

Monitoring and Supervision of
MIDDLE LEVEL TRAINING
CENTRE



Central Monitoring Unit of ICDS
National Institute of Public Cooperation and Child Development
5, Siri Institutional Area, Hauz Khas, New Delhi - 110016

Contents

Abbreviations	i
List of Tables	ii-iii
List of Figures	iv- v
List of Maps	vi
Executive Summary	vii- xiii
Chapter – 1: Strengthening Monitoring of Middle Level Training Centres through Central Monitoring Unit	1-15
• ICDS Philosophy and Approach	2
• Administrative and Financial Pattern	3
• Coverage and Population Norms	3
• ICDS Team	4
• Monitoring of MLTCs through Central Monitoring Unit of ICDS	5
• Composition and Tasks of Select and Lead Institutions	9
• Major Contribution of CMU	10
• Expanding the Coverage of Monitoring of MLTCs by CMU	11
• The Present Report	11
• Data Gathering Instruments	12
• Data Collection	13
• Ensuring Data Quality	13
• Data Analysis	14
• Summarizing the Data	14
Chapter - 2: Management of MLTCs and Staff Position	16-29
• Nature of Parent Organizations running MLTCs	16
• Staffing Pattern	16
• Educational Qualifications	17
• Orientation Training Status of Full Time Instructors	18
• Status of Refresher Training	18
• Skill Training Status of Full Time Instructors	19
• Status of Other Training of Full Time Instructors	19
• Appointment Status of Part Time Instructors	20
• Appointment Status of Typist & Assistant Accountant	20
• Support Staff of MLTCs	21
• Additional Tasks Carried Out by Instructors	22
• Timely Receipt of Funds	22
• Submission of Statement of Accounts	23
• Medical Treatment Facility	23
Chapter - 3: Infrastructure	24-29
• Hostel Facilities	24
• Availability of Separate Kitchen and Dining Hall	25

• Recreation Facilities in the Hostel	25
• Availability of Recreational Facilities	26
• Other Facilities in the hostel	26
• Availability of Adequate Bath Rooms/Toilet Facilities in the hostel	27
• Availability of Night Guards (Chowkidar) in the hostel	27
• Availability of Telephone in the hostel	27
• Source of Drinking Water in the Hostel	28
• Availability of Class Rooms	28
• Ventilation and Lighting	29
• Availability of Fans and Air Coolers	29
Chapter - 4: Availability of Training Equipments and Furniture	30-36
• Availability and Use of White Board, Black Board and Display Boards	30
• Availability and Use of Audio Visual Aids (TV, OHP, Computer with LCD Projector)	31
• Availability of Weighing Scales and Flip Charts	33
• Availability of Supporting Equipments (Fax, Xerox Machine, Computer with Printer)	34
• Availability of Library and Reference Material	36
• Availability of Classroom Furniture	36
Chapter - 5: MLTCs Organisation of Training	37-47
• Planning of Course	37
• Use of Different Training Methods	37
• Conducting Practical Exercises/Sessions	39
• Getting Training Feedback	40
• Supervised Practice	41
• Placement of Trainees in Supervised Practice	41
• Use of Training Material in Supervised Practice	42
• Type of Support received from ICDS Staff for Supervised Practice	42
• Timely Preparation of Course Report	45
• Visit to ICDS Project	47
Chapter – 6: MLTCs Monitoring and Training Evaluation	48-54
• Monitoring of MLTCs	48
• Comments on the ICDS Training Syllabus by MLTCs Trainers	50
• Adequateness of Skills for Adopting Various Training Methods	51
• Evaluation of Trainees	51
• Areas of Assessment	52
Annexure	
• List of MLTCs (Annexure-1)	

AG	:	Adolescent Girls
ANM	:	Auxillary Nurse Midwife
AP	:	Andhra Pradesh
AWC	:	Anganwadi Centre
AWH	:	Anganwadi Helper
AWW	:	Anganwadi Worker
AWTC	:	Anganwadi Worker Training Center
CDPO	:	Child Development Project Officer
CMU	:	Central Monitoring Unit
DPO	:	District Programme Officer
ECCE	:	Early Childhood Care and Education
ECD	:	Early Childhood Development
GOI	:	Government of India
GM	:	Growth Monitoring
HP	:	Himachal Pradesh
ICDS	:	Integrated Child Development Services
IEC	:	Information, Education and Communication
JTC	:	Job Training Course
J&K	:	Jammu and Kashmir
LHV	:	Lady Health Visitor
ME	:	Monitoring and Evaluation
MWCD	:	Ministry of Women and Child Development
NFPSE	:	Non Formal Pre School Education
NHED	:	Nutrition and Health Education
NIPCCD	:	National Institute of Public Cooperation and Child Development
NCAER	:	National Council of Applied Economic Research
OHP	:	Over Head Projector
RTE	:	Ready to Eat
SN	:	Supplementary Nutrition
SOE	:	Statement of Expenditure
THR	:	Take Home Ration
TLM	:	Teaching Learning Material
TN	:	Tamilnadu
UP	:	Uttar Pradesh
WB	:	West Bengal

List of Tables

Table No.	Table	Page No.
Chapter – 1 (Strengthening Monitoring of Middle Level Training Centres through Central Monitoring Unit)		
1.1	Population Norms for Setting up Anganwadi Centres	3
1.2	Population Norms for Setting up Mini Anganwadi Centres	4
1.3	Approved Number of Select Institutions	7
1.4	Expanding Coverage of CMU	11
1.5	Number of MLTCs	12
1.6	List of Monitoring Indicators	12
Chapter – 2 (Management of MLTCs and Staff Position)		
2.1	Nature of Parent Organizations running MLTCs	16
2.2	Appointment of Full Time Instructors	16
2.3	Educational Qualifications of Full Time Instructors	17
2.4	Status of Orientation Training of Chief Instructors	18
2.5	Status of Refresher Training of Chief Instructors	18
2.6	Skill Training Status of Instructors	19
2.7	Status of Other Training of Full Time Instructors	20
2.8	Status of Training of Full Time Instructors	20
2.9	Appointment of Part Time Instructors	20
2.10	Appointment Status of Typist & Assistant Accountant	21
2.11	Appointment Status of Support Staff	21
2.12	Additional Tasks Carried Out by Instructors	22
2.13	Timely Receipt of Funds	22
2.14	Submission of Statement of Accounts	23
2.15	Medical Treatment Facility	23
Chapter – 3 (Infrastructure)		
3.1	Hostel Facilities - No. of Rooms	24
3.2	Hostel Facilities - Use of Classroom as Hostel	24
3.3	Availability of Separate Kitchen and Dining Hall	25
3.4	Availability of Separate Recreation Room in the Hostel	25
3.5	Recreation Facilities in the Hostel	26
3.6	Availability of Other Facilities in the Hostel-Water/Electricity	26
3.7	Availability of Other Facilities in the Hostel-Toilet/Bathroom	27
3.8	Availability of Other Facilities in the Hostel (Night Guard)	27
3.9	Availability of Telephone in the Hostel	27
3.10	Source of Drinking Water in the Hostel	28
3.11	Availability of Class Room/Practical Room/Demonstration Room	28
3.12	Availability of Proper Ventilation and Lighting	29
3.13	Availability of Fans and Air Coolers	29
Chapter – 4 (Availability of Training Equipments and Furniture)		
4.1	Availability of White Board	30
4.2	Availability of Black Boards	31
4.3	Availability of Display Boards	31
4.4	Availability and Use of Over Head Projector	32
4.5	Availability and Use of Television	32
4.6	Availability and Use of Computer with LCD Projector	33
4.7	Availability of Flip Charts	33
4.8	Availability of Weighing Scales	34
4.9	Availability of Supporting Equipment-Computer with Printer	34
4.10	Availability of Supporting Equipment-Fax Machine	35
4.11	Availability of Supporting Equipment-Xerox Machine	35

4.12	Availability of Library and Reference Material	36
4.13	Availability of Classroom Furniture	36
Chapter – 5 (MLTCs Organization of Training)		
5.1	Planning of Course in Advance	37
5.2	Use of Various Method of Training	38
5.3	Observation of Conducting Practical Exercises/Sessions (Indoor)	39
5.4	Observation of Conducting Practical Exercises/Sessions (Outdoor)	40
5.5	Getting Feedback from Trainees	41
5.6	Placement of Trainees in Supervised Practice	41
5.7	Use of Training Material in Supervised Practice	42
5.8	Type of Support Received from ICDS Project Staff- Selection of AWCs	43
5.9	Type of Support Received from ICDS Project Staff-Coordination between Trainee AWWs and Members of PRIs	43
5.10	Type of Support Received from ICDS Project Staff (Supervision)	43
5.11	Type of Support Received from ICDS Project Staff- Good Cooperation	44
5.12	Type of Support Received from ICDS Project- Any other Areas of Support	44
5.13	Timely Preparation of Course Report	45
5.14	Submission of Course Report- NIPCCD	45
5.15	Submission of Course Report- State Government	46
5.16	Submission of Course Report- Parent Body	46
5.17	Submission of Course Report-All(NIPCCD, State Government and Parent Body)	46
5.18	Visit to ICDS Project	47
Chapter – 6 (MLTCs Monitoring and Training Evaluation)		
6.1	Monitoring of MLTCs	48
6.2	Monitoring by NIPCCD	48
6.3	Monitoring by State Government Officials	49
6.4	Monitoring by officials of Parent Body running MLTC	49
6.5	Monitoring by Other Officials	50
6.6	Comments on the Syllabus of Training	50
6.7	Adequateness of Skills for Adopting Various Training Methods	51
6.8	Method of Trainees Evaluation (Oral Test)	52
6.9	Method of Trainees Evaluation (Written Test)	52
6.10	Performance Assessment of Trainees- Supervised Practice	52
6.11	Performance Assessment of Trainees- Preparation of Material	53
6.12	Performance Assessment of Trainees- Punctuality & Discipline	53

List of Figures

Fig. No.	Figures	Page No.
Chapter – 1 (Strengthening Monitoring of Middle Level Training Centres through Central Monitoring Unit)		
1.1	No. of ICDS Projects	2
1.2	No. of PSE Beneficiaries	4
1.3	No. of Supplementary Nutrition Beneficiaries	4
Chapter – 2 (Management of MLTCs and Staff Position)		
2.1	Nature of Parent Organizations running MLTCs	16
2.2	Educational Qualifications of Full Time Instructors	17
2.3	Status of Orientation Training of Instructors	18
2.4	Status of Refresher Training of Instructors	19
2.5	Status of Skill Training	19
2.6	Status of Instructors who have attended any other Training Programme	20
2.7	Additional Tasks Undertaken	22
2.8	Timely Receipt of Funds	22
2.9	SOE Submitted on time	23
3.0	Medical Treatment Facility	23
Chapter – 3 (Infrastructure)		
3.1	Hostel Facilities - No. of Rooms	24
3.2	Hostel Facilities - Use of Classroom as Hostel	24
3.3	Availability of Separate Kitchen and Dining Hall	25
3.4	Availability of Separate Recreation Room in the Hostel	25
3.5	Recreation Facilities in the Hostel – Indoor & Outdoor	26
3.6	Availability of Other Facilities in the Hostel-Water/Electricity	26
3.7	Availability of Other Facilities in the Hostel-Toilet/Bathroom	27
3.8	Availability of Other Facilities in the Hostel-Night Guard	27
3.9	Availability of Other Facilities in the Hostel-Telephone	27
3.10	Sources of Drinking Water	28
3.11	Availability of Class Room/Practical Room/Demonstration Room	28
3.12	Availability of Proper Ventilation and Lighting	29
3.13	Availability of Fans and Air Coolers	29
Chapter – 4 (Availability of Training Equipments and Furniture)		
4.1	Availability of White Board	30
4.2	Availability of Black Board	31
4.3	Availability of Display Board	31
4.4	Availability and Use of Over Head Projector	32
4.5	Availability and Use of Television	32
4.6	Availability and Use of Computer with LCD Projector	33
4.7	Availability of Flip Charts	33
4.8	Availability of Weighing Scales	34
4.9	Availability of Computer with Printer	34
4.10	Availability of Fax Machine	35
4.11	Availability of Xerox Machine	35
Chapter – 5 (MLTCs Organisation of Training)		
5.1	Planning of Course in Advance	37
5.2	Use of Group Discussion Method of Training	38
5.3	Use of Demonstration Method of Training	39
5.4	Use of Other Methods of Training	39
5.5	Observation of conducting Practical Exercises /Sessions (Indoor)	40
5.6	Observation of conducting Practical Exercises /Sessions (Outdoor)	40

5.7	Getting Feedback from Trainees	41
5.8	Placement of Trainees in Supervised Practice	42
5.9	Use of Training Material in Supervised Practice	42
5.10	Type of Support Received from ICDS Project Staff- Selection of AWCs	43
5.11	Type of Support Received from ICDS Project Staff- Coordination between Trainee AWWs and Members of PRIs	43
5.12	Type of Support Received from ICDS Project Staff (Supervision)	44
5.13	Type of Support Received from ICDS Project Staff- Good Cooperation	44
5.14	Type of Support Received from ICDS Project Staff- Any other Areas of Support	45
5.15	Timely Preparation of Course Report	45
5.16	Submission of Course Report to NIPCCD	46
5.17	Submission of Course Report to State Government	46
5.18	Visit to ICDS Project	47
Chapter – 6 (MLTCs Monitoring and Training Evaluation)		
6.1	Monitoring of MLTCs	48
6.2	Agencies Involved in Monitoring of MLTCs-NIPCCD	49
6.3	Agencies Involved in Monitoring of MLTCs-State Govt.	49
6.4	Agencies Involved in Monitoring of MLTCs-Parent Body	50
6.5	Agencies Involved in Monitoring of MLTCs- Other Agencies	50
6.6	Comments on the Syllabus of Training- Well Designed	51
6.7	Adequateness of Skills for Adopting Various Training Methods	51
6.8	Method of Trainees Evaluation (Oral Test)	52
6.9	Method of Trainees Evaluation (Written Test)	52
6.10	Performance Assessment of Trainees- Supervised Practice	53
6.11	Performance Assessment of Trainees- Preparation of Material	53
6.12	Performance Assessment of Trainees- Punctuality & Discipline	54

List of Maps

Map No.	Map Title	Page No
Chapter – 1 (Strengthening Monitoring of Middle Level Training Centres through Central Monitoring Unit)		
1.1	Sanctioned Strength of Select Institutions of CMU	8
1.2	Number of MLTCs	15

Executive Summary

As a follow up of the recommendations contained in National Policy for Children (1974), the ***Integrated Child Development Services***, popularly known as ICDS was evolved in 1975. The programme is being implemented at the field level by a team of ICDS functionaries namely AWWs, Supervisors and CDPOs. Recognizing the crucial importance of training, a well-designed training strategy has been put in place since inception of the program for all type of ICDS functionaries. The training task of Supervisors has been entrusted to MLTCs, which are being run by State Governments.

The primary responsibility of providing technical support to these MLTCs lies with NIPCCD. Its faculty members frequently undertakes visit of these MLTCs so as to provide them on the spot guidance and corrective measures required to be taken to effectively run the training programs for ICDS Supervisors.

In order to further strengthen the monitoring of these MLTCs, the consultants of select institutions of Central Monitoring Unit of ICDS have also been mandated to visit these MLTCs. Each consultant working in these select institutions of CMU, which are mainly located either in Social and Preventive Medicine Departments of various Medical Colleges or in Schools of Social Work/Colleges of Home Science, is required to visit one MLTC every year and provide a detailed monitoring report to CMU on predetermined set of indicators.

The monitoring data from 15 MLTCs located in 12 States was collected by CMU consultants. These 15 MLTCs were located in the states of Arunachal Pradesh, Gujarat, Karnataka, Kerala, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and Jammu & Kashmir with one MLTC each and states of Madhya Pradesh, Maharashtra and Bihar with two MLTCs each.

The monitoring data of MLTCs was gathered by CMU consultants on broad indicators of administration and management of MLTCs, staff position, infrastructure, availability of training learning material/equipment, library facilities, various aspects of organization of training, training evaluation methodologies, adoption of ICDS training curriculum etc.

The data, gathered by CMU consultants, was tabulated on excel sheet for its analysis. Apart from using simple statistical measures such as frequencies, percentages, averages and ranges, an attempt was made to present the data graphically.

The summary of the findings are as under.

Management of MLTCs and Staff Position**Nature of Parent Organizations running MLTCs**

Less than half of MLTCs (46.67%) are being run by NGOs/Private Organizations. Government run MLTCs are 22.67 per cent of total strength of MLTCs taken in the study. Rest of the MLTCs is either run by trusts or by Professional Organisations.

Staffing Pattern

About 93 per cent of ICDS Instructors posts are filled by full time Instructors in MLTCs taken into the study.

Educational Qualifications

Only 52 per cent of Full Time Instructors working in these MLTCs possess the qualifications as stipulated in the guidelines issued by MWCD, GOI. In this connection, it has to be mentioned that MWCD has stated vide its letter no 11-13/2006-TR dated 4th June, 2009 that revised qualifications making Master's Degree in the concerned subject compulsory has been enforced only from 1st April, 2009 and the old staff will not be affected by these guidelines. However, they should be encouraged to obtain requisite qualifications preferably within five years.

Training Status of Full Time Instructors

Only 9.5 per cent of MLTCs Instructors have received Orientation Training. Less than one fourth (23.81%) of MLTCs Instructors have received Refresher Training. Only 16.67 per cent of MLTCs Instructors have received skill based training in different important areas of service delivery. 82 per cent of Instructors have not received any training suitable to local needs/ environment of the state.

Appointment Status of Part Time Instructors

About 60 per cent of part time Instructors posts are lying vacant in MLTCs taken in the study.

Appointment Status of Support Staff (Typist and Accountants)

About 20 per cent posts of Typist are lying vacant in MLTCs taken in the study.

46 per cent posts of Assistant Accountants are lying vacant in MLTCs taken in the study.

Appointment Status of Other Support Staff

66 per cent of Lady Warden's posts are lying vacant of MLTCs taken in study.

33 Per cent of Sweeper's posts are lying vacant in MLTCs taken in study. A large number of MLTCs (66%) are found running without engagement of Cook. Appointment of these staffs in most of the states needs to be done as soon as possible.

Additional Tasks Carried Out by ICDS Instructors

66.67 per cent of ICDS Instructors have been found engaged in doing other tasks non-related to ICDS.

Receipt of Funds

The timely receipt of funds was reported from only 26.6% of MLTCs Delay in timely receipt of funds is a matter of prime concern and needs immediate attention.

Submission of Statement of Accounts

The timely submission of SOEs have been reported from more than half (60%) of MLTCs.

Medical Treatment Facility

In about 77 per cent of MLTCs, trainees are being referred to the Government hospitals in case of medical emergencies.

Infrastructure**Hostel**

Availability of number of rooms in the hostel varies from one to seven. Less than half of the MLTCs (46.3%) are having one to three rooms in the hostel.

Little less than half (46.66%) of MLTCs have hostel facility of rooms ranging from one to three.

20 per cent of MLTCs are using dormitories to accommodate trainees.

Availability of Separate Kitchen and Dining Hall in the hostel

Availability of Separate Kitchen has been reported in sizable number (93.33%) of MLTCs. Availability of Separate Dining hall has been reported in more than three fourth (80%) of MLTCs.

Recreation Facilities in the hostel

Availability of Separate Recreation Room is found in only one third (33.33%) of MLTCs taken in the study.

Recreational facilities are reported from little more than one fourth (27%) of the MLTCs taken in the study.

