Programmes on Revised MIS for the State level Master Trainers (SLMTs) organized at Bhopal (9-11 October 2012), Kolkata (11-13 December 2012) and Hyderabad (19-21 December 2012), and has profited immensely from the experience and the feedback.

I am sure the Manual will prove to be a valuable tool in conducting the induction training and in sustaining integrity of the letter and spirit of the revised MIS guidelines and for helping achieve ultimate programme objectives.

I would like to express my sincere appreciation to the Core MIS Team who have been working tirelessly since last many years, especially to Dr. S. Sridhar, *Senior Technical Consultant* with the Ministry for his invaluable contribution to our collective endeavour of strengthening the MIS as an overall ongoing effort of strengthening and restructuring of ICDS programme. He has also been instrumental in drafting the manuals, with invaluable inputs from Dr. Sunil Babu, *Sr. Technical Consultant*; Shri A. K. Goyal, *Sr. Programmer (MIS)* and Dr. Saroj K. Adhikari, *Asstt. Director* with the Ministry. Several key inputs received from Director, NIPCCD, Faculty at NIPCCD HQs as well as the participants of regional training workshops are also gratefully acknowledged. Technical support provided by DFID India in the drafting and production of the manuals is also acknowledged.

I dedicate this manual to its users – primarily the untiring *Mukhya Sevikas* (Supervisors) who are expected to anchor the induction, and embed and energise the *Anganwadi* workers to sustain the new MIS - as also to the CDPOs and other Master Trainers.

I wish a successful and timely completion of the induction process across the States/UTs. Lastly, I am confident that our collective efforts and resolve to strengthen the improve systems in ICDS would be noticed by all who care for child development and they will continue to stand by the programme.



(Dr. Shreeranjani)

31 December 2012

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Introductory Note to Facilitators' Manual

1. Introduction

The Ministry of Women and Child Development (MWCD) has initiated a process of revising the existing Management Information Systems (MIS) as part of the ongoing overall strengthening and restructuring of the Integrated Child Development Services (ICDS) programme. As a first step, a set of revised/new registers and reporting formats has been introduced by the MWCD for country-wide roll-out. Necessary guidelines outlining key steps to be taken by the States and Union Territories have been indicated in the communication of MWCD dated 28 March 2012.

Currently, the basic formats used in the programme to record service delivery data differ widely from State to State. The primary purpose of the revised MIS is to replace all existing formats with uniform and standardized formats across the States/UTs and to ensure that there is clarity in the implementation of all activities in ICDS. The Revised MIS is based on the principle of ensuring universal reach of the programme and improving effectiveness of the programme so that it can achieve the programme objectives. It is designed to emphasize interventions that are important to achieve the programme outcomes, especially health, nutritional and early childhood education outcomes for the children, while improving efficiency in the provision of services. An index of the revised MIS Formats and Tools, and their rationale/purpose is presented in Table 1 below.

Based on the experience of the pilot and the initial feedback from other AWWs and Supervisors who have seen the new MIS, an estimate is presented in the Table 2 below, of the time burden on an average AWW from the use of the new MIS, once it is established. This estimate comes to about 30 minutes daily, in addition to time spent at the end of each month for month-ending tasks and annually every March or April for year-ending tasks. This includes the complete documentation of all six program activities, twelve monthly reports and one annual report. The equivalent time currently spent by the AWW is difficult to estimate, since there is much variability across the country in terms of the formats used and practices followed.

Recognizing that the State-wide roll out of the revised MIS will require a systematic induction approach and concerted efforts for its effective implementation, the MWCD has issued detailed guidelines for preparation of the induction training plans for ICDS functionaries on 28 August 2012.

This Manual has been prepared to facilitate the induction training process at different levels and to ensure smooth transition from the old to the new MIS. The Manual is primarily meant for use by the State level Master Trainers (SLMTs) and the District level Master Facilitators (DLMFs) for the first time conduct of the induction training. Later on, this Manual can be used as reference document for getting orientation on the revised MIS.

Table 1: Index of the revised MIS Formats and Tools, and their rationale

Format No.	Format Name	Purpose / Rationale
Register 1: Family Details (1 format)		This register is a refinement and reorganization of the previous Survey Register. Along with fresh and comprehensive instructions for the demarcation of the boundaries of the area of an AWC and its mapping and numbering of households, this represents the basis of documenting and sustaining the universal reach of the program.
F1	Family Details	The format enables listing of all members of a household. Listing all households in this manner ensures that current and future program beneficiaries in a well-defined catchment area of the AWC are correctly identified and population coverage is universal as envisaged by the program, irrespective of social class and physical location. The list of households clarifies boundaries between adjacent AWCs. This register ensures systematic unique coding of all households and individuals for all purposes of tracking and reporting. The register makes it possible for a community to verify inclusion. It also documents the intent of households to avail of supplementary feeding and preschool education services. Production of the register in 100-page formats makes it possible to minimize wastage by providing each AWC the number of registers as required according to size of the centre.
Register 2: Supplementary Food Stock (2 formats)		This register was in use in different forms in each state, in the absence of guidance from the Ministry. This register, based on establish accounting principles, is offered to states to help standardize commodity planning and accounting procedures locally. States may choose to use other locally derived formats to suit their local food models, keeping in mind the balance between accounting needs and burden on the AWW.
F21	Supplementary Food Daily Planner	This format documents the process followed daily by the AWW to plan the food distribution for the day, by systematically anticipating attendance by various groups eligible for food supplementation, and using these numbers to estimate the number of rations to be distributed that day for breakfast, spot-feeding and take-home.
F22a OR	Supplementary Food Utilization and Stock Record (without daily closing balance) OR	Using the number of planned rations from F21, this format enables the AWW to estimate for the day the utilization of each commodity in her inventory, depending on the recipe planned for the day. It also enables the recording the receipt of any commodity, and states may choose to use the format with or without a column for daily closing balance (the latter is recommended to reduce the accounting burden on the AWW). The format follows universal accounting principles and enables documentation and monthly reporting of the stock of any kind of raw or ready-to-eat commodity. Taken together with F21 and the formats in Register 3, it makes it possible for supervisors to quickly and accurately track receipt and utilization of commodities end-to-end.
F22b	Supplementary Food Utilization and Stock Record (with daily closing balance)	

Format No.	Format Name	Purpose / Rationale
Register 3: Supplementary Food Distribution (8 formats)		The old equivalent of this register has been modified by different states variously over time, and in several states, the system of name based tracking of receipt of food supplements is not strictly followed any longer. This new version of the register seeks to re-establish the rigor of ensuring that each mother and child is offered food in the spirit of universalization of the program, and that the reporting of numbers of beneficiaries receiving the prescribed minimum days of food supplementation is accurate and easy to compute.
F31a	Supplementary feeding record for Pregnant Women	These formats enable recording the amount of food distributed daily to each individual eligible for food supplements, whether for spot-feeding or take-home (breakfast is not recorded separately, to minimize complexity of recording). The amounts are recorded using a combination of simple symbols and numbers, and this enables accurate daily summaries of numbers of beneficiaries served as well as amounts of food actually distributed. At the end of the month, it enables estimation of feeding efficiency at the block and higher levels, for each social and age-sex category. The separation of different age and sex groups on different pages makes it possible for the AWW to accurately generate complex monthly numerical summaries by different social and age-sex categories that are required by the program, using only column totalling, without resorting to cross-tabulation using tally-marking. Systematic separation of names by age and sex groups, created once, enables quick identification of individuals and easy and accurate movement of names from month to month. The recording of names of all eligible beneficiaries also ensures easy identification of exclusion and its causes. Separate sections for recording food distributed to temporary residents ensure that such persons are not left out and also that true coverage of resident populations can be separately computed.
F31b	Supplementary feeding record for Lactating Women	
F32a	Supplementary feeding record for Girls- 6 months to 3 years old	
F32b	Supplementary feeding record for Boys - 6 months to 3 years old	
F33a	Supplementary feeding record for Girls - 3 years to 6 years old	
F33b	Supplementary feeding record for Boys -3 years to 6 years old	
F34a	Supplementary feeding record for Temporary Residents (pregnant, lactating, boys and girls - 6 months to 3 years old)	
F34b	Supplementary feeding record for Temporary Residents (boys, girls - 3 years to 6 years old)	

Format No.	Format Name	Purpose / Rationale
Register 4: Pre-School Education (8 formats)		The preschool attendance needs to be recorded separately from the supplementary food distribution because it is common experience that the children who avail of one do not necessarily avail of the other service. The separation is also necessary to simplify monthly reporting for the AWW; without such simplification, it is not possible to expect an average AWW to accurately report coverage of either food supplementation or preschool education.
F41a	PSE record for Girls - 3 yrs to 4 yrs old	The design and purpose of these formats is similar to those in Register 3. Attendance at preschool activities is recorded for each child daily. The separation into different age and sex groups enables easy reporting by such groups, and provides quick analysis of utilization of ICDS preschool services.
F41b	PSE record for Girls - 4 yrs to 5 yrs old	
F41c	PSE record for Girls - 5 yrs to 6 yrs old	
F42a	PSE record for Boys - 3 yrs to 4 yrs old	
F42b	PSE record for Boys - 4 yrs to 5 yrs old	
F42c	PSE record for Boys - 5 yrs to 6 yrs old	
F43	PSE record for Temporary Residents - Girls and Boys - 3 to 6 years old	
F44	PSE Activity Record	
Register 5: Pregnancy and Delivery (1 format)		This is a minimally modified form of the existing pregnancy register, and enables compatibility with the MCTS formats of the health department.
F5	Pregnancy and Delivery Record	This format tracks pregnant women from the point of registration through to delivery, and records all health services received by the women, as well as details of delivery and birth. Recording resident and non-resident women on separate pages enables separate reporting by residence and accurate computation of vital rates, as well as generation of accurate denominators for all coverage calculations.
Register 6: Immunization and VHND (2 formats)		This redesigned register provides for tracking primary immunization of children and the activities of the VHND. This is also compatible with the MCTS of the health department.

Format No.	Format Name	Purpose / Rationale
F61	Immunization Record	This format tracks the immunization record of individual children from birth until primary immunization is completed. It covers Hepatitis B and the second dose of measles vaccine, as well as the first dose of Vitamin A. It has scope for new vaccines that may be introduced. The format enables the recording of due dates for each vaccine, thus making it easy for children due for immunization on a given day to be identified. It also accurately documents timely complete primary immunization.
F62	Village Health and Nutrition Day Record	This format enables recording of the main activities expected to be conducted on a Village Health and Nutrition Day.
	Calendar for Years 2012-2017	This all-purpose six-year calendar, with all full-moon and new-moon dates marked, is designed to help quickly determined due dates of vaccines, and can be used for accurately determining gestational age of pregnant women or ages of children from any available record of last menstrual dates or birth dates in local or modern calendar terms. It can also be used by the AWW for planning her own meeting and reporting dates, and holidays and VHNDs at the AWC.
Register 7: Vitamin A Bi-annual Rounds (1 format)		This has been created to ensure name-based tracking of all doses of vitamin A from the second dose onwards. It has been separated from the immunization record because it involves a later age group, the doses given are not linked to immunization and because the record requires to be used only once in six months (as against monthly for immunization).
F7	Vitamin A supplementation record (second dose onwards)	This format enables the recording of the six-monthly administration of vitamin A supplements and de-worming medications.
Register 8: Home Visits Planner (2 formats)		This register replaces the recording of home visits in the daily diary as practiced earlier. It seeks to establish the central role of carefully planned and structured interpersonal communication in achieving the health and nutrition goals of the program.
F81	Home Visit Planner - Pregnancy to 24 months	This format enables accurate and timely tracking of a pregnant woman and her child until the age of 2 years, which is period of greatest vulnerability to mortality and malnutrition for both, mother and child. It is meant to guide the AWW in the crucial tasks of supporting the family through health and nutrition education. It enables the AWW to plan the timing of her visits during critical periods to specific mothers and children to maximize impact and plan these such that she can accomplish adequate support efficiently, with an average of just 1-2 home visits each day. Current evidence suggests that such home-level interventions are the most likely among ICDS health and nutrition interventions to contribute to expected program outcomes.

Format No.	Format Name	Purpose / Rationale
F82	Home Visit Planner for Severely Underweight Children	This open-ended format is meant for tracking services provided to severely undernourished children, identified and managed according to locally determined programs and policies.
	Checklist of Messages for Age-appropriate Home Visits	This checklist provides 'talking points' or the technical content for the AWW to guide her interactions with families during the age-appropriate home-visits planned and recorded in F81. These 'messages' are consistent with those used in the MCP card.
Register 9: Referrals (3 formats)		This register fills the need for a record of this important program activity, and seeks highlight the critical role that the AWW can play as a guide to saving lives of mothers and children with illnesses and complications.
F91	Case Management and Referrals: Children	These formats are designed to enable the AWW to maintain a record of all cases of illness or complication that report to her, including a tentative identification of the problem, and whether the case was referred and reached the referral centre. There are separate sections for children, mothers and others, in order to ensure adequate attention to the timely recognition and care of conditions known be the commonest causes of death of newborn babies, infant and children and pregnant and post-partum mothers.
F92	Case Management and Referrals: Pregnant and Lactating women	
F93	Case Management and Referrals: Others	
Register 10: Summaries (Monthly & Annual) (8 formats)		This register is essentially a set of formats provided to the AWW to do the necessary 'rough work' on the many complex numerical sections before filing monthly or annual reports. These summaries, retained at the AWC, also largely obviate the need for the AWW to make monthly reports in duplicate, a common practice in many states.
FS1	Population Totals as of April	This format is for computing an annual household-wise numerical summary of the population following the annual survey that updates Register 1. It enables segregating the totals into the different social categories and age-sex groups of interest to ICDS. The page totals from this section are aggregated in FS3 to provide the necessary denominators for computing all rates and indicators used in program monitoring. This annual summary replaces the previous monthly updating of totals since the monthly updating is cumbersome and the population is sufficiently stable at aggregate levels over the period of one year.
FS2	List of Disabled Children as of April	This is a listing of all disabled children in the population as identified by the AWW, for use for any appropriate interventions.
FS3	Annual Population Summary of ICDS Beneficiaries	This is a tabulation of aggregated page totals from FS1 by different categories, to be reported annually.

Format No.	Format Name	Purpose / Rationale
FS4	Monthly Summary of Events	This format is a monthly totalling of the details of pregnancy registrations, births, deaths and other events of interest, on the basis of records in other registers.
FS5	Supplementary Feeding Monthly Summary	This summarises an important set of numbers required by the program – the number of mothers and children receiving 21 or more days of food supplements in a month.
FS6	PSE Monthly Summary	This summarises another important set of numbers required by the program – the number of mothers and children receiving 16 or more days of exposure to preschool activities in a month.
FS7	Monthly Full Immunization Status	This generates one of the most crucial indicators of immunization coverage, monthly and annually.
FS8	Record of Deaths	All deaths in the population covered by the AWC are listed here, separately for residents and temporary residents, and enables accurate computation of age-segregated death rates.
Register 11: Weight Records of Children (1 format)		This register supplements the new growth charts maintained by the AWW, making it easier to generate monthly reports as prescribed.
F11	Weight Records of Children 0 to 5 years (60 months)	The format simplifies the means for the AWW to record and report weighing and nutritional status monthly by the prescribed age and sex groups. It adds further value to growth monitoring by asking the AWW to record change from the previous weighing record.
Tools for use by AWWs: 6 Year Calendar and Age Calculations Booklet		Given that almost all interventions of ICDS carry considerable age-specificity and time sensitivity, the work of the AWW can be considerably sharpened if they have access to date arithmetic in a form that they can understand and use. These tools are designed to provide them such access.
	Calendar for Years 2012-2017	This is an additional copy of the six-year calendar provided in Register 6, recognizing the possibility of loss or wear and tear from repeated use.
Tables 1A to 1F	Calculation of Children's Age under 6 Years [As on 1st April: 2012 to 2017]	These tables enable the determination of a child's age in months, given the date of birth. If the date of birth is available only in terms of the local or traditional calendar, the calendar can be consulted to first determine the modern date of birth before computing age.
Tables 2A to 2F	Year of Birth Calculation for Persons above 6 Years [As on April: 2012 to 2017]	The determination of the year of birth of persons older than 6 years, given stated age, enables accurate annual updating of age in Register 1.
Table 3	Expected Date of Delivery (EDD) and Pre-Mature Birth Calculation	This ready-reckoner enables the AWW to inform a pregnant woman about the likely date of delivery. The computation of date of maturity also enables the recognition of preterm labour pains or the determination of the maturity of a newborn baby at birth, leading to specific action to save the child.

Format No.	Format Name	Purpose / Rationale
	Data Transfer Sheets	These sheets are for one-time use by the AWW to sort the children found during house-to-house survey by date of birth, so that each service register may be populated methodically placing the oldest child at the top of any list and the youngest at the bottom. Such one-time ordering makes all future planning, service provision, recording and reporting tasks simpler.
	Users' Manual	A fully detailed manual to be produced in local language and distributed to each AWW, as a reference in her use of the MIS.

Table 2: Estimate of time/work load in the use of the revised MIS for an average AWW

Frequency of use	Actions required	Estimated time/work load per AWW1
Register 1: Family details		
Annual	Once a year full update	Over two weeks in March or April each year, about 1-2 hours a day
Occasional	Addition of births and in-migrants during the year	20-30 births and up to 20 in-migrants per year, 10 minutes per case (includes recording in immunization, vitamin A, home visits and growth monitoring registers)
Register 2: Food stock		
Daily	Estimation of attendance and commodity utilization	10 minutes daily, at the start of the day
Monthly	Monthly totals	40 minutes each month, at the end of the month
Register 3: Supplementary food distribution		
Daily	Recording of food distributed to each individual	10 minutes daily, at the end of the day
Monthly	Monthly totals	30 minutes each month, at the end of the month
	Monthly transfer of names to fresh sheet	4 hours each month, at the end of the month
Register 4: Preschool education		
Daily	Daily attendance	10 minutes daily, at the end of the day
Monthly	Monthly totals	15 minutes each month, at the end of the month
	Monthly transfer of names to fresh sheet	2 hours each month, at the end
Register 5: Pregnancy		
Monthly	Record of services provided once in a month on VHND	20-30 births per year
	Monthly summary of birth details	10 minutes each month, at the end of the month
Occasional	Record of birth details	5 minutes per case, 20-30 times a year*
Register 6: Immunization		
Monthly	Record of immunization given	1 minute per child immunized, about 10 children per session*
	VHND record	10 minutes per month, at the end of the VHND
	Monthly summary	10 minutes each month

Frequency of use	Actions required	Estimated time/work load per AWW1
Register 7: Vitamin A biannual doses		
Six-monthly	Recording of doses given	1 minute per case, during the day when doses are administered, about 100 doses*
Register 8: Home visits Planner		
Daily	Recording of visits	During visits, 1 minute each, 1-2 visits per day*
Register 9: Referrals		
Occasional	Record of treatment provided	5 minutes per patient*
Register 10: Summaries		
Annual	Annual Population Summary	2 days per year, in March or April
Occasional	Record of deaths	2 minutes per death, 8-10 deaths per year
Register 11: Weight record		
Annual	Transfer of names	3 hours every year, in March or April
Monthly	Weight record	2 minutes per child, about 80 children per month*
	Page totals and summary	1 hour each month, at the end of the month
MPR Preparation		
Monthly	Transfer from summaries register and filling remaining parts of the MPR	3 hours per month, at the end of the month
ASR Preparation		
Annual	Transfer of population summaries and filling up the remaining part of the ASR	3 hours each year, in March or April

* These are notional time loads, the recording being accomplished along with services being provided, where the service provision requires much more time than the recording, and the recording guides the service provision. That is, in these cases, the time spent on documentation is not distinct from other tasks performed.

2. Principles of Induction Training

After a thorough process of analysis of the existing MIS and redesign, an extensive pilot of the revised MIS formats was conducted in over 1000 AWCs across six blocks in as many States during 2010-11. A number of ICDS Officials from different levels had participated in the pilot and provided important inputs, which are considered in formulating a roll-out plan. Experience from the pilot testing indicates that the roll-out must adopt the following principles and methods:

a. Induction of the revised MIS is a matter of ‘doing’, not just ‘training’

Training of the primary users of the revised registers, viz., the Anganwadi Workers (AWWs) must consist of *hands-on preparation of the new registers and reports* in a methodical manner. Mere instructions will not suffice. As described below, the process of induction is intended to smoothly transition from the old to the new MIS in practice, and not just learn the theory of how to use new formats.

Experience from the pilot test shows that the most reliable method of inducting the new MIS is to ensure that AWWs prepare new registers under direct supervision of their supervisors. Without doing this, the AWWs will not be able to comprehend all elements of the new registers and reports. This implies that each AWW must be provided a full set of new registers and reporting formats, before the training begins.

b. Sequential, incremental induction of the new Registers and Reports

The actual preparation of registers will require a certain minimum amount of time following a sequence in which the new formats can be introduced. Following are the clear steps in sequence:

- a. **Preparing the Family Details Register:** Before preparing the new service registers such as supplementary food distribution, preschool attendance, pregnancy, immunization, etc., to replace the old registers, it is essential to have a complete list of all eligible beneficiaries in the catchment area of each AWC. Therefore, the first task is to prepare the new ‘Family Details Register’, which is a refined version of the old ‘Survey Register’. The preparation of this register requires a clear identification of the catchment area and actually moving from house to house to ensure that all families are enumerated.
- b. **Preparing the service registers:** Once the enumeration exercise is complete, preparation of the new service registers, using the upgraded Family Details Register and the old service registers will be largely a desk job. However, it requires considerable time, meticulous attention and hand-holding support of the Supervisors. It is found that about 70-80% of AWWs would be able to complete the task of preparing the new service registers under supervision of the trained facilitators (Supervisors) in about 4-5 days. For the remaining AWWs, ongoing supportive supervision will be important to ensure that they *all* fully understand the changes. Once the service registers are prepared in this manner, they are ready for immediate use.
- c. **Preparing the new MPR:** After one month of use of the new service registers, the AWWs will generate reports in the new formats. This will require at least 2 days of work under trained supervision when it is performed for the first time, and will end with the generation of the first MPR per revised formats. The generation of annual population summaries will be another 2-day task.

*Thus, the minimum total time needed for full induction of the revised MIS at the AWC level is about 9 days spread over three months in 4 phases. All trainings are proposed to take place at the sector level. Thus, minimal additional resources will be required apart from the time of available Supervisors. **The induction in this sequence and providing time to each phase as indicated is of utmost importance.***

c. Clarification of implications for the changes in the way specific activities are conducted

To reiterate, the new MIS does not merely change the way activities are recorded and reported, its induction is an important opportunity to sharpen and strengthen specific activities themselves. *Almost every new format and register helps reinforce and emphasize key principles of implementation of the main activities of ICDS.* This is, therefore, an opportunity to standardize and clarify the scope and details of all activities, irrespective of how diverse they were in different contexts earlier. The roll-out process, including the trainings, is designed to bring out and emphasize such changes.

d. Role of ICDS Supervisors in managing the induction of the new MIS

For several important reasons, it is desirable to make the ICDS Supervisors central to the induction of the new MIS: they directly oversee day-to-day operations and they are the ones who actually collate AWC-MPR every month, and thus understand the MIS intimately and intuitively – more so than AWTc trainers. Also, they are eventually expected to ensure the integrity of programme activities and data. During the pilot, it was observed that the ‘training’ of a batch of AWWs is best accomplished by two facilitators, considering the amount of time taken and the amount of oversight required for the practical tasks that the AWWs undertake during such training. It was also seen that two supervisors, can together manage this induction at the sector level, one sector at a time. *This model of managing the induction makes it feasible and sustainable across the country, without resort to external resources, or disruption of the training schedules of AWTcs.*

e. Simultaneous detailed orientation of ICDS Officials

Until the changes in the MIS are understood and internalized by the CDPOs and DPOs, their Statistical Assistants, as well as the concerned State ICDS Officials, transition from the old to the new MIS would remain incomplete. Similarly, it is essential to provide a detailed orientation to all Instructors of the AWTcs/MLTCs as well. The induction training plan, therefore, must include detailed orientation of these Officials, in parallel with the main training of supervisors and AWWs.

3. Planning for Induction Training

Table 3 below outlines the overall plan of the training for induction of the new MIS. In most states where the number of projects and districts is large, four levels of training will be required,

as indicated in the table. In smaller states, one of the levels (Level 3) can be eliminated as appropriate.

Table 4 below provides details of training at each level in a State along with summary of contents of training at different phases. There will be four phases of training at Level 1, as described above. At levels 2 and 3, which are primarily the training of trainers (ToTs), training will be conducted in two phases.

4. How the Facilitators' Manual is organized

The Facilitators' Manual contains the entire User's Manual, with additional notes for facilitators, in small or different font. ***It is expected that the facilitators should read the facilitators notes in detail and prepare themselves well in advance.*** By preparing themselves, it will be possible for them to ensure that all tasks to be completed during each phase of training are actually completed by most AWW within the duration of time available for each phase.

The Facilitators' Manual will be used for training all levels of trainers during the roll out of the new MIS. In the Facilitators' Manual, there are *small tables* inserted in each section of each register to indicate the Phase of training during which that section should be covered. The highlighted cells of the table indicate when the topic should be covered for each level. For instance, the following table indicates that the topic should be covered during Phase 2 for Level 1 and during Phase 1 for Levels 2 and 3:

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Facilitators are expected to prepare themselves accordingly for each phase.

Important practical points to be kept in mind when organizing and conducting the induction of the revised MIS are outlined in the following paragraphs:

5. Facilitators for Level 1 (Training of AWWs)

During training of AWWs, it is recommended that there should be 2 trained Supervisors facilitating the training, preferably for all four phases. These should be supervisors who were trained during Level 2 or 3 ToTs. The presence of two facilitators is important because –

- Not all Supervisors may have understood all details equally well during the ToT. By having two supervisors, the chances are that they will complement each other
- It would be tiring for one person to handle all the training
- While one is taking a session, the other can pay attention to any important points that are being left out, using checklists to ensure this.

- A lot of the time will be spent by the AWW in actual making of registers, during which they will require individual support and guidance to avoid mistakes. The presence of two facilitators will make it easier to provide such support
- Each Supervisor will be involved in training in at least two sectors, which will help them become more familiar with the new MIS. It will also provide opportunities to discover mistakes that they may be making during training, so that they can go back and correct the mistakes.

Table 3: Overall Plan for Induction Training on Revised MIS

Level	Participants	No. of Participants per batch	Venue	Trainers/ Facilitators	No of Trainers/ Facilitators per batch	Source of Facilitators and constitution of Facilitator teams	No. of Phases	Total no. of days [d- day (s)]	Gap between Phases	Total time required for completing full induction for one batch
1	2	3	4	5	6	7	8	9	10	11
Level 1 (Sector)	AWWs	25	Suitable venue within the sector	ICDS Supervisors + Select AWTC Instructors, as required	2	ICDS Supervisors divided into teams of two (at least one of them is expected to be strong in programme monitoring)	4	10 (Ph 1: 1d* Ph 2: 4d Ph 3: 2d Ph 4: 2d)	1 month each	3 months
Level 2 (District)	ICDS Supervisors + Select AWTC Instructors (if required)	25	District/Block	District Level Master Facilitators (DLMFs)	2	Selected from available pool of Supervisors, CDPOs, Statistical Inspectors/ Assistants, supplemented by MLTC/AWTC Instructors where available	2	6 (Ph 1: 4d; Ph 2: 2d)	2 months	2 months
Level 3 (State)	District Level Master Facilitators (DLMFs)	25	District/ Divisional HQs	State Level Master Trainers (SLMTs)	3	State level ICDS officials + select CDPOs/DPOs/ Supervisors + Consultants with experience in ICDS MIS (from Development Partners)	2	6 (Ph 1: 4d Ph 2: 2d)	2 months	2 months
Level 4 (Region)	State level Master Trainers (SLMTs)	30-40	State HQs (facilitated by Development Partners)/ NIPCCD Regional Centres	Central Resource Team	3-4	MIS Core Team of MWCD	1	3-4d	-	3-4 days

Several 1-2 day orientation training programmes will be required in each State for the orientation of CDPOs, DPOs, AWTC and MLTC Instructors , and State level ICDS officials who are not part of the Level 4 training. These programmes will be organized by the SLMT Team in parallel to the above levels of training.

Table 4: Details of Induction Training at Different Levels in a State

Level	Phases	Duration (days)	Hours	Contents	Inter-phase gap	Activity during gap
Level 1 (Sector)	Phase 1	1	4	Mapping, enumeration/ updation and transfer of survey information to new Family Details Register (Register 1)	1 month	Mapping and house-to-house survey, enumeration in new Family Details Register (Register # 1)
	Phase 2	4	6-8 daily	All Service Registers (Nos 2-10): Orientation to new registers, transfer of data from old to new registers, update using newly created Register 1	1 month	Use of new registers
	Phase 3	2	6-8 daily	Monthly Summaries and MPR: Making first monthly summary Making first MPR	1 month	Continued use of service registers
	Phase 4	2	6-8 daily	Review, Annual Summaries, ASR: Creation of Annual Population Summaries Creation of first ASR	-	-
Level 2 (District)	Phase 1	4	8 daily	All Registers (corresponding to Phase 1 and 2 of Level 1)	2 months	Training and roll out
	Phase 2	2	8 daily	All Summaries and Reports + Review of progress (Corresponding to Phase 3 and 4 of Level 1)		
Level 3 (State)	Phase 1	4	8 daily	All Registers	2 months	Training and monitoring roll out
	Phase 2	2	8 daily	All Summaries and Reports + Review of progress		

6. Importance of identifying a few AWWs who are competent for support during the training

Most of the learning that will happen at Level 1 will be by 'doing' rather than through traditional lectures.

To prepare each register, the AWWs have to learn a lot of small details. Some AWWs will take a lot of time, while a few others will learn to do their work quickly and smartly. The Facilitators

(Supervisors) should try and identify 4-5 smart and competent AWWs who learn the skills of preparing registers quickly, and are likely to complete their own tasks quickly and without much support. Such AWWs who are competent at MIS should be utilized during the Level 1 training to support other AWWs who are less competent. For instance, if a Supervisor identifies 4 such AWWs, the whole group of AWWs in the sector can be divided into 4 groups during the training, where one of the competent AWWs can be assigned to work with each group and guide others. To make this even more effective, the Supervisors can spend time with these identified competent AWWs and train them in advance, so that they come to the training already prepared, and are able to give more time to others. This will effectively increase the number of available facilitators during each of Level 1 training, and make it possible to help all AWWs complete their work on time.

7. Importance of making the AWWs familiar with the User's Manual

The User's Manual contains details of how to use the registers and reports. AWWs are not expected to read the Manual like a story book from end to end, but to refer to the Manual whenever they have doubts about how to use a particular register or section. They will not be able to easily use the manual unless they become familiar with it. Therefore it is important that the AWWs are made familiar with the manual during training, by making the AWWs read some sections aloud during training, and by explaining where to find different details in the manual.

Even after the best efforts, some AWWs are going to get left out of the initial training. These AWWs may never have another opportunity to sit with other AWWs and learn about each register and report in detail. For these AWWs, the User's Manual will be the most reliable source of information about how to use the MIS.

Some AWWs may not be sufficiently literate to read and understand the manual on their own. They should be encouraged to keep a copy of the manual, and ask a family member or neighbour to help them read and understand something, whenever required.

8. Sequence of training for roll out of the new registers and reporting forms

Level 1:

- » **Phase 1:** Register 1, Map, Calendar Tool book
- » **Phase 2:** Data Transfer Sheet, Registers 5, 11, 3, 2, 4, 6, 8, 10 (Section 8), 7, 9
- » **Phase 3:** Register 10 (Sections 1-7), first MPR
- » **Phase 4:** Second MPR and ASR

Transfer of names in Registers 3 and 4 to the next month will be done either during Phase 3 or Phase 2, or in an additional sector meeting between the two phases (see next sections)

Phase-wise scheduling of Level 1 training is given in Annex-3.

Level 2, 3:

- » **Phase 1:** Register 1, Map, Calendar Tool book, Data Transfer Sheet, Registers 5, 11, 3, 2, 4, 6, 8, 10 (Section 8), 7, 9, transfer of names in Registers 3 and 4 to the next month.
- » **Phase 2:** Review of progress of Level 1 training since the previous phase. Monthly totals in Register 2, 3, 4, 11, and summaries in Register 10 (Sections 1-7), AMPR, AASR, quality monitoring

Phase-wise scheduling of Level 2 and 3 training is given in Annex-4.

9. Making and using Demo data

Participants of the Level 3 and 2 trainings, who will be mostly Supervisors, will each be given one full set of new registers that they can use during the ToT to practice how to fill the registers, using the last few pages of each section of register. They will take this set of registers back with them, and use this data that they have entered as demo data when they conduct training for the next level. Since there will be at least two Facilitators (preferably three) for each level of training, this will mean that at least two copies of 'demo' data will be available when a batch of participants is being trained, all the way down to the AWW. This simplifies the management of providing copies of demo data. Later, during the training, more demo data will become available when some AWWs complete their tasks quickly, much ahead of the others, and their filled-in registers can be used as demo data. It is the responsibility of the SLMTs to ensure that sufficient time is spent during Level 3 training to make the participants (DLMFs) generate demo data in the new registers, and understand that they should similarly ensure that such demo data is generated during Level 2 training. SLMTs may use the demo data provided to them during Level 4 training to guide them in this regard.

It is expected that during Levels 2 and 3 of training, such demo data should be created by every participant for at least the following:

- » Registers: 1, 2, 3, 4, 5, 6, 8, 10, 11
- » Transfer Sheet
- » Calendar

Of this, central guidelines can be followed for all registers other than Reg 2, for which it will be necessary to make local guidelines in each state.

