

Capacity Building of Frontline Workers of the ICDS in Odisha - A Needs Assessment

Part I - Needs Assessment of the Anganwadi Training Institutions



Government of Odisha,
Azim Premji Philanthropic
Initiatives, Public Health
Resource Society



March 2017

Public Health Resource Society



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The PHRS assessment team of Ms. Swati Priyambada Das (Principal Investigator), Mr. Gouranga Mohapatra (Research Coordinator), Dr. Vandana Prasad (Principal Advisor), and I are responsible for conceptualizing, designing and conducting the study, analyzing the data and writing the report.

Dr. Ganapathy Murugan
Executive Director
Public Health Resource Society

Abbreviations

AD	Assistant Director
AI	Assistant Instructress
AWC	Anganwadi Centre
AWH	Anganwadi Helper
AWW	Anganwadi Worker
AWHTC	Anganwadi Helper's Training Centre
AWTC	Anganwadi Worker's Training Centre
CI	Chief Instructress
CIC	Course In Charge
CDPO	Child Development Project Officer
DS	Deputy Secretary
DWCD	Department of Women and Child Development
HETC	Home Economic Training Centre
GoO	Government of Odisha
ICDS	Integrated Child Development Scheme
IIPS	International Institute of Population Studies
LS	Lady Supervisor
MLTC	Middle Level Training Centre
MWCD	Ministry of Women and Child Development
NGO	Non-Government Organisation
NIPCCD	National Institute of Public Cooperation and Child Development
OSCCW	Odisha State Council for Child Welfare
SIHFW	State Institute of Health and Family Welfare
SIRD	State Institute of Rural Development
SPMU	State Programme Management Unit
TC	Training Centre
VHND	Village Health and Nutrition Day

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Executive Summary

In the last few years, Odisha has been taking significant strides towards the well-being and development of women and children with State initiatives like Mamata for pregnant mothers, decentralised supplementary nutrition programme, and introduction of Jaanch committees in every Anganwadi centre. Some of these are already showing progress in reduction of malnutrition, as evident from the recent NFHS 4 data, but there is still a long way to go.

The ICDS, or the Anganwadi Programme is pivotal in this context, and has the most significant potential to impact the health and nutrition of women, adolescents and children under the ages of six years, as it encompasses ‘the first 1000 days’; critical to the prevention of malnutrition. As with any other programme, the key to its functioning is the quality of its human resource.

Anecdotal evidence suggests that “AWW’s are doing their job; but do not have the skills to make an impact on improving nutritional status of children through better service delivery. It was felt that to improve the health and nutrition status of children in the state, there is an urgent need to strengthen the functioning of ICDS through better capacity building of its functionaries especially the AWWs, supervisors and trainers.

This assessment has attempted to examine the existing capacity building programme for ICDS functionaries in order to identify gaps in the curriculum, pedagogy and assess the needs for capacity building. Part One of the assessment has looked at the training institutions while the next phase will provide further information from functionaries at District, Block and Anganwadi level.

The key findings of Part One of the Assessment are as follows:

1. The lack of adequate human resource within the DWCD, GoO to be able to plan and monitor the existing capacity building processes in the State.
2. This is intensified by the lack of an MIS that can correctly identify the burden of training that currently exist.
3. Disruptions and delays in fund flows to the training institutes leading to a loss of quality
4. Lack of specific curriculum for the supervisory cadre
5. Lack of specific curriculum for the anganwadi helper cadre the potential of which is being under estimated by the training programme.
6. The Training Centres (TCs) suffer from a host of infrastructural inadequacies, including adequate hostel facilities which are affecting the Council-run TCs maximally. However processes are currently on to improve these.
7. One of the main inadequacies are the lack of space for practical sessions, including

nutrition demonstration.

8. Where the transaction of curriculum is concerned, a key finding pertained to the difficulties with finding and utilizing resource persons.
9. The instructresses belonging to the NGO-run and Council-run TCs did not have sufficient field experience and very also relatively poorly supported and monitored by the State.
10. All the TCs suffer from a lack of administrative staff as well as shortages of instructresses.