Water/Electricity Facilities in the hostel-

Water and electricity facilities are available in majority (93.33%) of MLTCs taken in the study.

Availability of Adequate Bath Rooms/Toilet Facilities in the hostel-

Availability of adequate number of bathrooms and toilets facilities have been reported in about three fourth (73.33 %) of MLTCs taken in the study.

Availability of Night Guards (Chowkidar) in the hostel-

Night guards are available in majority of the MLTCs (93.33%).

Availability of Telephone in the hostel-

Telephones are available in about three fourth (73.33%) of MLTCs taken in the study.

Source of Drinking Water in the hostel -

The tap water is the main source of drinking water (53.33%) followed by hand pump and water cooler respectively (26.66%) as main source of water.

Availability of Class Rooms

All MLTCs (100%) have the availability of adequate number of classrooms.

Ventilation and Lighting

73.33 per cent of MLTCs are having proper ventilation in the classrooms.

All (100%) of MLTCs are having proper lighting arrangements in the classrooms.

Availability of Fans and Air Coolers -

All MLTCs (100%) are having availability of ceiling fans in the classrooms. The availability of air coolers/ACs is reported in about one third (33.3%) of MLTCs taken in the study.

Availability of Training Equipment and Furniture**Availability of White Board, Black Board and Display Boards**

The availability of white board is observed in 84.62 per cent of MLTCs.

Black board availability and usability is observed in close to three fourth (73%) of MLTCs.

Availability of display board is observed in 66.67% per cent of MLTCs with usability upto 80%.

Availability and Use of Audio Visual Aids (TV, OHP, Computer with LCD Projector)

Availability of OHP is reported in 86.67% of MLTCs taken in the study with usability upto 76.92%.

Availability of TV is reported in more than three fourth (86.67%) of MLTCs taken in the study but functional are only 69.23%.

Computer with LCD Projector availability is reported in only less 40% of MLTCs taken in the study out of which 83.33% are in use.

Availability of Weighing Scales and Flip Charts

Flip charts are available in 60% of MLTCs taken in the study with 66.67% of MLTCs using them.

Weighing Scale which is an essential item for demonstration of growth monitoring activities, are available in 80% of MLTCs taken the study. However, their usability is not found in one fourth (25%) of MLTCs

Availability of Supporting Equipment (Fax, Xerox Machine, Computer with Printer)

The availability of Computer with Printer is reported in 60% of MLTCs taken in the study. The usability of the same is observed in sizable number (89%) of MLTCs.

Availability of Fax machine is reported in 33.33% of MLTCs taken in the study. The usability of the same is observed in 80% of MLTCs.

Xerox machine is available in 53.33% of MLTCs taken in the study in which only 62.5% are usable.

Availability of Library and Reference Material

Separate Library is available in every eight out of ten MLTCs taken in the study. Although there are no guidelines about the prescribed number of reading/reference material in the library, however such material is reported up to 100 in number in about 13.33% and more than 1000 in number in about 26.67 per cent of MLTCs taken in the study.

Availability of Classroom Furniture

The situation regarding availability of proper class room furniture is satisfactory. Though Chairs are available in 80% of MLTCs .The availability of Chairs with Desk is reported in 53.33% of MLTCs taken in the study.

Organization of Training

Planning of Course

93.33% of MLTCs taken in the study are making the preliminary arrangements of the course well in advance.

Use of Different Training Methods

None of the MLTC was found of using the role play training method during Job training course. Very less number of MLTCs were found using Demonstration and Role Play as Training methods. However Group Discussion was found to be the favourite method of training followed by MLTCs taken in the study to cover different components like ECCE, Nutrition, Health Care, Communication and Advocacy and Organization and Management.

Conducting Practical Exercises/Sessions

All MLTCs (100%) are organizing indoor activities in imparting ICDS training while 45.45% of MLTCs are organizing outdoor activities.

Getting Training Feedback

Practice of taking feedback by trainees at the end of every component of ICDS training is observed in 86.67% of MLTCs taken in the study.

Placement of Trainees in Supervised Practice

Two to Five (73%) ICDS Functionaries are being placed in one AWC for the purpose of supervised practice.

Use of Training Material in Supervised Practice

In 80% of MLTCs, the trainees are carrying the training material prepared by them in the class room for the purpose of its use in supervised practice.

Type of Support received from ICDS Staff for Supervised Practice

It is observed that only 6.67% of the MLTCs are getting the support from local ICDS project staff for selection of the AWCs for supervised practice. Only in 6.67% of MLTCs, ICDS functionaries have been found to maintain proper coordination with PRI for various activities.

Support in Providing Cooperation with ICDS Project Staff

26.67% of MLTCs are receiving good cooperation from ICDS project staff in organization of supervised practice.

Providing Support in Other Areas

Out of 15 MLTCs observed, only 13.33 per cent reported about the participation of project staff in various other tasks connected with supervised practice of MLTCs. Less participation of ICDS Project staffs add another dimension to the problem faced by MLTCs in organization of supervised practice.

Timely Preparation of Course Report

53.33% of MLTCs are preparing the course report in time.

Timely Submission of Course Reports

Only 13.33% of MLTCs are submitting the course report to NIPCCD and 46.67% to State Government. However, none of the MLTC is submitting the course report to Parent Body.

Visit to ICDS Project

The visits of ICDS projects is being undertaken in only less than half (40%) of MLTCs taken in the study.

MLTCs Monitoring and Training Evaluation

Monitoring of MLTCs

86.66% of MLTCs taken in the study are being monitored periodically by different Monitoring Agencies with 60% being monitored by NIPCCD and State Governments respectively and 46.66% by Parent Body and 13.33% by other Officials.

Adequateness of Skills for Adopting Various Training Methods

80% of instructors working in MLTCs have been found equipped enough for adopting different training methods as prescribed in syllabus of JTC and refresher courses of ICDS supervisors.

Evaluation of Trainees

46.66% of MLTCs conducts oral test for evaluating trainees performance in the JTC while 53.33% conducts written test for the same.

Areas of Assessment

Only 40% of MLTCs are assessing the trainee's performance in the area of Supervised Practice, 40% in the preparation of Material and in Punctuality and Discipline respectively.

Chapter- 1

Strengthening Monitoring of Middle Level Training Centres through Central Monitoring Unit

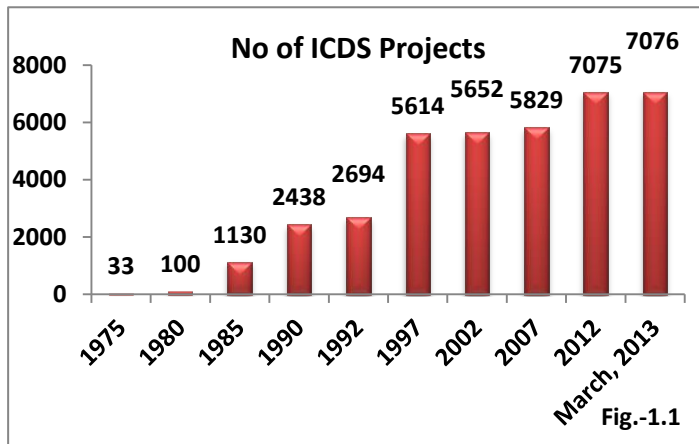
As a follow-up of the measures contained in the National Policy Resolution, the **Integrated Child Development Services**, popularly known as ICDS was evolved in 1975 by Government of India with the major objectives of:

- **Improving** the nutritional and health status of children in the age group 0-6 years.
- **Laying** the foundation for proper psychological, physical and social development of the child.
- **Reducing** the incidence of mortality, morbidity, malnutrition, and school dropout.
- **Achieving** effective coordination of policy and implementation amongst the various departments to promote child development, and
- **Enhancing** the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education.

The basic premise of the programme revolves around the common consensus among educationists, researchers and practitioners that early childhood education and care are inseparable issues and must be considered as one. Based upon this fundamental assumption, the basic inputs under ICDS programme include delivery of integrated package of minimum basic services - health care (immunisation, referrals, health check-ups, nutrition and health education), nutritional supplementation and early childhood education (stimulation activities for children of 0-3 years and non-formal pre-school activities for children 3-6 years) so as to benefit the children from pre-natal stage to the age of six years and to pregnant and lactating mothers. The concept of providing a package of services is based primarily on the consideration that the overall impact would be much larger if the different services are provided in an integrated manner.

ICDS, therefore, takes a holistic view of the development of the child and attempts to improve his/her both pre- and post-natal environment. Accordingly, besides children in the formative years (0-6 years) , women between 15-45 years of age are also covered by the programme, as these are child-bearing years in the life of a women and her nutritional and health status has a bearing on the development of the child. Further, in order to better address the concern for women and for girl child, interventions have also been designed for adolescent girls seeking to break the inter-generational cycle of nutritional disadvantage. The adolescent girls therefore have also been brought under the ambit of ICDS services.





After traversing a momentous path from its launching in 1975 with 33 projects on experimental basis, the ICDS scheme over the time has now been extended to 7025 operational (sanctioned 7076) ICDS Projects with 13.38 lakh AWCs (as on March 2013) located across all 35 States/ Union Territories in the country. The significance of this nationally run initiative of ICDS may also be judged on many counts. Like, the

universalization of this programme has been identified as the basic strategy to achieve the first goal of universal provision of ECCE under EFA, as envisaged in the Dakar conference held in April, 2000 and putting ICDS at point number one in Hon'ble Prime Minister 15-Point Programme for the Welfare of Minorities. Government of India has currently identified eight flagship programmes in which ICDS is also covered. Giving further impetus, it was stated under Social Sector in the 11th Five-Year Plan document published by Planning Commission (2008) that ICDS is and will continue to be the flagship programme of Government of India during 2007-2012, reaffirming the commitment of the Government towards expanding and strengthening of ICDS programme.

Hon'ble Prime Minister, while addressing the nation from the ramparts of the Red Fort on the occasion of 65th Independence Day (15th August, 2011) told the nation that Government is going to implement the ICDS programme in an improved way within the next six months. ICDS thus, is a unique programme encompassing the main components of human resource development namely health, nutrition and education. It is perhaps the only country wide programme in the world functioning on a large scale, requiring multi sectoral operations and intersectoral linkages for its operation.

ICDS Philosophy and Approach



ICDS, which is more than 37 years old now, is primarily based on the philosophy of convergence as ICDS functionaries are tuned to seeking and obtaining services from other government programmes implemented at the field level. Like out of six ICDS services, three health-related services namely Immunisation, Health Check-Up and Referral Services are being delivered through public health infrastructure i.e. through sub centers, Primary and

Community Health Centres under the Ministry of Health and Family Welfare. It has been the endeavour of the Government of India to ensure that delivery of these health-related services is made through effective convergence with the Reproductive and Child Health component of

National Rural Health Mission (NRHM) being administered by Union Ministry of Health and Family Welfare. Similarly, under Multi sectoral Development Programme (MSDP), the Ministry of Minority Affairs is supporting the construction of AWCs in minority concentrated districts. The Pre-School Education component of ICDS is being continuously strengthened by the financial resource support from Sarva Shiksha Abhiyan (SSA), a programme being run by Department of Elementary Education and Literacy, Ministry of Human Resource Development, Government of India.



Administrative and Financing Pattern

ICDS is a centrally sponsored scheme wherein the Union Government is responsible for programme planning and infrastructure costs and States are responsible for programme implementation. The Government of India has allowed the states to have operational flexibility and as a result, different States/UTs have adopted different organisational systems and management practices for the delivery of package of services.

Coverage and Population Norms

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

Table 1.1: Population Norms for Setting up Anganwadi Centres

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

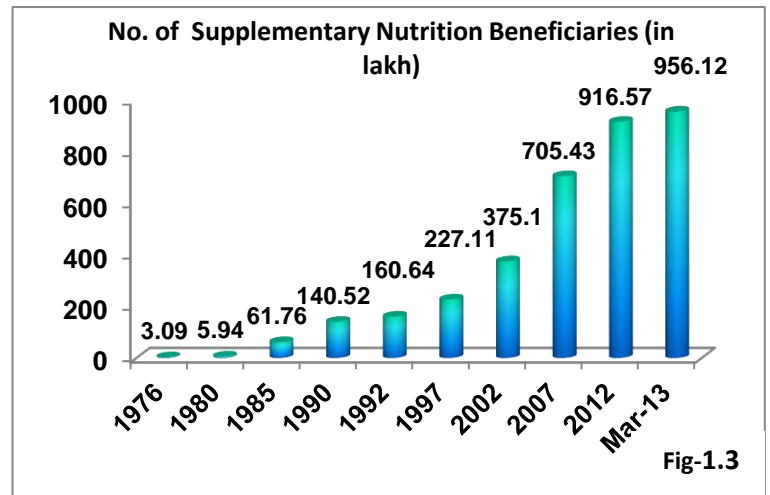
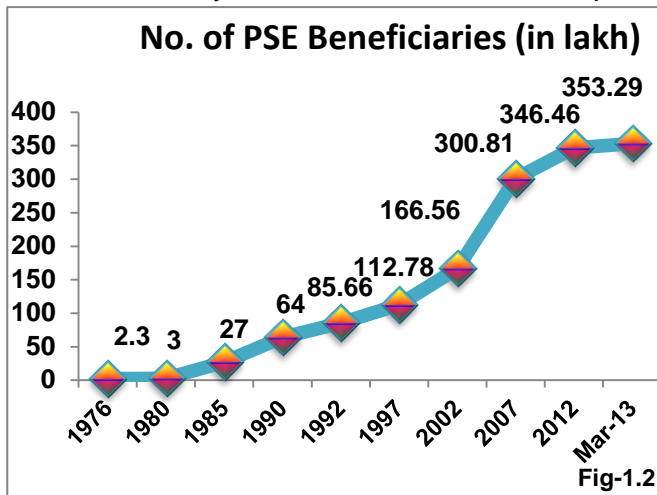
Mini Anganwadi Centres (Mini AWCs) can also be set up to cover the remote and low populated hamlets/villages. Further, till the year 2005, only one of the six services of ICDS was being provided in Mini AWCs. However, it has now been decided to provide all six services under ICDS from Mini AWCs also. The Government of India has also designed a new scheme of Anganwadi on Demand under which rural communities and slum dwellers are now entitled to an Anganwadi on Demand (not later than three months from the date of demand) in cases where a settlement has at least 40 children under six but no AWC. The existing guidelines of ICDS scheme also envisage that in the selection of ICDS Project in rural areas, priority will be given, inter alia, to areas predominantly inhabited by tribes, particularly backward tribes and Scheduled Castes. The guidelines for setting up MAWCs as per revised population norms are as under:

Table 1.2: Population Norms for Setting up Mini Anganwadi Centres

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

The States/ UTs have been requested to ensure the registration of all eligible beneficiaries in accordance with the applicable guidelines and norms. It has been reiterated time and again that these norms are only indicative in nature and thus should not be construed to imply either an upper or a lower limit for registration. All eligible beneficiaries who come to Anganwadi Centre have to be registered and provided services under the Scheme.

The number of Supplementary Nutrition beneficiaries being benefitted from ICDS has been continuously increasing from 3.09 lakh in the year of 1976 to 956.122 lakh till March 2013. Similarly, beneficiaries under Non- Formal Pre-School Education have increased from 2.30 lakh in the year of 1976 to 353.29 lakh up to March 2013.



The ICDS Team

The programme is being implemented at the field level by a team of ICDS functionaries namely AWW, Supervisor and CDPO. The CDPO, who is the over all incharge of the ICDS project, is custodian of the scheme at the project level and is responsible for providing administrative and managerial support for effective implementation of the programme. Each CDPO is supported by a team of Supervisors, who are required to guide the AWWs in planning and delivery of ICDS services at the AWC through her regular field visits and by providing on the spot guidance. The primary responsibility of managing the AWC rests with AWW, who is a community based frontline voluntary worker selected from within the local community. In view of her close relationship with local population, she has been entrusted with manifold responsibilities encompassing large gamut of activities she has to carry out daily or periodically.

Apart from taking care of children's health, nutrition, growth monitoring and promotion and imparting pre-school education, she is supposed to reach out to pregnant and nursing mothers, make home visits, providing nutrition counselling, help with immunization campaigns, attend self-help group meetings, carry out surveys, keep numerous registers and so on.

Recognizing the crucial importance of training, a well-designed training strategy has been put in place since inception of the programme for all type of ICDS functionaries. While the training of CDPOs is the direct responsibility of NIPCCD, training of Supervisors is being conducted by few select training centers known as MLTCs located across the country. The training task of AWWs and AWHs has been entrusted to AWTCs, which are being run either by State Governments or by prominent voluntary organizations.

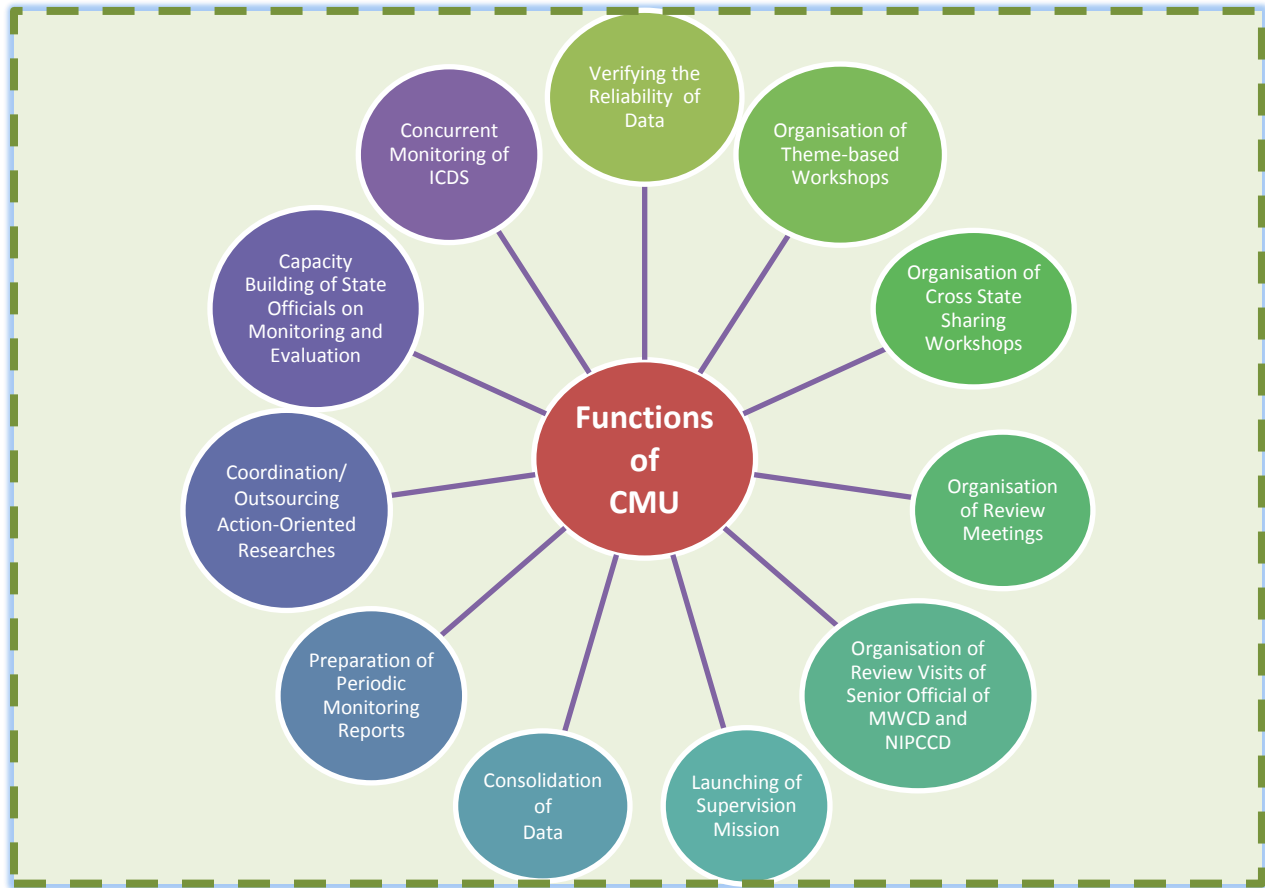
Monitoring of AWTCs / MLTCs through Central Monitoring Unit of ICDS

The primary responsibility of providing technical support to these AWTCs / MLTCs lies with NIPCCD. Its faculty members frequently undertakes visit of these AWTCs / MLTCs so as to provide them on the spot guidance and corrective measures required to be taken to effectively run the training programmes for AWWs, AWHs and ICDS Supervisors. In order to further strengthen the monitoring of these MLTCs, the consultants of select institutions of Central Monitoring Unit of ICDS have also been mandated to visit these MLTCs. Central Monitoring Unit of ICDS was created in NIPCCD in the year of 2008.