10. Preparing and using Flex Sheets

Formats printed on large flex sheets make it easy to demonstrate how to fill each register. To

the extent possible, such flex sheets should be provided, especially for use at Level 1. It is recommended that flex sheets should be printed at least for the following formats:

- » Reg 1 (F1)
- » Reg 2, Section 1 (F21)
- » Reg 2, Section 2 (F22)
- » Reg 3, Section 1a (F31a)
- » Reg 3, Section 3a (F33a)
- » Reg 5 (F5)
- » Reg 6, Section 1 (F61)
- » Reg 8, Section 1 (F81)
- » Reg 11 (F11)
- » Data Transfer Sheet

Truncated, high resolutions PDFs for the above formats suitable for printing on flex sheet in the State-specific languages may be made. *Illustrative versions in English and Hindi will be provided by Central Resource Team on request.*

The total number of copies of the flex sheets required in a State will be half the number of ICDS sectors in the State, assuming that roll out will proceed in parallel in all districts, and that all supervisory positions are filled. In practice, it is possible that fewer sets will be sufficient, since each pair of Supervisors will need to cover more than two sectors during Level 1 training, if there are vacancies in supervisory positions.

It is recommended that the flex sheets be printed on good quality material on which whiteboard markers or sketch pens can be used for writing and the writing can be easily erased with a dry or wet cloth. The flex sheets can be printed on both sides, or at least the other side of each flex sheet can be blank but writable, so that it can be used as a white board during the training. Some of the sets of flex sheets can later be kept in AWTC/MLTC for ongoing training. It is recommended that, for use at the sector levels, the flex sheets printed should be at least 3 feet wide.

11. Use of Checklists

In the process of cascade training, it is inevitable that some alteration of content will happen at each step. It is important to ensure that, at every level, all important points are covered, and all prescribed tasks and exercises are completed during the budgeted time. To support this, two types of checklists are provided for organizers and facilitators to use:

- » *Checklists for organizing training at Levels 3, 2 and 1.* These cover aspects like communications, planning, budget approvals, availability of materials [**Ref. Annex-1**]

- » *Checklists for covering each session (each register and report) during each phase – separate checklists for Level 1 and for Level 2/3.* These cover, for each session, the availability of required materials, important points to be covered during the session, and exercises or tasks to be completed during the session. These are brief lists of points, only for the purpose of use as checklist. Details of each point are available in **Annex-2**.

The checklists must be duplicated and used by the Facilitators for each batch of training at Levels 3, 2 and 1. Since there will be at least 2 Facilitators for each level, when one of the Facilitators is conducting a session, one of the other Facilitators should follow the session carefully, using the appropriate checklist, and point out anything that remains uncovered.

12. What to do when all the work is not completed during the training

It is possible that some AWWs will not be able to complete all the tasks of preparing the new registers during the training, because they work more slowly than others. In this situation, it becomes necessary to understand how much work is left over in each case, and get an estimate of how much more support each one requires. It becomes the responsibility of the respective supervisor to organize such support. It may be by asking a neighboring AWW to help, or by getting a family member to help, and by supervisor visiting the AWW more often. In such cases, it is possible that it will be a few weeks or months before this AWW becomes as comfortable as the rest in handling MIS. It is more important that such AWWs are encouraged to slowly learn all the details and use the MIS correctly, than to try and complete all the work in a hurry without learning how to do it correctly.

13. Use of Level 1, Phase 4 training

The main purpose of this training is to make a second round of summaries and second MPR under supervision, and to make the Annual Population Totals in Sections 1, 2 and 3 of Register 10. This is also an opportunity to make any further corrections needed in the use of all registers and reports. It is recommended that priority should be given to ensuring that the recording in registers and generation of MPRs are fully understood and are being carried out correctly. The training for making Annual Population Totals can be postponed to the next sector meeting, if need be. However, this should not be delayed beyond one more month after Phase 4 is completed.

14. Timing of the Phases of Level 1 and timing of generation the first MPR in new format and ASR

Since the roll out of the MIS and the training will be based on available dates and facilitators for training, it will be impossible to ensure that every training at Level 1 happens exactly at the end or beginning of a month. When training happens in the middle of the month, there is likely to be some confusion about when to actually start using new records and reporting in new reporting

formats. It is recommended that States use the guidelines below and communicate the timing of the generation of MPR and ASR clearly to all levels:

- » *Phase 1 and Phase 2:* about one month apart, as per availability of dates and trainers. Use of new service registers will begin the day after Phase 2 training ends. Between the two phases, an old MPR will be generated as usual.
- » *Additional sector meeting for transferring names to the next month in Registers 3 and 4:* To be conducted on one of the last days of the calendar month, as discussed in the previous section. The last old MPR should be submitted during this meeting. This will be a partial MPR, based on data until the day before the use of new registers started. This may be for a few days, or for almost the whole month, depending upon the timing of Phase 2.
- » *Phase 3:* To be conducted about one month after Phase 2. During this phase, the first new MPR will be generated. This will be a partial MPR, based on data from the new service registers, starting from the day after the end of Phase 2 training until the end of that calendar month. Depending upon the timing of Phase 3 training in a given sector, this first MPR may be delayed by a few days or by many days.
- » *Phase 4:* To be conducted in the first few days of the next calendar month, following the Phase 3 training. During this phase, the second new MPR and the ASR are to be generated. During this phase, the supervisors may also check whether the transfer of names to the next month for Register 3 and Register 4 has been appropriately completed. The interval between Phase 3 and Phase 4 training may thus vary from a few days to almost a month.

Example:

- » Phase 1: 18th June
- » Phase 2: 16-19th July. Use of new service registers starts on 20th July.
- » Additional sector meeting: 29th July. During this meeting, last old MPR generated and submitted, covering dates 1st to 19th July, names in Reg. 3 and Reg. 4 transferred to the next month.
- » Phase 3: 17-18th August. During this phase, first new MPR generated (partially), covering dates 20th to 31st July.
- » Phase 4: 2nd-3rd September. During this phase, second new MPR generated, covering full month of August.

15. Timing of the transfer of names to the next month in Registers 3 and 4

The timing of this task is important, because the AWW will require beginning recording the food distribution on the first of the next month, which will be before they make summaries of the

previous month. Thus, it is important that the AWW be taught how to transfer names to the next month before the completion of the first month.

There are two options for timing this:

- a. Transfer names to the next month during Phase 2 training itself, when the register is prepared for use for the first time. This will require time, which may not be available during Phase 2.
- b. Have a separate sector meeting during the last few days of the first month (or very early the next month), where the AWW can be taught how to transfer names to the next month and be prepared before the 1st of next month, as shown in the table:

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

One way of handling this would be to get a few competent AWWs to learn the task of making the data transfers correctly during Phase 2, and then calling a special sector meeting, if necessary, before the end of the first month of use of the new records, where these competent AWWs and the supervisor can together support all AWWs in completing the task. In subsequent months, AWWs can be asked to make the transfers on their own, and this can be reviewed during sector meetings until all AWWs have learnt to do this without any help.

16. Determining the date of effectiveness of the new MIS

Based on the above, the dates of effectiveness of the new MIS for each sector and block can be defined as follows:

1. Effectiveness of new records: The date from which all activities will be recorded in the new formats. This should be the first working day after Phase 2 training is completed at Level 1.
2. Effectiveness of new reports: The date of the first MPR in the new formats, which will be last date of the calendar month when Phase 2 training is completed. This will be a partial MPR in most cases.

17. Important Advance Communications

Supervisors are expected to communicate with their AWWs in advance to make sure that they come prepared for the training for every phase. Some of the important advance communications include:

- » Information about the dates and duration of each phase of training, along with location/venue
- » What to bring for each phase of the training; separate checklists should be provided for this purpose

Register 1

Family Details

Facilitators' Note 1.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Preparatory visit to villages with more than one AWC:

For Level 1, the supervisor must make a list of all AWC in the sector, and identify villages which have more than one AWC. She should visit such villages in advance, preferably before training for Register 1 begins, and ensure that each AWW knows the limits of the area covered by her AWC. If the supervisor is not able to ensure this before the day of training, she should visit the villages within 2-3 days after the training to make sure of this.

Villages having only one AWC should be fully covered by that AWC, without leaving out a single family. The supervisor should make a visit to those villages where the AWW may not be clear about the limits of her village.

What the AWWs should bring to the training:

- » Old survey registers, if any
- » Existing map of the AWC area, if any

Facilitators for Phase 1 training:

- » Two supervisors who have attended the ToT should conduct this training.

Seating arrangement: Make the AWW sit in groups of 4-5 each, each group having AWW from AWC that are close to each other. Try to include one AWW in each group who is known to be competent in handling data.

Steps to be followed when starting the training:

Step 1. Distribute the new Register 1, the User's Manual and the Calendar Tool book to each AWW.

Step 2. Explain what is new:

- » This new Family Details Register replaces the old Survey Register.
- » This register is to be created once, over the next one month, going from house-to-house. Once made, the register will be fully updated only once a year, in April every year, by going from house-to-house.
- » In between, it will be only updated as necessary, particularly for adding new births, and new pregnant women and children who may come to stay in the AWC area at anytime during the year.
- » A unique number must be given to every person in the register, and this number must be used in other registers, such as supplementary feeding, pregnancy, immunization, etc.
- » This register is very important because ICDS is now a universal program, where every woman and child in the AWC area is entitled to all services. (explain universalization)

Step 3. Explain the steps to be taken to start using the new register:

- During this training, they will learn how to:
 - » Identify the boundaries of the area of the AWC correctly
 - » Make a map of the AWC area
 - » Complete house-to-house visit for enumeration of all persons
 - » Fill each column in the new register
 - » Use the Calendar Tool book to calculate:
 - EDD from LMP
 - Age as in April from Date of Birth
 - Year of Birth from available age
- Once they go back, they will immediately start mapping and enumeration in the new register
- They will meet again for 4 days after one month, when they will make new service registers, based on the new Register 1.

Step 4. Ask an AWW to read from the User's Manual, pause at each step and explain points as necessary.

It is very important for the supervisor to be completely familiar with this section before starting the training. How correctly the AWW will fill the Family Details Register over the next month will depend upon the clarity with which the supervisor provides training for this section.

1.1 The purpose of this register

- » to identify and list all families who live in your AWC area, so that you become aware of all such families.
- » to identify individuals from these families who should receive services from your AWC.
- » to identify families and individuals who require your special attention.

Using these details, you will be able to do the following:

- » Find names of all women and children to be included in each of the registers that you use to keep track of services that you provide, such as distribution of food, care of pregnant women, immunization, etc.
- » Count the population covered by your AWC every year.
- » Keep a record of all births and deaths
- » Keep a record of individuals and families migrating into your area or out of it.
- » Have a ready source of information about families, which you may need from time to time.

1.2 How the register is organized and how long one register will last

The register has one type of form, which is meant for writing information about the families in your AWC area. One sheet is meant for one family. Each register has enough sheets for 100 families. You will be given as many registers as you need to cover all the families of your area.

You will create the register once, and keep updating it every year. The register will last at least five years.

1.3 How to fill this register for the first time

Facilitators' Note 1.2

At the start of this section:

Distribute the Demo Map and Demo Data Sheet for Reg 1. Refer to these during the training/discussions.

This section has instructions for 3 possible situations:

- A. Old survey register not available
- B. Some kind of map available
- C. Some kind of old survey register available

Before training, the supervisor can decide which instructions are most appropriate for her sector, and accordingly follow those instructions. In most cases, an old survey register will be available, and some kind of map may also be available, so the supervisor will need to spend time explain how to use the old records to make the new register, by following options B and C in most cases.

It will happen in some sectors that there will be one or more AWW who do not have an old survey register. The supervisor should guide such AWW to understand how to make a new register without the help of an old register, using option A.

Serial numbering of families when a village has more than one AWC:

Whether a village has only one AWC or more than one AWC, the household numbering of each AWC should start with '001' and go on until all the households in the AWC area are covered. For data entry purposes, the code number of the AWC will help complete the unique identification.

A. If you have never used a register of this kind before:

You will undertake two activities to ensure that the information you fill in the Family Details Register is complete and correct:

1. Draw a map showing all houses in the AWC area:
 - a. First, clearly identify the area covered by your AWC.
 - This area may include all the houses in your village, or only a part of your village or town.
 - Your Supervisor will help you mark the boundaries of your AWC area.

- b. Next, make a simple map of the area on a sheet of chart paper, showing the streets of the area, as well as important common landmarks (such as school building, market, etc).
- c. On this map, draw all the houses of the village, as little boxes.
- d. Inside each box, write the serial number of the household living in that house. If more than one household lives in a house, write the household number of all such households in the box. Give serial numbers to each household in the same sequence as you would walk through the village from house to house.

Remember:

1. A household means a family, all of whose members are eating from one kitchen. It can happen that there is more than one such family in each house or building.
2. Assign household numbers starting with '001' to households in the catchment area of your centre.

2. Do a house-to-house survey:

Once the map is ready, you will visit every family that you have included in the map, in a sequential order. In each household, you will talk to a responsible member to gather information about the family and all its members. You will fill this information in the register.

B. If you already have a map like the one described

Confirm from your Supervisor that the area of the village that you have to cover has been properly demarcated, and then update the map to make sure that no household in your area is left out.

C. If you already have a survey register that you have previously used to gather data of all families

Take the following steps:

1. Create or update the map of your area as described above.
2. Sit down with the updated map and your old survey register, and in the old register, assign to each family the same serial numbers as given to the corresponding households in the map.
3. Now, start filling your new Family Details Register:
 - Start writing the details of the family with the new Family Serial Number 1 on the first page. Transfer all the names and other information of this family from the old to the new register.

- If some information required in the new register is not available in the old register, leave the columns blank.
 - If some information from the old register is not required in the new register, leave it out.
 - Then, take up the family with new serial number 2, and transfer information into a fresh page of the new register. In this manner, transfer all information from your old register to the new register in the sequence of the serial numbers.
4. Next, take the new Family Details Register and move house to house through your area. In each house, talk to a responsible family member to verify that all the information entered in the register is correct. Look for incomplete information and fill this up. In this manner, the new register will be completely filled.

Remember

You should fill both the map and the register using a pencil, so that you can later change or update any details by erasing and rewriting as required.

Facilitators' Note 1.3

Another option is to take the old and new registers while moving from house to house, and do everything together: making a rough map, transferring data from old to new register, and updating the information by interviewing each family.

Explain why it is important to use a pencil, not a pen.

1.4 What to fill in each column of the Family Details Register

Remember:

The information you are filling in this register is for your use, so make sure that you understand what information you are filling, and fill it in a manner that you can understand. It is important to ensure that you fill all information correctly, because you are going to use this information to include persons in all other registers.

First fill in some details of the family at the top of the sheet:

Serial Number of the Family: This is the serial number of the family as given in your map.

What happens to Serial Number of Family when a household divides into two?

If a household divides into two, that is, if it becomes two households, each having a separate kitchen, then you should assign a new Serial Number of Family to one of them. The other one should continue to have the old Serial Number of Family.

Example:

There is an AWC where there are 192 households, numbered 001 to 192. Suppose household number 053 divides into two households (two kitchens). One of the households will continue with the number 053, while the second household will be assigned a new number, 169. The names of members of this second household will be entered on a fresh page, and will be given new Serial Numbers within the Family. Their names will be struck off from the page for household number 053. The remaining names of household 053 will remain on the same page, and their Serial Number within the Family will continue to be the same as before. In all other registers, such as Reg 3, 4, 5, 6 etc., you should change the serial numbers of members of the new household, as per their newly assigned Family and Individual numbers.

Location: Write the name of street or *tola or mohalla* or ward to identify the address of the house in which the family lives.

Category (Caste): Circle "ST" or "SC" as the case may be. If the family is not ST or SC, circle "Other".

Religion: Write the name of the religion followed by the head of the household.

Minority in the State? If the religion of the family is considered a minority religion in your State, tick "Y". If you are in doubt, ask your Supervisor.

Date of first listing: This is the date on which you listed the family in the register for the first time.

Date last updated: Whenever you change any detail on a page, write the date on which you made the change in one the cells here. Use a different cell of the box each time you make a change. You may make a change during the annual survey in April, or any other time of the year, such as when you add the name of newborn baby.

Column 1, Serial Number within the Family: Give serial numbers to all members of the family,

starting from '01'. Give the number '01' to the head of the family.

Column 2, UID: Write the person's *Adhaar* number, if available.

Column 3, Names of Family Members: For each member of the family, write that person's name and the name of the father or husband.

Column 4, Relationship with head of family: For each person, his or her relationship with the head of the family should be mentioned.

Column 5, Sex: Write M for male or F for female.

Column 6, Current Marital status: Write '1' if presently married and '2' for all others, as the case may be. 'Others' includes those who have never married, as well as those who were married before, but are now separated or whose husband or wife has died.

Column 7, Date of birth: Record accurate date of birth for children younger than 6 years of age, including day, month and year. Your supervisor will show you how to use a local calendar for this purpose, if required.

For all persons older than 6 years of age, record only the year of birth. If the year of birth is not known, write down the approximate age in completed years in the next column (Column 8), and find the year of birth using the Year of Birth Calculator Tables provided in your 'Tools' booklet.

Column 8, Age in April: Write the age as on 1st April. For children less than 6 years old, record the age in *completed* years and months. Use the age calculator provided in your 'Tools' booklet for this purpose.

Record the age of persons older than 6 years in completed years only.

Facilitators' Note 1.4

About Col 7 and Col 8:

Explain that the AWW should get date of birth as accurately as possible for children below the age of 6 years, since they will require exact age for determining age group, growth monitoring, calculating due doses of vaccines, etc.

- » If the exact date of birth is available, this should be written in Col 7. In the case of AWC which have been running since many years, the dates of birth of all children should be available from old survey, pregnancy or immunization registers, or from growth charts. If not available from the AWC records, parents may have a written record, either in the birth certificate, immunization card, MCPC card, etc.
- » If the exact date is not available, the AWW should record the best available information about the date of birth according to local calendar (relation to purnima, amavasya, festivals, etc). This should be recorded in pencil along with the name of the child.

Explain that you will later teach the AWW how to find a modern calendar date from a local calendar date, how to calculate age in April from date of birth for children, and year of birth from available age in years, using tools and tables specially made for this purpose in the Calendar Tool book.

Column 9, Mother's name: Write the name of the mother for children younger than 6 years old.

Column 10, Target code: Write the code of the category of the ICDS beneficiary, as indicated.

Facilitators' Note 1.5

Explain that pregnant and lactating women and children under 6 years need to be identified so as to include them in different service registers. It is possible that during the house-to-house survey, the AWW may discover beneficiaries about whom they were not aware.

Explain that it is important during the house-to-house survey to ask each married woman if she might be pregnant. If a new pregnant woman is found during the house-to-house survey, it is important to ask for her LMP, and if that is not known, the completed months of pregnancy. The AWW should note this information in Column 9, which will be blank for pregnant women. Provide an example.

Column 11, Type of disability, if any: Record one or more codes from 1 to 5, depending on the kind of disability. Leave blank if there is no disability.

Column 12, Resident of the AWC area: If the family says a member usually lives in the house, record the person as a resident by writing 'Y' in this column. If a member does not usually stay in the house, record the person as a temporary resident, by writing 'N' in this column. If a person stays in this household for less than 6 months of the year, consider the person a temporary resident and mark 'N' in this column. There is no need to record the names of members who have come in to stay for only a few days, but the name of any daughter who has come to her maternal home for a delivery should be recorded, even if she is there only for a short period. Once a person's name is entered in the register, you will be able to assign a serial number to the person, and use this number in other registers. So, if you provide any service to any member of a family, first enter the name in this register, assign a serial number, and then start recording services provided in other registers.

Facilitators' Note 1.6

Explain the concept of Residents and Temporary Residents is understood:

- » Temporary residents are entitled to all ICDS services, even if they remain in the catchment area of the AWC only for a few days
- » It is the responsibility of the AWW to make sure that names of Temporary Residents are also entered in the Family Details Register and assigned a household number as well as individual number. This will make it easier to include them in all relevant service registers. Explain that it is ok to use a tick mark (✓) instead of 'Y' in Column 12.

Column 13, Date of in-migration: Fill this when a member of the family who was staying outside comes to stay in the village for a period longer than six months. Write the date of arrival of the person in the village. If a whole family migrates into the village, record this on a fresh page, mentioning the "Date of first listing". In this case, there is no need to write the date of in-migration for each member.

Column 14, Date of out-migration: Fill this when a member of the family goes away from the village intending to stay away for more than six months. Write the date when the person left the village. If the whole family leaves the village, mention the date of out-migration for all members of the family.

Column 15, Date of death: Record the date of death of any member of the family who dies, irrespective of whether he or she was a target beneficiary of ICDS.

Column 16 & 17, Whether willing to avail of ICDS services?: Ask this question in every household during the annual survey. Ask this about each member who is eligible to be an ICDS beneficiary, such as pregnant women, lactating women, children less than 6 years old, as recorded in column 10 and 11. Ask whether the individual members would like to avail of supplementary food and preschool education from your AWC, as the case may be. If the family indicates that a member will not avail of the service, record “N” in that column.

Facilitators’ Note 1.7

After the participants have understood what to fill in each column, teach them Age, Year of Birth and EDD calculation

- » Ask the participants to open the instructions in the User’s Manual for using the Calendar Tool book
- » Using the facilitators’ guide for the Tool book, demonstrate how to calculate Age as in April of the same calendar year.
- » Explain that each AWW should complete entering Age as in April, EDD and the Year of Birth in the Family details register. She should write the LMP in Column 9 for all pregnant women found during the house-to-house survey. After the survey, she should calculate and write the EDD in the same column.

Ask the participants to fill out the details of 2 families from their old register in the new register

- » Explain that they should do this for practice -
 - Write in the last two pages of the new register
 - Write with a pencil, and erase later
 - Make all the Age as in April, Year of Birth and EDD calculations
- » Identify information that is not available from the old register, and emphasize that this information can be collected when they do the house-to-house survey.

1.5 Updating the Family Details Register every year

Facilitators' Note 1.8

Explain that they will update the Family Details register once every year. Since this is the first year of the new register, the following may be kept in mind:

- » If the new Family Details Register is being made for the first time within 3 months before April (that is, in Jan-March), there is no need for repeating a house-to-house survey in April. Right away, Column 8 (Age as in April) should be calculated as of next April rather than previous April. In this case, population totals for the ASR (Reg 10, Sections 1, 2 and 3), should be generated in April, after ensuring that the few births, deaths and migrations occurring until then have been updated.
- » If the new Family Details Register is being made for the first time anytime between April and December, Column 8 (Age as in April) should be calculated as of previous April (that is, April of the same year). For children born after April 1st, column 8 should be left blank, since it is not possible to calculate their ages in this manner. In this case, a repeat house-to-house survey should be conducted during next April, and the register (including Column 8) should be updated accordingly.

Example: In practice, the rule is simple: when introducing the new register, calculate age as of April of the same calendar year. For instance, if you are introducing the new register in December 2013, estimate Age as in April 2013, and then update the age column once again next April, after another house-to-house survey. If you are introducing the register in January 2014, estimate Age as in April 2014, and do not do another house-to-house survey in April 2014, and do not update the age column, either.

It is the supervisor's responsibility to keep track of any changes in the boundaries of each AWC during the year, and make sure that the annual survey every April is conducted after making adjustments according to these changes.

During this training, it is sufficient to briefly explain what the AWW must do next April.

The Supervisor should remember to utilize the sector meetings of next March and April to get the Family Details register appropriately updated.

Every year, in April, you will update the information in this register. You will do this in two main steps:

- » Update the map of your AWC area in consultation with your Supervisor. Add new houses or localities to the map or remove old houses or localities from the map, as the case may be.

- » Update the information related to each family by visiting all families in the village. Update any information that you may have missed during the previous year.

Write the date of updating whenever you update any information on that sheet. You will write this date in one of the cells of “**Date Last Updated**”, which is on the top right hand side corner of the sheet.

Facilitators’ Note 1.9

What to do after Level 1, Phase 1 training is completed

Instruct the AWW about the next steps:

Explain about the extra sector meeting after 15 days and what the AWW should bring for that meeting (see below)

Explain about the 4 day long training after 1 month, where they will be given all their new registers, and will sit and prepare the registers for use. This will be a one time exercise, after which their work will become easier. The training will be full-day training, so they should all make arrangements for running the centre as well as at home for those days.

Explain that next month will be last time they make MPR in the existing MPR format. They will be making all MPR in a new format thereafter. Tell them when they will get copies of the new MPR formats, if they have not yet been given already.

Review progress during first 15 days:

The Supervisor should make centre visits to as many AWC as possible in the first two weeks to guide and support AWW, and to make sure that they are correctly making the new Family Details Register along with a correct Village Map, showing all the households in the catchment area. It is the Supervisor’s responsibility to ensure that no family is left out of the enumeration. The Supervisor may want to particularly select those AWC for visiting where the AWW are known to be weak and likely to make errors.

Conduct a Review Sector Meeting at 15 days:

Level 1	Phase 1		Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1			Phase 2	

Hold a review meeting of the sector after about 15 days of Phase 1 training, at a convenient location and date, especially to review progress in the mapping and enumeration process.

Ask AWW to bring to this meeting:

- » old survey register,
- » new Family Details Register,
- » Old and new maps
- » User's Manual
- » Calendar Toolbook

At the meeting, ask the AWW to sit in groups and share their work and experiences with each other. Spend time with each group to review progress of each AWW, and identify mistakes being committed. Point out the mistakes and show them how to correct or avoid mistakes. Identify AWW who require more guidance or follow up.

Spend the last 30 minutes of the review meet:

- » Summarizing the common mistakes being committed and their corrections
- » Negotiating with the AWW to make sure they complete mapping and enumeration in the new Family Details Register before the scheduled Phase 2 training.
- » Providing brief outline of what will happen in Phase 2 training and what they should bring for that training:
 - Old survey register
 - New, updated Family Details Register
 - Old pregnancy and immunization registers
 - User's manual and Tool book that were provided to them.

Identify a few AWW who are competent and train them for Transfer Sheets

Separately (at the end of the meeting or the beginning of the meeting), have a brief meeting with a few competent AWW who are making good progress on enumeration and ask them to start preparing their Data Transfer Sheets:

- » Identify 4-6 competent AWW
- » Distribute a set of Data Transfer Sheets to each of them
- » Explain how to fill names and other details in the Data Transfer Sheet from the updated Family Details Register

- » Ask them to bring their completed Data Transfer Sheets with them for the Phase 2 training.
- » Explain that they will be helping other AWW make age calculations and make their Data Transfer Sheets during the Phase 2 training.

What to do after the Review Meeting:

In the remaining the days before the Phase 2 training begins, the Supervisor should make centre visits to those AWW who have been identified as very slow or weak. If necessary, they should organize support for such AWW, utilizing other AWW, or other appropriate neighbours, relatives or volunteers. If nothing else is possible, the Supervisor should herself make more visits to such AWW to ensure that they complete their work in time.

Remember:

The remaining roll out of the MIS will not be possible until the Family Details Register is correctly completed on time. Therefore, it is very important to make sure that all AWW in the sector do so before the scheduled start of Phase 2 training.

If some of the weaker AWW are unable to complete the calculation of Age as in April, and the Year of Birth, they can take one more month to complete this work. But the EDD estimation of all pregnant women must be completed before the Transfer Sheets are made.

It will also be useful for the Supervisor to visit some of the more advanced AWW who have been asked to start making the Data Transfer Sheets. By ensuring that at least 5-6 AWW are ready with their transfer sheets by the time Phase 2 training begins, Phase 2 training can be speeded up.

2 Supplementary Food Stock Register

Facilitators' Note 2.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

The use of this register should be according to the norms of the state. Therefore, the details of how this register would be used should be decided by the SLMT before beginning Level 3 training. It will be necessary to prepare demo data at this time at the state level for use at all levels of training. It is important to keep in mind that the register can be used for any kind of commodity, either raw or ready-to-eat, either procured locally or supplied from anywhere.

Session objectives:

- » Learn how to use Section 1 for estimating the number of persons likely to receive food daily
- » Learn how to use Section 2 for estimating the utilization of different commodities

Requirements:

- » Current version of stock record register
- » Currently used tables for estimating the use of each commodity for each recipe on the menu
- » Current guidelines for SN distribution in the state, including for estimating the number of planned meals a day
- » Prepared new Reg 3
- » New, blank register 2
- » Carbon paper of adequate size
- » Demo data prepared at the state level
- » Flex sheet for Reg 2

Steps:

- » See under individual sections, below

2.1 The purpose of this register

- » Planner: to help you plan **how much of each food commodity to use for providing supplementary food**, every day, for each meal – breakfast, hot cooked meal or take home rations.
- » Stock record: to keep a correct record of how much of each commodity you used and how much you received, by date.
- » Stock report: To help account for each commodity every month..

2.2 How the register is organized and how long it will last

Section 1 is a Daily Planner, which you will use for planning how many persons will be given different kinds of food supplements every day.

Section 2 is a Stock Record form, where you can record how much quantity of each commodity you utilized everyday or how much you received on different days.

Thus, every month, you will need one sheet of Section 1 and at least one sheet of Section 2. There are 12 such sets of sheets in the register, one for each month. One register will last 12 months.

2.3 Section 1: Supplementary Food Daily Planner

You will use this section everyday for planning how much of food to distribute that day.

2.3.1 What to do at the beginning of each month

Facilitators' Note 2.2

Preparing the register for use:

Ask one of the AWW to read from the user's manual and instruct the AWW to prepare Section 1 accordingly. Use demo data as required.

You need to prepare one sheet at the beginning of every month. At the top of the page, record the **name of the month** (such as "January 2013").

Column 1 contains the dates of the month, already printed.

Column 2 is for the day of the week ("Monday", "Tuesday", etc) for each date of the month. At the beginning of the month, fill **Column 2** for the whole month. Mark Sundays and Holidays. If

there is a special occasion on any day, such as a festival, write the name of the occasion. Do this especially for occasions on which you expect the attendance at the AWC to be unusually high or low. You can change these details at anytime during the month. In this column, you may also mark the days of the month when you plan to distribute THR, to help you prepare for those days.

2.3.2 What to do every day during the month

Facilitators' Note 2.3

Making an estimate of number of beneficiaries likely to come on the first day of the next month

Referring to the user's manual, explain the purpose and method of use of this section to the AWW.

Explain the meaning of 'large' and 'normal' rations clearly, using local terms.

Instruct AWW to use the newly prepared Reg 3 to fill the numbers for the first date on which they will start using Reg 2. Guide them, using examples from one of the AWC.

Every working day, you first need to plan how much food of what kind you will prepare for distribution that day. This section helps you make such plans. Your Supervisor will show you how to do this. Briefly, follow these steps:

First, fill **Columns 3 to 8b**, one by one. Each column is for a different group of persons. In each column, write the number of persons of that group to whom you expect to distribute food that day. Follow the standard method that you have been instructed to use for estimating how many women and children will come and avail of food. If you have not been given specific instructions, you may estimate how many are likely to come today by taking an average of the attendance of the previous three days. If today is a festival or special occasion in the village, you may need to adjust this number.

In **Columns 5a, 6a, 7a and 8a**, write the number of children to whom you expect to provide large or normal amounts of spot feeding that day. "Large quantity" means the extra size of ration that you provide, such as for pregnant and lactating women, and for severely malnourished children. "Normal quantity" is for the rest of recipients of food supplements.

You will distribute THR on only certain days of the month. On these days, in **Columns 3, 5b, 6b, 7b and 8b**, write the number of children and women to whom you plan to distribute THR that day, in large or normal quantities.

If you are expected to provide spot feeding or THR to Adolescent Girls, write the number of girls to be given food in **Column 4**. You will record food provided under the Sabla program in separate registers provided to you.

After you have filled columns 3 to 8b, fill **Columns 9 to 11**. Use the numbers in Columns 3 to 8 to calculate and write the total number of persons expected to receive breakfast, meals or THR on that day.

Breakfast: Normally, the number of children expected for breakfast would be the same as the total number of children expected to come for spot feeding that day. This is the total of numbers in columns 7a and 8a. If you have been instructed to provide breakfast to other groups, you can add these as well.

Hot cooked meals / RTE: This could include some 'large' and some 'normal' quantities for different children, from Columns 7a, 7b, 8a and 8b. In case you have been instructed to provide spot feeding to younger children and women as well, you may add these also. Write these numbers separately in column 10.

Example: For instance, if there are 32 children planned to get 'normal' quantity and 4 children planned to get 'large' quantity on a given day in columns 7a and 8a, and no other persons for hot cooked meals, you may want to write 'N = 32, L = 4' in column 10. If you need to provide food to persons other than those indicated in Columns 3-8, mention them in Column 10 as 'Other', such as 'Other = 3'.

THR: Similarly, on the day you distribute THR, add the number of expected recipients of THR and write the total number in **column 11**. Since the size of ration given to each group may vary, you may find it more convenient to record for each category separately, and indicate the number of days for which you plan to give THR.

Example: Let us assume that you have planned to give THR for 14 days to 17 pregnant and lactating women, 26 normal children and 7 malnourished children. Since the ration size for each category is different, you may record this number in **column 11** as 'P/L = 17x14, NC = 26x14, MC = 7x14'.

2.3.3 What to do at the end of the month

Facilitators' Note 2.4

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Demonstrate how this is done, and instruct them to complete the task.

At the end of the month, make the totals for each column in the last row on the page.

2.4 Section 2: Supplementary Food Utilization And Stock Record

Facilitators' Note 2.5

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Each page of the Utilization and Stock record has two copies, one white sheet followed by one in some other colour, such as pink or yellow. If you put a carbon paper between the two pages, what you write in the white sheet will be copied in the pink or yellow sheet as well. If you do not use a carbon paper, you will need to copy everything by hand to the pink/yellow sheet. The pink/yellow sheet is *perforated* and can be torn and separated from the register for attaching to the MPR at the end of the month. The white sheet will remain with the register and will be retained with you.