Major Recommendations

1. A dedicated resource centre/ training cell for the capacity building of ICDS functionaries which is headed by a senior officer and has adequate personnel.
2. The development of a suitable MIS system at state and district level to track and plan for training to facilitate monitoring and create individual capacity building plans. This could be modeled upon the type of MIS in use for the immunization programme.
3. Accreditation and quality assurance systems need to be put in place for all the TCs and monitored by the cell
4. The TORs between the State and the non-state organizations involved with running TCs need to be revisited and monitored carefully by the cell with adequate management and resource support to them.
5. Fund flows to be smoothened using flexi-fund pools / advances.
6. Curricula need to be devised/adapted for the Supervisors and Helpers separately. The helper needs to be viewed as an ECCD worker who needs training accordingly. Language and culture need to be kept in mind while creating the training programme for the helper.
7. An accredited resource pool needs to be set up for each TC, block and district with induction and orientation processes for the resource persons.
8. Greater attention is required for the capacity, space and aids needed for participatory curriculum transaction and standardised materials need to be devised to assist.
9. Field-work needs to be given due importance in the training and some guidelines need to be devised for the same.

Many reforms have already been made to the capacity building processes for the ICDS and some are underway at the moment. The Government of Odisha is well placed to fill the current gaps, provided there is sufficient priority and oversight to the task.

1. Introduction

1.1 Background

India has grown to be one of the largest economies in the world and an increasingly important player in the emerging global order, but still remains home to a vast number of undernourished children. This emerging contradictory picture portrays the uneven distribution of the benefits of growth that results in social inequality.

According to the Global Hunger Index, India ranks 55 among 76 developing countries trailing behind Sri Lanka and Nepal. According to World Health Organization (WHO) more than one third of child deaths could be attributed to malnutrition. National Family Health Survey 3 (NFHS 3, 2005-06) data reflected 48% of children under five years of age are stunted, 43% are underweight and 20% are wasted. More recently, the Hungama Report (2011) in India mentioned that, by the age of 24 months, 42% children are underweight and 58% are stunted. The disaggregated urban and rural data reveals that rural children are in a more vulnerable state as compared to urban children. In addition to physical development, malnutrition also causes poor cognitive development, learning disability, future productivity and is considered to be the major cause of child death. State trends of the NFHS 4 suggest moderate gains in nutrition (see section below) though the India (country) report is still not available.

1.1.1 Malnutrition in Odisha

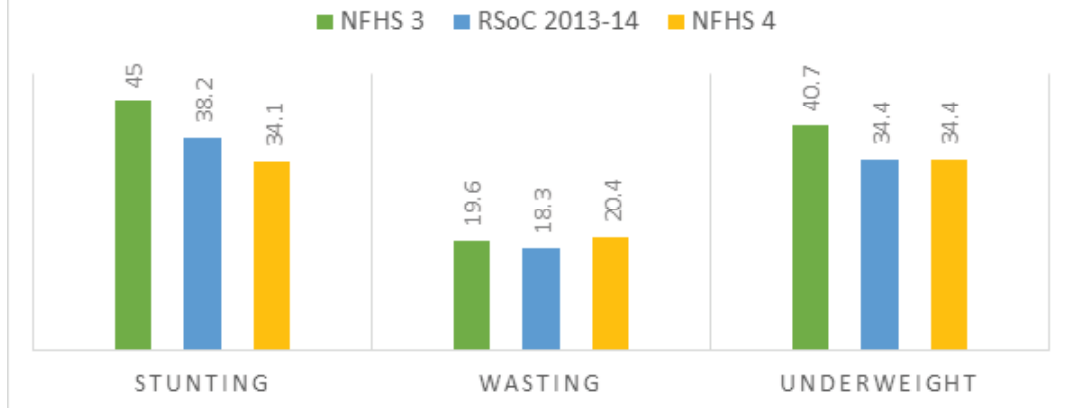
Odisha is one among the nine EAG Indian states with a high burden of malnutrition. It has a large tribal and scheduled caste population making the state home to a high proportion of disadvantaged and vulnerable populations. It also has the double burden of poverty, both structural and conjunctural. There are high differentials between Odisha's tribal and nontribal (coastal) districts that get reflected in its disaggregated data on socioeconomic indicators.