The broader functions as assigned to CMU include verifying the reliability of data being collected from States/UTs in the form of MPRs/QPRs; organisation of theme-based workshops; organization of cross state sharing workshops; organisation of review meetings; organisation of review visits of senior officials of MWCD and of NIPCCD; launching of supervision mission; consolidation of data and preparation of periodic monitoring reports; coordinating/outsourcing action-oriented researches; capacity building of state officials on monitoring and evaluation of ICDS and concurrent monitoring of ICDS programme.

Major Objects of CMU

- Determine the strategy to be adopted to develop effective monitoring mechanism at all levels;
- Study convergence of services provided under other schemes;
- Analyse the service delivered under the ICDS at all levels;
- Identify the bottlenecks/problems of the scheme and initiate action for corrective measures;
- Test the accuracy of the data received at the national level;
- Prepare detailed recommendations for improving the efficiency and effectiveness of the scheme;
- Document some of the Best Practices at the state level; and
- Identify the strengths and weaknesses of the already existing monitoring system.



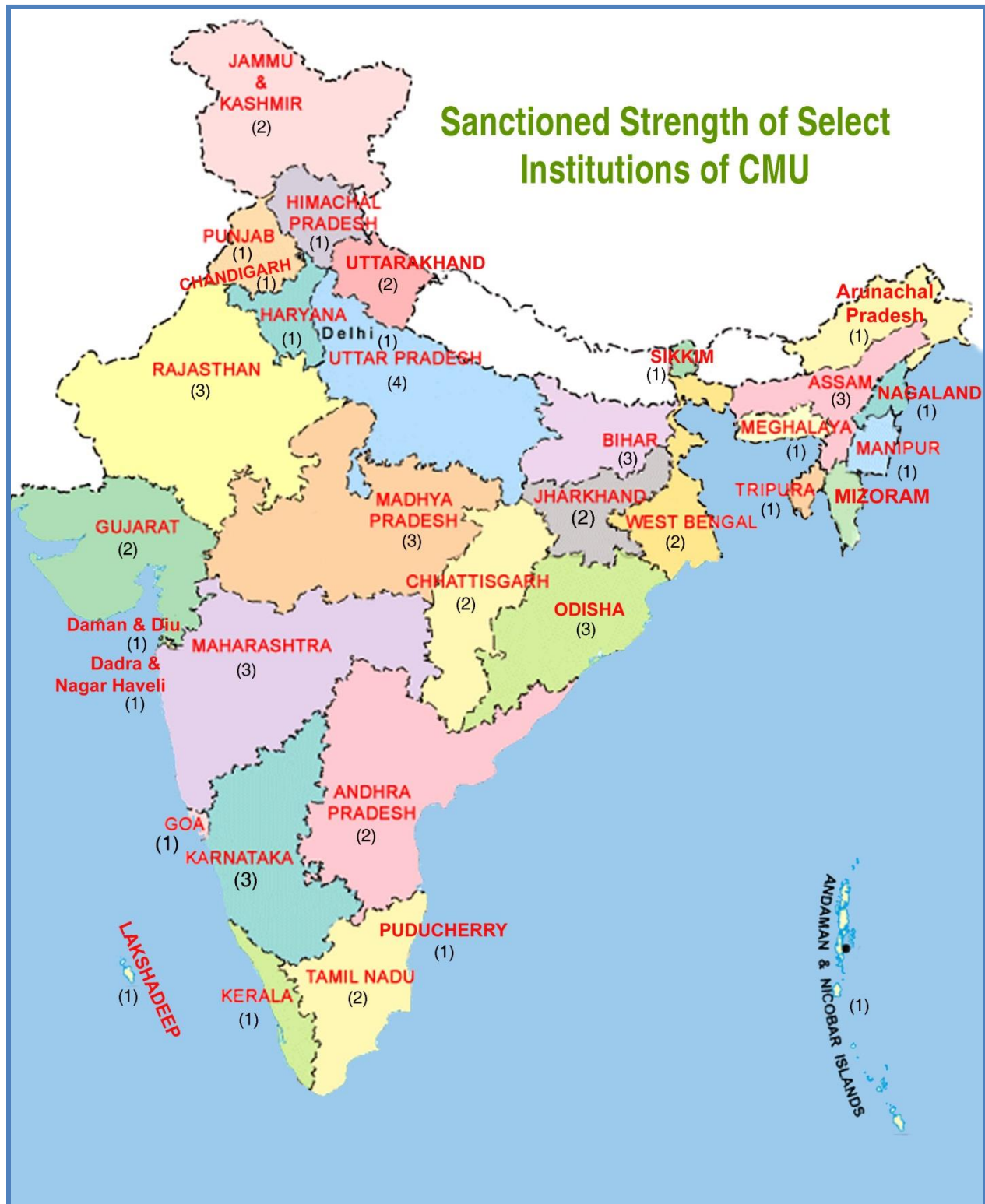
In order to discharge various functions as stated in the preceding para, State Monitoring Units (SMUs) in the form of selected and lead institutions have been established at the State /UT level. Most of these SMUs are either located in Social or Preventive Medicine Departments of Medical Colleges or in Home Science Colleges/ Colleges of Social Work.

The number of SMUs in a particular state depends upon the size of the State. Those States which are having 25 Districts or less have a single Institution while those States having more than 25 and up to 50 Districts have two Institutions and States having more than 50 Districts have three Institutions attached to them. Some of those States which are having peculiar problems related to ICDS or if the State situation so warrants, have one more attached additional Institution. For the States, which are having more than two Institutions, one of the Institution acts as lead Institution which has been responsible for collecting, compiling and analysing the data of all Institutions in the respective State for sending it to CMU, NIPCCD. The lead Institution selected is generally located in the capital of the State so as to have easy access and coordination with State ICDS department. State wise list of approved institutions is given at **Table 1.3**.

Table-1.3: Approved Number of Select Institutions

S.No.	Name of State/UT	Approved Number of Select Institutions
1.	Andhra Pradesh	2
2.	Arunachal Pradesh	1
3.	Assam	3
4.	Bihar	3
5.	Chhattisgarh	2
6.	Goa	1
7.	Gujarat	2
8.	Haryana	1
9.	Himachal Pradesh	1
10.	Jammu & Kashmir	2
11.	Jharkhand	2
12.	Karnataka	3
13.	Kerala	1
14.	Madhya Pradesh	3
15.	Maharashtra	3
16.	Manipur	1
17.	Meghalaya	1
18.	Mizoram	1
19.	Nagaland	1
20.	Orissa	3
21.	Punjab	1
22.	Rajasthan	3
23.	Sikkim	1
24.	Tamil Nadu	2
25.	Tripura	1
26.	Uttarakhand	2
27.	Uttar Pradesh	4
28.	West Bengal	2
29.	Andman& Nicobar	1
30.	Chandigarh	1
31.	Dadar& Nagar Haveli	1
32.	Daman & Diu	1
33.	Delhi	1
34.	Lakshadweep	1
35.	Pondicherry	1
	Total	60

Each selected Institution has signed a Memorandum of Understanding (MOU) with CMU, NIPCCD. The detailed guidelines of monitoring and supervision of ICDS under CMU have been supplied to them by CMU, NIPCCD.

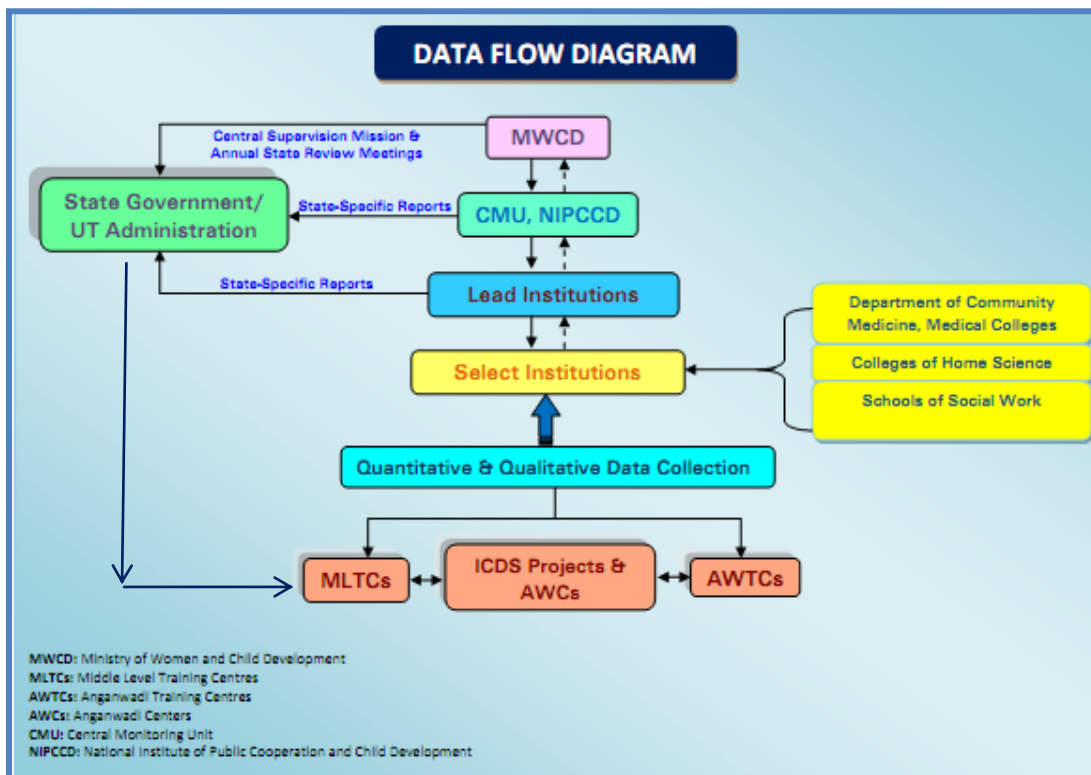


Map-1.1

Composition and Tasks of Select and Lead Institutions

The select and lead Institutions of CMU are required to collate and analyse the data and reports received from the Districts and State Headquarters on the performance of ICDS Scheme on pre-determined set of indicators; collect data through field visits to selected ICDS Projects in the area assigned to it; furnish the data/reports to the lead Institution for the State; Launch Supervision Missions and Monitoring of Anganwadi Workers Training Centers/Middle Level Training Centres.

Each selected and lead Institution working in different States/UTs has three consultants drawn from the regular faculty of the institution. These consultants have considerable research and training experience (5-10 years) in the twin fields of Women and Child development. Preference is being given in selection of consultants to those faculty members who worked either in RCH programme or in ICDS programme. The selection of consultants is also governed by their willingness to spare at least 1 to 2 hours a day for ICDS work. It is essential for the Consultants to have comprehensive and accurate information about the functioning of urban, rural and tribal ICDS Projects in the State in which they are located so as to make qualitative and quantitative assessment of ICDS correctly. In order to provide assessment report of the ICDS Projects, it has been decided that Consultants would visit at least 10 percent of Districts, one Project and five Anganwadi Centres in every quarter on rotational basis, make assessment, test the accuracy of data (on sample basis) based on progress reports and furnish to CMU detailed recommendations for improving efficiency and effectiveness of ICDS Scheme. In the interest of coordination and economy of time and effort, as far as possible, visits to ICDS Projects and to AWTCs/MLTCs for the purposes of monitoring have been clubbed. The consultants have been advised to undertake initially the visits of only those ICDS Projects where IMR, Malnutrition and other indicators are poor as per district/state data record.



Major Contribution of CMU

- ✓ The select and lead institutions of Central Monitoring Unit of ICDS (CMU-ICDS) are now functional in 24 States and 2 UTs of the country. All of these select and lead institutions have been equipped with necessary hardware and software.
- ✓ The national evaluation of ICDS was first conducted in the year 1992 by NIPCCD and subsequently it was conducted again in the year of 2000 by NCAER. The national evaluation of ICDS was again conducted in the year of 2005 by NIPCCD and in the year of 2010 by NCAER. Overall, there was a time gap of at least five years between two subsequent national level concurrent evaluations of ICDS. The efforts put in by CMU of ICDS has drastically reduced the time lag in availability of such ICDS monitoring data, which is now down from almost 5 years to about six months interval at the national level.
- ✓ The CMU of ICDS captures the monitoring data of ICDS on comprehensive set of indicators encompassing all possible inputs, process and output/outcome variables. These include six core components: Infrastructure, Personal Profile of ICDS Functionaries, Training Status of ICDS Functionaries, Service Delivery, Services to Adolescent Girls, Community Mobilisation and Information, Education and Communication, Continuous and Comprehensive Monitoring and Supportive Supervision, Innovations and Best Practices etc.
- ✓ As part of CMU of ICDS activities, preparation and submission of concurrent evaluation of ICDS has been made a frequent and regular feature.
- ✓ The CMU ensures two-way flow of information. Based on the monitoring data available with CMU of ICDS, the State-specific comments (both quantitative and qualitative) on implementation of ICDS are being shared with the concerned State Government /UT Administration at regular intervals.
- ✓ The monitoring data available with CMU of ICDS is continuously providing help to policy makers, programme implementers, programme managers and ICDS trainers for not only taking corrective measures but also in imparting training and /or orienting ICDS functionaries and programme managers.
- ✓ The CMU monitoring data, which has provided the basic statistics on all possible vital indicators of ICDS implementation, has provided basic information for finalising the restructuring and strengthening document of ICDS for the Twelfth Five-Year Plan.
- ✓ The CMU data is also being widely used for discussing performance of various States and UTs in ICDS implementation during National/State level Review Meetings/ Supervision Missions convened by MWCD, GOI.
- ✓ It has now become a regular feature to share the CMU data with MWCD at frequent intervals.
- ✓ On reviewing the performance of CMU, Government of India has approved in principle the continuation of CMU during 12th Five-Year Plan.
- ✓ For the first time, an effort has been made to compute an ICDS Implementation Index based on the CMU data and States have been ranked accordingly.

- ✓ Besides serving as storehouse of quantitative information and analytical reports about ICDS implementation in various States/UTs, CMU also provides qualitative data about AWCs and ICDS Projects incorporating best practices and innovations.
- ✓ Carrying out research on various aspects of ICDS is a regular feature of CMU. Some of the research projects carried out by CMU include “Evaluation of ICDS Projects being run by NGOs” and “A quick appraisal of ICDS awareness in National Capital Region”. The consultants of CMU have also been involved in various other studies. These include “Evaluation of Wheat Based Nutrition programme” and “Involvement of ASHA in ICDS” etc.

Expanding the Coverage of Monitoring of MLTCs by CMU

Just after establishing of CMU of ICDS in NIPCCD, the first monitoring report of MLTCs was generated in July 2010 covering 8 States. The present CMU report of ICDS implementation covers 15 MLTCs located across 12 States. The expanding coverage of CMU data is presented in **Table 1.4**.

Table -1.4: Expanding Coverage of CMU

CMU Report	Total Number of MLTCs	States/Union Territories	
		Number of States	Names
Monitoring and Supervision of MLTCs	8	1	Gujarat, Karnataka, Madhya Pradesh, Rajasthan, Kerala, Tamil Nadu, Maharashtra, Jammu & Kashmir
	15	12	Gujarat, Karnataka, Madhya Pradesh, Rajasthan, Kerala, Tamil Nadu, Maharashtra, Jammu & Kashmir, Punjab, Uttar Pradesh, Bihar, Arunachal Pradesh

Here it is also pertinent to note that CMU has not only expanded its ICDS monitoring coverage continuously but has also either added new monitoring indicators or modified old monitoring indicators depending upon the monitoring requirements of MLTC

The Present Report

The present report is based on the data received from 15 MLTCs till June 2012 spread over 12 States as per details given in **Table 1.5**. The list of address of 15 MLTCs is attached at **Annexure -1**.

Table 1.5: Number of MLTCs

Sl. No.	State	Total No. of MLTCs
Northern Region		
1	Jammu & Kashmir	1
2	Punjab	1
3	Rajasthan	1
4	Uttar Pradesh	1
Eastern Region		
5	Bihar	2
North East Region		
6	Arunachal Pradesh	1
Western Region		
7	Gujarat	1
8	Maharashtra	2
Southern Region		
9	Karnataka	1
10	Kerala	1
11	Tamil Nadu	1
Central Region		
12	Madhya Pradesh	2
Total		15

Data Gathering Instruments

The consultants working in select Institutions were given monitoring proformas developed by CMU, NIPCCD. The consultants were required to fill these proformas after taking the interview of Instructors of MLTCs and observing the activities of the concerned MLTC. With the help of this schedule, the required data was gathered on the broad indicators as listed in Table 1.6.

Table 1.6: List of Monitoring Indicators

Core Component	Indicator
<ul style="list-style-type: none"> Management of MLTCs and Staff Position 	<ul style="list-style-type: none"> Nature of Parent Organisation running MLTCs Staffing Pattern(Appointment and Vacant Position) Educational Qualifications Training Status Appointment Status of Part Time Instructors Appointment Status of Administration/Non-Teaching Staff Appointment Status of Support Staff Additional Tasks Carried Out by ICDS Instructors Receipt of Funds Submission of Statement of Accounts Medical Treatment Facility
<ul style="list-style-type: none"> Infrastructure 	<ul style="list-style-type: none"> Hostel Availability of Separate Kitchen and Dining Hall Availability of Recreation Facilities Source of Drinking Water

	<ul style="list-style-type: none"> • Availability of Class Room • Ventilation and Lighting • Availability of Fans and Air Coolers
<ul style="list-style-type: none"> • Availability of Training Equipment's and Furniture 	<ul style="list-style-type: none"> • Availability and Use of White Board, Black Board and Display Board • Availability and Use of TV, OHP, Computer with LCD Projector • Availability and Use of Weighing Scales and Flip Charts • Availability of Other Supportive Equipment's (Fax, Xerox Machine, Computer, Printer) • Availability of Library and Reference Material • Availability of Classroom Furniture
<ul style="list-style-type: none"> • Organisation of Training 	<ul style="list-style-type: none"> • Planning of Course • Use of Different Training Methods • Conducting Practical Exercises/Sessions • Getting Training Feedback • Placement of Trainees in Supervised Practice • Use of Training Material in Supervised practice • Distance of AWCs from MLTC in Supervised Practice • Type of Support Received from ICDS Staff in Supervised Practice • Preparation of Course Reports • Visit to ICDS Projects by ICDS Instructors
<ul style="list-style-type: none"> • MLTCs Monitoring and Training Evaluation 	<ul style="list-style-type: none"> • Monitoring of MLTCs by NIPCCD, Parent Body, State Government etc • Clarity of Training Syllabus Amongst ICDS Trainers • Adequateness of Skills Amongst ICDS Trainers to Use Various Training Methods • Training Assessment • Evaluation of Trainees

Apart from sending these monitoring proformas of MLTCs in original to NIPCCD, CMU, the concerned consultants also prepared a detailed report about the MLTC visited by them. The list of monitoring indicators as used in monitoring of MLTCs is quite comprehensive.