The number of white sheets you use each month depends on the number of commodities which you need to account for. Your supervisor will tell you which commodities you must include in the stock register, and which commodities you need not include. Normally, there is no need to maintain stock of items such as salt, masala or locally available vegetables.

Each sheet lasts one month. Each row is meant for one day. Each column is for a different commodity.

You can use this register for keeping stock of any kind of commodity, whether it is a raw material or ready-to-eat food, or whether you have purchased the commodity, or a local supplier has provided the commodity, or it has been supplied from the block.

Remember:

You need to use a carbon paper each time you make any entry in this section. Alternatively, you will need to make a duplicate entry on the coloured sheet after you have written on the white sheet.

2.4.1 What to do at the beginning of the month

Facilitators' Note 2.6

Preparing the register for use:

Ask one of the AWW to read from the user's manual and instruct the AWW to prepare Section 1 accordingly. Use demo data as required.

At the top of each page of the Utilization and Stock Record, write the name of the reporting month (such as "January 2013").

Then, write the names of the commodities as instructed by your supervisor at the top of each **Commodity** column, if the names are not already printed. Each of these columns is meant for keeping record of a different commodity. If there are more commodities that cannot be accommodated on one white sheet, use a second white sheet. Along with the name of the commodity, write the unit in which you will be recording the quantity of the commodity, as instructed by your supervisor.

Example: Write the unit in brackets after the name of the commodity, such as:
Rice (kg), Sugar (grams), Oil (ml), Eggs (pieces), RTE (Packets), etc

Once you have written the names of commodities at the top of each column, write down the existing quantity of each commodity you have in stock in the row, **Opening Balance**, near the bottom of each column. This is the same as the Closing Balance of each commodity at the end of the previous month.

Now you are ready to use this section every day.

2.4.2 What to do every day during the month

Facilitators' Note 2.7

Recording the utilization and receipt of commodities every month

Referring to the user's manual, explain the purpose and method of use of this section to the AWW. Explain the purpose of duplicate records and the use of the carbon paper, or its alternative (making a manual copy). Use demo data or flex sheet to guide them.

In the first and last **'Date' columns**, the dates of the month are already recorded. You do not need to write anything here.

In the columns, **'Number of Rations Planned'**, copy the total Number of Rations Planned for that day, from columns 9 to 11 of the Daily Planner (Section 1). Your supervisor will instruct you about how to do this.

Using what you have copied in the column, 'Number of Rations Planned', fill the **Commodity columns**. Your Supervisor will give you detailed instructions for how to do this. This will be based on the quantity of each commodity you have to use per person for each type of meal. Once you have estimated and written how much quantity of each item you need to use that day, take out this quantity from your stock and use it for cooking and distribution.

Remember:

You should actually utilize the quantities of commodities as recorded for that day. If it happens that you use less or more when the food is actually cooked or distributed, make sure you make the necessary correction to this figure the same day.

On the day you receive or procure a fresh stock of any commodity, write the quantity in the **Receipt** column of the corresponding commodity. Leave the Receipt column blank on other days.

Remember:

Please make sure you use the same unit (grams or kilograms or pieces) for recording quantities in both, 'Utilization' and 'Receipt' columns.

Loans of commodities

There are rows at the bottom of the page where you can record any loans you have taken or given or returned.

Loans taken / taken back: During the month, if you have received any commodity on loan from another AWC or if another AWW has returned a loan that she had previously taken from you, write the date, name of the other AWC and the amount of the commodity in the row, **Loans taken / taken back**.

Loans given / given back: Similarly, if you have given any commodity as a loan to another AWC, or you have returned a previously taken loan, write the date, name of the other AWC and the amount of commodity in the row, **Loans given / given back**.

Loss or damage: If, during the month, any commodity is lost or damaged, record the same in the row, **Total loss/damage**, for that commodity.

2.4.3 What to do at the end of the month

Facilitators' Note 2.8

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Demonstrate how this is done, and instruct them to complete the task. Use demo data or flex sheet to guide them.

Calculate and write the **Totals** of the breakfast, HCM/RTE, and THR columns. These are the total number of days during the month on which you distributed breakfast, HCM/RTE, and THR.

Then, calculate **totals** of each **Receipt** and **Utilization** columns for each commodity in the last row.

Then, write the total of all the loans taken / taken back in the row **Total loans taken / taken back**.

Similarly, write the total of all loans given / given back in the row **Total loans given / given back**.

Then, calculate the final totals for receipt and utilization of each commodity:

- » For every commodity, in the Receipt column, calculate $TOTAL = \text{column Total} + \text{Opening Balance} + \text{Total loans taken / taken back}$. Write this in the Receipt column in the row, **TOTAL**. This is the Total Receipt for each commodity for the month.
- » For every commodity, in the Utilization column, calculate $TOTAL = \text{column Total} + \text{Total Loss/Damage} + \text{Total loan given / given back}$. Write this in the Utilization column in the, **TOTAL**. This is the total utilization for each commodity for the month.

Then, for every commodity, calculate $\text{Closing Balance} = \text{TOTAL receipt} - \text{TOTAL utilization}$. Write this difference in the row, **Closing balance**.

You will need all these totals for your MPR.

Register 3

Supplementary Food Distribution Register

Facilitators' Note 3.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Fill in names and other details of all pregnant and lactating women and children under six in the new Register 3
- » Learn how to record food distribution in the register
- » Learn to make daily totals

Requirements:

- » New, filled in Reg 5
- » New, filled in Reg 11
- » Filled in Transfer Sheet
- » New, filled in Reg 1
- » New, blank Reg 3
- » Demo data
- » Flex sheets for Reg 3
- » Clarity of policy regarding details of food distribution in the state (size of rations/meal for different groups, how many days per month to be distributed, how frequently THR is distributed, etc.)

Seating arrangement:

- » Groups of 4-5, each group having at least one competent AWW

Steps:

Instruct AWW to perform the following tasks, giving sufficient time to complete the tasks. Support each group with the help of the competent AWW in each group

- » Identify the sheets to be used for the next month, and write the name of the reporting month on each sheet.
- » Copy names and other details as per the following table:

For this section	Transfer names from these sources
Section 1a (Pregnant)	Reg 5, residents
Section 1b (Lactating)	Transfer sheet, ages 0-5 months; write names of mothers in Section 1b, with names and DoB of children in brackets
Section 2a (6m to 2y 11m, girls)	Reg 11, girls
Section 2a (6m to 2y 11m, boys)	Reg 11, boys
Section 3a (3y to 5y 11m, girls)	First, Girls 5y to 5y 11m from Transfer Sheet Then, Girls 3y to 4y 11 m from Reg 11
Section 3a (3y to 5y 11m, boys)	First, Boys 5y to 5y 11m from Transfer Sheet Then, Boys 3y to 4y 11 m from Reg 11
Section 4a, 4b: (Temporary Residents)	From separate list of temporary residents, in a manner similar to Sections 1-3.

- » Demonstrate and specify how to find children of the different age and sex groups in the original registers; explain limits of each age group; for instance, explain why we say '6 months to 2 years 11 months' instead of '6 months to 3 years'; explain that age as written in the transfer sheet or in Reg 11 can be directly used for identifying age groups; ensure that no one uses Age as in April (given in Reg 1) for identifying these groups.
- » While filling details in columns related to caste, minority and disability categories, demonstrate how to make tick marks. The AWW may refer to Reg 1 for filling these details
- » Remind them to mark the last known nutritional status of children from Reg 11..
- » After names are transferred to each section, instruct the AWW to give serial numbers to all women and children in Column 1 in all sections, starting with '1' for each section. Explain that this serial number must be given every month starting with '1'.

Referring to the User's manual, explain why it is important to include the names of all pregnant and lactating women and children under six in the AWC area, even if some of them never take AWC services.

Demonstrate how to mark Sundays and holidays over the next month, and instruct the AWW to do this on all pages where they have written names.

Using flex sheet or demo data, explain how to mark food distribution daily. Read from the relevant section of the User's manual.

Using flex sheet or demo data, explain how to make daily totals.

For each step, ask AWW read from relevant sections of the User's manual, and explain each step.

3.1 The purpose of this register

- » to record the distribution of supplementary food as and when you distribute it to women and children; and
- » To count the number of persons of different groups who received supplementary food for the required number of days from your AWC each month.

3.2 How the register is organized and how long it will last

The register has 12 sets of formats, one set for each month. Each register thus lasts for one year.

Each set has 8 sections meant for different age groups and types of beneficiaries each month: pregnant women, lactating mothers, girls and boys 6 months to 3 years old, girls and boys 3 years to 6 years old.

In the first six sections, you will record food supplements that you give to women and children who are residents of your AWC area. The last two sections (4a and 4b) are meant for recording food distributed to temporary residents.

In each section, you can record the amount of hot cooked meals (HCM), Ready-to-eat (RTE) or Take Home Ration (THR) that you provide each person every day.

You will be able to make column totals on each page. You will need these totals for your MPR.

3.3 How to start using the register for the first time

The first step is to write the names of all women and children in the Food Distribution Register in the correct age and sex sections, using your Family Details Register. Your Supervisor will teach you how to use the Transfer Sheet to do this correctly.

In brief, you will take the following steps, after you have made the Transfer Sheet correctly:

1. Copy the names and other details from the Transfer Sheet to the correct sheet in the Food Distribution Register according to the date of birth and sex, in the same sequence as

they appear in the Transfer Sheet. In any section, the oldest person (the oldest child or a pregnant woman with the earliest Expected Date of Delivery -EDD) should be at the top and the youngest at the end of the list.

Remember:

In the case of Lactating Women (Section 1b), you will find it useful to write the name of the child and the date of delivery along with the name of the woman in Column 4. This will make it easier for you to find children who have completed 6 months, for transferring to Sections 2a or 2b.

For instance, write 'Rama Govind (Pintu, 3/10/12)' in Column 4, if her date of delivery was 3 October 2012.

2. Fill in the remaining details from the Family Details Register, such as caste category and minority status. Fill in nutritional status of children from Register 11.
3. Write the names of all temporary resident women and children in Sections 4a and 4b as appropriate. For instance, include daughters who have temporarily come to their parental homes for delivery, in these sections. .

Once the names and other details of all target beneficiaries in the Family Details Register are copied into the Food Distribution Register for the first time, you are ready to use the new register.

Remember:

This register will have the names of **all women and children** whose names are entered in Family Details Register and are eligible for supplementary food. Even if some women and children do not come to take their supplementary food for a whole month, you must include them in the register. Do not leave out anyone, since every eligible person of your area is entitled to receive supplementary food from the AWCs, if they wish so.

3.4 What to fill in each column of the register

Sections 1a and 1b (Pregnant Women and Lactating Mothers):

- » **Column 1:** Give a running serial number, starting with '1' for each section every month.
- » **Column 2, 3, 4, 5, 6 & 7:** Write as recorded in Register 1: Family Details Register
- » **Column 8 and 9:** See the instructions below on 'How to record food distribution' and 'What to do at the end of the month'.

Sections 2a & 2b, 3a & 3b (Children older than 6 months):

- » **Column 1:** Give a running serial number, starting with '1' for each section every month.
- » **Column 2, 3, 4, 7, 8 & 9:** Write as recorded in Register 1: Family Details Register
- » **Column 5: Age** - Write age in completed years and months, as on the first day of the reporting month. Use the **age calculation sheet** provided to you when you first create the register or use the age as mentioned in the Transfer Sheet.
- » **Column 6: Nutritional grade in the previous month** - This should be taken from the child's previous month's (or quarter's) weight records from Register 11 (Weight Records Register).
- » **Column 10 and 11:** See the instructions below on 'How to record food distribution' and 'What to do at the end of the month'.

Sections 4a and 4b: Similar to previous sections, for temporary residents.

3.5 How to record food distribution

The right side page of each section has 31 columns for all the days of the month.

At the beginning of the month:

- » Write the name of the reporting month in the space provided at the top of the right side page.
- » Mark all Sundays and holidays on each page.

Every day, you will record the food given to each person in the column for that date. You can record this immediately after the food has been distributed. Use the following methods for recording distribution of three types of supplementary food:

Spot feeding: For hot cooked meals or RTE, record the distribution for each woman or child in the column for that date as follows:

- » Pregnant women and Lactating mothers (Sections 1a & 1b): Normally, women will be given THR. However, if you provide spot feeding, mark '1' in the cell for that date, and mark '0' if not given.
- » Children (Sections 2a, 2b, 3a, 3b): Most children will be given normal quantity of supplementary food - Mark 'N' on the date when a child is present and is provided spot-feeding. If a severely malnourished child is provided the larger quantity of supplementary food, , mark 'L' for that child on that date. If a child is absent or not provided spot feeding, mark '0'.

THR: For Take-Home Rations, record the distribution for each woman or child as follows:

- » Pregnant women and Lactating mothers (Sections 1a & 1b): On the day on which THR is distributed, record the number of days for which it is given in the cell corresponding to the date of distribution. Then, tick-mark the subsequent number of days for which this was meant.

Example:

1. If you give a pregnant woman THR for 12 days on the 7th of the month, record '12' in the row for that woman, in the column of the 7th. Then, put tick marks for 11 working days after the 7th. This will show the 12 dates for which you gave her the THR.
2. If the same woman is again given 12 days of THR on the 21st of the month, record '12' in the column of the 21st. Then put tick marks on all remaining working days of that month, since there are not enough dates remaining in the month to show all 12 days. At the beginning of the next month, you can show the remaining days by putting tick marks in the first few days of the month for that woman.

- » Children (Sections 2a, 2b, 3a, 3b): When you give THR to children, mark as follows:
 - » If the ration provided is of the normal quantity, mark 'N' in the column corresponding to the date of distribution and write the number of days for which this amount was provided, such as N/6. Then, tick mark the dates for which this was provided.
 - » If the ration provided is of large quantity (such as for severely malnourished children), mark 'L' in the column corresponding to the date of distribution and write the number of days for which this amount was provided, such as L/6. Then, tick mark the dates for which this was provided.

Breakfast (Morning snacks): There is no need to record food distribution for breakfast separately. It is assumed that those who were present for spot feeding were given breakfast as well.

3.6 What to do at the end of each day

After you have recorded food distribution for each person, at the end of day, make column totals in the last rows of each page, as follows:

- » Pregnant women and Lactating mothers: You need to make two daily column totals, for that date:
 - Sum of women given supplementary food daily : This is the count of the number of women who you have marked as having received any food for that date, even if they

actually received THR on some previous date. Include all women for whom you have either placed a tick mark or have marked the number of days. Exclude all '0'. Record this total in the first totals row. This is like simple attendance.

- Sum of rations given daily: This is the actual number of rations you have distributed on that date. Exclude all tick marks and zeroes, but make a total of numbers of rations given to each woman that day.

Example:

Let us say there are 14 pregnant women on a page. Let us say you have distributed THR to 10 of them on the 8th of the month for 12 days each, and the other four have not come that month for THR. You will record '12' in the column for the 8th for each of the 10 women, and then you will place tick-marks for the next 11 working days for each of them, as described in the previous example.

On the 8th of the month, you will make the daily column totals like this:

- » Sum of women given supplementary food daily : 10 (simple count of the number of women for whom THR was given for the day)
- » Sum of rations given daily: 10 women x 12 days each = 120 (actual number of food rations given out on that day)

On the 10th of the month (if it is a working day), you will make the daily column totals like this:

- » Sum of women given supplementary food daily: 10 (simple count of the number of women for whom THR was given for the day, based on tick marks in the column for the 10th)
- » Sum of rations given daily: 0 (since you did not actually give out any food on that day)

- » *Children*: You need to make three totals daily column on each page, for that date:
 - Sum of children given supplementary food daily: This is the count of the number of children on the page whom you have marked as having received any food *for* that date. Include in the count if tick marks have been made, as in the case of THR. Do not count any '0'.
 - Number of children marked 'N' daily: This is the count of the number of children marked 'N', either for spot feeding or THR. This is the actual number of rations of normal quantity distributed on that date. Do not count any tick-marks or '0'.

- Number of children marked 'L' daily: This is the count of the number of children marked 'L' either for spot feeding or THR. This is the actual number of rations of large quantity distributed on that date. Do not count any tick-marks or '0'.

3.7 What to do at the end of the month

Facilitators' Note 3.2

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Make all monthly totals and transfer information to the Summaries Register

Requirements:

- » New, filled in Reg 3, with food distribution marked
- » New, blank Reg 10
- » Demo data
- » Flex sheets for Reg 3

Seating arrangement:

- » Groups of 4-5, each group having at least one competent AWW

Steps:

Review the use of the register over the previous month, on the basis of your field observations as well as discussions during the training. Make a note of all mistakes being made in recording and usage.

Using a flex sheet or demo data, demonstrate each of the following tasks, and support each group in carrying out the task.

A. Making totals at the end of the month

Demonstrate how to count attendance and fill relevant columns.

Instruct AWW to fill Column 8 of Sections 1a and 1b, and Column 10 of Sections 2 and 3 accordingly. Follow similar procedure for Section 4.

Demonstrate how to make monthly total of daily totals and fill the relevant cells at the bottom of Column 8 or Column 10.

Instruct the AWW to make monthly totals of daily totals accordingly on all pages.

Demonstrate how to find and count individuals absent for the whole month, and write the number at the bottom of Column 1.

Instruct the AWW to find and write totals of individuals absent for the whole month on all pages.

Demonstrate how to find count individuals who have received at least 21 days of SN from the AWC, for each of the categories.

Instruct the AWW to count and write these numbers in the relevant columns in each sheet.

Instruct the AWW to follow the same steps for Section 4a and 4b.

Once these tasks are completed, demonstrate how to transfer the page totals correctly to the relevant section of the Summaries register.

Instruct the AWW to do the same.

B. Transferring names to the next month

Please see Facilitators' Note 7 on 'Transferring names to the next month in Reg 3 and 4' in the Introduction chapter of the Facilitators' Manual. That will tell you when to schedule this task.

Explain the principle: you need a fresh list of children and women in the correct age and sex groups next month, so that you can make next month's MPR as easily as you did this month.

Ask one of the AWW to read from the relevant section of the User's Manual, and pause at each step to explain the step and to allow the AWW to complete the task of transferring the names. Complete the transfer of names of residents and temporary residents in this manner.

Explain that they can now start using the register next month, exactly as they did last month.

Go over the common mistakes being made in usage of the register and explain what is correct.

At the end of each month, you will carry out two important tasks: making monthly totals on each page, and copying names of all women and children correctly to the next month.

A. Making Monthly Totals on each page:

Total number of days supplementary food was received during the month (Column 8 of Sections 1a and 1b, and Column 10 of Sections 2a, 2b, 3a, 3b): For each woman or child, looking at what you have recorded in the dates columns, count the actual number of days for which you have recorded food as distributed to that person during the month. Write this number in this column. Include all days with tick marks in case of THR. Do not include holidays on which food was not distributed. Do not include days marked '0', on which food was not distributed to this woman or child. In this manner, fill column 8 (or 10) for every woman and child on every page.

Sum of women (or children) given supplementary food daily: Make a total of Column 8 for women or Column 10 for children. This total should match with the total of the daily column totals in that row.

Sum of rations given daily (Section 1a, 1b): Make a total of all the daily column totals for each date in that row.

Number of children marked 'N' daily (Sections 2a, 2b, 3a, 3b): Make a total of all the daily column totals for each date in that row.

Number of children marked 'L' daily (Sections 2a, 2b, 3a, 3b): Make a total of all the daily column totals for each date in that row.

Total number of women (or children) absent throughout the month: Count and write the total number of women or children on each page who were absent throughout the month.

Number of women (or children) given supplementary food for at least 21 days in the month: In column 8 (for Pregnant and Lactating women) and column 10 (Children), you have counted the number of days during the month on which each person received food supplements. Using these numbers, identify the women or children on each page who received food supplements on at least 21 days during the month. You can place small tick marks in cells in this column to identify them. Then, for each of the five categories of SC, ST, Other, Minority and Disabled (using the information marked in columns 5, 6, 7 for women and columns 7, 8, 9 for each child), count the number in each column who have received 21 or more days of food, and record the number in the space provided for each category.

These monthly totals will help you account for the food you planned to provide each day in Register 2. You will report some of these totals in your MPR.

Transferring names of women and children to the next month's sections

At the end of one month, you will need to fill names of women and children in each section, for the next month.

Every month, there will be new names added and some names removed from each section. For instance, some pregnant women will deliver, some new pregnancies will be registered, some children of lactating women will complete six months of age, and so on. Thus, every month there will be some changes to the list of persons in every section, as compared to the previous month.

Therefore, it is necessary to carefully copy names from the previous month to the next month, taking care to include or exclude names in each section correctly.

For transferring names, sit with Register 1 and Register 11 also. You will require to refer to these registers for certain details.

You will transfer names in the following order:

1. Section 3b - Boys, 3-6 years old: Before transferring, examine the dates of birth, and mark those who have completed 6 years of age that month. Normally these will be the first few boys of the page. Excluding these, copy the names of the rest of the boys to Section 3b of the next month, in the same order as in the previous month. As you copy the names, also copy all other details of columns 7-9. In Column 5, write the age by adding one month to the age mentioned in the previous month. In Column 6, write the latest nutritional status, referring to Register 11.
2. Section 2b – Boys, 6 month to 3 years: Examine the dates of birth, and mark those who have completed 3 years of age that month. Normally these will be the first few boys of the page. First, transfer these few names to the bottom of the list of Section 3b of the next month, since these boys now belong to that group. Next, transfer the remaining names to Section 2b of the next month. In each case, copy the rest of details of columns 7-9. Alter Columns 5 and 6 as described for Section 3b.
3. Section 3a – Girls, 3-6 years old: Follow steps similar to 1 above.
4. Section 2a – Girls, 6 months to 3 years old: Follow steps similar to 2 above.
5. Section 1b – Lactating mothers: These are mothers of children 0-6 months old. Use Register 1 to examine the dates of birth if need be, and identify boys who completed 6 months in that month. Transfer these few names to the end of the list of boys in Section 2b of the next month. Similarly, identify girls who completed 6 months in that month. Transfer these few names to the end of the list of girls in Section 2a of the next month. Then, transfer the rest of the names of women in this section to Section 1b of the next month. For names of children that are transferred to Sections 2a and 2b, carefully copy details of Columns 5 and 6 in Section 1b to Columns 7 and 8 of Sections 2a and 2b. Refer

to Register 1 for filling Columns 5 and 9 in Sections 2a and 2b. Refer to Register 11 to enter the latest nutritional status in Column 6.

6. Section 1a – Pregnant women: Some of these women may have delivered during the month. First, identify all those who have delivered, and transfer these few names to the bottom of the list in Section 1b of next month. Then, transfer the rest of the names of pregnant women to Section 1a of the next month.
7. Finally, examine your Pregnancy Register (Reg. 5) for any newly registered pregnant women. Enter these names at the bottom of the list of women in Section 1a of the next month.

Now, you are ready to start using the register for the next month.

3.8 Recording Food Distribution to Temporary Residents

All pregnant and lactating women, and all children under six years old living in your AWC area are eligible to receive food from your AWC, irrespective of whether they are permanent or temporary residents. You can record food distribution to Temporary Residents in Sections 4a and 4b of the register. The method of using Section 4a and 4b is the same as for other similar sections. At the end of every month, you will need to remember to include any new in-migrants, and exclude those who are no longer in the village.

It is important to keep this record for two reasons: to make sure that temporary residents such as daughters who have come to their parental home, are getting supplementary food from AWC regularly, and to account for the total amount of food you prepare everyday and the amount of commodities you utilize.

Register 4

Pre-School Education

Facilitators' Note 4.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Fill in names and other details of all children in the new Register 4
- » Learn how to mark daily attendance in the register
- » Learn to make daily totals
- » Learn to record activities carried out on each day, and summarize this for the month.

Requirements:

- » New, filled in Reg 3
- » New, blank Reg 4
- » Flex sheets for Reg 4
- » List of categories of activities prescribed by the state

Seating arrangement:

Groups of 4-5, each group having at least one competent AWW

Steps:

Instruct AWW to perform the following tasks, giving sufficient time to complete the tasks. Support each group with the help of the competent AWW in each group:

- » Identify the sheets to be used for the next month, and write the name of the reporting month on each sheet.
- » Copy names and other details of girls 3-6 years old from Reg 3 to Sections 1a, 1b and 1c, in the same order as they appear in Reg 3. Demonstrate how to find children currently 3-4 years old, 4-5 years old and older than 5 years in Reg 3. Demonstrate how to make tick marks in the relevant category columns (Columns 6, 7, 8).

- » Copy names and other details of boys 3-6 years old from Reg 3 to Sections 2a, 2b and 2c, in the same order as they appear in Reg 3, in a similar manner.
- » Copy the names of temporary residents in a similar manner from Reg 3 into Section 3 of Reg 4.
- » Give serial numbers to all children in Column 1 of all sections, starting with 1 for each section. Explain that this serial number must be given every month starting with '1'.

Referring to the User's manual, reinforce why it is important to include the names of all pregnant and lactating women and children under six in the AWC area, even if some of them never take AWC services.

Demonstrate how to mark Sundays and holidays over the next month, and instruct the AWW to do this on all pages where they have written names.

Using flex sheet or demo data, explain how to mark attendance daily. Explain how to make daily totals in each day's column, and how to transfer these totals from each page to Part D of Section 4, daily.

Explain how to record admission to school, and why this is important.

Using flex sheet or demo data, explain how to make daily totals.

Explain the use of Section 4:

- » Instruct the AWW to mark Sundays and holidays in Part A
- » Provide list of categories of activities to enter in Part A of Section 4. Explain which activities to record under which category, and how to record by tick marking.
- » Explain how to make daily totals of in the last row, by adding up the number of tick marked activities for the day

Where necessary, ask AWW read from relevant sections of the User's manual, and explain each step.

4.1 The purpose of this register is:

- » to record activities conducted for pre-school education and also to record the general details of children, along with attendance records.
- » to count the number of activities and the number of children present each day.

4.2 How the register is organized and how long it will last

Each register has a set of 4 sections:

Section 1 and 2 are for permanent resident girls and boys of the AWC area, in three subsections each, for children 3-4, 4-5 and 5-6 years old. Section 3 is for children who are temporary residents. Each of these subsections is meant for recording daily attendance. Each section lasts one reporting month.

Section 4 is a record of daily preschool activities, for a period of one reporting month.

There are 12 sets of these 4 sections in each register, each lasting one month. Thus, a register will last one year.

4.3 How to start using the register for the first time

The first step is to write the names of all children 3-6 years old in the Preschool Attendance register in the correct age and sex sections, using your Family Details Register. Your Supervisor will teach you how to **use the Transfer Sheet** to do this correctly.

In brief, you will take the following steps, assuming you have already created the Transfer Sheet:

1. Copy the names of children 3-6 years old from the Transfer Sheet to the correct sheet in the Food Distribution register according to the date of birth and sex, in the same sequence as they appear in the Transfer Sheet. In any section, the oldest child should be at the top and the youngest at the end of the list.
2. Fill in the remaining details of each child from the Family Details Register, such as caste category and disability status.
3. Write the names of all temporary resident children in Sections 3. This includes children of daughters who have temporarily come to their parental homes for delivery, for instance.

Once the names and other details of all the 3-6 year old children in the Family Details Register are copied into the Preschool Attendance Register for the first time, you are ready to use the new register.

4.4 What to fill in each column of the register

Sections 1a, 1b, 1c and Sections 2a, 2b, 2c (Permanent Resident Girls and Boys):

- » **Column 1:** Serial number: Give a running serial number, starting with '1' for each section every month.
- » **Column 2, 3, 4, 6, 7, 8:** Write as recorded in Register 1: Family Details register

- » **Column 5: Age:** In completed years and months, as on the first day of the reporting month. Use the **age calculation sheet** provided to you when you first create the register, or use the age as mentioned in the Transfer Sheet.
- » **Column 9:** Please see the instructions below on 'What to do at the end of the month'
- » **Column 11:** Record the date of admission to Primary School as and when a child gets admitted to school

Sections 3: Similar to previous sections, for temporary resident children.

Remember:

This register will have the names of **all** children 3-6 years old whose names are entered in Family Details Register. Even if some children do not attend preschool education sessions at the AWC for the whole month, **you must include them in the register**. Do not leave out anyone, since every preschool child in your AWC area is entitled to preschool education services at your centre.

4.5 What to record everyday

Sections 1-3: (Attendance)

The right side page of each section has 31 columns for all the days of the month.

At the beginning of the month:

- » Write the name of the reporting month in the space provided at the top of the right side page.
- » Mark all Sundays and holidays on each page.

Every day, you will record the attendance of each child in the column for that date. You can record this at an appropriate time of the day as instructed.

For each child, on each working day, record 'P' or 'A' for presence or absence, in the column for that date.

Making totals of daily attendance: Daily, after the attendance has been marked, in the last row on each page, make a total of the number of children present that day. Transfer these numbers from each page daily to the corresponding cells in Section 4, part D (*Total Daily Attendance*). In Section 4, part D, make a total of 'Girls' and 'Boys' for each age group and write the number in the appropriate age group for 'All Children'.

Section 4: (Preschool Education Activities)

In part A, 'List of activities conducted for PSE', record the daily preschool activities that you conduct. At the beginning of the month, in the first column, write down the names of all activities you plan to conduct during the whole month, as instructed. Every day, place a tick-mark against the name of the activity that you have conducted, in the column for that date. For activities not conducted, leave blank. For each day, count the total number of activities conducted on that day, and write this number in the last row of part A (*Total number of activities conducted on each day*).

4.6 What to do at the end of the month

Facilitators' Note 4.2

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Make all monthly totals and transfer information to the Summaries Register

Requirements:

- » New, filled in Reg 4, with attendance marked
- » New, Reg 10
- » Demo data

Seating arrangement:

Groups of 4-5, each group having at least one competent AWW

Steps:

Review the use of the register over the previous month, on the basis of your field observations as well as discussions during the training. Make a note of all mistakes being made in recording and usage.

Using a flex sheet or demo data, demonstrate each of the following tasks, and support each group in carrying out the task.

A. Making totals at the end of the month

Demonstrate how to count attendance for the month and fill Column 9 of Sections 1, 2 and 3,.

Instruct AWW to fill Column 9 of all pages accordingly.

Demonstrate how to make monthly total of daily totals and fill the relevant cells at the bottom of Column 9 in Sections 1, 2 and 3.

Instruct the AWW to make monthly totals of daily totals accordingly on all pages.

Demonstrate how to find and count individuals absent for the whole month, and write the number at the bottom of Column 1.

Instruct the AWW to find and write totals of individuals absent for the whole month on all pages.

Demonstrate how to find count children who have attended at least 16 days of PSE at the AWC, for each of the categories.

Instruct the AWW to count and write these numbers in the relevant columns in each sheet.

Demonstrate how to make monthly totals in the last columns of Part A and Part D of Section 4. Instruct the AWW to complete doing this.

Demonstrate how to count and fill numbers in Part B and Part C of Section 4. Instruct the AWW to complete doing this.

Once these tasks are completed, demonstrate how to transfer the numbers from Section 4 correctly, to the relevant section of the Summaries register.

Instruct the AWW to do the same.

B. Transferring names to the next month

Please see Facilitators' note 7, 'Transferring names to the next month in Reg 3 and 4' in the Introduction chapter of the Facilitators' Manual. That will tell you when to schedule this task.

If a similar exercise for Reg 3 has been completed, the AWW would already know how to do this.

Ask one of the AWW to read from the relevant section of the User's Manual, and pause at each step to explain the step and to allow the AWW to complete the task of transferring the names. Complete the transfer of names of residents and temporary residents in this manner.

Explain that they can now start using the register next month, exactly as they did last month.

Go over the common mistakes being made in usage of the register and explain what is correct.

At the end of each month, you will carry out three important tasks: making monthly totals on each page, completing Section 4 and copying names of all children correctly to the next month's sections.

A. Making Monthly Totals on each page:

Total number of days of PSE attended in the month (Column 9): For each child, count the number of days present as marked in the dates columns, and write the total number in Column 9.

Total daily attendance: Make a total of the numbers Column 9 in the last row. This total should match the total of the daily column totals from each date.

Total number of children absent throughout the month: Count the number of children on each page who were absent on all days of the month, and write the number in the cell at the left bottom corner of each page.

Total Admissions: Count the number of children admitted to primary school during the month (Column 11) and write this number in the last row of that column.

Number of children attended PSE for 16+ days: In column 9, you have counted the number of days during the month on which each child attended preschool education sessions in your AWC. Using these numbers, identify children on each page who attended on at least 16 days during the month. You can place small tick marks in cells in this column to identify them. Then, for each of the five categories of SC, ST, Other, Minority and Disabled (using the information marked in columns 6, 7, 8 for each child), count the number in each column who attended on 16 or more days. Record this number in the space provided for each category in the last row on each page.

B. Completing Section 4

Examine the numbers in the last row of part A (*Total number of activities conducted on each day*), and using these numbers, complete part B (*Number of days on which any PSE activity was conducted*) and part C (*Number of days on which at least 4 PSE activities were conducted*).

Examine the daily attendance marked for each age group of boys and girls in part D. If there are any gaps, first fill them by referring to sections 1 and 2. Next, make any daily totals of boys and girls that were not made earlier, in the last rows of the page (*All children*).

Make row totals for each age group of 'Girls', 'Boys' and 'All children' in the last column of part D (*Total*).

C. Transferring names of children to the next month's sections

Every month, a few children will complete a full year, and so the names of children of different ages (3-4, 4-5, 5-6 years) will change every month. At the end of the month, you will transfer names of the children to the next month's sections, taking care to make these changes.

You will transfer names in the following order:

1. Section 2c (Boys, 5-6 years): Before transferring, examine the dates of birth, and mark those who have completed 6 years of age that month. Normally these will be the first few boys of the page. Excluding these, copy the names of the rest of the boys to Section 2c of the next month, in the same order as in the previous month.
2. Section 2b (Boys, 4-5 years): Examine the dates of birth, and mark those who have completed 5 years of age that month. Normally these will be the first few boys of the page. First, transfer these few names to the bottom of the list of Section 2c of the next month, since these boys now belong to that group. Next, transfer the remaining names to Section 2b of the next month.
3. Section 2a (Boys, 3-4 years): Examine the dates of birth, and mark those who have completed 4 years of age that month. Normally these will be the first few boys of the page. First, transfer these few names to the bottom of the list of Section 2b of the next month, since these boys now belong to that group. Next, transfer the remaining names to Section 2a of the next month.
4. Next, identify boys from Section 2b of Register 3 (Food Distribution Register) who turned 3 years old the previous month, and copy these names in next month's Section 2a of Register 4, at the bottom of the list.
5. Repeat steps 1-4 for girls (Sections 1c, 1b, 1a).

Now, you are ready to start using the register in the new month.

4.7 Recording Preschool Attendance of Temporary Resident Children

All children under 3-6 years old living in your AWC area are eligible to participate in the preschool education activities of your AWC, irrespective of whether they are permanent or temporary residents. You can record Preschool Attendance of Temporary Resident Children in Section 3. The method of using Section 3 is similar to Sections 1 and 2. Numbers related to Temporary Resident Children from Section 3 should not be included in the numbers counted in part D of Section 4.

Before including the name of a Temporary Resident child in the Preschool Education Register, you should make sure that the name is included in the Family Details Register, and that a serial number has been assigned to the person. You will need the serial numbers when you enter the name in the Preschool Education Register.

Register 5

Pregnancy and Delivery

Facilitators' Note 5.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Fill in names and other details of all currently pregnant women in the new Pregnancy Register
- » Learn what to fill in each column of the register

Requirements:

- » Filled in Transfer Sheet
- » Old pregnancy register
- » New, blank Reg 5

Steps:

Ask one of the AWW to read from the User's Manual, discuss what to fill in each column, and explain what is different from the old register:

- Column 9 (explain TT booster),
- Column 10 (How to fill when IFA is distributed each time)
- Column 11 (Definition of 'Antenatal Check up')
- Column 12 (Meaning of 'Reported Month')
- Column 15 (Signs of life at birth)
- Column 17 (Date of first weighing)
- Column 18 (how this links to other registers)

Instruct AWW to -

- » First, copy names and details of the last two resident women who delivered from the

old pregnancy register to the new Reg 5. Fill in as many columns out of columns 5-18 as possible. This will help them understand and practice how to fill each column.

- » Then, copy names and other details of resident pregnant women from Transfer Sheet to new Reg 5,– in the same order as in the Transfer Sheet. The woman with the closest EDD will be at the top of the list, and the woman with the farthest EDD will be at the bottom.
- » Use the old pregnancy register to fill Columns 5-11, wherever information is available from the old register. Instruct the AWW to fill up remaining information over the course of the next month, while providing services. Explain that henceforth, when any of these women deliver, they should correctly fill in Columns 12 onwards
- » Copy names of temporary resident pregnant women to the last page of Reg 5, in a similar order.
- » Give serial numbers to all women in Column 1, starting with 1, separately on the first and last pages. Explain that these serial numbers will continue for the whole year, and will restart with '1' with the first pregnancy registered in April every year.

Explain that, when they register a pregnant woman for the first time, they should get the LMP immediately, calculate EDD and DOM, fill these in Column 8 and tell these dates to the woman.

Explain that new pregnancy registrations should be added to the list at the end.

5.1 The purpose of this register

- » to record details of services provided to all pregnant women in your AWC area, and their delivery status.
- » To record details of births and newborn babies

5.2 How the register is organized and how long it will last

There is only one format or section in this register. It is meant to record services provided to each pregnant woman until she delivers. There is no need to change the register every month or every year. You can include as many pregnant women as will fit into the register. How long the register will last depends upon how many women in your AWC become pregnant every year. In most cases, the register will last at least 5 years.

All pregnant women, whether they are residents or temporary residents (such as daughters), should be included in the register, but on separate pages. It is best to start recording Resident women on the first page, and Temporary Residents (such as daughters) on the last page.

5.3 How to start using the register for the first time

You will probably already have an old pregnancy register when you get this new register. Make sure that all pregnant women from the old register as well as any others that are found at the time of updating the Family Details Register are all included in the new register.

Your Supervisor will teach you how to use the Transfer Sheet to do this correctly.

In brief, you will take the following steps, assuming that you have already created the Transfer Sheet:

- » Compare the old pregnancy register and the Transfer Sheet that you have created from the Family Details Register to make sure that there are no pregnant women left out from the Transfer Sheet.
- » Copy the names of all pregnant women from the Transfer Sheet to the new Pregnancy Register in the same order in which they appear in the Transfer Sheet, taking care to separate out resident women and temporary residents. Write the names of the resident women starting from the first page of the new register. Write the names of temporary residents starting from the last page of the new register. Circle 'Residents' or 'Temporary Residents' on the top of each page, as appropriate.
- » Copy all details of columns 5-11 from the old pregnancy register, as available.

Once all names and details are entered in the new register in this manner, you are ready to start using the new register.

5.4 What to fill in each column of the register

- » **Column 1: Sl. No.** - Give a running serial number, starting with '1' on the first page. You can start with '1' again on April 1st every year. In this way, you will know at any time how many new pregnancies have been registered during the year. Keep a separate serial number for temporary residents.
- » **Columns 2, 3: Serial numbers** - Write as recorded in Register 1: Family Details register
- » **Column 4, Name and Phone number** - Write the full name, including the name of the husband, in a manner that will help you identify the woman correctly. Include the phone number of the woman on which she can be contacted if need be.
- » **Column 5, Date of Registration** - Write the date on which the woman was first detected by you as pregnant.
- » **Column 6: Pregnancy Order** - Put the number of pregnancies the woman has had, including this one by asking her at the time of registration. This number would include any abortions and still births that the woman may have had, as well as children who are no more alive.

- » **Column 7: Date of Last menstrual period (LMP):** Record this date as reported by the woman. Try and get as correct a date as possible. If the woman has become pregnant without menstruating again after her last pregnancy, leave this column blank.
- » **Column 8: Expected Date of Delivery (EDD) -** Ask the ANM and fill this date. If the LMP is correctly known, use the EDD calculation table provided in the 'Tools' to estimate the EDD yourself.
- » **Column 9: TT doses -** Record the date on which the first and second doses of Tetanus Toxoid were given. If the woman is given only one TT dose because she had a previous dose within the last three years, then record the date of this dose in the space for the 2nd/booster dose, as a booster dose.
- » **Column 10, Number of IFA tablets given:** Write the number of IFA tablets given each time by either you or the ANM/MPW/PHC here. Record the number of tablets given each time separately in the same space with a '+' sign in between the numbers. For instance, if 30 tablets were given every month for three months, write '30 + 30 + 30'.
- » **Column 11, Antenatal check-ups and weight:** Record the date of antenatal check-up in the upper row, and weight in kg in the lower row. Record the date of the ANC check up only when either blood pressure has been measured, or her abdomen has been examined. This may be done by the ANM or a doctor in a government or a private hospital or during VHNDs. If BP measurement or abdominal examinations have not been done during a check up, then do not record this as antenatal check up. Record weight whenever it is measured, not necessarily on the same day as the antenatal check-up.
- » **Column 12, Date of Delivery, and Reported Month:** Record the date of delivery in the upper row as soon as you come to know of the delivery. Leave the lower row blank until the MPR for the month has been made. While making the MPR, write the month in which you reported the delivery in your MPR. Usually, you will report the delivery in the same month on which it has taken place, but sometimes, you may come to know about the date of delivery only after the reporting month is over. Writing the name of the reporting month helps you keep track of which month's report included which deliveries.
- » **Column 13, Place of delivery: Home/Institution:** If the delivery was at home, write 'Home' in this column. In case the delivery was at an institution, write 'Institution' or 'Hospital', irrespective of whether it was private or government. You may write the name of the institution for your own record. If the delivery was conducted at home, but by a skilled attendant, you may want to write the name of the skilled attendant also, for your own record.
- » **Column 14, Place of delivery: Village or Town:** Write the name of the village or town where delivery happened, such as the name of the town where the hospital is situated. This will be useful for birth certification purposes.
- » **Column 15, Born live or dead:** Irrespective of the duration of pregnancy, record any child

who exhibits any sign of life as a live birth, even if death occurs within a few minutes of birth. Signs of life include spontaneous movement, crying, breathing or gasping, heart activity, pulsations of the umbilical cord, etc. Record any birth that results in a child without such signs of life as 'born dead', irrespective of the duration of pregnancy. If you did not observe the birth, ask the family or whoever was present at the time of birth. If the delivery occurred in a hospital, use the papers given to the family on discharge from the hospital.

- » **Column 16, Sex (M/F):** Record the sex of the child.
- » **Column 17, Date of first weighing and First weight:** Record the date of first weight of the baby in the first row and the first weight (in kilograms) in the second row. Try and record the weight to the nearest 100 grams, as instructed.
- » **Column 18, Serial number of child in family details register:** As soon as you record the delivery in this register, you also record the name of the child in the page of the corresponding family in the Family Details Register. Assign the child an appropriate serial number within the family. Mention this serial number in Column 18. At the same time, enter the name of the baby in a similar manner in the Immunization Register (No. 6), Vitamin A Bi-Annual Rounds Register (No. 7), Home Visits Planner (No. 8) and the Growth Records Register (No. 11). Initially, until the baby is given a name, you may record the name as 'son of ...' or 'daughter of ...'.

Remember:

In case of multiple births, such as twins, you will need to record all details in columns 13-18 separately for each birth and child. You may use a separate row in the same register to record all details, if there is not enough space in the same row as the mother's.

5.5 What to do at the end of each month

A number of details related to pregnancy registration and births will be required for reporting each month. You will use this register to make the monthly summary of events (Summaries Reg – No. 10).

Facilitators' Note 5.2

Explain that details of delivery and newborn are required for reporting in the new MPR, and you will teach them this after one month, when they come and prepare the MPR.

Facilitators' Note 6.1

Level 1	Phase 1		Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1			Phase 2	

Session objectives:

- » Fill in names and other details of all children currently less than 2 years old in the new Immunization Register
- » Learn what to fill in each column of the register
- » Learn to calculate due dates for each vaccine, using the calendar
- » Learn to use the register correctly on the immunization day

Requirements:

- » Filled in Transfer Sheet
- » Old immunization register
- » New, blank Reg 6, including the calendar
- » Calendar Toolbook

Steps:

A. Preparing the register for use

Instruct AWW to -

- » Copy names and other details of all resident children under 2 years old from the Transfer Sheet to the new Reg 6, starting with the oldest child first – in the same order as in the Transfer Sheet, starting with the first page.
- » Copy names of temporary resident children under 2 years old to the last page of Reg 6, in a similar order.
- » Give serial numbers to all children in Column 1, starting with 1, separately on the first and last pages. Explain that these serial numbers will continue for the whole year, and will restart with '1' with the first child born in April every year.

Ask one of the AWW to read from the User's Manual and discuss what to fill in each column, and explain what is different from the old register:

- » Date of registration of child (Column 7)
- » Two rows for each vaccine, one for due date, the other for actual date of immunization
- » Timely full immunization (Column 24)
- » Scope for recording new vaccines

Use the old immunization register to fill Columns 8-23 with dates of vaccines already given, in the lower row for each vaccine.

Explain that, henceforth, every baby's name should be added to this register at the time of birth.

B. Learning to calculate due dates for vaccines, and using the register on immunization day

See Facilitators' Note 6.2

6.1 The purpose of this register

- » to record immunization details of children and to record information on the Village Health and Nutrition Days and
- » to know how many children are to be immunized during the month and which vaccines they are to be given.

6.2 How the register is organized and how long it will last

The register has two sections. Section 1 is for immunization records of individual children, Section 2 is for recording activities on the VHND. On each sheet of Section 2, you can record activities of six VHNDs. There are a total of 12 such sheets in the register. At the end of the register is a calendar for six years.

There is no need to change the register every month or every year. How long the register will last depends upon the number of children born every year in the area covered by your AWC. The register will last at least five years.

6.3 How to start using the register for the first time

To make sure that you follow up children until all their main vaccines are given, you need to follow up each child until s/he is two years old.

You will probably already have an old immunization register when you get this new register. So, you need to make sure that all children under two years old from your old register and any others that you found when you updated the Family Details Register are all included in the new register.

Your Supervisor will teach you how to use the Transfer Sheet to do this correctly.

In brief, you will take the following steps, assuming that you have already created the Transfer Sheet:

1. Compare the old immunization register and the Transfer Sheet that you have created from the Family Details Register to make sure that there are no children less than 2 years old left out from the Transfer Sheet.
2. Copy the names of all children less than two years old from the Transfer Sheet to the new Immunization Register in the same order in which they appear in the Transfer Sheet, taking care to separate out resident children and temporary residents. Write the names of the resident children starting from the first page of Section 1 of the new register. Write the names of temporary residents starting from the last page of Section 1 of the new register. Circle 'Residents' or 'Temporary Residents' on the top of each page, as appropriate.
3. Copy all details of columns 5-24 from the old immunization register, as available.

Once all names and details are entered in Section 1 of the new register in this manner, you are ready to start using the new register.

Section 2 can be used directly on the monthly immunization day or VHND every month, without any preparation.

6.4 Section 1: Immunization Records

What to fill in each column of Section 1 of the register

- » **Column 1, Serial number:** Give a running serial number, starting with '1', separately for residents and temporary residents.
- » **Column 2, 3 Serial number of family and individual:** Write as in Family Details Register. When a child is born, you should first enter the name of the child in the Family Details Register on the page belonging to the family, assign the child a serial number within the family, and then use these serial numbers here.
- » **Column 4, Name and Phone number:** Write as in the Family Details Register
- » **Column 5, Sex:** Record whether boy or girl
- » **Column 6: Date of Birth:** Write the date of birth of the child.
- » **Column 7: Date of Inclusion in Register:** Put the date on which the child's name was first added in the register.

- » **Columns 8 to 23: Vaccination details:** Each vaccine cell has two rows. Enter the date on which the child was due for vaccination in the upper row and the actual date of vaccination in the lower row. See section on 'How to determine due dates for each vaccine', below. Once a due date has been assigned, do not change this date, even if the child fails to get immunized by this date.
- » **Column 24, Immunization Status on first birthday:** Enter the date of the child's first birth day (one year after birth) in the upper row. This can be done on the day the child's name is first entered in the register. On the first birthday of the child, review the immunization status and enter "Y" if the child has been fully immunized by then, "N" if the child has not been fully immunized by then. Full immunization means receipt of BCG, three doses of DPT and OPV, and Measles vaccines. In States where HepB is also given, three doses of HepB should also be considered (Please follow State norms in this regard).

6.4.1 How to the determine due date for each vaccine

The dates that you write in the upper rows in the columns for each vaccine are meant for you to use to easily identify children due for vaccines on the fixed immunization day in your AWC. Thus, you should write only those dates as due dates in the upper row for each vaccine, which is a scheduled date for a fixed immunization session in your village.

As you are aware, a child becomes eligible for receiving a vaccine when s/he reaches a certain age. The vaccine schedule followed by the Government of India is shown in Table 6.1.

Facilitators' Note 6.2

Ask the AWW to look at this section.

Explain that Table 6.1 above is a list of vaccines and the rules of when they should be administered.

Explain that the manual now describes how to calculate due dates for each vaccine.

Ask one of the AWW to read the rest of this section from this point onward, including the contents of Table 6.2 below, and pause to explain each step.

Use examples from the just-filled new Reg 6 of one of the AWW and demonstrate how to calculate due dates for different vaccines.

Instruct the AWW to complete calculating and entering the due dates for all children in the register:

- » For children who are recently born and have not received most vaccines, find and write the due dates for the following vaccines: DPT1, OPV1, HepB1, Measles1, Vitamin A1, DPTB, Measles2
- » For children who have already received some vaccines, find and fill due dates for the remaining vaccines

Explain that, once a due date is assigned, there is no need to change the date, even if the child is not immunized on the calculated date.

Table 6.1: National Immunization Schedule

Vaccine	Age at which the vaccine is due
BCG	At birth or as early as possible till 1 year of age
OPV0	At birth or as early as possible within the first 15 days
HepB0	At birth or as early as possible within 24 hours
DPT1	Six weeks after birth or later, not later than 7 years of age
OPV1	Six weeks after birth or later, not later than 5 years of age
HepB1	Six weeks after birth or later, not later than 1 year of age
DPT2	At least 4 weeks after DPT1, not later than 7 years of age
OPV2	At least 4 weeks after OPV1, not later than 5 years of age
HepB2	At least 4 weeks after HepB1, not later than 1 year of age
DPT3	At least 4 weeks after DPT2, not later than 7 years of age
OPV3	At least 4 weeks after OPV2, not later than 5 years of age
HepB3	At least 4 weeks after HepB2, not later than 1 year of age
Measles1	After completion of 9 months, at any time up to 5 years
Vitamin A 1st dose*	After completion of 9 months along with Measles 1.
Measles2	After completion of 16 months (1 year and 4 months), along with DPT and OPV booster and at least 4 weeks after Measles1, not later than 5 years of age
DPT booster	After completion of 16 months (1 years and 4 months) and at least 6 months after DPT3, not later than 7 years of age
OPV booster	After completion of 16 months (1 years and 4 months) and at least 6 months after OPV3, not later than 5 years of age
Japanese Encephalitis (JE)	In some districts in the country where this disease occurs, JE vaccine is given. It is given after completion of 16 months (1 years and 4 months), not later than 15 years of age.

*The 2nd to 9th doses of Vitamin A can be administered to children 1-5 years old during biannual rounds. These will be recorded in Reg 7.

You have to decide the due date of immunization for each child in your area, based on this schedule. However, the ANM's decision will be final in this matter. You may follow these steps:

- » First, in the calendar at the back of the register, mark the dates of the fixed immunization days for your AWC by making a circle around the appropriate dates in the calendar. For instance, if the immunization day for your AWC is the Third Friday of every month, find the Third Friday of each month for the next one year, and circle each date. Any due date you enter in the register should be one of these immunization dates.
- » For each child, starting with the date of birth, you can use the calendar to easily count any number of weeks or months, and thus know when the child is due for the next vaccine.
- » For each vaccine for each child, determine the due date as instructed in Table 6.2.

Table 6.2: Instructions for calculation of due dates for each vaccine

Vaccine	Due date for your AWC
BCG	The first immunization date after birth. If a child has been immunized at birth, there is no need to estimate a due date.
OPV0	The first immunization date after birth, if this falls within 15 days of birth. Normally this dose is administered at birth to children born in institutions.
HepB0	This dose is administered within 24 hours of birth, so you need not calculate due date for this.
DPT1, OPV1, HepB1	The first immunization date after the child completes six weeks of age. Using the calendar, count six weeks after the date of birth, and find the first immunization date for your AWC after that. This can be assigned at birth.
DPT2, OPV2, HepB2	The first immunization date at least 4 weeks after the child has received DPT1, OPV1 and HepB1. Using the calendar, count four weeks after the date of giving DPT1, OPV1, HepB1, and find the first immunization date for your AWC after that. This can be assigned only after administration of DPT1, OPV1, HepB1.
DPT3, OPV3, HepB3	The first immunization date at least 4 weeks after the child has received DPT2, OPV2 and HepB2. Using the calendar, count four weeks after the date of giving DPT2, OPV2, HepB2, and find the first immunization date for your AWC after that. This can be assigned only after administration of DPT2, OPV2, HepB2.
Measles1, Vitamin A 1st dose	The first immunization date after the child completes 9 months of age. Using the calendar, count 9 months after the date of birth, and find the first immunization date for your AWC after that. This can be assigned at birth.

DPT Booster,	The first immunization date after the child completes 16 months of age. Using the calendar, count 16 months after the date of birth, and find the first immunization date for your AWC after that. This can be assigned at birth, but before administering the vaccine, check to make sure that DPT3 was administered more than 6 months earlier. OPV booster can be administered along with DPT booster.
Measles 2	The first immunization date after the child completes 16 months of age. Using the calendar, count 16 months after the date of birth, and find the first immunization date for your AWC after that. This can be assigned at birth, but before administering the vaccine, check to make sure that Measles1 was administered more than 4 weeks earlier.

About Pentavalent Vaccine

(For States where the new pentavalent vaccine is being introduced)

- » The vaccine includes DPT, HepB and a new vaccine for meningitis and pneumonia, HiB. Three doses of this vaccine will therefore be given in place of three doses of DPT and HepB.
- » The schedule for this vaccine is the same as for the first three doses of DPT
- » Record the vaccine in the same columns as DPT1, DPT2, DPT3, changing the Column headers to 'PVV': PVV1, PVV2, PVV3. You can make this change by hand, if this is not already printed. The HepB1, HepB2 and HepB3 doses will not be given separately, so the columns should be left blank.
- » Calculate the due dates for this vaccine exactly as in the case of the first three doses of DPT.
- » In addition to PVV, HepB 0 dose at birth, and DPT booster will be given as before.

6.5 Section 2: VHND Records

This section is used to record activities conducted on the Village Health and Nutrition Days (VHNDs) in your AWC each month.

Facilitators' Note 6.3

Explain that this section is about activities that happen on the VHSND, which may include vaccination, as well as other activities. Explain that, if the scheduled immunization session in the AWC is on a different day from the scheduled VHSND, then they should record different parts of Section 2 on the different days, accordingly.

Ask the AWW to open Section 2 of the register, and one of the AWW to read each row header. Refer to the User's manual below to explain any question or piece of information that they do not follow.

6.5.1 What to write in each row of Section 2

On each sheet of Section 2, there are six columns where you can fill information about VHND each month for six months. The first column has the list of information that you will fill each month.

- » **Row 1, VHND planned on:** Write the date in which the fixed VHND was scheduled to be held.
- » **Row 2, VHND conducted on:** Write the date in which the VHND was actually held in that month.
- » **Rows 3, 4, 5, 6, AWW, ICDS supervisors, ASHA, ANM/MPW:** Circle 'Y' if present at your centre on the VHND, 'N' if absent.
- » **Row 6a, Name of ANM/MPW who were present:** Write the names of the ANM and MPW who were present on the VHND.
- » **Rows 7, 7a-f, Group nutrition and health education:** Circle 'Y' if group nutrition and health education was conducted. If conducted, write the numbers of each category of persons present, in rows 7a-f.
- » **Rows 7g-i, Topics Discussed:** Write the names of the topics discussed during the group nutrition and health education session that day.
- » **Rows 8, 8a-c, Demonstration Conducted:** Circle 'Y' if any practical demonstration was conducted that day, such as how to feed children, or how to take care of a newborn baby. Mention the topics covered during the demonstration in rows 8a-c.

- » **Rows 9-13:** Circle 'Y' if any of these activities were conducted on that day.
- » **Rows 14a-c, Due list preparation:** Circle 'Y' if any of the mentioned due lists were prepared before the session. If you have used the due dates in Section 1 for identifying children to call for vaccines and vitamin A first dose, you may mark the vaccines and vitamin A due lists as 'Y'.
- » **Rows 15a-m, children due for each vaccine vs children immunized:** Using the due dates marked in Section 1, count the number of children due for each vaccine that day, and write in the column, 'Number due today', for each vaccine. You can use the second column, 'Number immunized today' to keep a tally-mark of each vaccine as it administered during the day. If the ANM is present and keeping a full record of vaccines due and administered, you need not record anything in these rows.
- » **Rows 16a-e, Names of village leaders/panchayat members/Village Health, Sanitation and Nutrition Committee (VHSNC) members:** Write the names of any village leader/VHSNC Member who was present for any length of time during the VHND.
- » **Row 17, scheduled date of next VHND:** Write the date of next planned VHND at your centre, after confirming with the ANM. This date will be the same date as written in Row 1, 'VHND scheduled on' for the next month.
- » **Rows 18a-c, whether a due list has been prepared for the next VHND:** Circle 'Y' for each of the three items mentioned if due dates have been assigned.

6.6 Six-Year Calendar

For detailed instructions on how to use the calendar, refer to Chapter 12, 'The Calendar Toolkit'.

6.7 How to use the immunization register on the fixed immunization day of your Centre

Facilitators' Note 6.4

Ask one of the AWW to read this section of the User's manual below and pause to explain any aspect that they do not follow.

Explain that this is how they should use the immunization register on the immunization day, henceforth.

Once you have created the register correctly, and written all the due dates correctly, you are ready to use the register on the VHND to make sure that all children are immunized in a timely manner.

6.7.1 Before the immunization session begins

Examine the register to identify children due for immunization. If you have written all the due dates correctly, this becomes very simple. In any column or row, if there is a cell where the upper row (due date) is filled but the lower row (actual date of immunization) is not filled, then that child is due for immunization today. If you are going to send out someone to call these children, you may make a rough list of such children on a piece of paper and hand it over to this person. As soon as you know that the ANM and the vaccines have arrived in the village, you can start calling these children.

At the beginning of the session, count the number of each vaccine due to be given that day, and write in Section 2, Rows 15a-m. Include all children with a due date of that day or earlier, with the lower row blank.

6.7.2 During the immunization session

As each child is immunized during the session, write the date of immunization (lower row) in the correct vaccine column for that child. While doing this, keep a check to make sure that each child is given all the vaccines due on that date, and nothing is left out. At the same time, you may also keep a *tally mark* (////) in the second column of the rows 15a-m in Section 2 of the register. For each child, after the vaccine has been administered, determine the next due vaccine and due date of the next dose. Write this date in the upper row of the corresponding vaccine column, and inform the family about this date. Make an entry in the child's vaccine card or in the Mother & Child Protection Card if the ANM has not already made it.

Half way through the session, check to see if all children you had called have arrived at the session site. Make a fresh list of children who have not yet come to the session, and send someone again to call them.

6.7.3 At the end of the immunization session

After the immunization session is over, match the records in your immunization register to the records in the ANM's immunization register, and make sure that there are no differences.

Examine the register quickly to make sure that the next due dates for all children have been identified and written correctly.

6.8 What to do at the end of each month

Facilitators' Note 6.5

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Explain how to count the number of children fully immunized by their first birthday every month, and transfer this information to the Summaries register. Refer to this section of the User's manual as necessary.

Instruct the AWW to identify children who completed one year of age this month, and count the number who had already completed full immunization. Ask them to write this number in the relevant section of Reg 10.

Explain what full immunization, as defined in the state is.

At the end of each month, you should check and fill Column 24 of Section 1, to see if children who completed 1 year that month have completed all their vaccines.

By looking down through Column 24, where you have already written the date of the first birthday of each child, you will easily identify the few children (usually not more than 3 each month) who completed their first birthday during the reporting month. For each such child, go through the columns of BCG, DPT3, OPV3 and Measles1, and see if the child has received each of these vaccines. If the child has received these vaccines, write 'Y' in the lower cell of Column 24 for that child.

Count the number of children who had their first birthday during the month. Count how many of them you have marked 'Y' in column 24. These are the only two figures you need to report for immunization every month. See instructions for the Summaries Register and MPR for details.

Register 7

Vitamin A Biannual Rounds

Facilitators' Note 7.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2	Phase 2	

Session objectives:

- » Fill in names and other details of all children currently between 1-5 years old in the new Register 7
- » Learn what to fill in each column of the register
- » Learn to calculate due dates for each dose
- » Learn to use the register correctly during the biannual rounds

Requirements:

- » Filled in Transfer Sheet
- » Old immunization register
- » New, blank Reg 7

Steps:

Explain why there is a separate register for Vitamin A biannual rounds: it has nothing to do with routine immunization and will be used only twice a year.

A. Preparing the register for use

Instruct AWW to -

- » Copy names and other details of all resident children between 1 year and 4 years 11 months from the Transfer Sheet to new Reg 7, starting with the oldest child first – in the same order as in the Transfer Sheet, starting with the first page.
- » Similarly, copy names of all temporary resident children at the end of the register, starting from the last page.

B. Using the register during biannual rounds

Explain why there are two rows for each child: one for the due month, one for date of actual administration. Explain that the entry in the upper row for all children will be the month and year of the next biannual round. Once entered, there is no need to change the due month, even if the child does not get the dose that month. This is similar to the way it works for immunization.

Explain how to record deworming if and when this is administered.

Explain that there are no reports to be generated from this register.

7.1 The purpose of this register

- » To record biannual Vitamin A doses **given** to the children.
- » To know how many children are **to be given** Vitamin A doses this month.

7.2 How the register is organized and how long it will last

This register is meant to keep a record of vitamin A doses given to each child every six months, starting with the second dose. There is only one format in the register. How long the register lasts depends upon the number of children born each year in your AWC area. In most cases, the register will last at least 5 years.

7.3 How to start using the register for the first time

To make sure that you follow up children until each child has received all doses of vitamin A, you need to follow up each child until is the age of five years.

You may have been previously recording the 2nd-9th doses of vitamin A in your old immunization register. This is the first time you have a separate register for only vitamin A. This will make it possible for you to know which child has been given how many doses of Vitamin A.

To start using the register, you need to make sure that all children 1-5 years old are included in this register. Your supervisor will teach you how to use the Transfer Sheet to do this correctly.

In brief, you will take the following steps, assuming that you have already created the Transfer Sheet:

- » Copy the names of all children 1-5 years old from the transfer sheet to the new Vitamin A Register in the same order in which they appear in the Transfer Sheet. Take care to separate out resident children and temporary residents. Write the names of the resident children starting from the first page of the new register. Write the names of temporary residents starting from the last page of the new register. Circle 'Residents' or 'Temporary Residents' on the top of each page, as appropriate.

- » Copy all details of columns 7-14 from the old immunization register, as available. It may be possible that you do not have any record with you to know which child has received how many doses till now. Whenever you do not have information beyond a particular dose of vaccine, you may assume that the child has yet to receive doses corresponding to her / his age. For instance, if a child has just completed 3 years of age, and you do not know how many doses have been given to the child, assume that s/he has been given up to the fourth dose, and mark accordingly.

Once all names and details are entered in the new register in this manner, you are ready to start using the register.

7.4 What to fill in each column of the register

- » **Column 1 to 6:** Write as recorded in Register 1: Family Details register. As more children are born, add the name of the child to the register immediately after the birth.
- » **Columns 7-14, Details of doses given:** Write the month and year on which the child **is due** for a dose in the upper row and the actual date when the child **is given** the dose in the lower row.

The due dates will be the planned dates for biannual rounds. Even if you do not know the exact date, you can simply write the name of the next biannual month on which the child's next dose is due.

The second dose becomes due six months after the first dose. Thus, the due month of the second dose is the first biannual month after the child completes 15 months of age. Every dose after the second is due in six months after the previous dose.

If de-worming is done along with administration of Vitamin A dose, please put a tick mark '✓' in the lower row to indicate that de-worming was also done on the same date.

7.5 How to use the register during biannual rounds

During biannual rounds, you need not make a fresh listing of all children all over again, since you now have a register for this purpose. Just make sure that the names of all children 1-5 years old are included in the register.

As and when a child is administered a dose of vitamin A, record the date in the lower row of the column corresponding to that dose, and immediately mark the next dose as due in the next biannual month.

If a child is also de-wormed at the same time, place a tick mark in the lower row in addition to recording the date, to indicate that an additional service has been provided.

You do not need to make any regular reports based on this register.

Facilitators' Note 8.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Session objectives:

- » Fill in names and other details of all children currently less than 1 year old, and all currently pregnant women in the new Home Visits Planner
- » Learn to calculate and fill 'due dates' for home visits for all
- » Learn how to record home visits
- » Learn how to record follow up of malnourished children

Requirements:

- » Filled in Reg 6
- » Filled in Reg 5
- » New, blank Reg 8
- » Calendar Toolbook

Seating arrangement:

- » Groups of 4-5, each group having at least one competent AWW

Steps:

A. Preparing the register for use

Instruct AWW to -

- » Copy names and other details of all resident children under 1 year old from Transfer Sheet. Demonstrate how to find children less than 1 year old in Transfer Sheet.
- » After the last child has been entered, copy the names and other details of all currently pregnant women from Reg 5, starting immediately after the name of the last child, in the same order as in Reg 5.

- » Copy names of temporary resident children under one year old and all temporary resident pregnant women starting from the last page of Reg 8, in a similar order.

Ask one of the AWW to read from the User's Manual and explain the purpose of the register in detail.

Explain why the period of pregnancy to 2 years is an important period when the mother and child require careful attention.

Explain the significance of the column headers, and the link to the checklist of messages on the last page of the register.

Explain what the 'Calendar Month' row is for: it is for writing the month or date on which a home visit is due. It is for planning the date of the home visits.

Ask one of the AWW to read from the section, 'How to start using the register for the first time' in the User's Manual and explain how to calculate and write dates and months in this row.

Instruct the AWW to complete calculating these dates and months for all children and women in the register.

Using the flex sheet and demo data, explain:

- » How to calculate and write the planned visits dates in the row for 'Calendar month'
- » How to record home visits

B. Using the register to plan and record home visits

Ask an AWW to read from the section 8.5, 'How to use the Home Visit Planner for planning and recording home visits' from the User's Manual. Pause at each step and explain.

Based on this, instruct each AWW to select whom to visit on a priority in the next few days after they finish their training.

C. Following malnourished children

Explain that this is a simple form that can be used to record details of follow up of severely malnourished children.

Instruct AWW to write down the names of severely malnourished children in Section 2.

Explain what they should do and record, based on the current policies in the state with regard to care of severely malnourished children.