Data Collection

Blended mix of both quantitative and qualitative data on indicators listed above was collected by consultants working in selected and lead institutions located across the country.

Ensuring Data Quality

Several measures were taken to generate and collect the reliable and good quality data. Various ICDS monitoring indicators, as presented in **Table 1.6**, were finalised in consultation with policy makers, practitioners, officials and trainers of ICDS and ICDS consultants working in selected and lead Institutions located across the country.



Data Quality**Measures taken**

- Preparation of detailed guidelines
- Preparation of pre-coded Schedules
- Orientation of Consultants
- Editing to detect errors and omissions in entries of the schedules
- Checking consistency of responses

The consultants were also given orientation training by faculty members of CMU about purpose and objectives of the monitoring of the MLTCs. They were oriented in these tasks during CMU State Institutions Workshops held at Bengaluru, New Delhi and Lucknow. During orientation, emphasis was also placed on filling the monitoring proformas using appropriate coding frame. The consultants were requested to ensure that the data is consistent and there are no missing values. Feedback on data quality was also provided by CMU officials to consultants, as and when needed, which had also helped in improving the quality and consistency of data. It was made mandatory to all consultants to share the monitoring reports with concerned

State officials about the major outcomes of the monitoring visits. Guidelines developed by CMU, NIPCCD helped the consultants in filling the data on the data capture formats. Despite best efforts, some inconsistencies and missing data are observed while coding the data at the national level of CMU, NIPCCD.

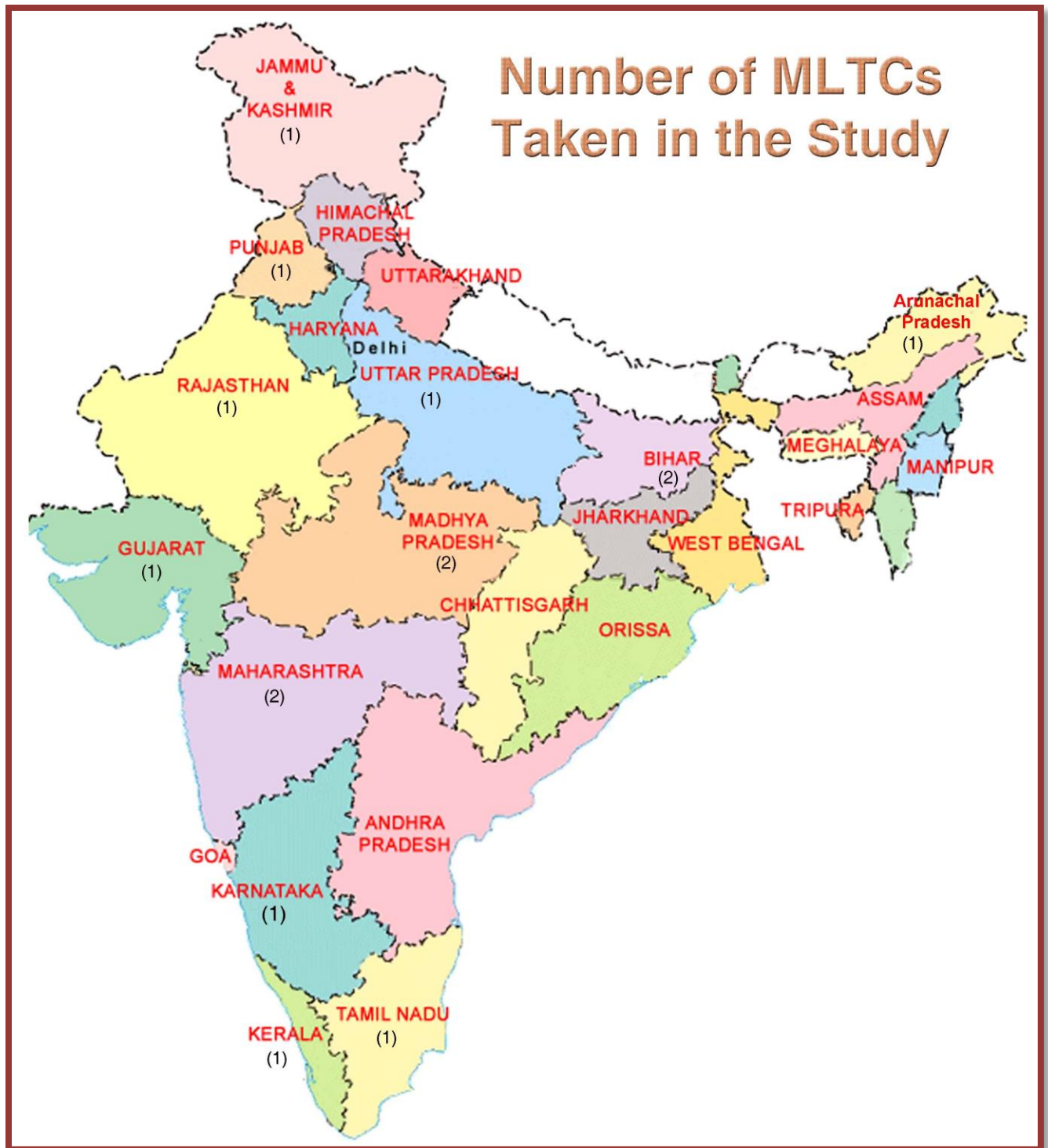
Raw data as presented in the document are essentially based on data provided by consultants working in select and lead institutions. Thus the accuracy and truthfulness of the data rest with them. NIPCCD has only provided professional support for coding, analysis, interpretation of data and generating and disseminating the report findings.

Data Analysis

The formats of the data were prepared in such a way that the data could be used in variety of ways for subsequent analysis. The data base was created with an intention to optimally utilise the valuable empirical information for other purposes as well. The data were disaggregated at the State level.

Summarizing the Data

The data was tabulated on excel sheets for its analysis. Apart from using various statistical measures such as frequencies, percentages, averages, ranges etc, the data have also been presented graphically.



Map: 1.2

Chapter – 2

Management of MLTCs and Staff Position

This chapter presents the management of MLTCs and the details about the academic, administrative and support staff.

Nature of Parent Organization Running MLTCs

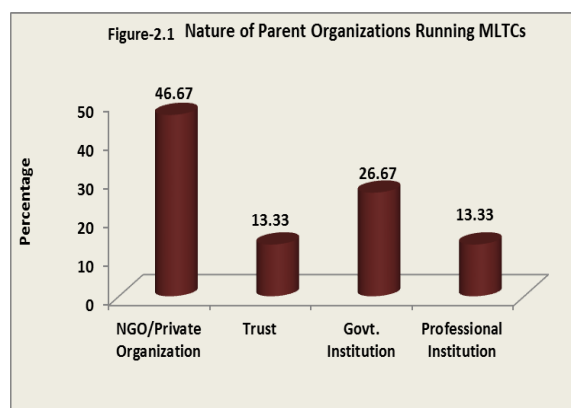
As per Comprehensive Training Strategy (CTS) of ICDS, the task of imparting training to ICDS Supervisors and Instructors of AWTCs has been entrusted to MLTCs. Most of these MLTCs are either being run by NGOs/Private Organizations or by the Professional Institutions like Schools of Social Work/Colleges of Home Science etc. In some of the States, these MLTCs are also being run by concerned State Governments. Data in this regard are presented in **Table 2.1**.

Table 2.1: Nature of Parent Organization Running MLTC*

Total No. of MLTCs	NGO/Private Organization		Trust		Govt. Institution*		Professional Institution**	
	N	%	N	%	N	%	N	%
15	7	46.67	2	13.33	4	26.67	2	13.33

* like SIRD or by Government itself , ** like School of Social Work/School Of Home Science

It is revealed from table 2.1 that less than half MLTCs (46.67%) are being run by NGO/Private Organizations. Almost one fourth of MLTCs (26.76%) are being run by Government institutions or by Government itself. Very few MLTCs are being run by either by Trust (13.33%) or by Professional institutions (13.33%).



Staffing Pattern

As per guidelines issued by MWCD, GOI vide its letter no 11-13/2006-TR dated 4th June, 2009, each MLTC should have three full time instructors. These include Instructor in Child Development, Instructor in Nutrition and Instructor in Social Work. Data in this regard are presented in **Table 2.2**.

Table 2.2: Appointment of Full Time Instructors

Total No. of MLTCs	No. of Instructors as per Norms	No. of Instructors In Position	Shortfall	
			N	Percentage
15	45	42	-3	6.66

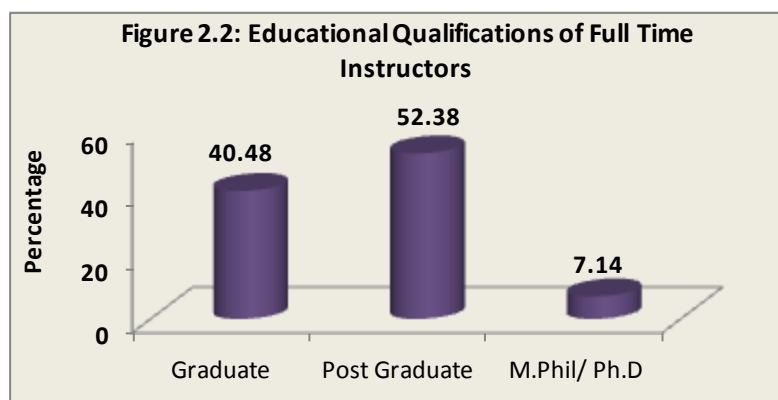
The data as presented in Table 2.2 reveals that, though not much, there has been a short fall of Instructor (3) against the prescribed norms. The shortfall is to the extent of 6.66 per cent only.

Educational Qualifications

Vide letter no 11-13/2006-TR dated 4th June, 2009, the MWCD, GOI has issued detailed guidelines with respect to educational qualifications of Instructors working in MLTCs. The letter under reference states that all the three instructors of MLTCs should have Master's Degree in the respective field. While Instructor in Child Development should have Master degree in Home Science/Child Development/Psychology, the Instructor in Nutrition should have Master degree in Home Science/Nutrition. Similarly, the Instructor in Social Work should have Master degree in Extension Education/Community Resource Management/Social Work/Sociology. Data in this regard are presented in **Table 2.3**.

Table 2.3: Educational Qualifications of Full Time Instructors

Total No. of MLTCs	No. of Full Time Instructors	Graduate		Post Graduate		M.Phil/ Ph.D	
		N	%	N	%	N	%
15	42	17	40.48	22	52.38	3	7.14



It is evident from **Table 2.3** that more than half (52%) of Instructors working in MLTCs possess the qualifications as stipulated in the guidelines issued by MWCD, GOI. However, it is not out of place to mention here that these guidelines are issued by suppressing earlier guidelines which states that if it is not

possible to recruit instructors with Master's degree in the concerned subjects, efforts should be made to recruit instructors who have at best a Bachelor's degree wherein the concerned subject is offered as one of the compulsory paper. MWCD has also stated vide its letter no 11-13/2006-TR dated 4th June, 2009 that revised qualifications making Masters Degree in the concerned subject compulsory has been enforced only from 1st April, 2009 and the old staff will not be affected by these guidelines. However, they should be encouraged to obtain requisite qualifications preferably within five years.

Status of Orientation Training of Instructors

In order to prepare the Instructors of MLTCs for accomplishment of their job requirements, provision has been made for imparting eight working days orientation training to them. The contents of the orientation training include effective coverage of syllabus, use of appropriate training methods and aids, organization of Supervised Practice etc. Data reflecting status of receiving orientation training by the Instructors of MLTCs are presented in **Table 2.4**.

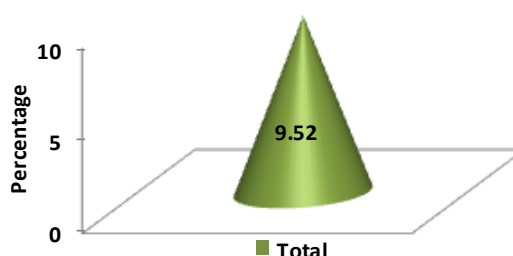


Table 2.4: Status of Orientation Training of Instructors of MLTCs

Total No. of MLTCs	No. of Instructors In Position	Orientation Training	
		No. of Instructors who have received Orientation Training	%
15	42	4	9.52

As per data depicted in **Table 2.4**, only 9.5 % of MLTCs Instructors have received orientation training. This aspect needs to be looked into on priority basis so that Instructors of MLTCs are fully trained to impart training to ICDS Supervisors and Instructors of AWTCs.

Figure 2.3: Percentage of Full time instructors received Orientation Training



Status of Refresher Training of Instructors

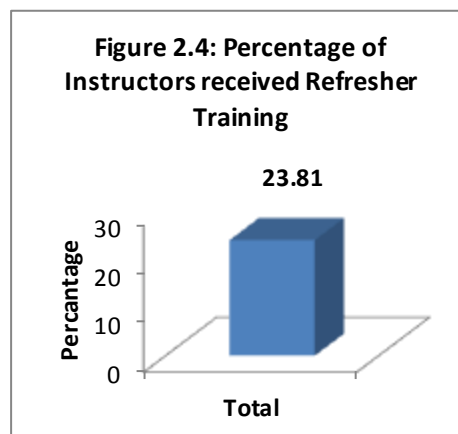


Under Comprehensive Training Strategy of ICDS, provision has also been made for imparting refresher training to Instructors of MLTCs at the intervals of every two years so as to refresh their knowledge in the recent developments in ICDS. These training programmes are being organized either by NIPCCD HQs or by its Regional Centers located in Bangaluru, Lucknow, Guwahati and Indore. Data reflecting status of receiving refresher training by the Instructors of MLTCs are presented in **Table 2.5**.

Table 2.5: Status of Refresher Training of Instructors

Total No. of MLTCs	No. of Instructors In Position	Number of Instructors Who have received Refresher Training	
		N	%
15	42	10	23.81

The data depicted in **Table 2.5** shows that only close to one fourth (23.8%) of MLTC Instructors have attended refresher training. Data further shows huge backlog of refresher training (76.2%).



Status of Skill Training of Instructors

Skill based training is being imparted to the instructors of MLTCs in specific themes like Pre School Education, New WHO Child Growth Standards, PLA techniques etc. Data showing status of receiving skill training by the Instructors of MLTC are presented in **Table 2.6**

Table 2.6: Skill Training Status of Instructors

Total No. of MLTCs	No. of Instructors In Position	Number of Instructors Who have received Skill Training	
		N	%
15	42	7	16.67

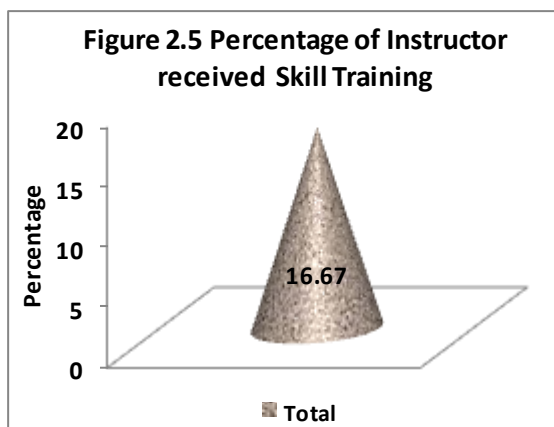


Table 2.6 shows that status of receiving skill training is as low as the status of receiving orientation and refresher training. Only 16.6 per cent of MLTC Instructors have received skill based training in different important areas of service delivery.

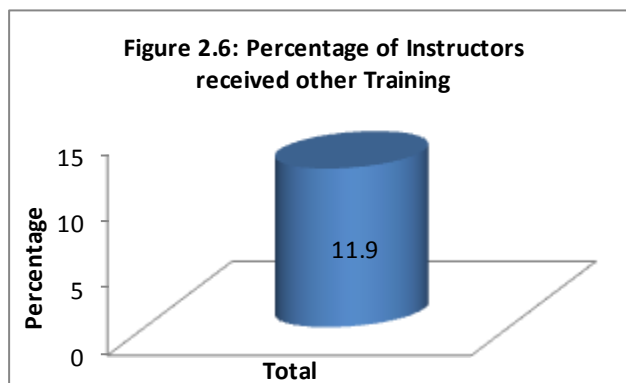
Status of Other Training of Instructors

As per Comprehensive Training Strategy of ICDS, all States have to organize other training programmes suitable to their local needs /environment. Data showing status of receiving other training by the Instructors of MLTC are presented in **Table 2.7**.

Table 2.7: Status of Other Training of Full Time Instructors

Total No. of MLTCs	No. of Instructors In Position	Number of Instructors who have received other training	
		N	%
15	42	5	11.90

The data as presented in **Table 2.7** reveals that sizeable number of Instructors (82%) have not received any training suitable to the local needs /environment of the state.

**Table 2.8: Status of Training of Full Time Instructors**

Total No. of MLTCs	No. of Instructors In Position	Orientation Training		Refresher Training		Skill Training		Other Training	
		N	%	N	%	N	%	N	%
15	42	4	9.52	10	23.81	7	16.67	5	11.90

Appointment Status of Part Time Instructors

As per MLTC norms issued by MWCD, GOI, three part time instructors (Craft Teacher, Music Teacher and Visiting Doctor) needs to be engaged in each MLTC. Data in this regard are presented in **Table 2.9**.

Table 2.9: Appointment of Part Time Instructors

Total No. of MLTCs	No. of Part Time Instructors as per Norms	No. of Part time Instructors In Position	Shortfall	
			N	%
15	45	18	- 27	60

Table 2.9 shows that about sixty percent of part time Instructors posts are lying vacant in MLTCs taken in the study.

Appointment Status of Typist & Assistant Accountant

As per office order no 11-13/2006-TR dated 4th June, 2009, each MLTC should have one Typist and one Assistant Accountant. Data showing filled up status of these positions are presented in **Table 2.10**.

Table 2.10: Appointment Status of Typists & Assistant Accountant

Total No. of MLTCs	Total No. of Typists/Asstt. Accountant as per Norms	Total Number of Typists in Position	Shortfall		Total Number of Asstt Accountant in Position	Shortfall	
			In Number	%		In Number	%
15	15	12	-3	20	8	-7	46

Table 2.10 shows that there has been a short fall in filling up of the posts of Assistant Accountant and Typist both with 20% in typist post and 46% in post of Assistant Accountant. These posts need to be filled up early.

Support Staff of MLTCs

So far as support staff of MLTCs is concerned, the office order no 11-13/2006-TR dated 4th June, 2009 issued by MWCD states that all MLTC should have one lady warden , one cook and one sweeper as regular employee. Data with regard to filling of these posts of supportive staff are presented in **Table 2.11**

Table 2.11: Appointment Status of Support Staff

Support Staff	Recruitment Details	
Lady Warden	Total Number of MLTCs	15
	Total Number of Lady Warden as per Norms	15
	Total Number of Appointed Lady Warden	5
	Short Fall	10 (66%)
Cook	Total Number of MLTCs	15
	Total Number Cook as per Norms	15
	Total Number of Appointed Cook	5
	Short Fall	10(66%)
Sweeper	Total Number of MLTCs	15
	Total Number Sweeper as per Norms	15
	Total Number of Appointed Sweepers	10
	Short Fall	5(33%)

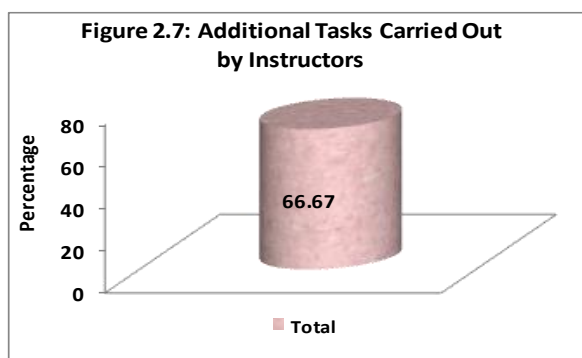
The data as presented in **Table 2.11** shows that there has been a huge backlog (66%) each in appointment of full time cook and lady wardens. In the absence of cook, the trainees have to themselves prepare the food.

Additional Tasks Carried Out by Instructors

The Instructors of MLTCs are required to work only for ICDS training and in no case they should be engaged in other assignments carrying additional workload on them to perform other responsibilities which parent organization of MLTC is handling. Data as reported by Chief Instructors /Principals of MLTCs in this regard are presented in **Table 2.12**

Table 2.12: Additional Tasks other than ICDS Training Being Carried Out by Instructors of MLTCs

Total No. of MLTCs	Total No. of Principals/Chief Instructors	Carrying Out of Additional Tasks as Responded by Principals/Chief Instructors	
		N	%
15	15	10	66.67



The data as presented in **Table 2.12** shows that majority of the Principals/Chief Instructors (66.67%) have responded that Instructors of MLTCs are engaged in carrying out the additional tasks other than ICDS training

Receipt of Funds

The budgetary allocation of ICDS training is being made by MWCD, GOI to different State Governments, which in turn provides funds to MLTCs for organization of training programmes meant for ICDS Supervisors and Instructors of AWTCs. The data as obtained from Principals/Chief Instructors of MLTCs regarding timely receipt of funds from State Governments to MLTCs are presented in **Table 2.13**.

Table 2.13: Timely Receipt of Funds

Total No. of MLTCs	Timely Receipt of Funds	
	N	%
15	4	26.67

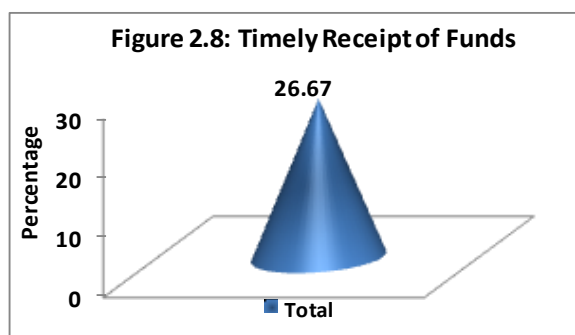


Table 2.13 reveals that timely receipt of funds has been reported only from little more than one fourth (26.6%) of MLTCs taken in the study. Delay in timely receipt of funds is a matter of prime concern needs attention.

Submission of Statement of Accounts

The budget for MLTC is being released by the MWCD, GOI through the concerned State Government. At the end of each training course, the MLTC is required to send the statement of expenditure incurred during the course. Such statement of expenditure has to be sent to parent institution running MLTC. Data showing status of submission of SOE are presented in **Table 2.14**

Table 2.14: Submission of Statement of Accounts

Total Number of MLTCs	Number of MLTCs Submitting the SOE in Time	%
15	9	60

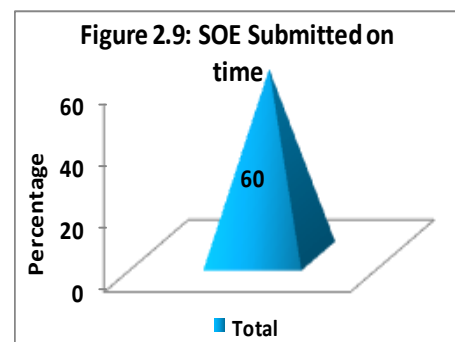


Table 2.14 shows that timely submissions of SOEs have been reported only from 60 per cent of MLTCs taken in the study.

Medical Treatment Facility

Required data is obtained about the medical treatment of trainees in case of emergencies. The same are presented in **Table 2.15**

Table 2.15 Medical Treatment Facility

Total No. of MLTCs	Responses Received	Government Dispensary		Private Doctor	
		N	%	N	%
15	13	10	76.92	3	23.08

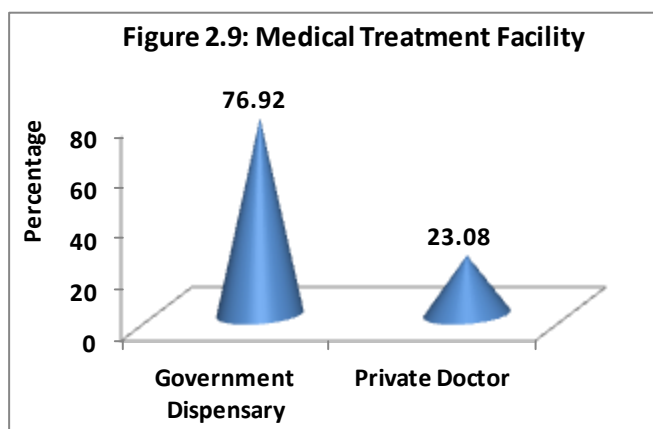


Table 2.15 shows that in about 77 per cent of MLTCs, the trainees are being referred to the Government hospitals in case of medical emergencies. The dependence on private dispensaries is reported only in 23 % of MLTCs.

All MLTCs are required to possess minimum basic physical requirements, which, *inter alia*, includes hostel to accommodate trainees, dining hall, kitchen, bathrooms/toilets, recreation room, classrooms, office room etc.

The present chapter analyzes the data pertaining to availability of such physical requirements.

Hostel Facilities

Each MLTC is required to have a hostel to suitably accommodate fifty trainees at a time. The data showing number of rooms in the hostel is presented in **Table 3.1** and **Table 3.2**.

Table 3.1: Hostel Facilities - No. of Rooms

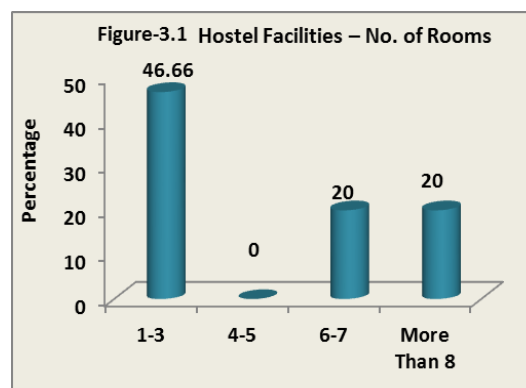
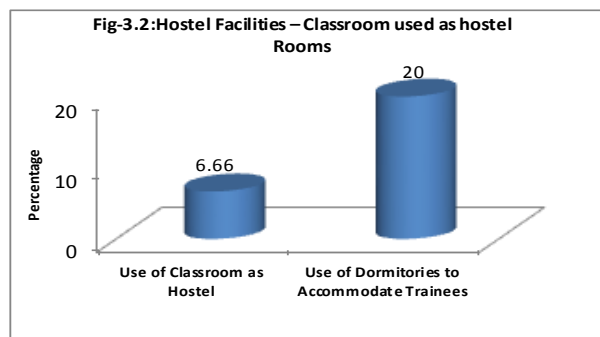
Total No. of MLTCs	No. Of Rooms*							
	1-3		4-5		6-7		More Than 7	
	N	%	N	%	N	%	N	%
15	8	46.66	0	-	3	20	3	20

*In one MLTC, the classroom is being used as hostel

Table 3.2: Hostel Facilities - Use of Classroom as Hostel

Total No. of MLTCs	Use of Classroom as Hostel		Use of Dormitories to Accommodate Trainees	
	N	%	N	%
15	1	6.66	3	20

It is evident from **Table 3.1** that availability of number of rooms in the hostel varies from one to seven. In 6.6 per cent of MLTCs, the classrooms are being used as hostel (**Table 3.2**). In some of the MLTCs (20%), apart from classrooms and hostel rooms, dormitories are also being used to accommodate trainees (Figure 3.2).



Availability of Separate Kitchen and Dining Hall

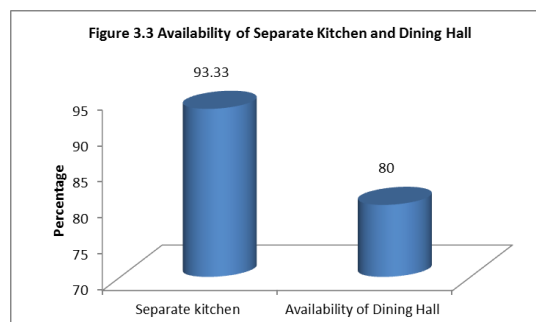
Each MLTC is required to have a separate kitchen and dining hall adjacent to the kitchen. Data depicting the same are shown in **Table 3.3**.

Table 3.3: Availability of Separate Kitchen and Dining Hall

Total No. of MLTCs	Separate kitchen		Availability of Dining Hall	
	N	%	N	%
15	14	93.33	12	80



The data as presented in **Table 3.3** shows that availability of separate kitchen has been reported in sizeable number (93%) of MLTCs. The availability of separate dining hall has also been reported in majority (80%) of MLTCs taken in the study.



Recreation Facilities in the Hostel

As per guidelines issued by MWCD, GOI, each MLTC should have sufficient recreational facilities for carrying out indoor and outdoor activities. The availability of recreational facilities is particularly important in view of the fact that the trainees have to stay at the MLTC for quite a long time during job training course. Data regarding availability of separate recreational room are presented in **Table 3.4**.

Table 3.4: Availability of Separate Recreation Room in the Hostel

Total No. of MLTCs	Separate Recreation Room for Trainees	
	N	%
15	5	33.33

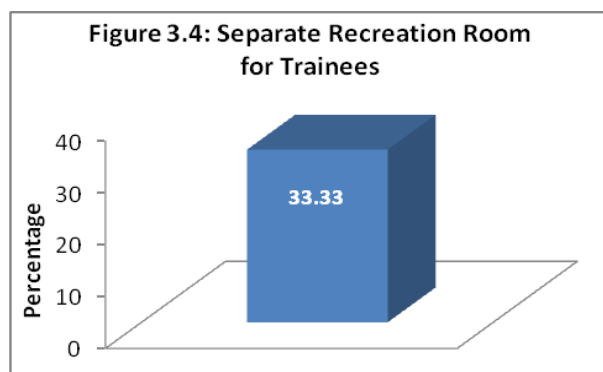


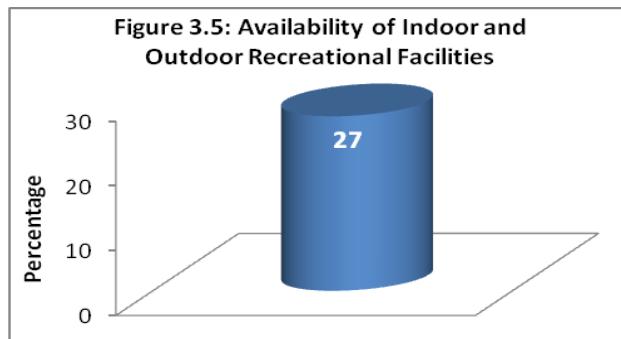
Table 3.4 shows that availability of separate recreation room is found in only one third (33.33%) of MLTCs taken in the study.

Availability of Recreational Facilities

The data concerning availability of various types of recreational facilities (indoor and outdoor) are presented in **Table 3.5**.

Table 3.5: Recreation Facilities in the Hostel

Total No. of MLTCs	Availability of Indoor and Outdoor Recreational Facilities	
	N	%
15	4	27



The data as presented in **Table 3.5** shows that recreational facilities for trainees are available in only little more than one fourth (27%) of MLTCs taken in the study.

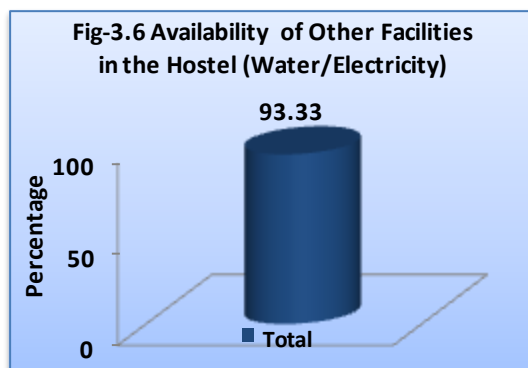
Other Facilities in the Hostel

Water/Electricity Facilities in the hostel

The data regarding availability of other facilities (water and electricity) in the hostel are presented in **Table 3.6**.

Table 3.6: Availability of Other Facilities in the Hostel (Water and Electricity)

Total No. of MLTCs	Availability of Water and Electricity	
	N	%
15	14	93.33



The data as presented in **Table 3.6** shows the availability of water and electricity in sizeable (93.33%) number of hostels of MLTCs.

Availability of Adequate Bath Rooms/Toilet Facilities in the hostel

Table 3.7: Availability of Other Facilities in the Hostel (Toilet/ Bathroom)

Total No. of MLTCs	Toilet/ Bathroom	
	N	%
15	11	73.33

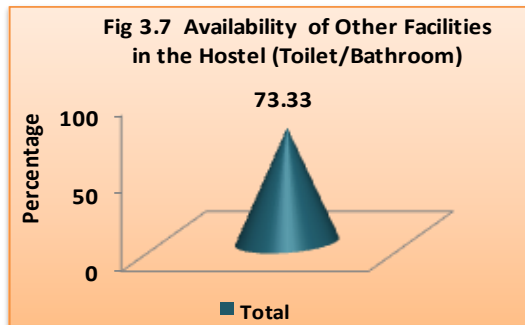


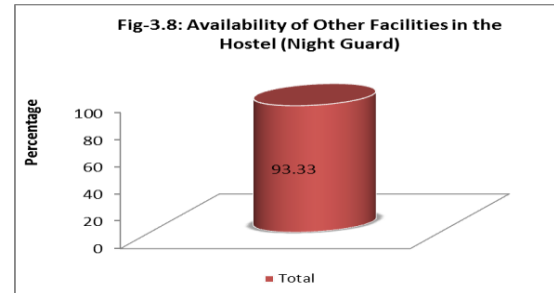
Table 3.7 reveals the availability of adequate number of bath rooms and toilets facilities in about three fourth (73.3%) of MLTCs taken in the study.

Availability of Night Guards (Chowkidar) in the hostel

Table 3.8: Availability of Other Facilities in the Hostel (Night Guard)

Total No. of MLTCs	Night Guard	
	N	%
15	14	93.33

Table 3.8 reveals the availability of night guards in sizeable number of the MLTCs (93.3%).

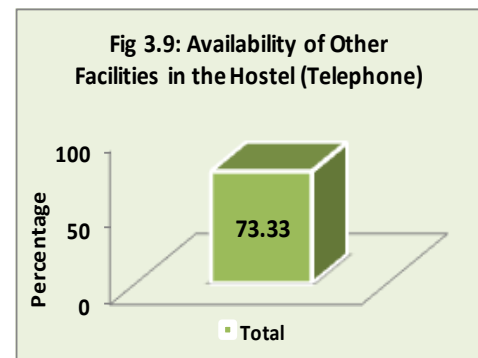


Availability of Telephone in the hostel

Table 3.9: Availability of Telephone in the Hostel

Total No. of MLTCs	Telephone	
	N	%
15	11	73.33

Table 3.9 reveals the availability of telephones in about close to three fourth (73.3%) of MLTCs taken in the study.



Source of Drinking Water in the Hostel

The data showing the source of drinking water in the hostels of MLTCs are presented in **Table 3.10**.

Table 3.10: Source of Drinking Water in the Hostel

*Multiple Responses

Total No. of MLTCs	Tap		Well		Hand Pump		Water Cooler	
	N	%	N	%	N	%	N	%
15	8	53.33	1	6.66	4	26.66	4	26.66

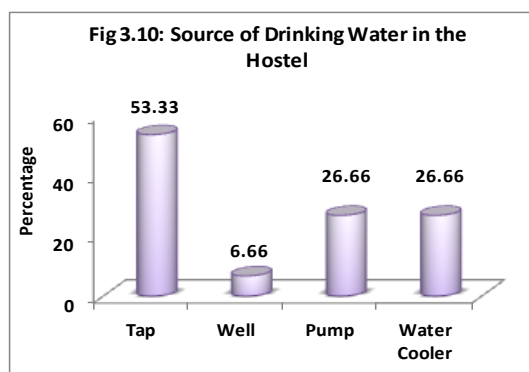


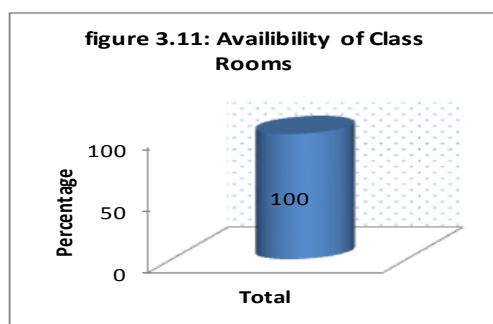
Table 3.10 shows that the tap water is the main source of drinking water (53.3%) followed by hand pump (26.6%). The availability of water cooler has been reported from only little more than one fourth (26.6%) of MLTCs. The tube well as a source of drinking water is reported from very less number of MLTCs (6.6%).

Availability of Class Rooms

Each MLTC is required to have a classroom to accommodate 50 trainees. Besides the availability of classroom, it is desirable to have a separate room for demonstration and preparation of extension aids and for conducting skill development exercises/mock sessions/role play etc. It is also essential to have a practical room for practicing various exercises in the areas of health and nutrition. Thus in total, minimum three rooms are required at each MLTC. The data showing availability of such rooms in the MLTCs are presented in **Table 3.11**.

Table 3.11: Availability of Class Room/Practical Room/Demonstration Room

Total No. of MLTCs	1-3	
	N	%
15	15	100



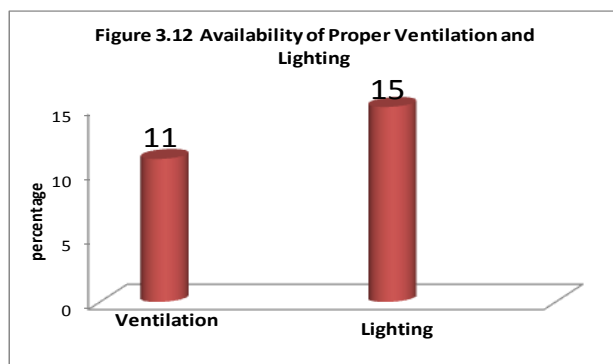
It is evident from **Table 3.11** that all MLTCs are satisfying the availability of adequate number of classrooms.

Ventilation and Lighting

The basic requirement that is essential for proper organization of training course also includes proper ventilation and lighting arrangements in the classrooms of MLTCs. The data pertaining to this aspect are presented in **Table 3.12**.

Table 3.12: Availability of Proper Ventilation and Lighting

Total No. of MLTCs	Proper Ventilation		Proper Lighting	
	N	%	N	%
15	11	73.33	15	100



It is evident from **Table 3.12** that though all MLTCs are having proper lighting in the classrooms, however, absence of proper ventilation has been reported from almost one fifth of MLTCs taken in the study.