Explain that there are no numbers related to home visits that they need to report from this register every month or every year.

Explain that there is a section on behaviours and practices in the MPR for which this register can be useful, and that you as the supervisor will review behaviour change and home visits during centre visits.

Explain that, as they keep using this register, they will learn more and more about how to use it for a number of different purposes.

8.1 The purpose of this register

Most of the health problems that mothers and children face occur during pregnancy and until the child is about two years old. This is the period when most deaths occur among women and children. This is also the period when most children become malnourished. By paying close attention to the care of mothers and children during this period, you can prevent many of the deaths and a lot of the malnutrition. To do this, you have to meet the families of pregnant women and young children regularly and give them advice about how to take care of mothers and children.

The purpose of this register is to help you choose whom you must meet at home, during what period of pregnancy or childhood, and what to talk to them about. In this way, this register is a planner. If you use this planner carefully, you will be able to complete this important work by making just 1 or 2 home visits each day.

8.2 How this register is organized and how long it will last

There are two sections in this register.

Section 1 is for the purpose of planning your home visits during pregnancy and up to 24 months after delivery, and for recording the home visits you make. This register is similar to the pregnancy and immunization registers. Each row in the register is for one pregnant woman and her child. There are six rows in each page. On each page, you can follow up six pregnant women for about two and a half years, until their children are two years old.

Section 2 is for the purpose of recording more details of specific children who are already severely underweight, as you follow them up until the child's nutritional status improves.

At the end of the register, there is a Checklist of Messages, which you can use to remember what to talk about when you make home visits at different times of pregnancy and to children of different age groups.

How long the register lasts depends upon the number of children born each year in your AWC area. In most cases, you will be able to keep adding new pregnant women and their children for at least five years.

8.3 How to start using this planner-register for the first time

You probably had a simple daily diary previously, in which you used to record your home visits. This planner register is to be used in the place of using your daily diary to plan and record home visits.

Your Supervisor will teach you how to use the Transfer Sheet to start using Section 1 for the first time. In brief, if you have already created the Transfer Sheet, you will use the following steps:

- » First, copy the names of all children less than 1 year old from the transfer sheet to Section 1 of the home visit planner-register in the same order in which they appear in the Transfer Sheet. Start from the first page of the planner-register for resident children, with the name of the oldest child. Write down the date of birth of each child in the space provided for 'Date of Delivery'. Make sure that the oldest child is at the top of the first page of the register and the most recently born child is at the end of the list. Write the name of the child and the name of his/her mother in Column 2, and their serial numbers in Column 1, as indicated.
- » Next, copy the names of all pregnant women from the Transfer Sheet, starting immediately after the name of the last child listed. Write their serial numbers and EDD in Columns 1 & 2.
- » Similarly, list all the temporary resident women and children at the end, starting from the last page of the section.
- » Next, fill out the spaces for "calendar month" in each cell, for each woman and child:
 - a. For each child, write the name of the calendar month of birth (such as Jan, Feb, Mar) in the cell under Column 5. Then, write the names of the calendar months for the rest of the columns after Column 5, in the same row.

Example

If a child was born on 10th March, write "Mar" in the space for calendar month in Column 5. Then write "11 to 16 Mar" in the same space in Column 6 (First week), "17 Mar to 9 Apr" for Column 7 (First month), "Apr-May-Jun-Jul-Aug" in Column 8 (five months from the 2nd to the 6th), "Sep-Oct-Nov" in Column 9 (three months from the 7th to the 9th), and so on until Column 12.

- b. For each pregnant woman for whom you know the EDD, write the name of the calendar months of her last trimester in Column 4, and the calendar months of her second trimester in Column 3.

Example

If the EDD is 20 November, count three months before that date, and write “Sep-Oct-Nov” in Column 4 (7th-9th month of pregnancy). Count another three months before that and write “Jun-Jul-Aug” in Column 3 (4th-6th month). If you do not know the exact EDD, either ask the ANM for the EDD, or use the approximate month as told by the pregnant woman.

Section 2 is meant for tracking children whom you have identified as severely underweight.

To start using Section 2, write down the serial numbers and names of all children in your centre who are severely underweight at present, in Columns 1 and 2. Also write the present age of the child, and the date on which you first identified the child as severely underweight, in Column 2.

Once you have finished writing names and other details, the register is ready for use.

8.4 What to write in each column of the register

8.4.1 Section 1

Column 1, Serial number of family and individual: Write as in the Family Details Register. When the pregnant woman is first registered, write the serial number of the woman. When she delivers, add the serial number of the baby.

Column 2, Names of Mothers and Children: Write names as in the pregnancy and immunization registers. Until a name has been given to the child, write ‘son of’ or ‘daughter of’ as appropriate.

Columns 3-12: Each column is meant for a particular period between pregnancy and the first two years after childbirth. The period is indicated at the top of each column. The number of expected home visits during each period is also indicated.

	3	
d	Pregnancy 4-6 months <small>(Any contact sufficient-preferably 2 times)</small>	
<i>Calendar Month</i>		

Upper space in each cell for writing dates or calendar months corresponding to the age groups indicated in the column headers. These dates or months are your planned home visit dates or months

Lower space in each cell for writing dates of actual visits. You may also write briefly any points that you want to remind yourself to follow up on your next visit.

Each cell has two rows. The smaller, upper row is for writing the calendar months corresponding to the age as indicated at the top of each column. This has been described earlier. The larger, lower space is for you to write the date of the home visit and then write or mark whatever else is useful to you. For instance, this could be a note of any problem you observed during the home visit, which you think you need to remember when you visit the same family again. There is no need to write anything other than the date, if you have observed no problem or if there is nothing important which you need to follow up.

There are no totals to be made in this Section.

8.4.2 Section 2

Columns 1 and 2: Write as described earlier.

Columns 3-8: These columns are spaces for you to make notes during home visits to the children.

Each cell has two rows. The smaller, upper row is meant for writing the weight and nutritional grade of the child on the day of the visit. The larger, lower row is for writing the date of the actual visit, as well as for making any other notes as you need to.

There are no totals to be made in this Section.

8.5 How to use the planner-register for planning and recording home visits

8.5.1 Section 1: Planning and Making Home Visits to Pregnant Women and children 0-2 years old

In each column header, the number of suggested home visits for each period of pregnancy and childhood is mentioned. Start making home visits accordingly to each woman and child.

Whenever you make a visit to a family, write at least the date of the visit in the appropriate column. In addition, you may write a few words or mark a cell in your own way to remind yourself of something that you need to follow up.

The main use of the planner is to help you decide whom to visit today, and what to do during the visit. There are two questions that you should answer for yourself, to choose the mothers and children to visit today:

1. Who are the mothers and children whom I should have visited this month, but have not yet done so?
2. Among such mothers and children, who need my attention the most?

You will find answers to these questions if you open and examine your planner-register carefully:

1. First, look under Columns 4, 5 and 6 to see who are the mothers and children where today's date or month has been mentioned in the row, 'calendar month', in each cell. If you have written the names of mothers and children in the correct order, you will find such mothers and children next to each other, spread over 1 or 2 pages of the register.
2. Examine the cells of these mothers and children and identify mothers where you have not yet made the suggested number of visits in the given period. Any mother or child in these three columns whom you have not yet visited as often as suggested, is a high priority. It is easy to find those whom you have not visited at all, because the cells will be blank. You should plan to visit them first. Most of the complications because of which mothers and newborn babies die occur during this period – the last few months of pregnancy, and the first week after delivery. The most important matters you should discuss during these visits are:
 - Column 4, Third Trimester of pregnancy: Ensuring that the family is prepared for the coming delivery, and to cope with any emergency that may arise. Ensuring IFA and check ups are complete.
 - Column 5, Day of Birth: Ensuring that you are present at birth, or visit as soon as possible after birth. Ensuring that the family is taking care of the mother and newborn baby correctly, as planned. Ensuring that you identify any baby who is weak from birth – either born too early, having birth weight below 2 kg, or not breastfeeding well from the time of birth. Ensuring that such babies are provided special care.
 - Column 6, First week after delivery: Ensuring that the family is aware of danger signs in the mother and baby, and that they act immediately when they find such signs.

You can find details of messages in the 'Checklist of Messages' at the end of the register.

3. Next, flip through the remaining pages of the register to see if you have made notes in any cell that requires follow up today. If your notes indicate that you should visit such mothers and children, you can plan to visit them today. This will include children who are

severely underweight, whose details you can record in Section 2.

4. If there are no high priority visits remaining in columns 4, 5 and 6, you can choose other mothers and children to visit. The suggested priority for the remaining columns is as follows:
 - Column 7: Infants, 8-30 days after delivery: Ensuring that newborn care is being provided correctly, particularly to those babies who are born weak. Ensuring that the couple begins planning for the next child, and decide on the method of family planning.
 - Column 9: Infants, 6-8 months old: Ensuring that complementary feeding is started and correctly given, and the infant is habituated to eating adequately by the time s/ he is 9 months old.
 - Column 8: Infants, 1-5 months old -: Ensuring exclusive breastfeeding and immunization. Ensuring that some method of family planning has been adopted.
 - Column 3, second trimester of pregnancy: Ensuring adequate diet and rest, IFA, TT given and check-ups started.

If you follow this method, you will find that you are able to make the number of suggested visits to all mothers and children by making *only* 1-2 home visits a day. Of course, you will make additional visits to anyone who is in need.

8.5.2 Section 2:

In this section, record the details of the severely underweight child visited by you. . These details could include the weight gain of the child, what the child is eating, whether the child has fallen ill, whether the child has gone to the hospital as referred, etc. Advise the family accordingly, and make a note in Section 1 about when you should next visit the family.

8.6 When to add new pregnant women to the register

When you come to know that a woman is pregnant, write the name of the woman in the Pregnancy & Delivery Register (No. 5) and the Supplementary Food Distribution Register (No. 3). At the same time, you should add her name to the Home Visits Planner Register.

8.7 What to do at the end of the month

You do not need to make any report from this register. However, you can refer to this register when filling up Section 13 of the MPR, 'Analysis of important behaviours and services' each month.

Facilitators' Note 9.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Explain that this register replaces any other record they may be using to note down details of treatment and referral they may be having, other than specific formats for IMNCI that they use.

Explain that the register can be used for recording such details of any case they see and treat or refer, but make it clear that they are not expected to use any drugs other than what has been supplied to them in their drug kit.

Refer to the corresponding section of the MPR and explain what they are required to report every month. Spend time explaining each of the maternal and child conditions that they are required to report, using the User's Manual.

Explain that they should use the date in Column 7 to find the individuals to be included in each month's report.

9.1 The purpose of this register

- » To record the names and details of people with illnesses whom you see and treat or refer.
- » To follow up children and mothers whom you refer to health facilities.

9.2 How the register is organized and how long it will last

There are three sections in the register:

Section 1 is for recording details of children who fall sick

Section 2 is for recording the details of Pregnant and Lactating women who have health problems or complications

Section 3 is for recording details of any other persons who fall ill and report to you.

The register is expected to last about 5 years.

Where C-IMNCI training has been completed, and separate printed registers are available, Section 1 of this register does not need to be used.

9.3 What to fill in each column of the register

9.3.1 Section 1: Referral Services – Children

When a child under 6 years old falls ill, you will record details in this register. Each row is for one episode of illness of a child. If a child falls sick again, use a separate row.

- » **Column 1, Serial no:** Write a running serial number, starting with '1' for each month.
- » **Column 2, 3, 4 & 6:** Write as recorded in Register 1: Family Details register
- » **Column 5, Age:** Write the age in completed years and months on the day when you first saw the child for the current illness.
- » **Column 7, Date first seen for the current illness:** Write the date of when this current illness was reported for the first time.
- » **Column 8-14, Health Problem:** After observing the child and talking to the parents, decide what problem the child has. Mark the health problems of the child with a tick mark (✓) under the appropriate column.

Box 9.1 Important Health Problems of Children

There are only a few illnesses that are responsible for most of the deaths in children, and so these are considered dangerous. In the first month of life, there are three main causes of death: asphyxia (where the baby does not cry or breathe at birth), prematurity and severe infection or septicemia. After the first month, the main causes of deaths in children in our country are diarrhoea, pneumonia and malaria. Children who are malnourished are more likely to die from any cause than those who are well nourished, so malnutrition is considered an important cause of death. Every month, at least 2-3 children in your village will experience illnesses that require special care.

Together, these illnesses are responsible for 9 out of every 10 child deaths, so if we are able to take care of these illnesses, we can save many lives. It is possible for you to save lives by recognizing and referring children with any of these illnesses. The most important reason for death among these children is delay in recognizing the problem, or in seeking care or in getting care even after reaching the hospital. So, it is extremely important to make sure that everyone caring for the child knows about that such a problem might occur, and act quickly when they recognize a problem.

- » **Column 15, Treatment Details:** Write the treatment given by you in brief. You will give treatment as per the training provided to you.
- » **Column 16, Referred to:** Put the type of health facility to which the child was referred for its health problem.
- » **Column 17, Referred on:** Write the date on which the child was referred to the health facility
- » **Column 18, Whether reached a facility:** If the child reached a health facility, write 'Yes', otherwise write 'No'.
- » **Column 19-22, Status on next reporting date:** Put a '√' mark on health status of the child on next reporting date, that is, the date when you next see the child. The status of the child can be - fully cured, partly recovered no change, or dead.

9.3.2 Section 2: Referral Services – Pregnant And Lactating Women

When a pregnant or lactating woman has a problem, you can record the details of the problem in this section.

- » **Column 1, Serial number:** Give a running serial number, starting with '1' for each month.
- » **Column 2, 3, & 4:** Write as recorded in Register 1: Family Details register
- » **Column 5-10, Health Problem:** Put a tick mark (√) in the appropriate columns, as seen or told by the pregnant/ lactating woman.

Box 9.2 Important Health Problems of Mothers

There are just a few problems that lead to maternal death, and so these are considered dangerous. Bleeding during or immediately after delivery is often the commonest cause of death. Other problems that can kill are eclampsia (where the mother has convulsions or becomes unconscious), prolonged labor, problems related to abortions and severe infection of the internal genital organs soon after birth (which causes high fever, foul smelling discharge and painful urination after birth). Severe anemia, malaria and hepatitis (jaundice) also often cause death among pregnant women in our country. About one in ten pregnancies develops a complication like these.

Together, these illnesses are responsible for 8-9 out of every 10 maternal deaths, so if we are able to take care of these, we can save many lives. It is possible for you to save lives by recognizing and referring women with such problems to the nearest hospital where cesarean section operations and blood transfusion are available. The most important reason for death among these women is delay in recognizing the problem, or in seeking care or in getting care even after reaching the hospital. So, it is extremely important to make sure that everyone caring for the woman knows how to recognize a problem and act quickly to reach the correct hospital.

- » **Column 11, Treatment details:** write the treatment given to the woman for the health problem. You will give treatment as per the training provided to you.
- » **Column 12, Referred to:** Put the type of health facility to which the woman was referred for her health problem
- » **Column 13, Referred on:** Write the date on which the woman was referred to the health facility
- » **Column 14, Whether reached a facility:** If the woman reached a health facility, write 'Yes', otherwise write 'No.'
- » **Column 15-18, Status on next reporting date:** Put a tick mark (√) on the health status of the woman on next reporting date. The status of the woman can be - fully cured, partly recovered, no change, or dead.

9.3.3 Section 3: Referral Services – Others

This section contains the list of persons other than children less than six years old, and pregnant and lactating women, whom you treat or refer.

- » **Column 1, Serial number:** Give a running serial number, starting with '1' for each month.
- » **Column 2, 3, 4 and 6:** Write as recorded in Register 1: Family Details register
- » **Column 5, Age:** Age as on the date seen by you.
- » **Column 7, Health Problem:** Write the health problem as seen by you or told to you.
- » **Column 8, Treatment details:** Write the treatment provided for the health problem. You will give treatment as per the training provided to you.
- » **Column 9, Referred to:** Write the type of health facility to which the person was referred for their health problem. SHC=1, PHC=2, CHC=3, Private Hospital=4
- » **Column 10, Referred on:** Write the date on which the person was referred to the health facility.
- » **Column 11, Whether reached a facility:** If the person reached a health facility, write 'Yes', otherwise write 'No.'
- » **Column 12-15, Status on next reporting date:** Put a '√' mark on health status of the person on next reporting date. The status of the person can be - fully cured, partly recovered, no change, or dead.

9.4 What to do at the end of the month

At the end of each month, for reporting in Section 10 of the MPR, you will use Section 1 and Section 2 to count the number of cases of different illnesses or problems in children and women whom you have referred during the month.

10 Register 10 Summaries (Monthly & Annual)

Facilitators' Note 10.1

Section 8 of this register should be covered in Phase 2 of Level 1 and Phase 1 of Level 2, 3.

The rest of the sections will be covered in Phase 3 of Level 1 and Phase 2 of Levels 2, 3.

10.1 The purpose of the register

- » To help you make the MPR easily.
- » The summaries register has a copy of all the main numbers you report in the MPR. You can use this for your own reference or during meetings and discussions.
- » To maintain lists of disabled children and lists of all deaths occurring in your AWC area.

10.2 How the register is organized and how long it will last

There are eight sections of the register:

Section 1, Population Totals: Every April, after updating the Family Details Register, you will update the number of persons living in each household. You will write in this section with a pencil and update it every year, so this will last many years.

Section 2, List of disabled children: Every April, you will update this list. Like Section 1, this will also last many years.

Section 3, Annual Population Summary of ICDS Beneficiaries: Every April, after updating Section 1 and 2, you will make totals of different age groups and categories in this section. This Section will last six years.

Section 4, Monthly summary of events: Every month, you will use a number of registers, including the Pregnancy register, Section 8 of the Summaries register, and the Family Details register to make monthly totals of important events such as births, deaths and migrations. On each sheet, you can make monthly summaries for one year. This section will last six years.

Section 5, Supplementary Feeding Monthly Summary: Every month, you will use Register 3 to make totals of women and children availing of supplementary feeding at your AWC. On each page, you can make monthly summaries for three months. This section will last six years.

Section 6, Preschool Education Monthly Summary: Every month, you will use Register 4 to make totals of children who availed Preschool Education at your centre, as well as a summary of Preschool Education Activities you conducted. On each sheet you can make monthly summaries for six months. This section will last for six years.

Section 7, Monthly full immunization status: Every month, you will use Register 6 to make totals of children who completed one year during that month and were fully immunized by then. This section will last for six years.

Section 8, Record of Deaths: This section is like a register, where you will record all deaths that occur in your AWC area, separately for residents and temporary residents. How long this section will last depends on the number of deaths occurring in your AWC area each year. In most cases, this section will last for six years.

10.3 How to use each Section

10.3.1 SECTION 1: POPULATION TOTALS

Facilitators' Note 10.2

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session Objectives:

- » Make population totals based on the recently updated Reg 1
- » Learn how to do this every year.

Requirements:

- » Filled in Reg 1
- » Blank Section 1 of Reg 10

Steps:

Explain that the purpose of the making population totals is to get an accurate number of people in each age group and caste category, as well as the total population of residents in the AWC area. Therefore, all temporary residents should not be counted.

Explain that making population totals is simple, but that it takes time. Explain that this has to be done just once a year, immediately after updating the Reg 1 every April, and that this has to be reported once, in the Annual Report.

Refer to the relevant sections below and use demo data to explain how to do make totals in two steps:

- 1 Make a list of numbers of members in all families in Section 1 of Reg 1
- 2 Make page totals in Section 1 and transfer the information to Section 3

Explain that the User's manual provides details of how to do this, which they can read and use, but today, you will guide them step by step, using a method that is different from what is mentioned in the manual.

AWW can work in pairs to do this – one of them can say the names and numbers from Reg 1 and the other can write in Reg 10.

Ensure that AWW use pencils to update this section.

10.3.1.1 How this section is organized and what to write in each column

This section is for making a list of all households, and counting the number of persons in different age groups, as on the 1st of April each year. Use a pencil to fill in this section.

Write the year at the top of the sheet.

Each row is for one household. Each sheet can accommodate 20 households.

Each sheet is meant for one of the categories, SC, ST or Others. Thus, you will make a list of households belonging to each of these three categories on separate sheets. You will circle the name of the category at the top of the sheet to indicate which category of households is listed in that sheet.

Religious Minorities need to be counted separately as well. Thus, you will list households belonging to religious Minorities again, on a separate sheet. You will circle the category 'Minorities' on the top of this sheet. Thus, you will include Minorities in the list of ST or SC or Others, as the case may be, as well as list them again in a separate sheet as 'Minorities'.

Columns 1, 2: Write as in the Family Details Register

Column 3: Write the total number of male and female persons in the household

Columns 4-8: In each column, write the number of girls and boys in the age groups indicated in the column headers.

Column 9: Write the total number of girls and boys 0-6 years old in the household. This is the total of columns 4 to 8.

Columns 10 and 11: The number of Pregnant and Lactating women in the household as on the 1st of April, or at the time of making the population totals.

Column 12, Total ICDS Beneficiaries: Write the total of columns 9, 10 and 11 in this column.

Column 13: Write the total number of Adolescent Girls in the Household in this column. Adolescent girls are girls aged 11 to 18 years.

10.3.1.2 How to use this section for the first time

Facilitators' Note 10.3

The basic task is to list the families of different categories on different pages. Since it is difficult to decide how many families are there in each category in a given AWC, it is not possible to say how many pages of the section will be required for each category. There are two different ways in which this can be done. One way, of first counting the number of families in each category, has been described in the manual, but in a group, the second method may be faster, so you can use this method during training.

- » Start with the first category, ST (if there are no ST families, start with SC). On the first page of Section 1, circle the category 'ST' at the top of the page.
- » Open Reg 1, and starting from the first page, find the first ST family. Enter details of this family in Section 1. Then, find the next ST family, and so on until you have completed the ST category. Use as many pages as required for ST.
- » Then, take the next category – eg SC, and start on a fresh page of Section, mark the page as 'SC', find SC families one by one from Reg 1 and enter details on this page. Similarly, complete all categories, taking care to start each category on a fresh page.
- » Instruct the AWW that each time the complete entering details of one family in Reg 10, they should put a small tick mark on the corner of the family's page in Reg 1 to indicate that the details have already been entered in Reg 10. This will prevent duplications and mistakes.
- » Explain that minorities will be counted twice, once in one of the caste categories, and again separately as minorities.

- » Explain that, when counting numbers from each family, care must be taken to count only residents (Marked 'Y' in Column 12 of Reg 1), and to exclude temporary residents (Marked 'N' in Column 12 of Reg 1). One simple way of ensuring this is to first place a small cross (x) in a corner the sex column of every temporary resident before starting to count.

You may use this section for the first time as soon as you have made the new Family Details Register. You will enter details from one household from the Family Details Register in one row of this Section. Your Supervisor will tell you how to do this for the first time. In brief, you will follow these steps:

1. Sit with the updated Family Details Register and the Summaries Register.
2. Go through the pages of the Family Details Register and count the number of ST and SC households in the register. From the total households, subtract this number to get the total number of households of 'Other' category. This will tell you how many sheets of Section 1 of the Summaries Register you will require for each of the three categories. Mark the appropriate number of sheets as 'ST', 'SC' or 'Other', in sequence by circling the category names at the top of the sheets.

Example:

If the total number of households in your Family Details Register in the ST category is 33, the number in SC category is 21, and the total number of households in the register is 168, then the number of households of the 'Other' category is $168 - (33+21) = 114$.

Thus, you need to list 33 ST, 21 SC and 114 Other households in Section 1, on separate sheets. Since each sheet of Section 1 can accommodate 20 households, you will require 2 sheets for ST, 2 sheets for SC and 6 sheets for Other categories, respectively.

Mark the first two sheets of Section 1 as 'ST', the next two sheets as 'SC' and the next six sheets as 'Other'.

3. Start from the first household listed in your Family Details Register. Note whether the household is ST or SC or Other, and enter details of the households in the corresponding sheet of Section 1. Write down the Serial number of the family and the name of the head of the household in the first row of this sheet.
4. Count the total number of males and females in the household and write these in columns 3a and 3b.
5. Then, look for children under 6 years old, in the Age column of the Family Details Register.

The Age is recorded in years and months. Use this age to determine which column of Section 1 each child belongs to.

6. First, count girls from 0 to 5 months old in the household, and write the total in column 4a. If there are no girls in this age group, write '0'. Next, do the same for boys 0-5 months old and write this total in column 4b.
7. Next, repeat this for girls and boys 6-11 months old, then for girls and boys 1 year to 2 years 11 months old, then for girls and boys 3 years to 4 years and 11 months old, and finally for girls and boys 5 years to 5 years and 11 months old.
8. Write the number of pregnant and lactating women in the household in columns 10 and 11.
9. Write the number of adolescent girls in the household in column 13.

Facilitators' Note 10.4

An alternative to the above method is to use tally-marking. Make tally marks in the relevant cell for each individual (such as ||||). After all the members of the family have been counted, write the total of the tally marks in each cell. Many AWW may find this to be a faster method, and there may be lesser chances of missing out any individuals.

10. Then, take up the next household, and repeat all the steps above. Take care to enter the details in the sheet belonging to the correct category.
11. Once you have completed all three categories of households in this manner, make totals in columns 9 and 12. For each household, make a total of 4a, 5a, 6a and 7a and write this number in column 9a. Make a total of 4b, 5b, 6b and 7b and make a total in column 9b. Next, make a total of 9a, 10 and 11 and write this in column 12b. Copy the number written in column 9b in column 12a.

Facilitators' Note 10.5

Instruct the AWW that after completing each family, they should match the total number of family members in counted in Reg 10 with the number listed in Reg 1. This way, they can detect any duplications or omissions immediately.

12. After completing this process for all households listed in the Family Details Register, note whether there are any religious minorities in your Family Details Register. If there are,

mark a fresh sheet in the section as 'Minorities'. Then, copy details of the corresponding household from the ST or SC or Other category sheets to the 'Minorities' sheet.

13. After all the totals are made in columns 9 and 12, make page totals of each column in the 'Totals' row at the bottom of each page.

Remember:

Do not fill or update Section 1 until you have updated the Family Details Register.

10.3.1.3 How to update Section 1 every April

Facilitators' Note 10.6

It is the responsibility of the supervisor to ensure that the AWW are reminded and supported to update population totals every April after updating Reg 1.

Every April, after the Family Details Register has been updated, sit with the Family Details Register and the Summaries Register to update Section 1.

Go through the Family Details Register page by page, and check the totals of each household in the Summaries Register. Check all columns (4, 5, 6, 7, 8, 10, 11, 13) by counting persons of each age group in the Family Details Register. When there is a change to be made, use an eraser to erase the number to be changed in Section 1, and write the new number. Do this for all households in the register.

Once details of each household in all four categories have been updated, erase and recalculate page totals in the last row of each page of Section 1.

You need to update this Section only once, in April every year. You do not need to update it again during the year.

10.3.2 Section 2: List Of Disabled Children

Facilitators' Note 10.7

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Explain the purpose of making a list of disabled children: to recognize their presence and help them to the extent possible under the ICDS and other government programs.

Follow instructions in the manual and guide the AWW in making a full list of disabled children.

10.3.2.1 How this section is organized and what to write in each column

This section is for making a complete list of all disabled children in your AWC area, and counting them.

Write everything in this section with a pencil, because you will update the details every April in the same sheets.

Write the year at the top of the sheet.

Each row is for one disabled child. Each sheet can accommodate 20 disabled children.

- » Column 1: Running serial number, starting with 1.
- » Column 2 to 6: Write as recorded in the Family Details Register.
- » Column 7 to Column 16: Tick-mark (✓) the type of disability columns that pertain to the child, as recorded in the Family Details Register. In case a child has more than one disability, mark all.
- » Columns 17-19: Tick-mark ST, SC or Other as the case may be.
- » Column 20: If the child belongs to a religious minority, tick mark this column.
- » Column 21-30: According to the age of the child, tick-mark (✓) the column of the age group of the disabled child.

10.3.2.2 How to use this section for the first time:

You may use this for the first time as soon as you have made the new Family Details Register. You will find children with disabilities from households in the Family Details Register and enter the details of each child in this section:

Start with the first household in the Family Details Register, and look for a child with disability (column 11 of the Family Details Register). If found, enter details in this section of the Summaries Register in the first row, filling the columns as described above. If not found, go to the next household.

Once you have completed making the list, make page totals in the 'Totals' row at the bottom of each sheet, by counting the number of tick-marked children in each column.

You need to update this section once a year. If you find a new disabled child in between, you can mark the child as disabled in the Family Details Register, but you need not alter Section 2 of the Summaries Register immediately.

This section should be updated only once a year, in April, after the Family Details Register has been updated.

Remember:

Always write in Sections 1 and 2 with a pencil only. If you write with a pen, you will not be able to update the totals every year.

10.3.3. Section 3: Annual Population Summary for ICDS Beneficiaries

Facilitators' Note 10.8

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Follow instructions in the manual and complete this immediately after completing Section 1.

10.3.3.1 How this section is organized

There is one single sheet in this section. There are six tables on the sheet, one for each year. One sheet lasts for six years.

Each table has six rows, and 10 columns.

The rows are different social groups, ST, SC, Other, Minority and Disabled. The fourth row is 'Total', which is for making a total of numbers in ST, SC and Other categories.

The columns are different age and sex groups of children and women. These groups are the same groups as in the columns of Section 1 of this register.

This sheet helps you make the annual summary of the total population and divided by SC, ST, others in different age groups by sex. You will update this section once a year in April, after completing Sections 1 and 2 of this register.

You will need to make a copy of this table and submit it once a year in your ASR.

10.3.3.2 What to fill in each cell of the table in Section 3.

Each cell in this Section is the total number of children or women in your AWC area belonging to one social group and one age and sex group. You will use page totals from different sheets of either Section 1 or Section 2 to fill each cell of the table in Section 3. Your Supervisor will show you in detail how to do this. In brief, you will follow these steps:

1. First, write the year in Column 1 of the table, such as '2012-2013'.
2. Start with the row, 'ST' in the table. In each cell of this row, you have to fill in the total number of girls, boys and women of ST households of different age groups.
 - 2.1. To fill column 3a, count the total number of girls in the age group 0-5 months among ST households. As you would remember, in Section 1, you have created separate sheets for ST households. Examine these sheets. You will notice that Column 4a in that sheet is for Girls, 0-5 months old. Copy the page total for column 4a from the ST sheet of Section 1 to the cell for ST in column 3a. If there is more than one sheet for ST in Section 1, copy page totals for column 4a from each ST sheet of Section 1 into the same cell in column 3a of Section 3, using a '+' sign to add each page total.

Example:

If there are 3 sheets for ST households in Section 1, and the page totals for Column 4a are 7, 11 and 6 for three sheets, you will write ' $7+11+6 = 24$ ' in the cell in Column 3a for row 'ST' in the table in Section 3.

- 2.2. Similarly, to fill Column 3b of the table for ST households, you will copy all the page totals for Column 4b from all 'ST' sheets of Section 1.
- 2.3. Similarly, you will do this for all the remaining columns for row 'ST', and then repeat the process for the rows 'SC', 'Other' and 'Minorities', using the appropriate sheets of Section 1.
- 2.4. Similarly you will use the page totals for different columns of Section 2 to fill the columns for row, 'Disabled' in the table in Section 3.

2.5. For your convenience, you may use the following table for finding the correct column totals from Sections 1 and 2:

For Columns in Section 3	3a	3b	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b	9	10
Take page totals from:														
Columns in Section 1 (for ST, SC, Other, Minorities)	4a	4b	5a	5b	6a	6b	7a	7b	8a	8b	9a	9b	10	11
Columns in Section 2 (for Disabled)	21	22	23	24	25	26	27	28	29	30				

- Once all of the cells are copied correctly, make totals of children in columns 3c, 4c, 5c, 6c, 7c, 8c, by adding the girls and boys for the same row.
- For the row, 'Disabled', make totals in columns 8a by adding the number of disabled girls from columns 3a, 4a, 5a, 6a and 7a. In a similar manner, make totals of disabled boys in column 8b.
- Finally, make totals in the fourth row, 'Totals', by adding the numbers for ST, SC and Other in each column.

10.3.4. SECTION 4: MONTHLY SUMMARY OF EVENTS

Facilitators' Note 10.9

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Follow instructions in the manual and guide the AWW in completing this section. Using demo data or flex sheet, explain how to find and fill each figure from different registers. Instruct the AWW to complete the section as told, and support and guide the AWW during this process.

Ensure that the AWW fill in the 'Reporting months' columns of Reg 5 and Reg 10, Section 8 correctly when filling in this section.

After the section has been completed, instruct the AWW about how to transfer this information to the MPR.

Using real examples, explain how to report births and deaths that occurred during a previous reporting month, but were not reported during that month.

10.3.4. How this section is organized

This section provides the monthly occurrence of major events in the AWC area in a year (April-March). There are six such sheets in the section.

The columns are months.

The rows are different events, such as new pregnancies, births and deaths.

Rows 1-14 are for events related to residents of your AWC area. Rows 15-27 are for events related to temporary residents of your AWC area. Rows 28-29 are for recording any new children who have migrated in to become residents. Rows 30-31 are for recording the number of resident children who migrated out of your AWC area.

You will need this data for your MPR.

10.3.4.1 What to fill in Section 4 every month

Write the year at the top of the sheet.

At the end of every month, before you make your MPR, you need to fill out this Section. The information required for filling this section can be found in the Pregnancy Register (Register 5), Section 8 of the Summaries Register (Register 10), Preschool Education Register (Register 4) and the Supplementary Food Distribution Register (Register 3). Your Supervisor will show you how to fill this section. Briefly, you need to follow these steps:

1. Use the Pregnancy Register (Register 5) to fill information in Rows 1-5 (Residents) and 15-19 (Temporary Residents):
 - Row 1, Pregnant women registered: Open the Residents section of Register 5. Beginning from the last name that is entered in the register, run your finger up column 5 of the register, counting the number of pregnant women you have registered in the reporting month. As you count them, make a small tick-mark in a corner of the cells of column 5 that you are counting, to indicate that that person has been counted. Write the total number in Row 1 for the reporting month.
 - Row 2, Live Births: In the same section of Register 5, examine Column 12, Date of Delivery. Find the last cell where the upper row (Date of Delivery) is not blank, but the lower row (Reporting month) is blank. This delivery has not yet been reported, so you need to report it this month. Check whether the baby was born in the reporting month. Check column 15 to see if the baby was born live. First count for girls. If the baby was born in the reporting month and was born live, count this as '1'. Move up columns 12 and 15 in this manner until you have counted all live born girls in the reporting month in this manner. Write this number in the 'Girls' column of Row 2 for

the reporting month. At the same time, write the name of the reporting month (Month and Year) in the lower row of each of the cells in column 12 of Register 5, which you have finished counting. Repeat for boys.

- Row 3, Born Dead: Repeat as for Row 2, using columns 12 and 15 of Register 5, but this time, count only those that you have marked as Born Dead in Column 15. Write this number in Row 3.

What to do when you find a birth that has not been reported in the month when it occurred:

Sometimes, it may happen that you come to know about a delivery that has occurred to a resident pregnant woman many days before. This could happen when the woman has gone to her maternal home for the delivery, and you come to know of the delivery when the news comes to you much later. Or, it could happen if the delivery happened in the last few days of the reporting month and no one informed you. In such cases, you may have already completed and submitted the MPR for the reporting month, and only later came to know about such a birth. Your question will be, when do you report such a birth?

The correct way to report an old birth like this is to simply write the name, date of birth and other details in the space provided in your MPR, and not count it in the Summaries Register. At the same time, in the lower row of Column 12 in Register 5, you should mention the month in which you are reporting this in the MPR.

For instance, if a birth happened to a resident woman in October, and you came to know about it only in December, you must report the name and other details of the birth in Section 1C.I (Unreported Births) of your December MPR. But you must not count this birth in the number births reported in Section 1(a) of the December MPR.

- Row 4, Birth weight measured within 3 days: In Register 5, for the live births you counted for the reporting month, examine the upper row of Column 17 (Date of first weighing) and compare the date with the Date of Delivery (upper row of Column 12). Count all the live births for which the difference is less than three days, and write this number in Row 4. Count separately for girls and boys.
- Row 5, Low Birth Weight: Out of those counted for Row 4, examine the lower row (First Weight) of Column 17, and count the number whose weights are less than 2.5 kg (do not count babies whose weight was exactly 2.5 kg). Write this number in Row 5. Count separately for girls and boys.
- Repeat all of the above for Rows 15-19, using the Temporary Residents section of the Pregnancy Register.

2. Use Section 8 (Record of Deaths) of the Summaries Register (Register 10) to fill out Rows 6-13 (Residents) and Rows 20-27 (Temporary Residents). In Section 8, examine Column 7 (Date of death) in the Residents section. If there are no deaths recorded during the reporting month, fill '0' in all the rows 7-13. Similarly, if there are no deaths recorded in the Temporary Residents section; fill '0' in all rows 20-27.

Remember:

Before you report that there are no deaths during the month try and recall if you have forgotten to record some death in Section 8. It is very important to make sure that you record and report every single death in households in your AWC area.

- Row 6, Neonatal Deaths: Count the number of children who have died when they were 27 days or less (Column 8c of Section 8) in the reporting month. Count separately for girls and boys (Column 5).
- Row 7, Post-neonatal infant deaths: Count the number of children who have died when they were older than 28 days but 11 months or less (Columns 8c and 8b of Section 8), in the reporting month. Count separately for girls and boys (Column 5).
- Row 8, Total Infant Deaths: Add numbers in Row 6 and Row 7.
- Row 9, Child deaths: Count the number of children who have died after completing 12 months but 5 years and 11 months or less (Columns 8a and 8b of Section 8), in the reporting month. Count separately for girls and boys (Column 5).
- Row 10, 11, 12 – Deaths during pregnancy, delivery and within 42 days of delivery: Count the number of such deaths recorded in Columns 10, 11 and 12 of Section 8.
- Row 13, Deaths among women 15-49 years old, other than the above: Examine all deaths recorded in the reporting month in Section 8, and see if there are any women who died, who have not been marked in Columns 10-12. Check if any such woman died between the age of 15 and 49 years (Column 8a). Count such women and write the number in Row 13.
- Rows 20-27: Repeat the above for Temporary Residents who died during the reporting month.

In each case, as you count each death, write the name of the reporting month in Column 13 (Month and Year) of Section 8.

What to do when you find a death that has not been reported in the month when it occurred:

This can happen just as it can happen for births, as described above.

As in the case of births, you will report unreported deaths separately, in the space provided in the MPR (Section 1C.II, Unreported Deaths of Women and Children). You will not count such deaths in the number of deaths that you report for the reporting month.

3. To fill Row 14, the number of children admitted to primary school during the month, use Sections 1 and 2 of the Preschool Register (Register 4). In most cases, such admissions will occur among children 5-6 years old (Sections 1c and 2c of Register 4). Examine Column 11 (Date of Admission to Primary School) of all sections for girls of Register 4, and count the number of girls who were admitted to primary school during the reporting month. Write this number in the 'Girls' column of Row 14 for the reporting month. Repeat for boys. Count only Resident children from Register 4.
4. To fill rows 28-31, use the Family Details Register (Register 1) or the Supplementary Food Distribution Register (Register 3),. Rows 28 and 29 are meant for counting children of any new family who have migrated into your area to become residents, such as along with their mothers who may be daughters coming to their parental homes for delivery. Rows 30 and 31 are for resident children who have migrated out of your area.

10.3.5 SECTION 5: SUPPLEMENTAL FEEDING MONTHLY SUMMARY

Facilitators' Note 10.10

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Follow instructions in the manual and demonstrate how to transfer information from Reg 3 to this section.

Explain that the numbers required for any column in the table in this section are all column totals of one of the sections of Reg 3. For instance, all numbers in Column 3 (Girls, 6m to 2y 11m) come from column totals of the left hand side page of Section 2a of Reg 3, for Column 4 from Sec 2b, and so on.

Demonstrate how to add column totals from different pages in the same section using '+'. For instance, if there is more than one page full of girls in Section 3a of Reg 3, then there will be two sets of page totals to be filled in each row of Column 6. These have to be added.

Explain that the fourth row, 'Total' is the total of only the caste categories. Minority and Disabled are counted separately.

Explain that TPF is not a total of any rows in the table. It is the column total of Col 8 of Sections 1a and 1b, and Col 10 of the remaining sections. TPF numbers will usually be large numbers.

Numbers in Col 5 and Col 8 of the table are totals that should be made after filling the remaining columns of the table.

As the AWW make the transfers from Reg 3 to Reg 10, it will be important to closely supervise and ensure that the correct totals are being transferred to the correct cells in Register 10. The availability of competent AWW in every group will be useful during this process. Make random checks to make sure they are doing it correctly.

10.3.5.1 How this section is organized

This section has tables in which you will report numbers related to supplementary food distribution. On each page of this section, there are three tables, one for each month. There are enough pages in this section to report every month for six years.

The table in this section is similar to the table in Section 3. Each table has 7 rows, for different social groups for girls, boys and women.

10.3.5.2 What to fill in Section 5 every month

In Column 1, write the name of the reporting month as month and year (such as 'November 2012')

Every month, before you make your MPR, you will need to fill up this table.

You will use the Supplementary Food Distribution Register (Register 3) to fill this section. The information in this section is meant for residents only, You will enter information related to Temporary Residents directly in the MPR, as described in the manual for MPR.. Your Supervisor will show you how to fill in this section.. Briefly, you will follow these steps –

1. Take out Register 3 and Register 10. First, make sure that you have completed making monthly totals on each page of all sections of Register 3.
2. Start with the column for girls - 6 months to 3 years old in the table in Section 5 of Register 10. The numbers to be filled here in the rows for ST, SC, Others, Minority and Disabled are available from the column totals of columns with the same headers at the bottom of the page in Section 2a of Register 3. If there are more than one page of girls - 6 months to 3 years old, you will add column totals from the second page as well, using a '+' sign.

- Repeat for boys 6 months to 3 years old, using Section 2b of Register 3. Similarly, repeat for girls and boys 3-6 years old, using Sections 3a and 3b of Register 3 respectively. Finally, repeat for pregnant and lactating women, using Sections 1a and 1b of Register 3 respectively.

Example:

For instance, if there are 4 ST girls who received 21 or more days of food on the first page, and 2 ST girls on the second page in Register 3, you will write '4+2 = 6' in the ST row in Register 10. The numbers for the row Total Person Feeding Days is also available from Register 3. For children this is the column total of Column 10 ('Sum of girls given supplementary food daily').

- Total Person Feeding Days: This is the total of number of persons who were provided food from your AWC during the whole month. Take these numbers from the column total of Column 8 ('Sum of pregnant or lactating women given supplementary food daily') in case of pregnant and lactating women (Section 1a and 1b) and from the column total of Column 10 ('sum of boys or girls given supplementary food daily') in the case of children of 6 months to 3 years (Section 2a and 2b) and 3 to 6 years old (Section 3a and 3b).
- Make row totals for children 6 months to 3 years old in the table, adding the numbers for girls and boys for each row. Similarly, make row totals for children 3-6 years old for each row.
- Make column totals of ST + SC + Others in the row 'Totals' for each column.
- Add column totals for all girls from columns 3 and 6, and write in the space provided for 'Total Girls'. Repeat for 'Total Boys' and 'All Children'.

10.3.6 Section 6: PSE Monthly Summary

Facilitators' Note 10.11

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Follow instructions in the manual and demonstrate how to transfer information from Reg 4 to this section. Explain that this is similar to what was done for Reg 3. Supervise closely.

Ensure that they understand that 'school admission' means admission to first standard in any school, and not admission to private nursery or Montessori schools.

10.3.6.1 How this section is organized

Each sheet in this section is meant for making monthly summaries for six months. The section has enough sheets to last for six years.

Each sheet has three tables to be completed each month:

Attendance of 16 or more days: This table is similar to the table in Sections 3 and 5. Each table has 6 rows, for different social groups. The columns are for girls and boys each month.

Total daily attendance: Each table has 4 rows, for different age groups. The columns are for girls and boys each month.

Number of times different activities conducted: The rows are activities. There is one column for each month.

You will find all the information required for filling this sheet in Register 4.

10.3.6.2 What to fill in Section 6 every month

At the top of each column, write the name of the reporting month and year, such as 'November 2012'.

Attendance on 16 or more days during the month

Use Register 4 to write in this table the numbers of children who have attended preschool education sessions in your AWC on at least 16 days in the reporting month. You need to do this for different age, sex and social groups. Your Supervisor will show you how to do this. In brief, you will follow these steps:

1. Sit with Register 4 and Register 10. First, make sure that you have completed making monthly totals on each page of all sections of Register 4.
2. Start with the column for Girls in this table. The numbers to be filled here in the rows for ST, SC, Others, Minority and Disabled are available from the column totals of columns with the same headers at the bottom of the page in Section 1a, 1b and 1c of Register 4. Copy the number for ST column from Section 1a of Register 4 to the ST row in Register 10. Repeat for SC, Others, Minority and Disabled. Repeat for Section 1b and 1c, using a '+' sign.

Example:

if there are 7 SC girls who received 16 or more days of food in Section 1a, 5 SC girls in Section 1b and 11 SC girls in Section 1c, you will write '7+5+11 = 23' in the ST row in Register 10.

3. Repeat the above for boys, using Section 2a, 2b and 2c.
4. Add the numbers of girls and boys in each row to get the numbers for the 'Total' column.
5. Add the numbers for ST, SC and Others in each column to get the numbers in the 'Total' row.

Total daily attendance

Copy the numbers from the last column (Total) in Part D of Section 4 of Register 4 to the correct cells of this table. Start with column for girls, copy the numbers for girls from Part D. Repeat for boys and then for the Total column. Add numbers for age groups in each column to fill the row, 'All Children'.

Number of times different activities conducted

Write the names of activities in the first column.

For each activity, copy the numbers from the last column (Total) of Part A of Section 4 of Register 4 to this table.

In the row, 'Number of days when at least 4 PSE activities were conducted', copy the number from Part C of Section 4 of Register 4.

In the row, 'Number of days when at any PSE activities were conducted', copy the number from Part B of Section 4 of Register 4.

10.3.7 Section 7: Monthly Full Immunization Status

Facilitators' Note 10.12

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Follow instructions in the manual and demonstrate how to fill this section.

Make sure you are using the standard definition of full immunization that is being used by the state.

10.3.7.1 How this section is organized

There is only one sheet in this section.

The sheet has 6 tables, one for each year. This section will last six years.

Each table has 13 columns, for 12 months and the total for the year.

There are two rows in each table. The first row is for the number of children who completed 12 months of age in the reporting month. The second is for the number of children, out of them, who have completed all vaccines by the reporting month.

10.3.7.2 What to fill in Section 7 every month

Make sure you have written the year in the first column of the table.

You will use Column 24 of Section 1 in Register 6 (Immunization Register) to fill the two numbers in this table every month.

Open Section 1 of Register 6. Examine column 24 to find the last few children for whom both rows in the column have been filled. Look for children who completed their first birthday during the reporting month. This date is in the upper row of Column 24 for each child. Usually, there will be two or three such children every month, and their names will all be next to each other. Count this number and write in the upper row of the table in Section 7 of Register 10, for the reporting month. Next, for each child, examine the lower row and count the number of 'Y'. Write this number in the lower row of the table in Section 7 of Register 10, for the reporting month.

Make a total of both rows in the last column, 'Apr-Mar', at the end of March each year, and know for yourself how many children in your AWC area were immunized on time during the whole year.

The 3rd row of the last column is for you to write the percentage of children fully immunized on time throughout the year. That is, to calculate how many children out of 100 completed full immunization on time. Calculate this number by dividing the total of the 2nd row by the total of the 3rd row and multiplying this by 100. Put this number in the cell marked as '%'. Your supervisor will help you do this.

10.3.8 Section 8: Record of Deaths

Facilitators' Note 10.13

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Session Objectives:

Learn how to methodically record basic details of all deaths that occur in the catchment area of the AWC.

Requirements:

- » Filled in Reg 1
- » New, blank Reg 10, Section 8

Steps:

Explain the purpose: this is a record of all deaths that occur –

- » Among members of resident families, whatever the place of death
- » Among Temporary Residents who die while living in the catchment area of the AWC

Explain that –

- » The number of and names of people who die need to be reported monthly; it is expected that there will be about 8-10 deaths a year from the area covered by each AWC, sometimes more, sometimes less.
- » Resident and temporary resident deaths must be recorded and reported separately.
- » In the case of deaths in children, the exact age at the time of death is important.
- » In the case of deaths in women, the relation to pregnancy and delivery is important.

Ask one of the AWW to read from the User's Manual and pause to explain where needed. Take care to explain –

- » How to calculate age at death (Column 8)
- » Reporting date (Column 13)
- » Death during pregnancy, delivery or within 42 days of delivery (Columns 10-12) is only for fixing the time of death. The ANM or MO will determine whether these should be called 'maternal deaths'
- » Serial numbers should start with '1' every April. There is no need to start on a fresh page, just leave a couple of lines blank and start.

10.3.8.1 How this section is organized

This section is for recording each death that occurs in any household of your AWC area, at any age.

The rows are for writing the names and other details of the persons who died.

The columns are details of the deaths.

There is no need to change pages at the end of each year. Just leave one or two lines blank between years. This section will last at least six years.

10.3.8.2 What to write in each column of the section

You will write the names of residents who die starting from the first page of the section. You will write the names of temporary residents who die starting from the last page of the section.

Column 1, Serial number: Give a running serial number, starting with '1' every April.

Columns 2-6: Write as written in the Family Details Register

Column 7, Date of death: Write the date of which the death occurred.

Column 8, Age at death: Write the age in completed years, months or days.

If the death occurred in infants less than 1 month old, write '0' in years and months (8a and 8b), and write the number of completed days of age in 8c.

If the death occurred at any time before 6 years of age, but older than 1 month of age, write the age at death in completed years and months in 8a and 8b. Leave 8c blank. If less than one year old, write '0' in 8a and write the number of completed months in 8b.

If a person died after the age of 6 completed years, write the age at death in completed years in 8a, and leave 8b and 8c blank.

Examples:

If a child died on the 22nd day of life, the child had completed 21 days of life. Write '0' in 8a, '0' in 8b and '21' in 8c.

If a child died in the middle of the 9th month, the child had completed 8 months of life. Write '0' in 8a, '8' in 8b and leave 8c blank.

If a child died in the 18th month of life, the child had completed 1 year and 5 months of life. write '1' in 8a, '5' in 8b and leave 8c blank.

If a child died at the age of 11 years and 3 months, the child has completed 11 years, which is more than 6 years. So, just write '11' in 8a and leave 8b and 8c blank.

Column 9, Place of death: Write the name of the village or town where the death actually occurred. If the person died on the way to some place, write the name of place nearest to the point where the person died. The place of death need not be the village or town where your AWC is located.

Columns 10-12: Fill these columns only if the person who died was a woman (column 5) who was younger than 50 years old (column 8).

If the death occurred when the woman was pregnant, write 'Y' in column 10, else write 'N'.

If the death occurred during delivery of the woman, write 'Y' in column 11, else write 'N'.

If the death occurred within 42 completed days after the woman delivered, write 'Y' in column 12, else write 'N'.

Please note that not more than one of the three columns can be a 'Y'.

Column 13, Date of reporting: Write the name of the reporting month, such as 'November 2012'. You should write this while completing your MPR. This is the month in which you came to know of the death, which may not be the same as the month on which the death occurred.

Register 11

Weight Records of Children

Facilitators' Note 11.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Session objectives:

- » Fill in names and other details of all resident children in the new Reg 11
- » Learn what to fill in each column of the register

Requirements:

- » Filled in Transfer Sheet
- » Old growth monitoring register or growth charts
- » New, blank Reg 11

Seating arrangement:

- » Groups of 4-5, each group having at least one competent AWW

Steps:

- » Explain the purpose of the register: it will enable the AWW to more easily produce the monthly analysis of nutritional status of children
- » Instruct the AWW to:
 - Mark the first page of the new Reg 11 as 'Girls'
 - In the transfer sheet identify the month and year that has children who are 5 years old.
 - Identify the first girl in this month in the Transfer Sheet and copy her name and other details into the first page of the new Register 11. Copy the age of the child as noted in the Transfer Sheet in the "Age" cell of the column for the current month. Then, enter age in the column for the previous month also.
 - Then identify the next girl in the Transfer Sheet and copy her name and details in Reg 11. Enter age details as for the first child. Continue this until names of all girls less than 5 years old have been entered in Reg 11.

- Start on a fresh page of Reg 11, mark it as 'Boys' and repeat the same steps as above for boys less than 5 years old, starting with the oldest and finishing with the youngest.
- » Ask an AWW to start reading from the section "What to write in each column of the register"

11.1 The purpose of this register

This register is meant to be used along with the growth charts that you use for monitoring the growth in weight of children. The purpose of this register is -

- » To keep a written record of the age, weight and nutritional status of all children in your AWC area
- » To identify whether there is change in the weight of each child, and whether this change is as much as expected.

11.2 How the register is organized and how long it will last

There is only one format in the register. On each sheet, you can record the weight of 14 children, for 12 months, from April of one year to March of the next year. Girls and Boys must be recorded on separate sheets. These records are meant for resident children only. For children who are temporary residents, you need to maintain only the growth charts.

How long each register lasts depends upon the number of births taking place in your AWC area each year. In most cases, each register will last for at least five years.

11.3 How to start using the register for the first time

You are currently using growth charts for individual children. You will continue to use them, and in addition you will record the weights of children in this register, to make it easier for you to analyse and report in your MPR.

Your Supervisor will teach you how to use the Transfer Sheet to start using the register for the first time. In brief, if you have already created the Transfer Sheet, you will use the following steps:

- » First, copy the names of all girls less than 5 years old from the transfer sheet to this register in the same order in which they appear in the Transfer Sheet. Start from the first page of the register, with the name of the oldest child. Write down the serial numbers and the dates of birth of all girls. Make sure that the oldest girl is at the top of the first page of the register and the most recently born girl is at the end of the list. On the top

of each page where you have written the names of girls, tick-mark the box 'Girls' at the top of the sheet.

- » Repeat the same process for boys, and write the names of all boys under 5 years old over the next few pages, starting on a fresh page.
- » Using the Family Details Register or the Calendar, write down the age of each child in April of the year, in years and months, in the 'April' column for each child.
- » Using the growth charts of individual children, copy the weight and nutritional status of each child in the weight column of the previous month. For example, if you are making the register for the first time in December, copy the weight and nutritional status of each child in November in the column for 'November'. Also mark the change in weight from October to November, as described below.

Once you have completed this, you are ready to start using the register for recording weights of children this month.

11.4 What to write in each column of the register

At the top of each page, there are boxes for 'Girls' and 'Boys'. One of them should be ticked, to indicate whether the page has names of girls or boys.

At the top of each sheet, indicate the reporting year, such as '2012-2013'.

Column 1, Serial number of child: Give a serial number starting from 1, separately for girls and boys. Every year, start with 1, again.

Columns 2-5: Write as in the Family Details Register.


Columns 6-18, Age, Weight, Change and Status: Each column is a different month. Each column has 4 cells for each child, for recording the Age, Weight, Change and Status of the child for that month.


		March	
<i>Age</i>	<i>Weight</i>		
<i>Change</i>	<i>Status</i>		


Record the age in years and months in the upper left cell. One simple way to record this is separating the two with a comma. For example, the age of a child who is 3 years and 10 months old can be recorded as '3,10'. If you have recorded the age in the 'April' column when you first created the sheet, it is easy to write the age in any month, by simply adding one month for each month after April. When a child reaches 5 years, you can stop recording weight.

Record the weight in kilograms in the upper right cell. Write this in the manner that you usually write, such as '11.7' to indicate 11 kilos and 700 grams.

Record the direction of change in weight in the lower left cell. In this cell, you will record whether the weight increased, did not change, or decreased, as compared to the previous time when the child was weighed. You may do this as you were trained to do for using the growth charts. You may do this in the following manner:

Increased since last time: 

No change since last time: 

Decreased since last time: 

Record the nutritional status for the month in the lower right cell: Write the colour of the grade according to the growth chart. For example, write 'G' for Green, 'Y' for Yellow, 'O' for Orange.

As has been instructed, you will weight all children under 3 years old every month.

You will weigh children older than 3 years once in 3 months. In the case of such children, two out of every three columns for will remain blank.

Facilitators' Note 11.2

- » Demonstrate, using the flex sheet or demo data how to record and mark weight, change in weight and nutritional status.
- » Instruct the AWW to complete the task of filling out the new register:
 - Open the old growth monitoring register or growth charts.
 - For each child, one by one, identify the child's last weight record and copy the weight and nutritional status to the correct column of Reg 11 for that child and month. In this manner, copy the last two weight records for each child in the correct month columns. Then, mark the change in weight between the two weights as explained in the manual.
 - Complete these steps for all children.
- » Once everyone completes this task, explain that:
 - They should now start using this register each time they weigh a child
 - They should record each weight, change in weight and nutritional status in the register when they plot the growth charts
 - After one month, when they all meet again, you will teach them how to make reports from the data

11.5 What to do at the end of the month

Facilitators' Note 11.3

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Session objectives:

- » Make page totals in the register
- » Transfer data to Register 10

Requirements:

- » Reg 11 that has been used for one month
- » New Reg 10

Steps:

- » Ask one of the AWW to read this section of the manual.

Every time a new baby is born, you must immediately enter the name of the baby in this register. At the end of the month, check and make sure that you have added all births of the month in the register.

At the end of the month, after you have completed recording all weights for the month, fill the page totals at the bottom of the sheet:

There are three age groups for which you will make totals separately:

- » year (upto 11 months old)
- » 1-3 years (from 12 months to 2 years and 11 months old)
- » 3-5 years (from 3 years to 4 years and 11 months old)

If you have arranged the children according to age, it will be very easy to identify children belonging to each age group.

Number weighed: Run your finger down the column for the month, and count the number of children weighed in each age group during the month. Write this number in each of the columns in the row 'Number weighed'. To make this easier, you may mark the 'Age' cell differently for each age group, such as by placing a dot in a separate corner for each age group.

Normal (Green), Moderately underweight (Yellow), Severely underweight (Orange): Run your finger down the column again, and count the number of children in each age group marked 'G'. Write these numbers in the row 'Normal (Green)'. Repeat for children marked 'Y' and 'O'.

Once the numbers are counted for each page, you will use them to report in your MPR.

Facilitators' Note 11.4

Demonstrate how to make page totals, using a flex sheet or demo data, or using a register filled in the previous month by one of the AWW.

Give time to the AWW to complete making page totals. Support and monitor them.

11.6 What to do in April every year

At the end of March every year, you will have completely used up one sheet of the register. So you need to make a fresh sheet for the next year.

Start from a fresh page, write the year at the top of the sheet, such as '2013-2014', and copy the names of girls and boys from the previous year's sheets to the new sheets. Start with girls who are 4 years 11 months old in April of the new year, and copy all names to the fresh sheets. Repeat this for boys.

You will update your Family Details Register every April. After you have completed updating, make sure that you add the names of any new children in this Register (11) that you have found Family Details Register.

When you copy the names and other details from the old sheets to new sheets in the register, make sure that you also copy all details in the 'March' column at the end of the previous sheet to the 'March' column at the beginning of the new sheet.

Facilitators' Note 11.5

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Ask the AWW to read this section, and explain what they are expected to do next April.

It is the supervisor's responsibility to ensure that the AWW correctly follow the steps outlined in this section every April.

The Calendar Tool Book

Facilitators' Note 12.1

When to introduce and teach the use of different tools

The Calendar Tools should be introduced in the following sequence:

Phase 1, along with Reg 1:

- » Age calculation tables
- » Year of Birth calculation tables
- » LMP-EDD calculation

Phase 2, along with Reg 6:

- » Use of Calendar

The booklet of tools contains four tools:

1. Calendar: a 6-year calendar, starting with 2012
2. Age calculation tables for children less than 6 years old – Tables 1a, 1b, 1c, 1d, 1e, 1f
3. Year of birth calculation tables for older children and adults – Tables 2a, 2b, 2c, 2d, 2e, 2f
4. Calculation of expected date of delivery (EDD) and date of maturity (DoM) – Table 3

12.1 The 6-year Calendar

Facilitators' Note 12.2

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Requirements:

- » Calendar Tool book
- » The Calendar in Reg 6
- » Local Hindu and Islamic calendars, as relevant

Steps:

- » Explain the purpose of the calendar
- » Explain that today, they will prepare the calendar for use over the next one year
- » Ask one AWW to read from the manual, and explain each step

12.1.1 Purpose

The calendar will help you plan your work. Some of the uses of the calendar include:

- » Calculation of due dates for immunization
- » Estimating date of Last Menstrual Period
- » Calculation of duration of a pregnancy in weeks
- » Calculation of the expected date of delivery and the date of maturity
- » Planning according to local festivals
- » Planning your meeting days and holidays

Facilitators' Note 12.3

Explain that they have already learnt to estimate EDD using Table 3. They will learn the rest today

12.1.2 How to get the calendar ready to use

You have been provided two six-year calendars. One of them is in your Register 6 (Immunization Register) and another in your booklet of Tools. You should get both of them ready in the manner described below, and use either of them, as convenient to you.

For each year, the columns are days of the week, and the rows are weeks and months. It is arranged in such a manner that, starting with any date of any year, you can count the number of weeks forwards and backwards. This is useful for determining the due date of vaccines, as well as weeks of duration of pregnancy.

Facilitators' Note 12.4

Explain how weeks can be counted, using examples:

- » If a child was born today, on what date would the child complete 4 weeks?
- » If a child was born today, on what date would the child complete 6 months?
- » If today was the LMP, find the EDD by adding 40 weeks
- » If a child has completed 6 weeks today, what was the date of birth?
- » If the child completed 6 weeks on 15 January 2013, what was the date of birth?

Full moon and new moon days are marked in the calendar with symbols ○ for the full moon and ● for the new moon. There is a blank column on the right side margin of every year, where you can write the name of the local months, Hindu or Islamic.

To start using the calendar, take the following steps:

- » Mark all the VHND dates until next April, or for the next one year: You know on which fixed day of the month the VHND is scheduled in your AWC every month, such as 'first Wednesday' or 'third Friday'. Find this day for every month and mark it on your calendar, by circling the dates. Do this for the next few months for a start.
- » Mark the names of Hindu or Islamic calendar months: In the blank column on the right side of each year in the calendar, draw small lines to mark the beginning and ending of Hindu or Islamic calendar months. In between these lines, write the names of the months. The Hindu month may begin after the new moon or after the full moon in different parts of India. The Islamic month begins after the new moon day.
- » Mark holidays on which your centre will be closed, by marking a small cross (x) next to the date. You do not need to mark Sundays, since all the Sundays are in the first column.

Facilitators' Note 12.5

Instruct the AWWs to mark all the VHSND dates of their own centres in the calendar for the next 12 months.

Using a local calendar, identify the current Hindu or Islamic month, whichever is commonly used locally, and identify the starting and ending dates of the month. Instruct the AWW to draw lines with a pencil in the blank column on the right side in the calendar, and write the name of the local month. Ask the AWW to repeat this for as many past and future months as possible, for which you have information available from a local calendar. Explain that marking past months will make it easy to find LMP or birth dates accurately.

Identify the main festivals and holidays for the last few months and the next few months from the local calendar, as described, by putting small 'x' signs against the dates.

Discuss the calculation of due dates along with the session on Reg 6.

Now you are ready to use the calendar.

12.1.3 How to use the calendar for different purposes

The section in the User's Manual on Register 6 describes how to use the calendar to calculate the due date for vaccines. You have been provided a separate tool to calculate the expected date of delivery and the date of maturity, but you can use the calendar also for this purpose, as described below. You can calculate the weeks of completed pregnancy using the calendar, starting with the last menstrual period.

You may use your calendar for any other purpose that you find useful.

12.2 Tables for calculating the age of children as on April 1st each year

Facilitators' Note 12.6

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Requirements:

- » Calendar Tool book

Steps:

- » Explain the purpose of the Age calculation tool
- » Ask one AWW to read from the manual, and explain each step

Tables 1a, 1b, 1c, 1d, 1e, and 1f are simple tables that you can use to quickly calculate the age of a child in months and years, if you know the date of birth. Table 1a is for calculating the age as on 1st April, 2012, Table 1b if for calculating the age as on 1st April 2013, and so forth. The tables are useful for children under six year of age.

The first two columns of each row show you dates 'from' and 'to'. If a child has a date of birth between these two dates, the age in completed years and months is as shown in the third column. This is the age of the child on April 1st of the year. For instance, if you want to know the age on April 1st 2013, use Table 1b.

Example:

There is a child, Munni, whose date of birth is 12.06.2010. You want to know the age of Munni as on April 1st of 2013. Follow these steps:

- » Look for the table which gives you the age as on April 1st 2013. It is Table 1b.
- » In Table 1b, find the row that has 'from' and 'to' dates between which the birth date of Munni falls. In this case, the birth date is 12 June 2010. Run your finger down the 'from' columns of Table 1b, until you locate dates for the year '2010' and for the month 06. You will find the dates in the ninth row of the third table on this page, which says 'From' 02.06.2010 'To' 01.07.2010. You can see that the birth date of Munni, which is 12.06.2010, falls between these dates.
- » Check the third column in this row. It says '2 years 9 months'. This is the age of Munni as on 1st April 2013.

From	To	Year/Month
02.02.2011	01.03.2011	2 Year 1 Month
02.01.2011	01.02.2011	2 Year 2 Month
02.12.2010	01.01.2011	2 Year 3 Month
02.11.2010	01.12.2010	2 Year 4 Month
02.10.2010	01.11.2010	2 Year 5 Month
02.09.2010	01.10.2010	2 Year 6 Month
02.08.2010	01.09.2010	2 Year 7 Month
02.07.2010	01.08.2010	2 Year 8 Month
02.06.2010	01.07.2010	2 Year 9 Month
02.05.2010	01.06.2010	2 Year 10 Month
02.04.2010	01.05.2010	2 Year 11 Month

Example:

During your house-to-house survey in April 2013, Pintu's mother tells you that she does not remember his date of birth. She only remembers that Pintu was born about one year ago, five days after holi. Can you find the date of birth using your calendar? If you have marked local months in your calendar, you can see that Holi was on the full moon day of the month of Phalgun, which was on the 8th of March, 2012. Five days after this is 13th March 2012. This is Pintu's date of birth.

Facilitators' Note 12.7

Give exercises:

- » Find out the Age as on April 1st of 2013 for the following Dates of Birth :
 - 24 June 2012 [Answer: 9 m]
 - 1 May 2010 [Answer: 2 y 11 m]
 - 3 days before the Amavasya of Shraavan of 2012 [Answer: DoB 16.7.12, Age 8 m]
 - 18 Aug 2013 [Answer: not yet born]
- » Find out the age as on April 1st 2014 for the same children [Answer: add one year; the age of the fourth child would be 7 m]

12.3 Tables for Calculating the Year of Birth or Age in completed years

Tables 2a, 2b, ... 2f can be used for two purposes:

Calculating year of birth:

For children older than 6 years and for adults, you may be only told the age in years, and people may not know the date of birth. In this case, you can use these tables for finding out the year of birth.