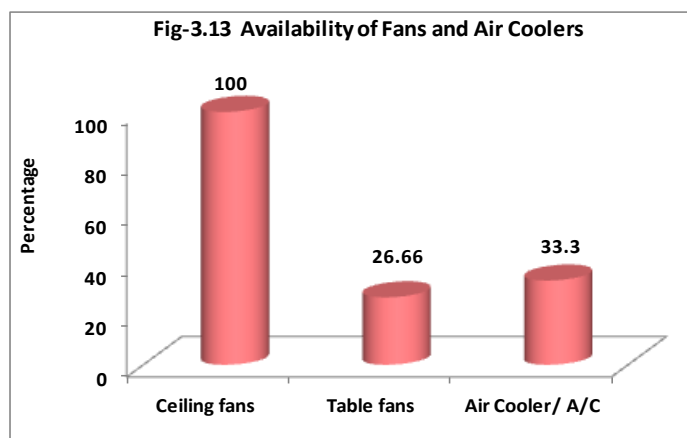
Availability of Fans and Air Coolers

Table 3.13 depicts the data concerning the availability of ceiling/ table fans and air coolers/ACs in the classroom.

Table 3.13: Availability of Fans and Air Coolers

*Multiple Responses

Total No. of MLTCs	Ceiling fans		Table fans		Air Cooler/ A/C	
	N	%	N	%	N	%
15	15	100	4	26.66	5	33.3



It is evident from **Table 3.13** that all MLTCs are having availability of ceiling fans in the classrooms. The availability of air coolers/ACs is reported in only one third (33.3%) of MLTCs taken in the study.

Chapter – 4**Availability of Training Equipment and Furniture**

Besides the availability of physical infrastructure explained in the previous chapter, the effectiveness of training of ICDS Supervisors and Instructors of AWTCs being imparted by MLTCs also depends to a large extent on the proper availability of training learning equipment/aids and other furniture items.

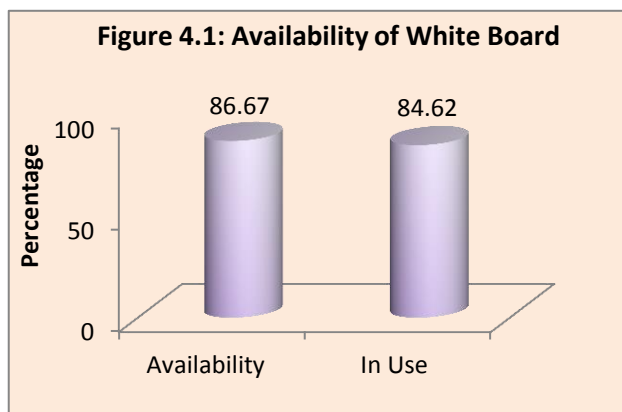
The present chapter attempts to analyze the data regarding availability of such training learning equipment/aids and other furniture items.

Availability and Use of White Board, Black Board and Display Boards

The classroom of MLTCs should have a white board and blackboard. The display board is also required in the classroom for displaying the programme schedule, feedback responses, mood meter and other relevant material of training. The data showing such availability are presented in **Table 4.1, Table 4.2 and Table 4.3.**

**Table 4.1: Availability of White Board**

Total No. of MLTCs	Availability		In Use	
	N	%	N	%
15	13	86.67	11	84.62

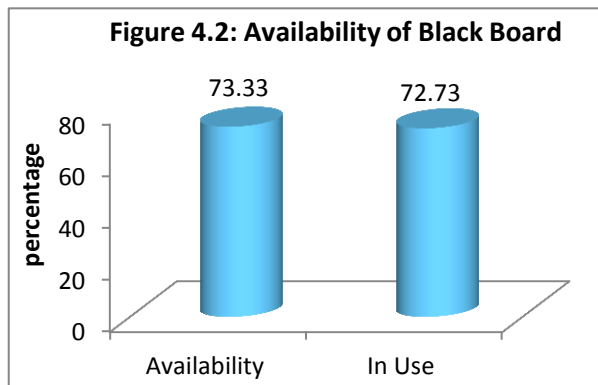


It is evident from **Table 4.1** that though the availability of white board is observed in sizeable number (87%) of MLTCs, however, their usability was reported in little lesser number (85%) of MLTCs

Availability and Use of Black Board

Table 4.2: Availability of Black Board

Total No. of MLTCs	Availability		In Use	
	N	%	N	%
15	11	73.33	8	72.73



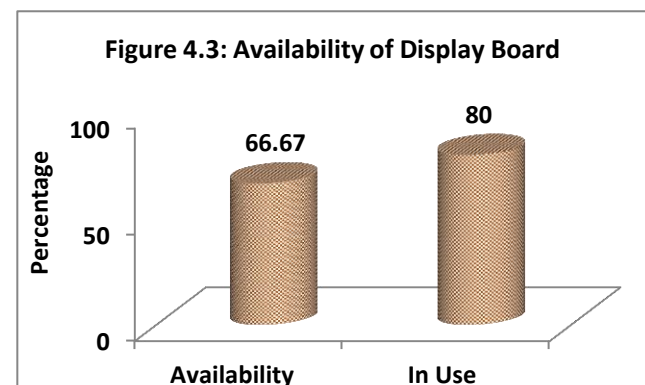
It is evident from **Table 4.2** that the availability and usability of black board is observed in close to three fourth (73%) of MLTCs.

Availability and Use of Display Board

Table 4.3: Availability of Display Boards

Total No. of MLTCs	Availability		In Use	
	N	%	N	%
15	10	66.67	8	80

It is evident from **Table 4.3** that the availability of display board is observed in only three out of every five MLTCs taken in the study. Usability of display board for various purposes of training was reported in every four out of five visited MLTCs.



Availability and Use of Audio Visual Aids (TV, OHP, Computer with LCD Projector)

The use of audio visual aids in training assumes special significance in view of the fact that it not only improves the effectiveness of training but also removes the monotony of lecture method. The guidelines on ICDS training also envisage the use of various training learning aids to a considerable extent.

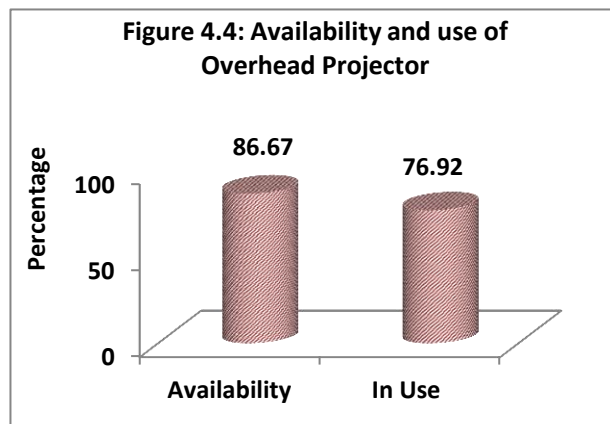


The data showing availability and working conditions of various training learning aids (such as OHP, TV, Computer with LCD Projector) are presented in **Table 4.4**, **Table 4.5** and **Table 4.6**.

Availability and Use of Over Head Projector

Table 4.4: Availability and Use of Over Head Projector

Total No of MLTCs	Availability		In Use	
	N	%	N	%
15	13	86.67	10	76.92

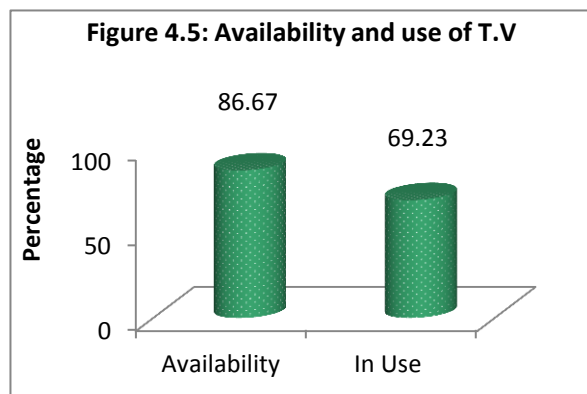


It is evident from **Table 4.4** that availability of OHP is reported in more than three fourth (86%) of MLTCs taken in the study. In about 23% of MLTCs, though OHP are available but the same is not being used in the classrooms. The non usability has been reported mainly due to the reason of their non functionality status.

Availability and Use of Television

Table 4.5: Availability and Use of Television

Total No of MLTCs	Availability		In Use	
	N	%	N	%
15	13	86.67	9	69.23

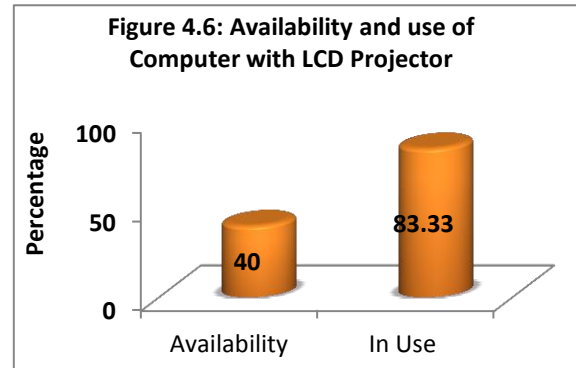


It is evident from **Table 4.5** that availability of TV is reported in more than three fourth (86%) of MLTCs taken in the study. In about 30% of MLTCs, though TV is available but the same is not being used in the classrooms due to their non functionality status.

Table 4.6: Availability and Use of Computer with LCD Projector

Total No. of MLTCs	Availability		In Use	
	N	%	N	%
15	6	40	5	83.33

It is evident from **Table 4.6** that availability of Computer with LCD Projector is reported in only two out of five (40%) MLTCs taken in the study. In about 16 % of MLTCs, though computer with LCD Projector is available but the same is not being used in the classrooms as the Instructors of MLTCs are not comfortable for using them.

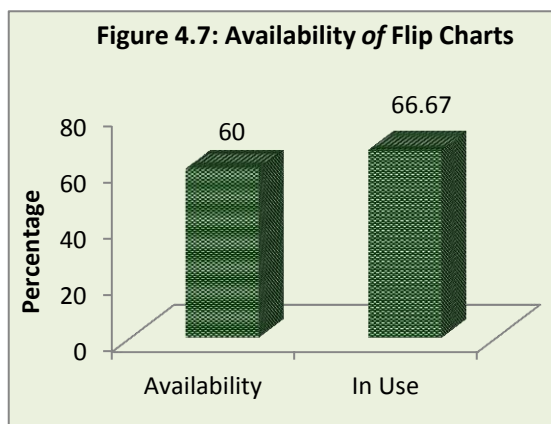


Availability of Weighing Scales and Flip Charts

The data showing availability of flip charts and the availability and working conditions of weighing scales are presented in **Table 4.7** and **Table 4.8**.

Table 4.7: Availability of Flip Charts

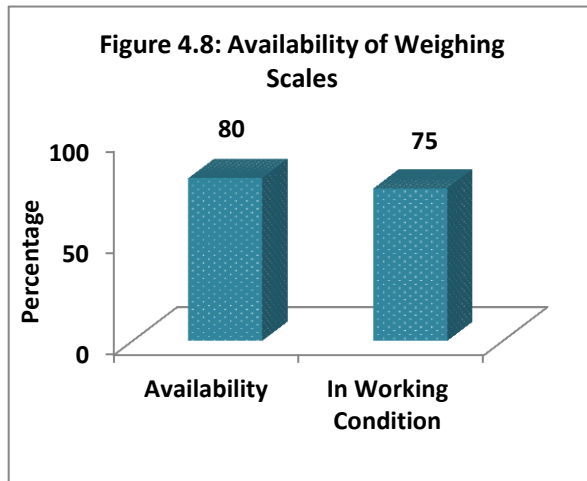
Total No. of MLTCs	Availability		In Use	
	N	%	N	%
15	9	60	6	66.67



It is evident from **Table 4.7** that availability of flip charts is reported in more than half (60%) of MLTCs taken in the study. The usability of flip charts has not been reported in 66 per cent of MLTCs.

Table 4.8: Availability of Weighing Scales

Total No. of MLTCs	Availability		In Working Condition	
	N	%	N	%
15	12	80	9	75



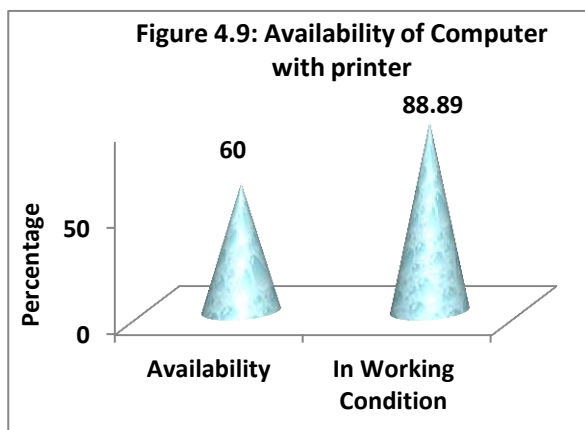
It is evident from **Table 4.8** that though the weighing scale which is an essential item for demonstration of growth monitoring activities, are available in every four out of five MLTCs (80%). However, their usability is not found in about one forth (25%) of MLTCs.

Availability of Supporting Equipment (Fax, Xerox Machine, Computer with Printer)

The data showing availability and working conditions of other supporting equipment (such as computer with printer, fax machine, Xerox machine etc.) of training are presented in **Table 4.9** **Table 4.10** and **Table 4.11**.

**Table 4.9: Availability of Supporting Equipment (Computer with Printer)**

Total No of MLTCs	Availability		In Working Condition	
	N	%	N	%
15	9	60	8	88.89

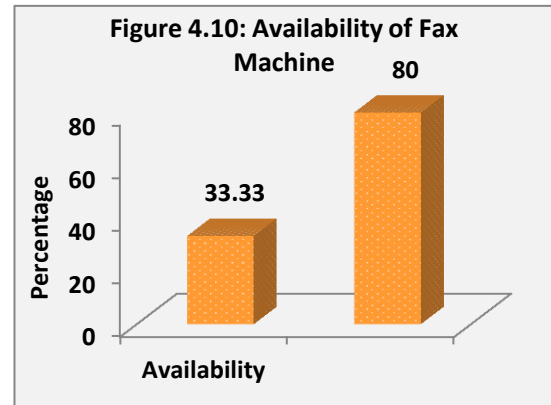


Data as contained in **Table 4.9** shows that the availability of computer with printer is reported in more than half (60%) of MLTCs taken in the study. The usability of the same is observed in sizeable number (89%) of MLTCs.

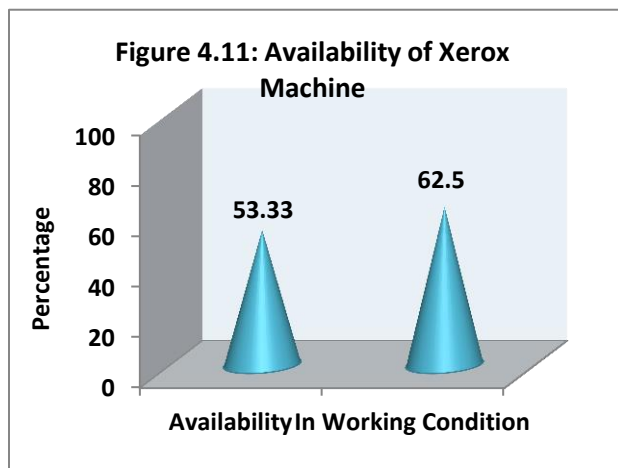
Table 4.10: Availability of Supporting Equipment (Fax Machine)

Total No of MLTCs	Availability		In Working Condition	
	N	%	N	%
15	5	33.33	4	80

Data as contained in **Table 4.10** shows that the availability of fax is reported in one third (33%) of MLTCs taken in the study. The usability of the same is observed in impressive number (80%) of MLTCs.

**Table 4.11: Availability of Supporting Equipment (Xerox Machine)**

Total No of MLTCs	Availability		In Working Condition	
	N	%	N	%
15	8	53.33	5	62.5



Data as contained in **Table 4.11** shows that the availability of Xerox machine is reported in more than half (53%) of MLTCs taken in the study. The usability of the same is observed in 62% of MLTCs.

Availability of Library and Reference Material

Each MLTC is required to have a well-equipped library which is an integral part of training of Instructors of AWTCs and Supervisors. It should consist of books and documents relevant to the training of ICDS Functionaries (NIPCCD, 1986). The library has to be equipped with availability of manuals, hand books and other reference material related with ICDS. A large number of other valuable and useful documents which are available free of cost are also required in the library for use by ICDS trainers and trainees both. The data with regard to existence of library and the availability of such relevant material are presented in **Table 4.12**.



Table 4.12: Availability of Library and Reference Material

Total No. of MLTCs	Availability of Library	Up to 100		101 -200		201-500		501-1000		More than 1000	
		N	%	N	%	N	%	N	%	N	%
15	13	2	13.33	2	13.33	3	20	2	13.33	4	26.67

Table 4.12 depicts the availability of separate library in every four out of five MLTCs taken in the study. Although there are no guidelines about the prescribed number of reading/reference material in the library, however such material is reported up to 200 in number in about one fourth of MLTCs taken in the study. The availability of such lesser material in the library is a matter of concern needs immediate attention.

- Availability of Classroom Furniture**

The class room with adequate furniture should be of utmost importance as the basic infrastructure is must to conduct training sessions. Data in this regard are presented in **Table 4.13**.

Table 4.13: Availability of Classroom Furniture

Total No. of MLTCs	Chairs		Benches		Chairs with Desks		Durri with Low Desks		Durri/Carpet/Mats	
	N	%	N	%	N	%	N	%	N	%
15	12	80	6	40	8	53.33	3	20	9	60

It is evident from **Table 4.13** that the situation regarding availability of proper class room furniture is satisfactory. Though chairs are available in about more than 3/4th of MLTCs, However the availability of chairs with desk is reported in little more than half (53%) of MLTCs taken in the study.

Chapter-5 Organization of Training

The present chapter analyzes various indicators associated with organization of training programmes in MLTCs.

Planning of Course

The MLTCs are required to plan the ICDS training programmes well in advance. Advance planning of the course includes preparation of programme schedule, extending invitations to guest faculty, confirmation of the participants etc. at least 15 days before the commencement of the course. Data in this regard are presented in **Table 5.1**.

Table 5.1: Planning of Course in Advance

Total No. of MLTCs	Planning of Course in Advance	
	N	%
15	14	93.33

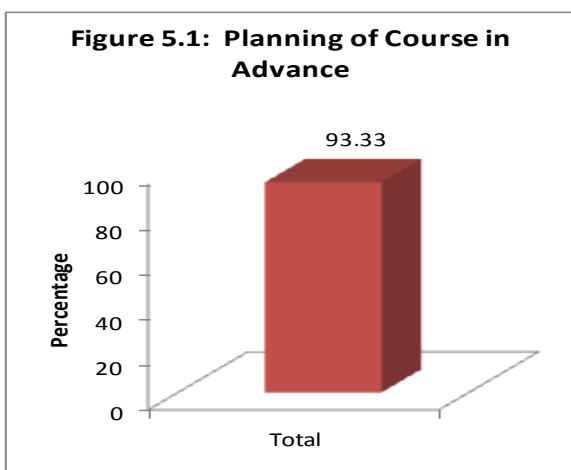


Table 5.1 shows the impressive findings. Sizeable number of MLTCs (93%) is making the preliminary arrangements of the course well in advance.