Example: For instance, during your house-to-house survey in April 2013, Ram Ratan says he has completed 63 years this year. You can write this age in Register 1, but it is important to also write the year of birth. Look up Table 2b, which is for 2013. Look for the age '63'. You will find that the year mentioned for age of 63 years is 1950. This is Ram Ratan's year of birth. Write this in Register 1. Every year, in April, when you update the age of all members of the family, you can use the year of birth to make sure you are calculating the age correctly.

Calculating age in completed years:

If the date of birth is known, write down the date of birth in Register 1. Use the year of birth to find the age in completed years in April, with the help of these tables.

Example: For instance, if Ram Ratan had told you he was born in 1949, but does not tell you how old he is in 2013, you can look up Table 2b, which is for 2013. Find the year 1950 in the table, and you will see that the age for that year is 63. This is Ram Ratan's age in 2013.

Facilitators' Note 12.8

Give exercises using examples from the updated Register 1 of one of the AWW:

- » Find out the Year of birth if the reported age is xx
- » Find out the Age in completed years if the reported year of birth is xxxx.

12.4 Table for Calculating the Expected Date of Delivery and the Date of Maturation

Facilitators' Note 12.9

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1	Phase 2		

Requirements:

- » Calendar Tool book
- » New Reg 1

Steps:

- » Explain the purpose of the EDD and Date of Maturity calculation tool
- » Ask one AWW to read from the manual, and explain the concept of LMP, EDD and DoM

The average duration of a pregnancy is about 280 days, counting from the day her last menstrual period started. 280 days is 40 weeks, or about 9 months and 7 days on a calendar. To calculate the expected date of delivery (EDD), we add 9 months and 7 days to the date of the last menstrual period.

When a woman delivers around this date (EDD), we say that she delivered on time, or at full term.

When a woman delivers more than three weeks before the EDD, we say that she delivered prematurely. That is, the baby was born before it was fully mature. Such babies are in greater danger of falling sick and dying than babies born at full term, so it is important to identify such babies. If a woman starts having labor pains before the date of maturity of the baby, the woman should immediately rush to a hospital which can take care of such cases. We can call this date the date of maturity (DOM).

When a woman does not deliver until more than two weeks after the EDD, then we say the baby has stayed in the womb for too long. This is rare, but in this case also, the woman should reach a hospital and tell the doctor that she has not developed labor pains despite two weeks having passed after her EDD.

How to find the EDD and DOM when LMP is known:

If a woman remembers her last menstrual period with certainty, you can use your tools in several ways to calculate the expected date of her delivery:

1. Count months and days using your calendar.

Example: Salma tells you that her last menstrual period (LMP) began on 10th June 2012. Look at your calendar, and mark 10th June 2012 with a pencil.

To find EDD, count 9 months and 7 days from that day. First, add 9 months: July 10th is 1 month, Aug 10th is 2 months and so on: September, October, November, December, January 2013, February, March. That is nine months complete on March 10th 2013. Add 7 days to this. 17th March 2013 is her likely expected date of delivery (EDD).

To find DOM, count 21 days before EDD. That is 24th February.

Count weeks using your calendar.

Example: After you have marked Salma's LMP (10th June 2012), notice that it is a Sunday.

To find EDD, count 40 Sundays after that date, by simply going down the column for Sundays: 17th June is 1 week, 24th June is 2 weeks, 1st July is 3 weeks and so on until you reach the Sunday after 40 weeks, which is 17th March 2013. This is Salma's likely date of delivery.

To find DOM, count 3 Sundays before EDD. That is 24th February.

2. Use Table 3.

In Table 3, you will notice that there are 12 tables on the page, each having three rows of dates:

The first row contains the dates of the last menstrual period (LMP).

The second row has the dates of the expected date of delivery (EDD).

The third row has dates of maturity of the baby (DOM).

Notice that the name of the month is written at both ends of each row. For LMP dates, each row has dates from one month only. But for EDD and DOM, the month changes somewhere in the middle of the row, so each row starts with dates from one month, but ends with dates from the next month.

If you know the date of the last menstrual period, locate this date in the first row of that

month in Table 3. The date in the second row in the same column in the EDD, and the date in the third row is the DOM for this LMP.

Example:

Salma's LMP is 10th June. Find '10' in the row 'June' for 'LMP'.

The date in the second row below '10' is '17'. Look at both ends of the second row. You will notice that the row starts with 8th March and ends with 6th April. Which means the EDD is 17th March.

The date in the third row below '10' is '24'. Look at both ends of the third row. You will notice that the row starts with 15th February and ends with 16th March. Which means the DOM is 24th February.

Facilitators' Note 12.10

Explain when and why they will calculate EDD and DOM:

- » When they come back one month from now, after having completed updating the Reg 1, the AWW will need to start making their new Pregnancy register. For that they need the EDD of all pregnant women. Therefore they need to make sure that they get the EDD of all pregnant women during their house-to-house survey.
- » When the AWW comes to know that a woman has started having labor pains, she should check to see how close the woman is to EDD, and whether the DoM has passed. If the labor pains have started before DoM, the woman should be referred immediately to the appropriate hospital for premature labor.
- » As soon she gets the date of LMP from a pregnant woman, the AWW will estimate the EDD and DOM and inform the woman of both these dates, and explain what they mean.

Give exercises for calculating EDD and DOM:

- » Take examples of LMP from the old pregnancy register of an AWW and ask the participants to use Table 3 to estimate EDD and DOM.

What to do when the woman remembers LMP according to local calendar

Often, women will remember their LMP, but according to local festivals or local months. If you have marked local months on your calendar as described above, you should be able to find the exact or approximate date of LMP. Once you have found the date, use any of the methods described above to find the EDD and DOM.

What to do when the LMP is not available at all

Sometimes, a woman may not at all remember her LMP.

This may be because you are registering her late, and she has already forgotten the date. This is a good reason why you should try and register pregnancies on time.

This may also be because she has become pregnant without menstruating again after her last delivery. This tells you that if a couple does not plan when to have their next child after a delivery, there is a danger of becoming pregnant again, even if the couple did not intend to.

If the woman cannot give you a date for LMP, let the ANM know. She may be able to examine the abdomen of the woman and provide an EDD. Sometimes, it may be necessary to consult a doctor.

13 Data Transfer Sheet

Facilitators' Note 13.1

Level 1	Phase 1	Phase 2	Phase 3	Phase 4
Level 2, 3	Phase 1		Phase 2	

Preparation

Ask the AWW to sit in groups of 5-6. Each group should include at least one competent AWW, preferably one of those who have already completed Age calculations and completed making the Transfer Sheet. Preferably, meet with these advanced AWW separately, before the training begins and check to see if they have made the age calculations and the Transfer Sheet correctly.

Each AWW should have brought with her:

- » User's Manual
- » Calendar Toolbook
- » Old survey register
- » Completed Family Details Register
- » Updated map of the AWC

Each AWW should be given a full set of fresh, blank Transfer Sheets (4 sheets).

Each group of AWW should be given a Demo Transfer Sheet.

Steps to be followed for Making the Transfer Sheet

- » Start this only after the process of calculating EDD of all pregnant women is completed. If Age as in April and Year of Birth calculation is not complete, ask the participants to complete that on their own, later.
- » Point out the section of the User's Manual having instructions for making and using the Transfer Sheet.
- » Explain the purpose of the Transfer Sheet.

- » Explain that they must use the Transfer Sheet only for resident women and children. They should make separate lists of non-resident women and children in any available rough blank sheets of paper. Demonstrate how to make columns similar to the Transfer Sheet for Temporary Residents, in blank pages of an old register.
- » Using examples, demonstrate how to enter names and other details from the Family Details Register into the Transfer Sheet, or into the list of Temporary Residents as the case may be.
- » Explain that each AWW should complete writing the names of all pregnant women and children under 6 years of age from all families in the Family Details Register into the Transfer Sheet.
- » Explain that the column for 'Age' in the Transfer Sheet should be filled at the end, after all names and other details have been filled. The Age in the Transfer Sheet is the Age of the child as on the month when the Transfer Sheet is made. This may not be the same as the 'Age in April' mentioned in Register 1.
- » They should work in pairs, and take each others' help as needed.
- » Give sufficient time, and supervise the process directly, and through those AWW identified as competent
- » Request competent AWW to directly help the weak ones, if need be, so that the whole exercise is completed in reasonable time.

13.1 Purpose of the Data Transfer Sheet

- » To help arrange the names of children and pregnant women in the correct order, according to the date of birth or likely date of birth.

When copying names of pregnant women or children from the Family Details Register for into other registers, it is important to list the names in the correct order, so that the oldest pregnancy or oldest child is at the top of the list, and the youngest at the end of the list. If you list children and women in this order, it will become very easy to locate children and women in the registers, because then, women of the same duration of pregnancy or children of the same age will always be found next to each other.

The Data Transfer Sheet helps to easily list women and children in the correct order. You must first copy names of the women and children from the Family Details Register to the Data Transfer Sheet before copying the same names from the Data Transfer Sheet to the service registers. This is a one-time effort that saves a lot of time in looking for names everyday later on. Once you have created a register in this manner, you can then add any new pregnancy or childbirth that occurs to the bottom of the list in the register.

13.2 How the Data Transfer Sheet is organized and when to use it

The Data Transfer Sheet has separate columns for each year for a total of 8 years, spread over 4 pages. The rows are for names of individual children, in groups for different months of the year, from January to December.

The Transfer Sheet is designed to be used only once, when creating new service registers after the survey register has been created. Once the new service registers are created, you will have no further need for the Data Transfer Sheet.

13.3 How to make the Transfer Sheet

Your Supervisor will guide you in copying names and other details of women and children from Register 1 into the Data Transfer Sheet. In brief, you will use the following steps:

1. After you have completed updating the new Register 1 for the first time, sit with the new Register 1 and the blank Data Transfer Sheet.
2. Start with the first family listed in Register 1. Go through the list of members and identify children under six years of age (Column 8), and pregnant women (Column 10).
3. For pregnant women in the family:
 - Check if they are daughters-in-law (residents) or daughters (temporary residents).
 - Check EDD. If EDD is not known, use expected month of delivery.
 - Write down the name of any resident pregnant woman in the appropriate year of the Data Transfer Sheet, in the correct month according to her known EDD.
 - Write the EDD in the column provided. Writing only the day is sufficient, since the month and year are already marked.
 - Copy the serial number of the family and the serial number of the individual in the columns provided.

If the woman is a temporary resident, write her name on a separate sheet of paper, along with EDD and serial numbers.

4. For each child under six years of age:
 - Check whether the child is a resident or temporary resident.
 - Check the year and month of birth.
 - Write down the name and sex of any resident child in the appropriate year columns of the Data Transfer Sheet, in the correct month, according to the date of birth.
 - When writing names of children less than six months old, also write the names of their mothers, in brackets.

- Write the date of birth in the DoB column.
- Copy the serial number of the family and the serial number of the individual in the columns provided.

If the child is a temporary resident, write her or his name on a separate sheet of paper, in a list separate from the list of pregnant women, along with date of birth and serial numbers.

5. Complete doing this for all families in your Family Details Register.
6. Check your old pregnancy register to see if there is any currently pregnant woman in the register whose name has not been included in the Family Details Register for any reason. Include such pregnant women in the Family Details Register as well as in the Data Transfer Sheet.
7. Check your old immunization register to see if there is any child less than 2 years old in the register whose name has not been included in the Family Details Register for any reason. Include such children in the Family Details Register as well as in the Data Transfer Sheet.
8. After you are sure that you have included the names of all children and women in the Data Transfer Sheet, examine the names written within each month, and assign them serial numbers starting from 1 for the oldest within each month in the small column provided on the left of the column for names.
9. Finally, assign age in completed years months to each calendar month in the Data Transfer Sheet, starting with '0' year and '0' month for the current month, and adding 1 for every month before that. Write this in the Age, Years and Months columns.

Remember:

The Age in Years and Months in the Transfer Sheet is the age as in the month when the Transfer Sheet is being made. This may not be the same as the 'Age as on April 1st' as mentioned in the Family Details Register.

10. Similarly, for temporary resident children and pregnant women, assign serial numbers according to the date of birth, starting with '1' for the oldest, separately for children and pregnant women.

Your Data Transfer Sheet is now ready for use.

14 AWC Monthly Progress Report (AMPR)

This report is to be prepared by the AWW every month.

Make this report after having completed all summaries for the month in the Summary Register (Register 10).

Write the reporting month and year at the top of the MPR.

Identification and background information

Fill the details as required. Use codes as instructed by your Supervisor. If you do not know the codes leave the space for codes blank.

Part A

1 (a) Details of births, deaths and new registrations during the month

In this section, record information for births and deaths, separately for permanent and temporary residents and for girls/women and boys.

For Residents, copy from rows 1 to 12 of Section 4 of Register 10, for the reporting month. For temporary residents, copy from rows 15 to 25.

1 (b) Deaths of women and children during the reporting month

In this section, record the names of the women and children you have reported in the previous section, both for residents and temporary residents. These details are available from Section 8 (Record of Deaths) of Register 10. In the case of children's nutritional status, write the last recorded nutritional status from Register 11.

1 (c) Details of previously unreported Births and Deaths

In this section, record the information of births and deaths that occurred in earlier months but you could not report in previous MPR.

The information for previously unreported births is available from Register 5 (Pregnancy register). Look under Column 12 for births where you have not entered the reporting month, where the lower

row is blank. Please note that this includes children who were born live as well as born dead. Enter the names of such children in this section of the MPR. If names of children are not available, write as 'daughter of ...' or 'son of ...', and mention the name of the mother as mentioned in Register 5. Although this is not mentioned in the MPR, mention whether each birth is a live birth or still birth along with the name in brackets, such as (live born) or (born dead). Once you have written the name of the child in the MPR, write the name of the reporting month in the lower row of Column 12 of Register 5. Make sure you have reported all births among residents as well as temporary residents.

The information for deaths is available from Section 8 of Register 10, Record of Deaths. Look for those deaths for which Column 13 is blank. Write such names in this section of the MPR. Once you have written these names, immediately write the name of the reporting month in Column 13 of Section 8 of Register 10. The nutritional status information is available in Register 11. Use the last recorded nutritional status for the child. Make sure you have reported all deaths from among residents as well as temporary residents of Section 8 of Register 10.

It is important to keep a careful record of the month in which you have reported each birth and death, in Registers 5 and 11. This way, it will be possible for you to be sure that you are not failing to report any birth or death, and that you are not reporting the same birth or death twice.

2a. Delivery of Supplementary Nutrition and Pre-School Education (PSE)

- » Record the number of days on which AWC was opened during the month.
- » In the table, record the number of days in the months on which Morning Snacks/ breakfast, Hot Cooked Meal/ RTE, Take home ration (THR) or PSE were provided.
 - Take the information for meals from Section 2 of Register 2, from the last row, where you have made column totals of the columns for breakfast, hot cooked meals and THR for the month.
 - For the number of days of PSE, copy the number from Section 4B of Register 4 for the month.

2b. Iodized salt is used at the AWC? Yes/No Tick one of the boxes, as appropriate.

3. Supplementary Nutrition Coverage

a. Beneficiaries

(Number of residents of AWC area who were given supplementary food for 21 or more days during the reporting month)

Copy this information from Section 5 of Register 10 (Summaries Register).

b. Usual Absentees (Residents)

You have recorded the number of absentees throughout the month, at the bottom of the first column of every section of Register 3. Copy numbers from each of those sections into the correct cells of this table.

c. Temporary Residents who have received supplementary food during the month

You have made totals of number of pregnant women, lactating women and girls and boys of different age groups in different parts of Sections 4a and 4b of Register 3. Copy these numbers into the correct cells of the table in this section.

4. Pre-school Education Coverage

a. Attendance (16 + days in the reporting month)

Copy the information from Section 6 of Register 10, for the reporting month.

b. Total daily attendance during the month by age category

Copy the numbers from Section 6 of Register 10 into the respective cells of this table, for the correct reporting month.

c. Usual Absentees (Residents)

You have recorded the number of absentees throughout the month, at the bottom of the first column of every section of Register 4. Copy numbers from each of these sections into the correct cells of this table, for the correct reporting month.

d. Number of days on which at least four PSE activities were conducted:

Copy the number from Section 6 of the Register 10.

e. Number of days on which any PSE activity was conducted:

Copy the number from Section 6 of the Register 10.

5. Nutritional Status of Children (Residents)

Copy the numbers from the bottom of each page of Register 11 to the correct cells of this table, separately for girls and boys. Use a '+' sign to add page totals from different pages into each cell. After all page totals have been copied, add the numbers in each cell and write the totals in the same cell.

Report this only for resident children.

6. Immunization coverage

Copy the two numbers for the reporting month from Section 7 of Register 10.

7. Village Health and Nutrition Day (VHND) activity summary

Copy the information from Section 2 of Register 6, for the reporting month. If no VHND or immunization day was held at your centre during the month, leave the section blank.

8. Referral Services

Take the information about the number of referral cases for children, pregnant women and lactating women from Register 9 (Referrals Register).

Count the number of cases referred and reached the health facility during the reporting month for each of the conditions mentioned and write in the correct cells of this table.

9. Monitoring and Supervision during the month

This section is for you to provide information on the monitoring and supervision work done by different people in your AWC area.

Mark '✓', if any supervision or monitoring visits were made by any of the people mentioned in the table, during the month. If the person's designation is not mentioned in the table, write the designation under others.

10. Details of engagement in non-ICDS work

This section of the MPR is for you to provide information about work that you have done during the month that does not directly relate to ICDS, that is, work that is not covered in any of these 11 registers provided to you. It could be work done for the same department, or for other departments or organizations, such as BPL survey, Pulse Polio campaign, *Nirmal Gram* Programme etc.

List each such activity separately, indicate the approximate number of days you spent on each activity and approximately how many hours you spent on each of those days.

11. Analysis of important Behaviours and Services

This section contains a number of questions that you need to answer at the end of each month. They are simple questions, which you should be able to answer with occasional reference to your Home Visit Planner, Pregnancy Register, Immunization Register, and so on. If you are maintaining close contact with families in the community, you should be able to answer most of the questions from memory alone.

Each question has two parts:

- » The first part is about how many mothers or children of a particular age group are there in your AWC area at present. As you start answering the questions, you will notice that the answer to each question is a very small number. For instance, 'Number of children completing 6 months in this month' is usually 2 or 3.
- » The second part is about these few children. For instance, 'How many among them are being given only breast milk?'. Here you have to think of those 2 or 3 children who are going to complete 6 months in this month, and think of what you know about them. If you know which of these children is already being given something other than breast milk, count the number and write this number here.

The purpose of answering the questions is for you to analyze for yourself how well families are taking care of the mothers and children. As you start thinking about each question, you will recall individual families in your mind, and think of which families are following the correct caring and feeding practices, and which families are not. This will help you decide which families need your attention for what reason, over the next month. This will also help you to remember and identify problems with some families which you may want to talk to your Supervisor about. Answering these questions will also help you realize how much you know about the mothers and children in your AWC area, and you can then think of what you should do to know enough about them.

After you submit your MPR, your Supervisor may speak to you about the answers you have written, and about what can be done about individual families who need more persuasion and support.

Note: Your Supervisor may also change the questions in this section from time to time, to help you pay attention to specific problems in your area.

Part B

My space (write in bullet format)

This place is to write the experience of AWW while working at the AWC during the month.

Problem faced to run the AWC and how you solved the problem, eg.,

- » Problem could be malfunction/non-functioning of weighing machine,
- » More engagement on non-ICDS activities etc.

Also mention how you overcome these issues at the local level with the help of local PRI members or CDPO.

This section also gives the AWW a chance to show their success/achievement of the month, eg., significant change in nutritional status of children, enrolment in PSE/SNP from the 'left out' population of the village, and also appreciation to the other staff.

In addition, if there is a need for support from CDPO/ ANM/PRI members, the AWW can mention that in this section on specific issues. This will help them to get support/to take action immediately.

Annex: Supplementary food stock details of the reporting month

This section provides clear idea on the availability of the supplementary food at the AWC level. Copy the information from the Register 2: Supplementary Food Stock Register and write here.

15 AWC Annual Status Report (AASR)

Write the reporting year at the top of the report. Eg., 01.04.2012 to 31.03.2013. This report has to be generated only once in the year and for the above mentioned period.

Identification and background information

Fill the details requested. Use codes as instructed by your supervisor. If you do not know the codes leave the space for codes blank.

Part A

Answer questions as requested in each section. Consult your supervisor in case of doubts.

1. Location of AWC: write the code in the box, eg., if the AWC located at the periphery of the village, write 'b' in the box.
2. AWC run by: write the appropriate code in the box. Eg., if the AWC is run by any NGO, write 'c' in the box.
3. Whether AWC resides in the same village/town?: if yes, write 'yes' in the box.
4. Distance between AWC's home and the AWC (in km.): write the answer in the box. The distance could be approximate.
5. How many AWCs are there in this village excluding this one: write the number in the box. In case, there is no other AWC located in the village, write zero.
6. Details of Annual Family Survey: Fill these details from Sections 1 and 3 of Register 10, after the annual update has been completed.
7. Identification of disabled children (0-6 years): This information can be taken from Section 2 of Register 10: Summary Register.
8. Infrastructure Status: This section gives the infrastructure status of the AWC – the status of the structure, sanitation, drinking water facilities in AWC and others. Write the appropriate code in the box as mentioned in the question.
9. Staff profile: Answer as requested.
10. Supply position:
 - a. Items at AWC: This table gives information on the items available at AWC and also their

usability. It is possible that an item may available in AWC but not at the usable condition. Eg. Adult weighing scale/flat weighing scale not working accurately, medicine kit with medicine of expired dates, mats are torn etc. Put Tick '√' on the appropriate box respect to each item.

- b. Records and registers: it is mandatory to have all the prescribed registers available at the AWC. Mark '√' whether registers (1-11) are available at AWC. Similarly if other records are available in AWC put '√' against the record in this table.

Part B

My space

This space is used by AWWs to provide information regarding achievements, problem faced, and their learning during the year. AWWs need to write briefly on specific issues in this space.

While mentioned on 'constraints' faced during the year, write in bullet format the problems faced. Eg.:

- » Issues with food commodities supply and quality
- » Fuel wood
- » Payment of bills
- » Convergence with health
- » Community mobilization
- » Record maintenance etc.

Apart from 'constraints' faced during the year, AWW should also show case the 'achievements' like:

- » Change in infrastructure (built toilet/drinking water supply at the AWC premises)
- » Improvement of the nutritional status of children in AWC's area.
- » Increase in enrolment of children (3-6 years) for PSE

'Learnings during year' is mostly how you overcome constraints.

Also write briefly if any new methods have been adopted to motivate women to send their children to AWC.

Mention if local community members are involved to solve the problems.

Annexes

Annex-1: Checklists for Organizing three levels (1, 2 and 3) of Induction Training

1. A. Checklist for SLMTs to organize training of Level 3 Training for District Level Master Facilitators (DLMFs)

Sl. No.	Issues	Please put √ if done
1	Identification of District Level Master Facilitators (DLMFs) completed as per GoI Guidelines (28 Aug 2012) List to be prepared and all DLMFs to be informed about their selection.	
2	State-wide plan for training of DLMFs at district/division level prepared	
3	Training plan shared with all concerned officials (SLMTs, DPOs etc)	
4	SLMT Members assigned District/Division (@ 2 SLMTs per batch)	
5	Programme schedule developed for phase 1 (4 days) & phase 2 (2 days) and shared with all SLMTs	
6	Training venues decided	
7	Printed registers ready for distribution to block	
8	Training budget approved by GOI	
9	Training budget approved by State Govt.	
10	Funds transferred to district to organize training of DLMFs	
11	Following documents and materials ready?	
a.	Stationeries (paper, pen, pencil, eraser, etc)	
b.	Sufficient no. of printed registers, reports and tools available for each of the DLMFs	
c.	Facilitators' Manual	
d.	Demo Data for Registers 3, 4, 5, 6, 8, 11 (to be printed in A3 Size)	
e.	Dummy Data of Register 1 (FDR) (A4 Size)	
f.	Data Transfer Sheet (Blank)	
g.	Demo Social Map	
h.	Flex sheets (as per facilitators' manual)	
i.	Filled-in AWC Registers (existing) for practical exercises	
j.	Filled in existing growth charts for practical exercises	
k.	State list of SC/ST/OBCs, minorities	
l.	Codes for Districts/ Blocks/ICDS projects/AWCs/Health SC	

1.B. Checklist for DLMFs to organize Level 2 Training

SS	Issues	Please put √ if done
1	List of batches of Supervisors/Select AWTC Instructors prepared	
2	Block-wise training plan/schedule prepared	
3	Training plan shared with all concerned	
4	DLMF Members assigned block (s) (@ 2 DLMFs per batch)	
5	Programme schedule developed for phase 1 (4 days) & phase 2 (2 days) and shared with all DLMFs	
6	Training venues decided	
7	Printed registers received at the project level	
8	Funds transferred to CDPO for training	
9	Following documents and materials ready?	
a)	Full set of printed new registers, reports and tools for each participant	
b)	Stationeries (paper, pen, pencil, eraser, etc)	
c)	Flex sheets	
d)	Demo Social Map	
e)	Existing filled-in AWC Registers for practical exercises	
f)	Filled in existing growth charts for practical exercises	
g)	Demo Data Sheet for Registers 3, 4, 5, 6, 8, 11 (A3 Size)	
h)	Dummy Data Sheet of Register 1 (FDR) (A4 Size)	
i)	State list of SC/ST/OBCs, minorities	
j)	Codes for Districts/ Blocks/ICDS projects/AWCs/Health Sub-Centres	
k)	Data Transfer Sheet (Blank sheets)	

1.C. Checklist for Supervisors to organize Level 1 training of AWWs

Sl. No.	Issues	Put ✓ if done
1	Sector-wise training plan with time lines for each phase prepared	
2	Trainers (@ 2 Supervisors) assigned to specific sector	
3	Programme schedule for each phase prepared as per guidelines by DLMFs	
4	Funds for training (phase 2, 3 & 4) received by CDPO	
5	Training venues decided	
6	Full set of printed new registers and reports for each participant (AWWs to be given Registers/Report formats as per training plan)	
7	User's Manual (in local language)	
8	Following documents and materials ready?	
a)	Stationeries (paper, pen, pencil, eraser, etc)	
b)	Flex sheets	
c)	Demo Social Map	
d)	Filled-in AWC Registers and growth charts (existing)	
e)	Data Transfer Sheet (Blank Sheet)	
f)	State list of SC/ST/OBCs, minorities	
g)	Codes for Districts/ Block/ICDS Projects/AWC/Health Sub-Centre	

Checklists for covering each training session (individual register and report) during different phases

(Separate checklists for Level 1 and for Level 2/3)

Annex-2: Checklists for Conducting Level 1 Induction Training for AWWs

Phase 1: Register 1 and Tools	(Please tick)			
	Batch 1	Batch 2	Batch 3	Batch 4
Name of Sector				
Date				
Requirements				
Brought by AWW				
Old Survey Register				
Existing map of AWC				
Provided to each AWW during the training				
User's Manual				
New Reg 1 (number of copies according to size of the AWC (<90 hh: 1 copy; < 190 hh: 2 copies; > 190hh: 3 copies)				
Sheet for making new map				
Calendar Tool book				
Kit				
For common use during training				
Demo map				
Demo Reg 1				
State level list of SC/ST/ minorities				
Flex sheet for Reg 1				
Instructions for District, Project, Sector and Center codes				
Tasks/Exercises				
Reading from User's Manual (Section 1.4, 1.5)				
Calculate Age as in April for children under six from available date of birth, using examples of DoB provided by facilitator				
Calculate Year of Birth from examples of available age provided by facilitator				
Calculate EDD from examples of LMP provided by facilitator				
Enter details of two families from old register in the last two pages, for practice				
Enter details on cover pages				
Mark serial number of Reg 1 as '1', '2' etc on cover				
Points to cover during session				
How to use User's Manual (Explain how to find anything in the manual)				
What is different – map-based, universal, once a year update, Age in April				
What universalisation of ICDS means				

Phase 1: Register 1 and Tools	(Please tick)			
	Batch 1	Batch 2	Batch 3	Batch 4
Defining catchment area				
Role of supervisor in demarcating area in multiple AWC context				
District, Project and other codes to be written on the front cover				
How to make a map				
Numbering system for households				
How to number households in the map				
What are 'Residents' and 'Temporary residents'				
Reference Year to be used for determining 'Age as in April' (same calendar year)				
Use columns 13, 14 only for residents				
Use pencil				
Do not cover any register				
How to use Old survey register during survey				
Gather LMP/EDD information for all pregnant women during house-to-house survey				
Instructions for next steps				
Complete mapping, house-to-house survey, calculation of Age, Year of birth, EDD in next 2 weeks				
Date and venue of review meeting (after about two weeks)				
What to bring to review meeting				
Old survey register				
Completed New Reg 1				
New Map				
Toolbook				
User's manual				
Date and venue of Phase 2 training - detailed instructions will be given during review meeting				
Name of Facilitator 1				
Name of Facilitator 2				

Post-Phase 1 Review Meeting

	Batch 1	Batch 2	Batch 3	Batch 4
Name of Sector				
Date				
Requirements				
Brought by AWW				
Old survey register				
Completed New Reg 1				
New Map				
Toolbook				
User's manual				
To be given to selected AWWs				
Blank Transfer Sheets (at least 6 sets)				
Points to be covered				
Review new register of every single AWW				
Identification of AWW who need extra support				
Mistakes noted by supervisor during field visits				
Plan for completing work before they come for Phase 2 training				
Instructions to all AWW for next steps				
Confirm dates and venue of Phase 2 training				
Explain what will be done during Phase 2 training				
What AWW should bring to Phase 2 training				
Completed New Reg 1 (Explain why it is important to complete this before Phase 2 training begins)				
Old survey register				
Old pregnancy, immunization registers				
Growth charts / chart book				
Old growth monitoring register, if any				
User's Manual				
Toolbook				
Bag for carrying back full set of new registers				
Plan to ensure that weak AWW are able to complete all work during Phase 2 training				
Work arrangements at the AWC during Phase 2 training				
Arrangements at home for 4 days during Phase 2				
Transport arrangements for individual AWWs for coming early / going late during training				
Preparing additional support for Phase 2				

	Batch 1	Batch 2	Batch 3	Batch 4
Identification of 4-6 AWW whose understanding of MIS is good, and whose work is fast and accurate				
Provide them copies of blank Transfer Sheets and teach them how to fill them				
Instruct them to come with Transfer Sheets ready by Phase 2 training				
Name of Facilitator 1				
Name of Facilitator 2				

Phase 2, Data Transfer Sheet

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Name of Sector				
Date				
Before the training begins				
Verify Transfer Sheets filled by selected AWW				
Requirements				
Brought by AWW				
Updated new Reg 1				
Old Pregnancy Register				
Old Immunization Register				
Provided during the training				
Demo Transfer Sheet				
Points to be covered				
Sit in groups, with one selected AWW in each group				
Explain purpose (to arrange children by age), explain that this is a one time exercise				
Read from User's Manual				
Demonstrate how to write each detail				
Write names of mothers of children 0-5 months old, in brackets				
Age in the Transfer Sheet is current age, may not be the same as in Reg 1				
Tasks				
Complete calculation of EDD for all Pregnant Women in new Reg 1				
Create separate formats for Temporary Residents in spare page of any old register				

	Batch 1	Batch 2	Batch 3	Batch 4
Verify list of pregnant women from old pregnancy register				
Verify list of children from old immunization register				
Transfer names and details of all resident pregnant women and children, starting from Household no 1 in Reg 1				
Make separate list of temporary resident pregnant women and children				
Enter present age, starting from 0 years 0 months for children born in current month				
Name of Facilitator 1				
Name of Facilitator 2				

Phase 2, Register 5

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Name of Sector				
Date				
Requirements				
Brought by AWW				
Filled-in Transfer Sheet				
Old Pregnancy Register				
Provided to each AWW				
New Register 5				
For common use during training				
Demo data for Reg 5				
Flex sheet for Reg 5				
Points to be covered				
Importance of Early Registration - for getting accurate LMP/EDD				
Each name written once – do not make fresh list each month (Same for Reg 6, 7, 8)				
Pregnancy order includes abortions and stillbirths				
Write DoM also in EDD column, and use it for detecting preterm labor				
Explain what is TT booster and why to write in same column as TT2				
How to record IFA each time it is distributed to a woman				

	Batch 1	Batch 2	Batch 3	Batch 4
Definition of 'Antenatal Check-up' for recording				
Weight of mother can be recorded even if not weighed on same day as ANC				
Why we are recording 'Reported month' (will be covered again in Phase 3)				
Signs of life to recognize whether live birth or born dead				
Date of first weighing – how it may be different from Birth Weight				
Immediately after delivery, add every birth to family in Reg 1, then fill Column 18				
Serial number starts with '1' in April each year (Col 1)				
Tasks				
Compare old pregnancy register and Transfer Sheet for missing women				
Ensure EDD (or at least Expected Month of Delivery) is available for all women				
Transfer names of last two deliveries from old pregnancy register to new Reg 5, with all details, for practice				
Transfer of names of resident pregnant women from Transfer Sheet				
Transfer names of non-resident pregnant women to last page				
Transfer other details from old pregnancy register				
Circle 'Resident' or 'Temporary resident' on each page as appropriate				
Enter details on cover pages				

Phase 2, Register 11

	Batch 1	Batch 2	Batch 3	Batch 4
Name of sector				
Date				
Requirements				
Brought by AWW				
Filled Transfer Sheet				
Growth charts, old growth monitoring register if available				
Provided to each AWW				
New Register 11				
For common use during training				
Demo data for Reg 11				
Flex sheet for Reg 11				