Use of Different Training Methods

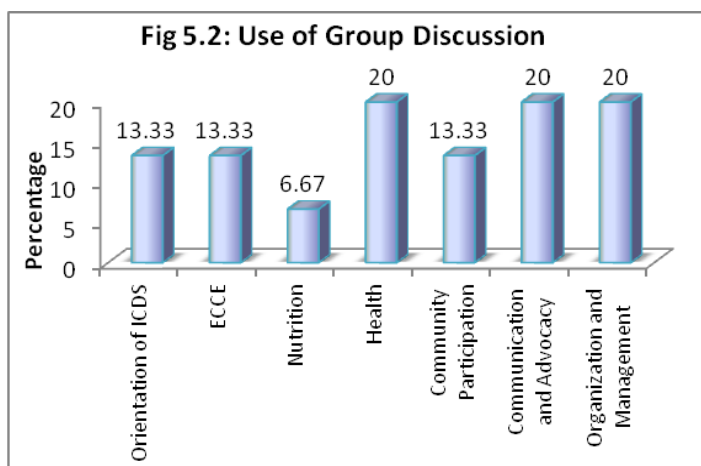
In order to make training effective, the choice of right type of training methodology assumes special significance. A blended mix of various training methods (lecture cum demonstration, role play etc.) have to be applied in conducting training sessions. It has been specified in the syllabus of JTC of Supervisors developed by NIPCCD to adopt these training methods in transacting the contents of various thematic areas. Data in this regard are presented in **Table 5.2**.

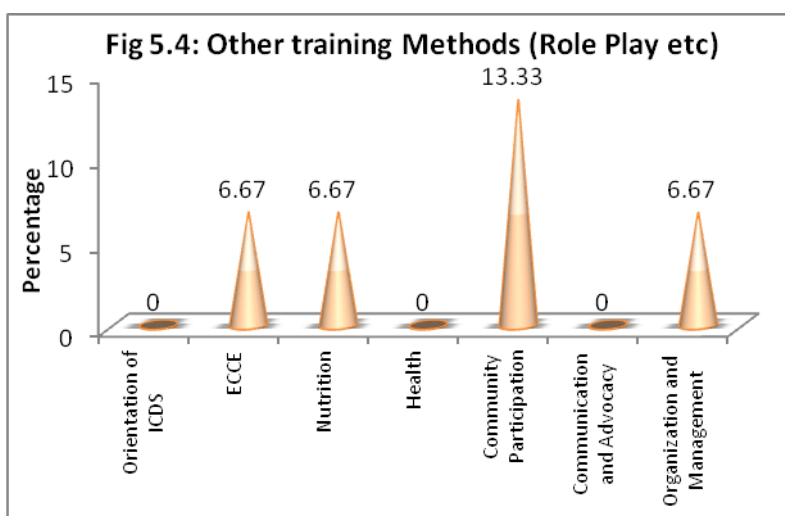
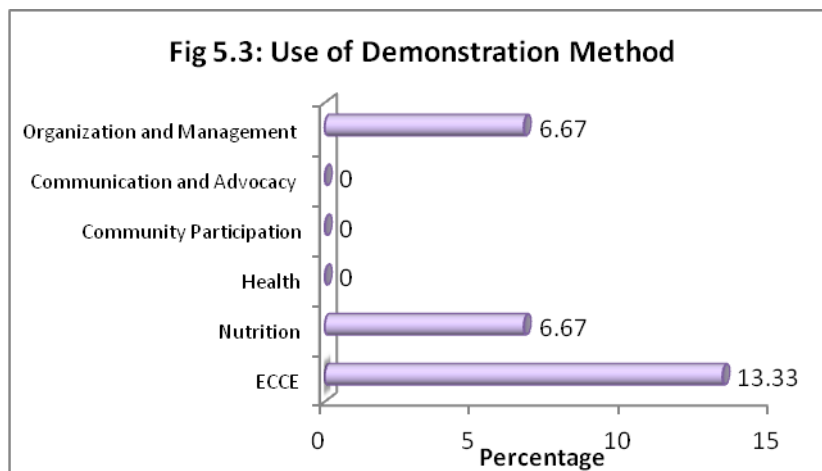


Table 5.2: Use of Various Methods of Training

Total No of MLTCs	Use of Group Discussion													
	Orientation of ICDS		ECCE		Nutrition		Health		Community Participation		Communication and Advocacy		Organization and Management	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
15	2	13.33	2	13.33	1	6.67	3	20	2	13.33	3	20	3	20
	Use of Demonstration Method													
	ECCE		Nutrition		Health		Community Participation		Communication and Advocacy		Organization and Management			
	N	%	N	%	N	%	N	%	N	%	N	%		
	2	13.33	1	6.67	0	-	0	-	0	-	1	6.67		
	Other training Methods (Role Play etc)													
	Orientation of ICDS		ECCE		Nutrition		Health		Community Participation		Communication and Advocacy		Organization and Management	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	0	-	1	6.67	1	6.67	0	-	2	13.33	0	-	1	6.67

Though the training syllabus developed by NIPCCD has specified that general ICDS orientation has to be transacted using various methods including role play for developing communication and counseling skills, however, as depicted in Table 5.2, none of the MLTC was found of using the role play training method for covering this important component of job training course. Similarly, though ECCE, nutrition and health care and other components like communication and advocacy and community participation component are required to be covered using mix of various popular training methods like demonstration and role, however, very less number of MLTCs were found using these training methods. It is recommended to orient the Instructors of these MLTCs for proper use of varied kinds of training methods in covering various sessions.





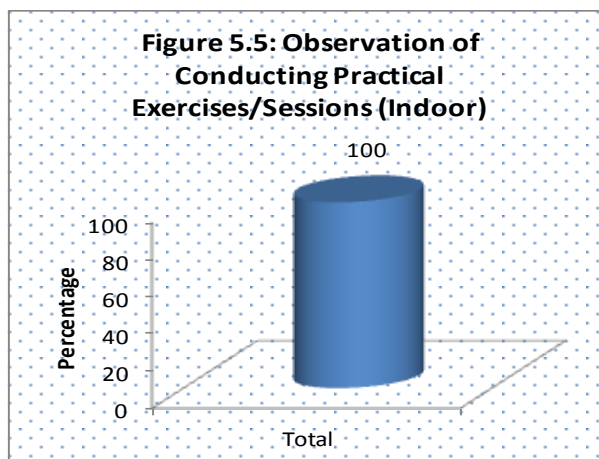
Conducting Practical Exercises/Sessions

There are certain topics in the syllabus which are likely to be understood better if taught through actual demonstration by Instructors and practiced by trainees themselves. These topics have to be covered using both indoor and outdoor settings. Data in this regard are presented in **Table 5.3- Table 5.4**



Table 5.3: Observation of Conducting Practical Exercises/Sessions (Indoor)

Total no of MLTCs	Responses Received	N	%
15	11	11	100



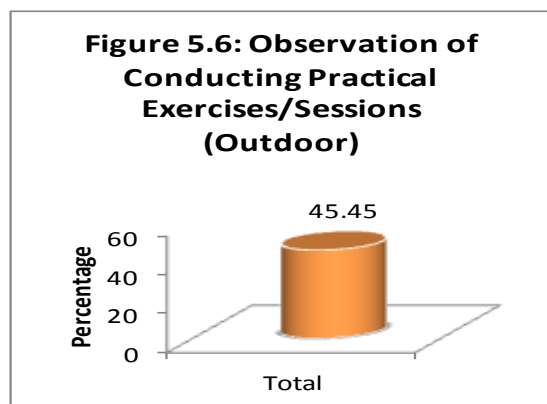
The syllabus of job and refresher training of ICDS Supervisors and Orientation training of Instructors of MLTCS prescribes a lot of practical exercises. The findings as presented in **Table 5.3** depict very encouraging trends. It was found that all MLTCS are organizing indoor activities in imparting ICDS training.

Organisation of Outdoor Exercises Sessions

The outdoor learning session complements indoor learning and is equally important. The training components concerning non-formal pre-school education and nutrition and health education have to be transacted by organizing outdoor practical exercises.

Table 5.4: Observation of Conducting Practical Exercises/Sessions (Outdoor)

Total No of MLTCs	Responses Received	N	%
15	11	5	45.45



Though job and refresher training syllabus of ICDS Supervisors prescribes a lot of practical exercises in almost all component of ICDS training, however, as revealed from **Table 5.4**, the organization of such sessions has been observed in less than half (45%) of MLTCs taken in the study.

Getting Training Feedback

The syllabus of job training course of AWWs is divided into seven components. These components include the foundation, ICDS programme, ECCE, Nutrition and health, Communication, advocacy & community Participation, Management of AWC, and Supervised Practice. At the end of every component, provision has been made to take feedback of the trainees so as to identify the learning gaps and to take corrective measures, if needed. Data in this regard are presented in **Table 5.5**.

Table 5.5: Getting Feedback from Trainees

Total No of MLTCs	N	%
15	13	86.67

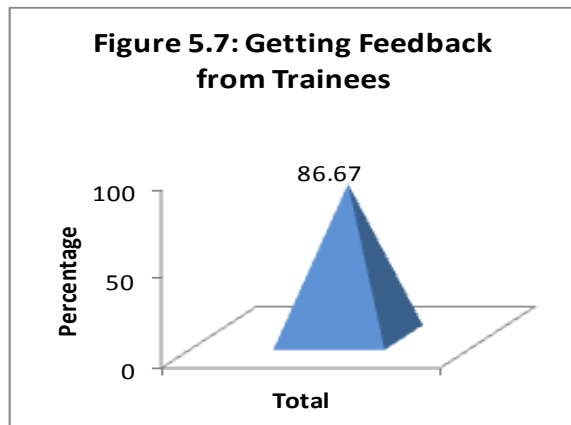


Table 5.5 indicates that practice of taking feedback by trainees at the end of every component of ICDS training is observed in majority (87%) of MLTCs taken in the study.

Supervised Practice

Besides conducting classroom practicals, each MLTC is also required to organize four days long Supervised Practice during the Job training course. The main purpose of the Supervised practice are to give the trainee Functionaries an opportunity for learning by doing, learning by self, to help them gain practical experience in the field situation, to enable them to develop skills relevant to their work and to give them an idea about possible difficulties they may encounter in the work situation. Data on various aspects of organization of supervised practice are presented in the following section.

Placement of Trainees in Supervised Practice

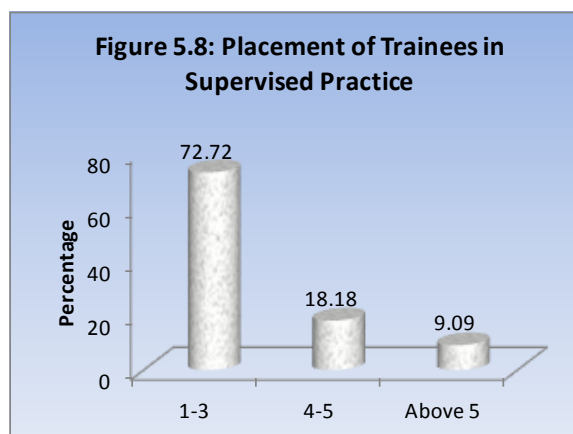
As per the syllabus of JTC of ICDS Supervisors, the placement of trainee Supervisors has to be made in the group of 2-3 trainees in one AWC. The smaller group of trainees facilitates them to practice various activities adequately. Data in this regard are presented in **Table 5.6**.

Table 5.6: Placement of Trainees in Supervised Practice

Total No. of MLTCs	Responses Received	No. of Trainees placed in one AWC					
		2-3		4-5		Above 5	
		N	%	N	%	N	%
15	11	8	72.72	2	18.18	1	9.09



Table 5.6 indicates that in close to three fourth of MLTCs (73%), 2 to 3 Functionaries as envisaged under ICDS Training guidelines are being placed in one AWC for the purpose of supervise practice. In little less than one fifth (18%) of MLTCs, more number (4-5) of trainees than envisaged in guidelines are being placed in one AWC for the purpose of supervised practice. Some of the MLTCs (9%), more than five trainee supervisors are also being placed in one AWC.



Use of Training Material in Supervised Practice

In the JTC syllabus of ICDS Supervisors, provision has been made for preparation of low cost NHED and PSE material. The trainee ICDS Supervisors are required to use such material in the field during supervised practice. Data in this regard are presented in **Table 5.7**

Table 5.7: Use of Training Material in Supervised Practice

Total No. of MLTCs	Carrying Training Material in Supervised Practice	
	N	%
15	12	80

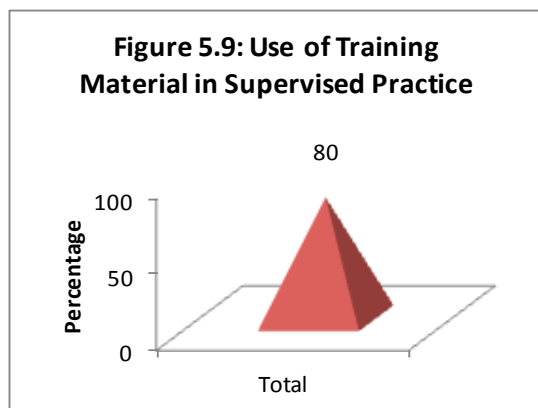


Table 5.7 reveals that in every four out of five MLTCs, the trainees are carrying the training learning material prepared by them in the class room for the purpose of their use in supervised practice.

Type of Support received from ICDS Staff for Supervised Practice

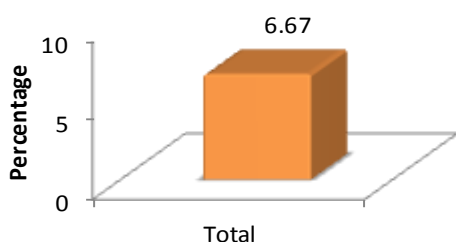
During organization of supervised practice, all efforts are required to be made by MLTC to involve local ICDS project staff. They have to provide multidimensional support to MLTCs in organization of Supervised Practice. Data in this regard are presented in **Table 5.8 - Table 5.12**.

Support in Selection of AWCs

Table 5.8: Type of Support Received from ICDS Project Staff

Total No. of MLTCs	Selection of AWCs	
	N	%
15	1	6.67

Figure 5.10: Type of Support Received from ICDS Project Staff (Selection of AWCs)



The above **Table-5.8** displays the data concerning the assistance of ICDS Project staff in selecting the AWCs for Supervised practice. It is observed that almost negligible number (6.6%) of MLTCs is getting the support from local ICDS project staff in selection of the AWCs.

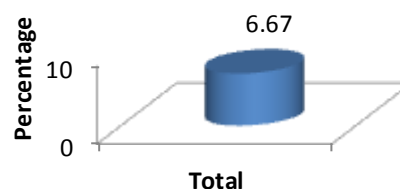
Support in Establishing Coordination

Table 5.9: Type of Support Received from ICDS Project Staff

Total No. of MLTCs	Coordination between Trainee AWWs and Members of PRIs	
	N	%
15	1	6.67

Though it is the major responsibility of the ICDS project staff to maintain proper coordination among the trainee ICDS Supervisors and PRI for various activities concerning supervised practice, however, the same was not observed in sizeable number of the MLTCs (93.3%).

Figure 5.11: Type of Support Received from ICDS Project Staff (Coordination)

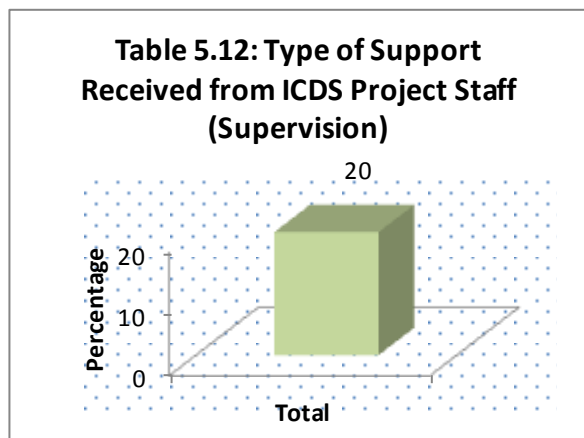


Support in Supervision

Table 5.10: Type of Support Received from ICDS Project Staff (Supervision)

Total No. of MLTCs	Supervision	
	N	%
15	3	20

Table 5.12: Type of Support Received from ICDS Project Staff (Supervision)



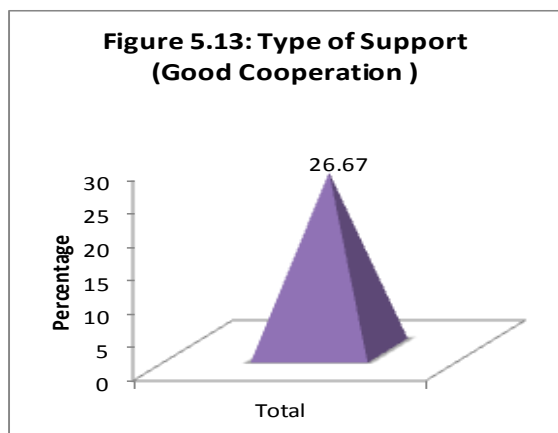
It is evident from **Table 5.10** that ICDS functionaries are not providing the support which they are expected to provide. Only in one fifth (20.2%) of MLTCs, they have been found to extend support by providing guidance and undertaking supervision visits.

Support in Providing Cooperation

Table 5.11: Type of Support Received from ICDS Project Staff

Total No. of MLTCs	Good Cooperation	
	N	%
15	4	26.67

Figure 5.13: Type of Support (Good Cooperation)



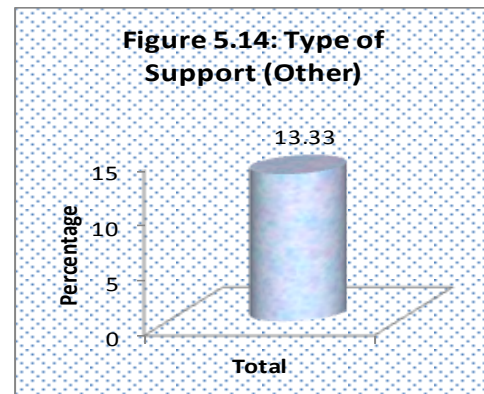
The data contained in **Table 5.11** depicts that only little more than one fourth (26.6) % of MLTCs are receiving the good cooperation from ICDS project staff in organization of supervised practice.

Providing Support in Other Areas

Table 5.12: Type of Support Received from ICDS Project

Total No. of MLTCs	Any other Areas of Support	
	N	%
15	2	13.33

Out of 15 MLTCs observed, only 13 percent of them reported about participation of ICDS project staff in various other tasks connected with supervised practice of MLTCs. Less participation of ICDS Project staffs add another dimension to the problem faced by MLTCs in organization of supervised practice

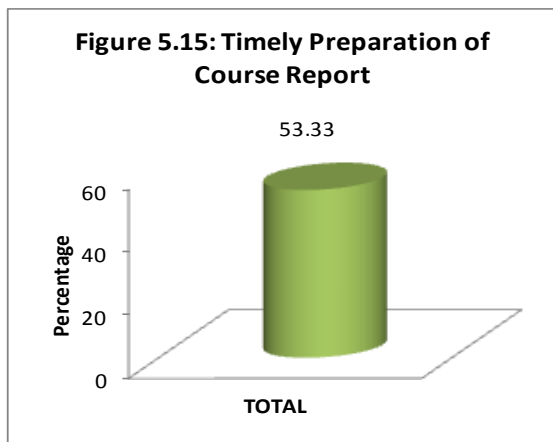


Timely Preparation of Course Report

The course report indicating a brief account of profile of trainees, coverage of syllabus, methods of training, field work/classroom practical, training evaluation etc have to be prepared by each MLTC within two weeks of completion of the course. Each course report duly signed by Principal of the MLTC has to be sent to ICDS directorate and parent body of the MLTC. Data concerning timely preparation and its submission to various agencies are presented in **Table 5.13 - Table 5.17**.

Table 5.13: Timely Preparation of Course Report

Total No of MLTCs	N	%
15	8	53.33



It is evident from the **Table 5.13** that only little more than half of MLTCs (53.3%) are preparing the course report in time.

Timely Submission of Course Reports

Table 5.14: Submission of Course Report

Total No. of MLTCs	NIPCCD	
	N	%
15	2	13.33

Table 5.14 reveals that only 13 percent of MLTCs are submitting the report to NIPCCD.

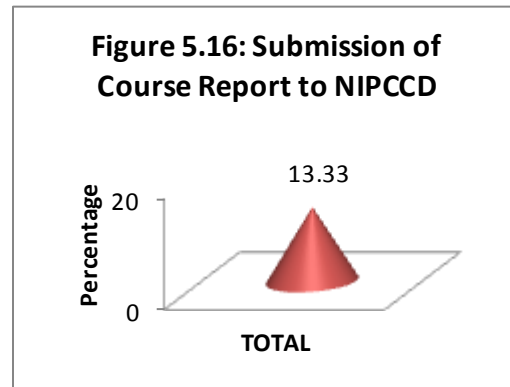
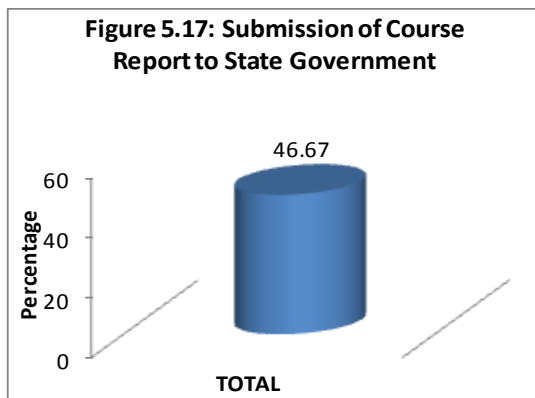


Table 5.15: Submission of Course Report

Total No. of MLTCs	State Government	
	N	%
15	7	46.67



All the MLTCs have been instructed to submit the course report to the concerned State Government within the stipulated time. However, the same is not being practiced in more than half (54%) of MLTCs located across the country.

Table 5.16: Submission of Course Report

Total No. of MLTCs	Parent Body	
	N	%
15	0	-

It is clearly evident from the **Table 5.16**, that none of the MLTC is submitting the course report to parent body. Parent body should be advised to instruct the MLTCs to send the report to the organization.

Table 5.17: Submission of Course Report

Total No. of MLTCs	All (NIPCCD, State Government and Parent Body)	
	N	%
15	0	-

Though all MLTCs are required to send the course reports to the concerned State Government and parent organization running MLTCs, however, as evident from **Table 5.17**, none of the MLTC has adopted such practice.

Visit to ICDS Project

Besides organizing training programmes for AWWs and AWHs, the instructors of MLTCs are also required to undertake visits of nearby ICDS Projects so as to acquaint themselves with ground realities of implementation of ICDS. Data pertaining to such visits are presented in **Table 5.18**.

Table 5.18: Visit to ICDS Project

Total No. of MLTCs	Visit to ICDS Project	
	N	%
15	6	40

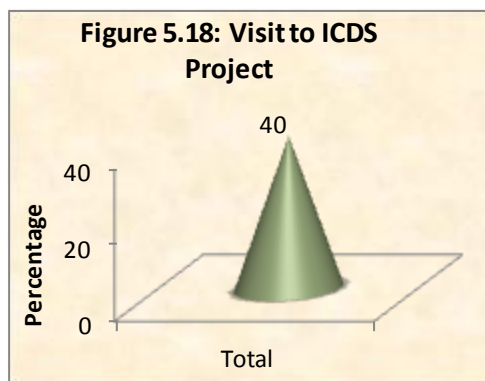


Table 5.18 shows that the visits of ICDS projects is being undertaken in less than half (40%) of MLTCs taken in the study.

Chapter –6

MLTCs Monitoring and Training Evaluation

Monitoring of MLTCs

In order to ensure that MLTCs provide effective training to ICDS Supervisors and Instructors of AWTCs, provision has been made for undertaking monitoring visits by officials from NIPCCD, State Governments and of parent body. The main purpose of the monitoring visits of these officials includes providing help to MLTCs in improving the quality of training; ensuring continuous flow of trainees; proper utilization of financial releases; maintenance and submission of accounts; maintenance of proper records, registers and other documents etc. Data in this regard are presented in **Table 6.1**.

Table 6.1: Monitoring of MLTCs

Total No. of	Monitoring of MLTCs	
	N	%
15	13	86.66

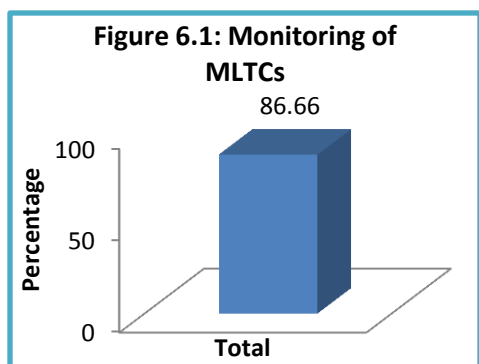


Table 6.1 shows that sizeable (86%) number of MLTCs are being monitored periodically by different monitoring agencies. The data showing monitoring by different agencies are presented in Table 6.2, 6.3, 6.4 and Table 6.5.

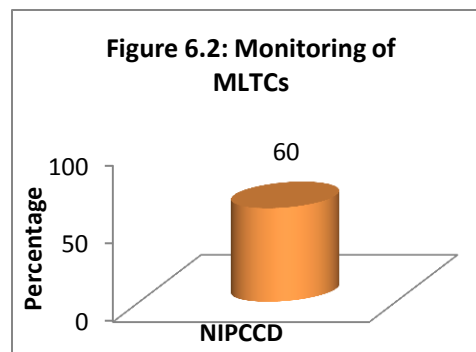
Monitoring by NIPCCD

NIPCCD has been mandated with the task of undertaking monitoring visits of MLTCs so as to give on the spot suggestions for improving ICDS training. Data in this regard are presented in **Table 6.2**.

Table 6.2: Monitoring by NIPCCD

Total No of MLTCs	N	%
15	9	60

The data revealed that more than half (60%) MLTCs have been monitored by NIPCCD.

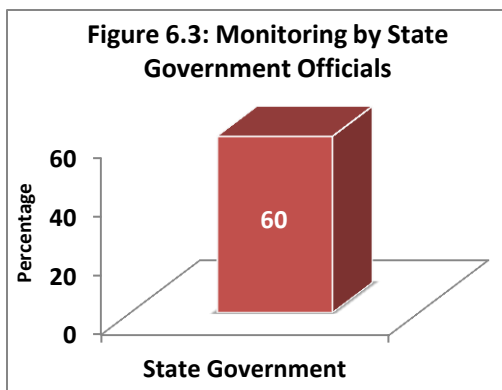


Monitoring by Officials of State Governments

Besides NIPCCD, State Government officials looking after ICDS training in the State Governments/UT Administrations have also been mandated with the task of undertaking monitoring visits of MLTCs so as to give on the spot suggestions for improving ICDS training. Data in this regard are presented in **Table 6.3**.

Table 6.3: Monitoring by State Government Official

Total No of MLTCs	N	%
15	9	60



The data as presented in Table 6.3 reveals that more than half (60%) of MLTCs are monitored by State Government Officials also.

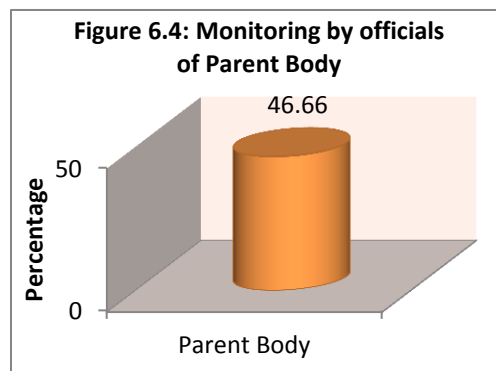
Monitoring by Parent Body

The officials of parent body running MLTCs are required to monitor the functioning of the concerned MLTC so as to get acquainted with the ground realities. Data in this regard are presented in **Table 6.4**.

Table 6.4: Monitoring by officials of Parent Body

Total No of MLTCs	N	%
15	7	46.66

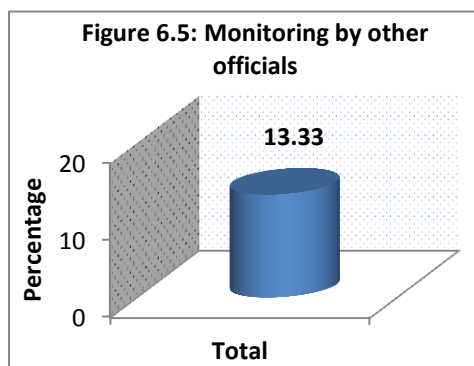
The data as presented in **Table 6.4** reveals that less than half (46.66%) of MLTCs are monitored by officials of parent body running concerned MLTC.



Monitoring by Other Officials

Table 6.5: Monitoring by Other Officials

Total No of MLTCs	N	%
15	2	13.33



The data as presented in **Table 6.5** shows that that very lesser number (13.33%) of MLTCs are being monitored by officials other than NIPCCD, State Government and Parent body.

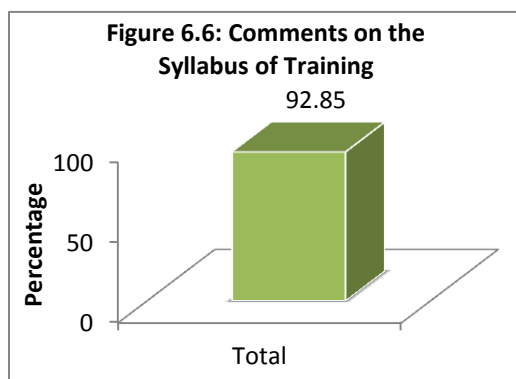
Comments on the ICDS Training Syllabus by MLTCs Trainers

The syllabus of JTC and refresher training of ICDS Supervisors and orientation training of Instructors of AWTCs was revised by NIPCCD in the year of 2006. All instructors were then properly trained by NIPCCD on various dimensions of revision carried out in the syllabus. Provision has been made to incorporate state specific issues by redesigning 25 per cent of ICDS training contents. Data concerning views of the instructors on job and refresher training syllabus of ICDS Supervisors is presented in **Table 6.6**.

Table 6.6: Comments on the Syllabus of Training

Total No of MLTCs	Responses Received	Well Designed	
		N	%
15	14	13	92.85

The **Table 6.6** reveals that sizeable numbers of instructors of MLTCs (93%) have reported that syllabus of ICDS training is well designed so far as coverage of different ICDS Components are concerned.

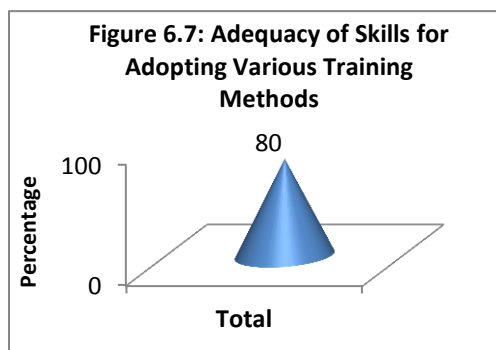


Adequateness of Skills for Adopting Various Training Methods

The syllabus of JTC and refresher training of ICDS Supervisors envisages adoption of different training methods/techniques for conducting various sessions. Some of them include demonstration, role play, mock session etc. The data showing adequateness of skills among instructors for adopting such training methods are presented in **Table 6.7**.

Table 6.7: Adequateness of Skills for Adopting Various Training Methods

Total No. of MLTCs	Adequate Skills	
	N	%
15	12	80



It is evident from **Table 6.7** that every four out of five (80%) of instructors working in MLTCs have been found equipped enough for adopting different training methods as prescribed in syllabus of JTC and refresher courses of ICDS Supervisors.

Evaluation of Trainees

As per guidelines issued by MWCD, GOI, the evaluation of trainees has to be conducted towards the end of the job training course. The syllabus of JTC further stipulates that such evaluation has to be conducted using combination of objective, short answer and multiple type questions. Based on the performance of the trainees in this written examination, the grading system of classification may be adopted. The grades of the trainees should be communicated to

the State Governments as well. Data concerning evaluation of trainees are presented in **Table 6.8** and **Table-6.9**

Table 6.8: Method of Trainees Evaluation (Oral Test)

Total No. of MLTCs	Oral Test	
	N	%
15	7	46.66

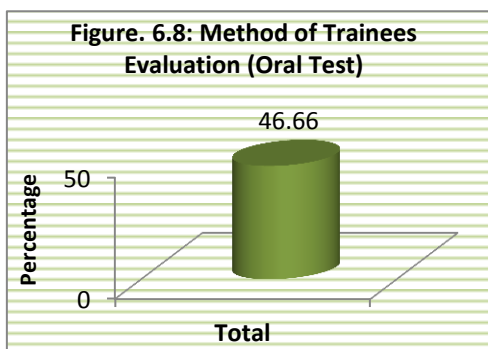


Table 6.8 shows that little less than half (46%) of MLTCs conducts oral test for evaluating trainees performance in the JTC.

Table 6.9: Method of Trainees Evaluation (Written Test)

Total No of MLTCs	N	%
15	8	53.33

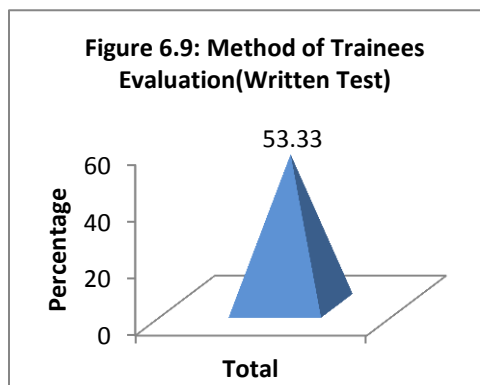


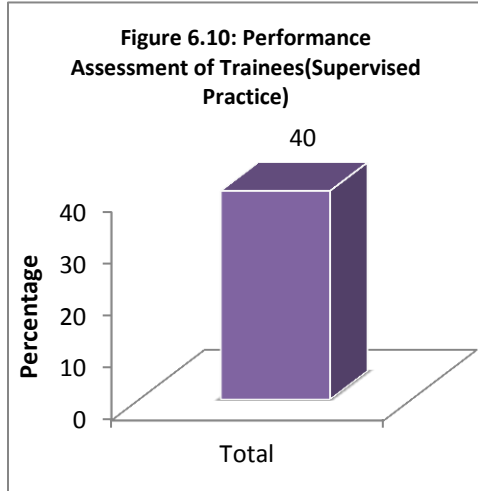
Table 6.9 shows that little more than half (53%) of MLTCs conducts written test for evaluating trainees performance in the JTC.

Areas of Assessment

Besides the knowledge and skill up gradation, the performance of the trainees in JTC is also required to be assessed in the areas of Supervised Practice, Preparation of Low Cost Teaching Learning Material and Discipline and Punctuality during the training period. Data in this regard are presented in **Table 6.10**, **Table 6.11** and **Table 6.12**.

Table 6.10: Performance Assessment of Trainees (Supervised Practice)

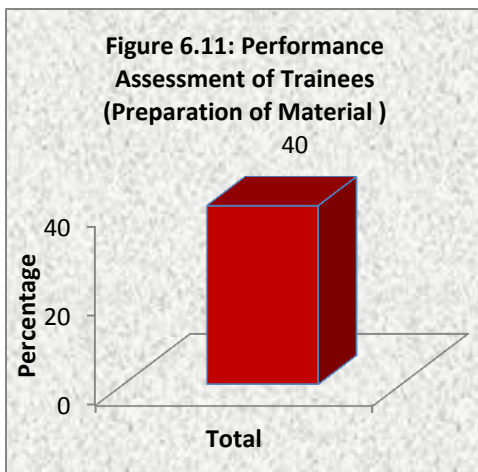
Total No. of MLTCs	Supervised Practice	
	N	%
15	6	40



It is evident from the **Table 6.10** that only little more than one thirds (40 %) of MLTCs are assessing the trainees performance in the area of Supervised Practice.

Table 6.11: Performance Assessment of Trainees (Preparation of Material)

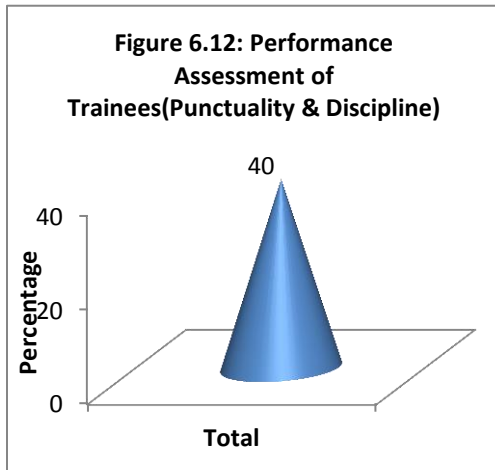
Total No. of MLTCs	Preparation of Material	
	N	%
15	6	40



It is evident from the **Table 6.11** that only little more than one thirds (40%) of MLTCs are assessing the trainees performance in the area of preparation of teaching learning material.

Table 6.12: Performance Assessment of Trainees (Punctuality & Discipline)

Total No. of MLTCs	Punctuality & Discipline	
	N	%
15	6	40



It is evident from the **Table 6.12** that only little more than one thirds (40%) of MLTCs are assessing the trainees performance in the area of punctuality and discipline.

**List of Middle Level Training Centres
(Up to March, 2013)**

**No of States/UTs Covered= 12
No of MLTCs = 15**

S. No.	State	Name & Address of MLTC
1	Arunachal Pradesh	WCD training centre, Vivek Vihar, Itanagar, Arunachal Pradesh
2	Bihar	MLTC, College of Home Science, R.A.U. Pusa, Samastipur, Bihar
3		MLTCs, Aditi, H/o Er K.P. Singh, IAS Colony, West Nagar, Bailey Road, Danapur, Patna-801503
4	Gujrat	Vidhyabharti Prasikshan Ane Sanshodhan Kendra, Nr. Sarkari Prathmik Shala, Opp.Dena Bank,Sec-22, Gandhinagar
5	Jammu & Kashmir	Middle Level Training Centre Roop Nagar near Working women hostel Jammu
6	Karnataka	MLTC,Sri Dharamshala Manjunatheswar Educational Trust,Ujire-574240,Disst-Karnataka
7	Kerala	MLTC/AWTC,Council for child welfare Trivandrum
8	Madhya Pradesh	MLTC, Madhya Pradesh
9		MLTC, Bal Niketan Sangh, 62, Pagnis paga, Indore
10	Maharashtra	Indian Institute of Youth Welfare MLTC, Lonara Distt-Nagpur
11		Coordinator, Rajmata Jijau Madyastar Prashikshan Kendra,Shri Ram Nagar,Pipeline Road,Ahmadnagar, Maharashtra
12	Punjab	Gali No-1,Ward No 17,New Deepnagar,Near New Grain Market,Hoshiyarpur , Punjab
13	Rajasthan	MLTC college of Home science University Campus
14	TamiL Nadu	Indian Council for Child Welfare, 5,3rd main road west, Shenoy Nagar, Chennai-600030
15	Uttar Pradesh	Regional instt of rural development, station road, Chiragoan, Jhansi