	Batch 1	Batch 2	Batch 3	Batch 4
Points to be covered				
Purpose is to make reporting easier, and to identify children with poor growth				
Each page lasts from April to March, and should start with new page every April				
Each page is for either girls or boys - tick mark accordingly				
How to record Age, Weight, Change, Status				
What to record each month: Age in years and months				
What to record when a child is weighed: Weight, Change, Status				
Frequency of weighing for children under 3 years, over 3 years				
Need not weigh all children on the same day or same month				
Need to transfer information of last two weights - not all past weights				
Use of growth charts and MCP card will continue as at present				
Temporary residents to be monitored only on growth charts / MCP card - not to be entered in Reg 11				
First 'March' column is for comparison				
Tasks				
Identify children from 4y 11m to 0y 0m in the Transfer Sheet				
Transfer names and details of girls first, mark pages as 'Girls'				
Copy current age from Transfer Sheet to column for current month in Reg 11				
Leave one blank page if necessary to write names of girls likely to be born until next April				
Transfer names and details of boys, mark pages as 'Boys'				
Copy current age from Transfer Sheet to column for current month in Reg 11				
Copy last two weights and status from growth charts, in the correct month columns				
Mark change between last two weights				
Write 'Age' for next month				
Write reporting year at the top of each page				
Enter details on cover pages				

Phase 2, Register 3

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Created by AWW				
New Reg 5				
New Reg 11				
Transfer Sheet				
New Reg 11				
Provided to each AWW				
New Register 3				
For common use during training				
Demo data for Reg 3				
Flex sheet for Reg 3				
State policies for size of rations, frequency of rations, etc				
Points to be covered				
Purpose is to make reporting easier				
Different sections for different reporting groups				
Each page lasts one month, need to transfer names to new page every month-end				
Separate section for Temporary Residents				
MUST include name of every woman and child - even if they refuse to come				
How to record food distribution (Demo data, Flex sheet)				
What is 'Normal' and 'Large' rations				
How to make daily totals (Demo data, Flex sheet)				
Monthly totals will be taught in Phase 3				
When to learn to transfer names to next month (specify date and venue)				
Tasks				
Transfer names and details into each section as per table in Fac Note 3.1				
Mark sundays, holidays for remaining days of the current month				

	Batch 1	Batch 2	Batch 3	Batch 4
Mark spot feeding for first working day after training for few women and children, for practice (to be erased later)				
Mark THR distribution for next planned distribution date for few women and children, for practice (to be erased later)				
Write reporting month at top of each page				
Enter details on cover pages				
Preparing additional support for Phase 3				
Teach selected AWW how to make monthly totals				
Teach selected AWW how to transfer names to next month				
Instruct them to come ready with names transferred for Additional Sector meeting				
Instruct them to come ready with monthly totals by Phase 3				

Phase 2, Register 2

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
Current food distribution register				
Created by AWW				
New Reg 3				
Provided to each AWW				
New Register 2				
Carbon paper				
For common use during training				
Demo data for Reg 2				
Flex sheet for Reg 2				
State/district guidelines for commodities, recipes, audit and accounting, etc				
Clarity about whether to record adolescent food distribution separately				
Points to be covered				
Purpose of Section 1 and Section 2				

	Batch 1	Batch 2	Batch 3	Batch 4
Each page lasts one month				
Importance of column 2				
What is 'Normal' and 'Large' quantities in Section 1				
How to estimate number of beneficiaries every day in Section 1 using Reg 3				
How to make totals in columns 9, 10, 11 in Section 1, and transfer to Section 2				
How to estimate quantity of utilization of each commodity based on expected attendance and recipe				
Where to write opening balance in Section 2				
How to record loans taken / given				
How to record receipt of new stock of each commodity in Section 2				
Tasks				
Mark sundays, holidays for remaining days of the current month				
Make and write estimates in Section 1 for next working day after training				
Write names of commodities and units in column headers of Section 2				
Write estimated utilization on next working day after training based on estimated attendance				
Write reporting month at top of each page				
Enter details on cover page				

Phase 2, Register 4

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Created by AWW				
New Reg 3				
Provided to each AWW				
New Register 4				
For common use during training				
Demo data for Reg 4				
List of activity categories used in the state				
Points to be covered				
Purpose is to make reporting easier				
Similar to Reg 3, but separate sections for girls and boys 3-4, 4-5, 5-6 years, plus Section 4 for activities				
Each page lasts one month, need to transfer names to new page every month-end				
Separate section for Temporary Residents				
MUST include name of every child - even if they refuse to come				
How to record attendance (Demo data, Flex sheet)				
How to make daily totals and transfer to Section 4 Part D (Demo data, Flex sheet)				
Monthly totals will be taught in Phase 3				
When to learn to transfer names to next month (specify date and venue)				
What to write in column 11				
Provide list of activity categories and explain what is 'Activities' in Section 4				
How to mark activities daily in Section 4				
Tasks				
Transfer names and details into each section as per Fac Note 4.1				
Mark sundays, holidays for remaining days of the current month				
Preparing additional support for Phase 3				
Teach selected AWW how to make monthly totals				
Teach selected AWW how to transfer names to next month				
Instruct them to come ready with names transferred for Additional Sector meeting				
Instruct them to come ready with monthly totals by Phase 3				

Phase 2, Calendar

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Provided to each AWW				
User's Manual				
Calendar Toolbook				
For common use during training				
Local Hindu and Islamic calendars				
Points to be covered				
How to count weeks and months forward and backward (Exercise in Fac Note 12.4)				
How to find calendar dates according to local events				
Tasks				
Prepare both calendars; mark different local calendars on the two				
Mark VHSNDs for next 12 months or as appropriate				
Mark local calendar months				
Mark or list holidays and local events				
Mark meeting days				
Exercise under section 'How to get Calendar ready for use' in Fac Note 12.4				

Phase 2, Register 6

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Created by AWW				
Transfer Sheets				
Prepared calendar				
Brought by AWW				
Old immunization register				
Provided to each AWW				
New Register 6				
For common use during training				
Demo data for Reg 6				
Flex sheet for Reg 6				
Points to be covered				
Why two rows for each vaccine				
How to calculate and write due dates [Read from Table 6.2 in User's Manual]				
Not to change due date once written				
Importance of tracking timely full immunization				
Reporting only timely full immunization every month				
Add every new birth immediately				
Using Section 1 to identify due children on immunization day				
How to use Section 2 (VHND)				
Tasks				
Transfer names of children under 2 years from Transfer Sheet as per Fac Note 6.1				
Temporary residents from the last page of Section 1, temporary residents from last page				
Transfer past immunization details from old immunization register				
Mark next due dates for each child, using Table 6.2 for guidance				

Phase 2, Register 7

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Created by AWW				
Transfer Sheets				
Brought by AWW				
Old immunization register with previous Vit A doses marked				
Provided to each AWW				
New Register 7				
For common use during training				
Demo data for Reg 7				
Points to be covered				
Why two rows for each dose				
What to write as 'due' month				
Not to change due date once written				
What to do if current status of vitamin A is not known				
How to record a dose of vitamin A and deworming				
Add every new child on turning one year old (or add new children just before biannual round)				
Not to make fresh list of all names every round				
Tasks				
Transfer names of children under 5 years but older than 1 year				
Temporary residents from the last page of Section 1, temporary residents from last page				
Transfer past dosage details from old immunization register if available				
Mark next due month for each child, using Table 6.2 for guidance				
(Transfer of names into new register can be done later if time does not permit during Phase 2)				

Phase 2, Register 8

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Created by AWW				
New Reg 6				
New Reg 5				
Prepared calendar				
Provided to each AWW				
New Register 8				
For common use during training				
Demo data for Reg 8				
Flex sheet for Reg 8				
State/district guidelines for referral and follow up of severely malnourished children				
Points to be covered				
Section 1:				
Explain purpose clearly: ensure that behavior change happens and reduce mortality, malnutrition				
Read Section 8.1				
Age-specific columns				
Age-specific checklist of messages				
Age-appropriate home visits, minimum frequency				
Priority in making home visits (Read Section 8.5)				
How to estimate and write 'due dates' in each cell (Flex sheet exercise)				
How to record home visits - what to write, what not to write				
How to use Section 2 (as per local guidelines)				
Tasks				
Transfer names of children from Reg 6, with DoB				
Transfer names of pregnant women from Reg 5, with EDD				
Enter 'due dates and months' in the row 'Calendar months' for each child and mother				

Phase 2, Register 10, Section 8

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
New Reg 1				
Old Death register				
Provided to each AWW				
New Register 10				
Points to be covered				
Purpose: record all deaths, not just ICDS beneficiaries				
Keep Residents, Temporary Residents separate				
How to record age at death				
Importance of 'Reporting month' (last column)				
Deaths during pregnancy, delivery or post partum period are not necessarily maternal deaths				
Serial numbering form 1 every April				
Tasks				
Write names and details of the last 2-3 children who died during the year, for practice, do not report				

Phase 2, Register 9

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
Current IMNCI / referrals register				
Provided to each AWW				
New Register 9				
Points to be covered				
Purpose - to record and report referrals as an activity				
Explain 'next reporting date' - date when seen by AWW next time				
Explain each health problem in Section 1 and 2 - importance and how to recognize (Box 9.1, 9.2)				
Explain need for preparedness for referral				

Post-Phase 2 Actions

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Preparations				
Clarity from state/district on timing of last old MPR and first new MPR				
Clarity on timing of post-Phase 2 additional review meeting and Phase 3 dates				
Instructions to all AWW at end of Phase 2 training				
Start using all registers from next working day after Phase 2 training				
Start using Reg 2, 3, 4 from the correct date (next working day) - leave earlier dates blank				
Update Reg 1 with new births and in-migrations as and when they happen				
Add new pregnancies to Reg 5 as soon as you get news of confirmed pregnancy				
Use Reg 6 on next immunization day for calling due children				

	Batch 1	Batch 2	Batch 3	Batch 4
Start making 1-2 home visits a day according to priority, using Reg 8				
Complete making Reg 7 if not already completed				
Phase 3 training for making reports - date and venue				
First new MPR will be made during Phase 3 training				
First MPR will cover all activities recorded in new registers - for remaining part of this month, starting tomorrow				
Prepare your old MPR for days of this month until today, as usual at the end of this month - this will be the last old MPR				
Additional review meeting at the end of this month - date and venue - for transferring names of Reg 3 and Reg 4 to next month				
What to bring to additional review meeting:				
New Reg 3				
New Reg 4				
Any old register where you are having problems				
What to bring for Phase 3 training:				
Reg 1				
Reg 2				
Reg 3				
Reg 4				
Reg 5				
Reg 6				
Reg 10				
Reg 11				
MPR blank forms (if already provided)				
Plan for supporting weak AWW				
List of weak AWW				
List of problems				
Plan for supporting weak AWW until Phase 3				
Instructions for selected strong AWW				
Come to additional review meeting ready with names transferred to next month in Reg 3 and Reg 4				
Support weak AWW for specific tasks				

Post-Phase 2 Sector Meeting

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
Reg 3				
Reg 4				
Other registers as needed				
Points to be covered				
Review use of all new registers, ask for problems, provide clarifications				
Identification of AWW who need extra support				
Mistakes noted by supervisor during field visits				
How to transfer names to the next month in Reg 3 and Reg 4				
Instructions to all AWW for next steps				
Confirm dates and venue of Phase 3 training				
Explain what will be done during Phase 3 training				
What AWW should bring to Phase 3 training:				
Reg 1				
Reg 2				
Reg 3				
Reg 4				
Reg 5				
Reg 6				
Reg 10				
Reg 11				
MPR blank forms (if already provided)				

Phase 3, Register 10 and MPR

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
Reg 1, 2, 3, 4, 5, 6, 11, 10, visitors book				
Provided to each AWW				
Blank MPR forms (if not provided earlier)				
Points to be covered				
Introduce new MPR format, discuss sources of data				
Introduce Reg 10, Sections 4, 5, 6, 7, discuss sources of data				
Show where to find instructions for monthly totals and MPR in the User's Manual				
Explain that they should fill section 9 of the MPR using visitors book				
Explain that they should fill section 10 of the MPR as and when they do activities from next month				
Explain that they should fill Section 11 of the MPR as per their knowledge, and you will discuss this with them individually, later				
Explain use of 'My Space'				
When to complete and submit the MPR every month				
Tasks in the following order				
Monthly totals in Reg 3 and 4, all sections (Use Fac manual)				
Page totals in Reg 11				
Reg 10, Section 4 (Monthly summary of events)				
Identification and Background Information of MPR				
Section 1a-c of MPR				
Section 2a-b of MPR				
Reg 10, Section 5				
Section 3a-c of MPR				
Reg 10, Section 6				
Section 4a-e of MPR				
Section 5 of MPR				

	Batch 1	Batch 2	Batch 3	Batch 4
Reg 10, Section 7				
Section 6 of MPR				
Section 7 of MPR				
Section 8 of MPR				
Section 9 of MPR				
Section 10 of MPR				
Section 11 of MPR				
My Space				

Phase 4, Annual Population Summaries and ASR

(Please tick)

	Batch 1	Batch 2	Batch 3	Batch 4
Requirements				
Brought by AWW				
Reg 1				
Provided to each AWW				
Blank ASR forms (if not provided earlier)				
Points to be covered				
Introduce new ASR format, discuss sources of data				
Introduce Reg 10, Sections 1-3, discuss sources of data				
Show where to find instructions in the User's Manual				
Explain use of 'My Space'				
When to complete and submit the ASR this year, and every year hereafter				
Tasks in the following order				
Identification and Background information of ASR				
Reg 10, Sec 1				
Reg 10, Sec 2				
Reg 10, Sec 3				
Section 6 of Part A of ASR				
Section 7 of Part A of ASR				
Remaining parts of ASR				

Annex- 3: Proposed scheduling of Level 1 Training

Phase		Topics	Estimated Load	Hrs	Min	Comment
Phase 1	1	Catchment Area, Universalization, Mapping			30	
	2	Reg 1 - what to fill			45	
	3	How to complete house-to-house survey			30	
	4	Use of calendar tools			45	
	5	Action Plan and next meeting			30	
Total hrs	3.0			0	180	
Post-Phase 1 Review Meeting	6	Review, correction of common mistakes		1	30	
	7	Side meeting with 4-6 selected AWW - introduce Transfer Sheet		1		
	Total hrs	2.5		2	30	
Phase 2	8	Making Transfer Sheet	200 families, 150 children, 15 pregnant	6		To complete here
	9	Reg 5 - Explanations			30	
	10	Reg 5 - Transfer names	2 deliveries, 15 pregnant women		45	To complete here
	11	Reg 11 - Explanations			15	
	12	Reg 11 - Transfer names	125 children	2		To complete here
	13	Reg 11 - Transfer previous weight and status details	125 children	1		Start here - complete at home
	14	Reg 3 - Explanations			15	
	15	Reg 3 - Transfer names and mark details	150 children	3		To complete here
	16	Reg 3 - Mark severely malnourished children	20 children		20	To complete here

Phase		Topics	Estimated Load	Hrs	Min	Comment
	17	Reg 3 - Mark Sundays, Holidays			10	
	18	Reg 3 - How to record food distribution, mark for practice			30	
	19	Reg 3 - Making daily totals			30	
	20	Reg 2 - Section 1 Explanations, mark first day's numbers			30	
	21	Reg 2 - Section 2 Explanations, mark commodities			15	
	22	Reg 2 - Section 2 Estimating utilization, first day's example			30	
	23	Reg 4 - Explanations			15	
	24	Reg 4 - Transfer names and mark details	75 children	2		To complete here
	25	Reg 4 - How to mark attendance			10	
	26	Reg 4 - Making daily totals			10	
	27	Reg 4 - Section 4 - Explanations, mark activity categories			45	
	28	Calendar - mark VHND, holidays, meeting days			15	
	29	Calendar - mark local months			15	
	30	Calendar - Exercises			20	
	31	Reg 6 - Explanations				
	32	Reg 6 - Transfer names, DoB	50 children	1		To complete here
	33	Reg 6 - Transfer past immunization details	50 children	1		To complete here
	34	Reg 6 - Mark next due dates	30 children	1		To complete here
	35	Reg 6 - Section 2 - Explanations			30	
	36	Reg 7 - Explanations			20	
	37	Reg 7 - Transfer names	125 children		10	Start here - complete at home
	38	Reg 8 - Explanations			20	

Phase		Topics	Estimated Load	Hrs	Min	Comment
	39	Reg 8 - Transfer names	50 children, 15 pregnant	1	30	To complete here
	40	Reg 8 - Write due dates	50 children, 15 pregnant	1		Start here - complete at home
	41	Reg 9 - Explanations and how to use		1		
	42	Reg 10, Section 8 - Explanations and how to use			20	
	43	Next steps, action plan, next meeting		1		
Total hrs	29.8			21	530	
Post-Phase 2 Review mtg	44	Review use of all registers		1		
	45	Reg 3 - Transfer names to next month		2		To complete here
	46	Reg 4 - Transfer names to next month			20	Start here - complete at home
	47	Next steps			20	
Total hrs	3.7			3	40	
Phase 3	48	Review of use of registers, daily totals		1		
	49	MPR - Explanations			30	
	50	Reg 10, Sections 4-7 Explanations			30	To complete here
	51	Reg 3 - Monthly totals		1	30	To complete here
	52	Reg 4 - Monthly totals		1		To complete here
	53	Reg 11 - Page totals		2		To complete here
	54	Reg 10, Section 4		1		To complete here
	55	MPR - Fill front page			15	To complete here
	56	MPR - Section 1a-c			30	To complete here
	57	MPR - Section 2a-b			15	To complete here
	58	Reg 10, Section 5		1	30	To complete here
	59	MPR - Section 3a-c			45	To complete here
	60	Reg 10, Section 6		1		To complete here
	61	MPR - Section 4a-e			45	To complete here

Phase		Topics	Estimated Load	Hrs	Min	Comment
	62	MPR - Section 5		1		To complete here
	63	Reg 10, Section 7, MPR - Section 6			15	To complete here
	64	MPR - Section 7			10	To complete here
	65	MPR - Section 8			20	To complete here
	66	MPR - Section 9			10	To complete here
	67	MPR - Section 10			15	To complete here
	68	MPR - Section 11			45	To complete here
	69	MPR - Part B			20	To complete here
Total hrs	15.8			9	405	
Phase 4	70	Second MPR		6		Start at home - complete here
	71	Review of use of registers		2		
	72	Reg 10 - Section 1		2		Start here - complete at home
	73	Reg 10 - Section 2			20	Start here - complete at home
	74	Reg 10 - Section 3			30	Start here - complete at home
	75	ASR		1		Start here - complete at home
Total hrs	11.8			11	50	

Annex- 4: Proposed Programme Schedule of Level 3 & 2 Training of Trainers

- » Level 3 (DLMFs) and Level 2 (Supervisors) Training of Trainers will be held in two phases. Phase 1 will be of 4 days and Phase 2 of 2 days duration.
- » After Level 2 - Phase 1 training is over, Supervisors will complete Level 1 (AWW), Phase 1 and Phase 2 training, after which all AWWs will begin using all new registers.
- » DLMF (Level 3) will be given Phase 2 ToT beginning at least 10 days after Level 1, Phase 2 training has been completed. Supervisors (Level 2) will be given Phase 2 ToT beginning immediately after Level 3, Phase 2 ToT is completed.

Phase 1 Training of Trainers

Duration: 4 days (residential)

Suggested Venue: State or Zonal level for Level 3 (Dist. Level master facilitators), District headquarters for Level 2

Special requirement: Each participant to bring a set of all registers currently being filled by a well performing AWW. Ensure that at least the following filled and updated registers in current use are brought by the participants: Survey, Pregnancy, Immunization, Growth charts (or Growth Monitoring register if any).

Exercises: It is very important to ensure that the suggested exercises are actually done by the participants, and completed as described at the end. If some exercise cannot be completed during the training sessions, they must be completed as homework before the next morning.

Programme Schedule

Day 1

Time	Issue/Topics	Resource Persons	Tools / Materials
9.30 -10.00 hrs	Inauguration Welcome and introduction to the Programme Introduction of participants	Senior level state ICDS officials (Secretary or Director) Introduction of the programme by identified SLMT member	
10.00 – 10.45 hrs	Overview of revised MIS – Main features and key differences Design of TOTs - An overview of induction training plan and introducing users' guide and Facilitators' Manual	[Name of SLMT member]	Copy of Facilitators' Manual, one for each participant. Use Introductory Note to the Facilitators' Manual to discuss these details.

Time	Issue/Topics	Resource Persons	Tools / Materials
11.00 – 11.45 hrs	Defining AWC catchment area and how to do mapping and numbering of households in: Villages with single AWC, Villages with multiple AWC, Urban areas Role of supervisors in defining catchment area and ensuring that all habitations are included in the program coverage	[Name of SLMT member]	Board work
11.45 – 12.30 hrs	Reg 1: Family Details: Explanations	[Name of SLMT member]	Flex sheet
12.30 – 13.30 hrs	How to use tools for AWWs - EDD, age/ year of birth calculation tables Exercise 1: Sample EDD, age and year of birth calculations	[Name of SLMT member]	Tool book, Examples from Facilitator Manual
13.30 – 14.30 hrs	Lunch		
14.30 – 16.00 hrs	Exercise 2: Fill data of 15 families in new Register 1	[Name of SLMT member]	Old survey, pregnancy, immunization registers brought by participants Copy of New printed Reg 1 provided during training
16.00 - 16.15 hrs	Brief Introduction to Data Transfer Sheet: How to sort list of children by date of birth, why this is necessary Explain Exercise 3	[Name of SLMT member]	Flex sheet of transfer sheet
16.15 – 16:30 hrs	Tea		
16.30 – 17.30 hrs	Exercise 3: Fill Data Transfer Sheet	[Name of SLMT member]	New Reg 1 (in which Exercise 2 has been completed earlier) Copies of blank transfer sheets– full set for each participant

Day 2

Time	Issue/Topics	Resource Persons	Tools / Materials
9.30 – 10.00 hrs	Quick recap of day 1 learning and revisit the agenda for day 2	[Name of SLMT member]	
10.00 – 11.00 hrs	Register 5: Pregnancy & Delivery: Explanations Exercise 4: Fill Pregnancy Register (5)	[Name of SLMT member]	Flex sheet Filled Data Transfer Sheet Copy of New Register 5
11.15 – 12.30 hrs	Register 11: Weight Records of Children: Explanations Exercise 5: Fill Weight Records Register (11)	[Name of SLMT member]	Flex sheet Filled Data Transfer Sheet Copy of New Register 11
12.30 – 13.30 hrs	Register 3: Supplementary Food Distribution: Explanations	[Name of SLMT member]	Flex sheet
13.30 – 14.30 hrs	Lunch		
14.30 – 16.00 hrs	Exercise 6: Fill Food Distribution Register (3)	[Name of SLMT member]	Filled new Registers 5, 11 and Data Transfer sheets Copy of new Register 3
16.00 – 17:00 hrs	Register 2: Supplementary Food Stock: Explanations Exercise 7: Fill Food Stock Register (2)	[Name of SLMT member]	Flex sheet Copy of new Register 2
17.00 – 17.30 hrs	Use of Checklists for Level 1 Training – Registers 1, TS, 5, 11, 3, 2	[Name of SLMT member]	Checklists from Facilitators' manual

Day 3

Time	Issue/Topics	Resource Persons	Tools / Materials
9.00 – 9.30 hrs	Recap		
9.30 – 10.15 hrs	Register 4: Pre School Education: Explanations Exercise 8: Fill Preschool Attendance Register (4)	[Name of SLMT member]	Copy of new Register 4
10.15 – 12.15 hrs (with tea break)	Register 6: Immunization & VHND: Explanations Exercise 9: Prepare Calendar and learn how to calculate due dates Exercise 10: Fill Immunization Register (6)	[Name of SLMT member]	Flex Sheet Filled Data Transfer Sheet Old immunization register Copy of new Register 6 Facilitators' Manual
12.15 – 13.30 hrs	Register 8: Home Visits Planner Exercise 11: Fill Home Visits Register (8)	[Name of SLMT member]	Flex Sheet Filled Data Transfer Sheet Copy of new Register 8
13.30 – 14.30 hrs	Lunch		
14.30 – 15.00 hrs	Section 8 (Record of Deaths) of Register 10 - Explanations		Copy of new Register 10
15:00 – 15.30 hrs	Register 7: Vitamin A Bi Annual Rounds – Explanations		Copy of new Register 7
15.30 – 17.00 hrs	Register 9: Referrals – Explanations		Copy of new Register 9
17.00 – 17.30 hrs	Use of Checklists at Level 1 for Registers 4, 6, 8, 7, 9	[Name of SLMT member]	Checklists from Facilitators' manual

Day 4

Time	Issue/Topics	Resource Persons	Tools / Materials
9.00 – 9.30	Questions and Clarifications	[Name of SLMT member]	
9.30 – 12.00 hrs	Revision in small groups: Mock training sessions by different groups – parallel practice sessions in different sub-groups (different SLMT members oversee practice mock sessions and provide feedback)	[Name of SLMT members]	
12.00 – 13.30 hrs	How to plan and monitor induction training at the next level How to use dummy data created during this training What to do with the set of new registers provided (use as dummy data for the next level of training, and after that is over, hand over the set to an AWW; ask not to erase dummy data until all phases of training are completed)	[Name of SLMT members]	Level 1 Checklists Facilitator’ Manual, Introduction
13.30 – 14.15 hrs	Lunch		
14.15 – 16.00 hrs	Action Planning (specific to one’s area: training site, materials, dates, facilitator teams, etc) When to come back for Phase 2 training, and what to bring (one set of filled new registers from a well-performing AWW; Study Register 10 before coming.)	[Name of SLMT members]	

Exercises for Phase 1

Exercise 1: Sample EDD, age and year of birth calculations

- » Use examples as given in the Facilitators’ Manual

Exercise 2: Fill data of 15 families in new Register 1

- » Copy details of 15 households from the old survey register brought by the participant to the last 15 pages of the new Register 1 (use pencil)
- » Any information about current ICDS beneficiaries (pregnant, lactating and children) that cannot be found in the old survey register can be taken from old pregnancy, immunization, and supplementary feeding/attendance registers; ensure that dates of birth and LMP are included; if some details are still missing, use dummy information

- » Make sure that there are at least 3 pregnant women and 3 children less than 6 months old in these families; if there are less, add dummy names with details
- » Ensure that all EDD of pregnant women in these families falls in or after current month (the month when this training is being held); change the month of the EDD if required.
- » If some information is not available, dummy information should be used, because this is an exercise for learning and creating 'dummy' data for the next level of training.

Exercise 3: Fill Data Transfer Sheet

- » Fill the data transfer sheet from the 15 families of data that have been entered in the new Register 1 (provide instructions as received during SLMT ToT)
- » Make a few 'dummy' entries of temporary-resident pregnant women and children on a separate blank page, using a format similar to the Data Transfer Sheet; use dummy names if required.

Exercise 4: Fill Pregnancy and Delivery Register (5)

- » On the last page of a copy of the new pregnancy register (Register 5), fill the names of 2 recently delivered women, including all the columns; use information available from the old pregnancy register for this purpose, or use dummy information.
- » After the above two names have been entered, copy names of all currently pregnant women from the Data Transfer Sheet into the next few lines, and fill available details of other columns from the old pregnancy register.

Exercise 5: Fill Weight Record Register (11)

- » On the last page of a copy of the new weight records register (Register 11), fill the names of children from the Data Transfer Sheet, and details from the growth charts or old growth monitoring records brought by the participants.
- » Ensure that at least the last two weight readings for each child are entered; if necessary, use dummy data

Exercise 6: Fill Food Distribution Register (3)

- » Use the last 24 pages of a new copy of Register 3 for this exercise (which are meant for the last two months of the year); start with the 12 pages for the second-last month
- » In the 12 pages for the second-last month, write name of the reporting month (current month), and fill names of children from the transfer sheet, and registers 5 and 11, as described in the manual, for the current month
- » Mark holidays and fill dummy data for food distribution (number of rations given daily) for the whole month for these few beneficiaries.

- » Make daily column totals after filling food distribution data.
- » After this is done, mark the last 12 pages with the name of the next reporting month, and transfer names of children and women, following instructions given in the manual.

Exercise 7: Fill Food Stock Register (2)

- » Ask participants fill 2-3 lines of dummy data in both sections in a copy of new Register 2 (last pages), first for Section 1, then for Section 2
- » In Section 2, ask the participants to fill about 10 days of utilization and receipt data for any 1-2 commodities, and make dummy monthly totals

Exercise 8: Fill Preschool Education Register (4)

- » On the last pages of a copy of the new Preschool attendance register (Register 4), fill names of children from Reg 3 or Transfer Sheet
- » Mark holidays and dummy attendance for all children and make daily column totals for the whole month
- » Write names of activity types in Section 4 and mark dummy activities for a few days, with daily totals

Exercise 9: Prepare Calendar for use

- » Mark VHNDs/RI days for an imaginary AWC for the next 12 months, and mark a few known festivals with the help of the marked full-moon and new-moon days
- » Use examples from the Facilitators' Manual as exercises in calculating due dates for DPT1, DPT2, DPT3 and Measles1

Exercise 10: Fill Immunization and VHND Register (6)

- » On the last page of a copy of the new Immunization register (Register 6), fill names of children from the Transfer Sheet as instructed in the Manual
- » Fill details of previous immunization of children from old immunization register
- » Fill in next due dates for all children

Exercise 11: Fill Home Visit Register (8)

- » On the last pages of a copy of the new home visits planner-register (8), fill names and other details from the transfer sheet as instructed in the manual
- » For all children and women, mark due dates (months) of visits

Phase 2 TRAINING of Trainers

Duration: 2 days (residential)

Suggested Venue: State or Zonal level for Level 3 (Dist. Level master facilitators), District headquarters for Level 2

Special requirement:

- » Each participant to come prepared with findings from monitoring of level 2 and 1 trainings.
- » Each participant to bring one set of all new registers from one well-performing AWC who has started using the registers regularly and correctly (Registers 1-11, of which Reg 10 will still be blank).
- » Have MPR and ASR formats ready for distribution (one copy of each to each participant).

Programme Schedule

Day 1

Time	Issue/Topics	Resource Persons	Tools / Materials
9.30 -10.00 hrs	Welcome and introduction to the schedule of phase 2 training	[Name of SLMT members]	
10.00 – 13.00 hrs	Review of progress of Level 1, Phase 1&2 trainings and implementation, problems and questions. (Discuss each register and format one by one, so that nothing is missed)	[Name of SLMT members] Other officials of the department such as DPO, CDPO to actively participate	
14.00 – 14.30 hrs	Overview of: Level 1, Phase 3&4 training MPR and ASR formats Register 10, Sections 1-7 and their link with AMPR/AASR	[Name of SLMT members]	Registers of each DLMF member having dummy data filled in the last pages

Time	Issue/Topics	Resource Persons	Tools / Materials
14.45 – 17.30 hrs	Register 10, Section 4: Monthly Summary of Events: Explanations Exercise 12: Make Dummy Monthly Summary Register 10, Section 5: Supplementary Food Distribution summary, and making monthly totals in Register 3 - Demo Exercise 13: Fill Reg 10, Section 5 using Register 3 Register 10, Section 6: PSE summary, and making monthly totals in Register 4 (including Section 4) - Demo Exercise 14: Fill Reg 10, Section 6 using Register 4 Register 10, Section 7: Immunization – Demo	[Name of SLMT members]	Flex sheet for Reg 3 Partly filled new registers brought by participants Dummy data

Day 2

Time	Issue/Topics	Resource Persons	Tools / Materials
9.30 – 13.00 hrs	AMPR: Detailed Explanations Exercise 15: Transfer data from Reg 10, Sections 4-7 to AMPR PMPR: Detailed Explanations	[Name of SLMT members]	
13.00 – 13.45 hrs	Lunch		
13.45 – 15.30 hrs	Register 10, Sections 1-3: Explanations Exercise 16: Make population totals using Section 1 and 3 of Register 10	[Name of SLMT members]	
15.30 – 16.30 hrs	AASR: Explanations PASR: Explanations	[Name of SLMT members]	
16.30 – 17.30 hrs	Action Planning for Level 1, Phase 3 and 4 (Ensure that population totals are generated within 2 months of completion of Level 1, Phase 4 training, or by end of next April, whichever is earlier)	[Name of SLMT members]	

Exercises for Phase 2

Exercise 12: Make Dummy Monthly Summary

- » Use available data from Register 5 and Register 10, Section 8 to fill Register 10, Section 4; use dummy data if required

Exercise 13: Fill Reg 10, Section 5 using Register 3

- » If data in Reg 3 are only partly filled (food distribution record) in the register brought by the participants, use a pencil to fill dummy attendance for remaining days of the month for 5-10 beneficiaries on each page of Sections 1, 2 and 3 of the register
- » Fill columns 8 (Section 1a and 1b) or 10 (Sections 2a, 2b, 3a, 3b), and then make monthly totals on each page
- » Transfer monthly totals from each page to the relevant cells of Section 5 of Register 10, and make cell, row and column totals where required

Exercise 14: Fill Reg 10, Section 6 using Register 4

- » Similar to Exercise 13

Exercise 15: Transfer data from Reg 10, Sections 4-7 to AMPR

- » Carefully copy numbers from relevant sections of Register 10 to copy of AMPR

Exercise 16: Make population totals using Section 1 and 3 of Register 10

- » Use filled Register 1 brought by the participant
- » Mark the first page of Section 1 or Register 10 as 'ST', and fill page with a few (5-7) names of ST families from Register 1, marking each family in Register 1 with a tick mark as it gets completed
- » Repeat on the next pages for 'SC' and 'Others'; explain that more than one page may be needed for each category when AWW do this exercise
- » Make column totals on each page and transfer these to relevant cells in Section 3.
- » If correctly done, these entries do not need to be erased – this can be used by the AWW from whom the registers were brought.

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