In the last few years, Odisha has been taking significant strides towards



Odisha between NFHS 3 and NFHS 4

PREVALENCE OF CHILD UNDERNUTRITION



- The prevalence of stunting has gone down from 45% in NFHS 3 to 34.1% in NFHS 4.
- The prevalence of underweight has gone down from 40.7% in NFHS 3 to 34.4% in NFHS 4.
- The prevalence of wasting in the state has gone up from 19.6% in NFHS 3 to 20.4% in NFHS 4.

Focusing on the under 2s:

- As per NFHS 4, only 8.5% of children ages 6-23 months in Odisha receive an adequate diet (in terms of dietary diversity and meal frequency)

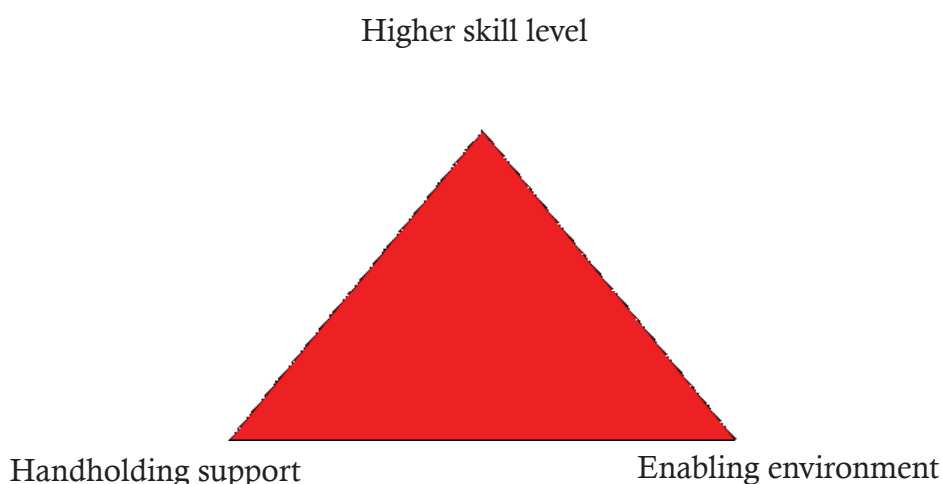
the well-being and development of women and children with State initiatives like Mamata for pregnant mothers, decentralised supplementary nutrition programme, and introduction of Jaanch committees in every Anganwadi centre. Some of these are already showing progress in reduction of malnutrition, as evident from the recent NFHS 4 data, but there is still a long way to go.

1.1.2 The Problem

The ICDS, or the Anganwadi programme, is pivotal in this context, and has the most significant potential to impact the health and nutrition of women, adolescents and children under the age of six years, as it encompasses “the first 1000 days”; of critical importance to the prevention of malnutrition. As with any other programme, the key to its functioning is the quality of its human resource.

Anecdotal evidence suggests that “AWWs are doing their job; but do not have the skills to make an impact on improving nutritional status of children through better service

Fig. 1.1: Triad of Better Nutrition Outcome



delivery”. It was felt that to improve the health and nutrition status of children in the state, there is an urgent need to strengthen the functioning of ICDS through better capacity building of its functionaries especially the AWWs, supervisors and trainers.

This necessitates enhancement not only of technical skills and knowledge, but also soft skills of caring, counselling and support, within an overall sensitivity and empathy with the community. It is important, hence to ensure that capacity building programmes within programmes such as ICDS are able create a space for frontline workers to not only acquire, but also retain and practice such knowledge and skills.

For the AWW, one of the most important services is that of growth monitoring for early identification and prevention of malnutrition. This requires her to be equipped with information, knowledge and skills required to identify critical signs in children with growth faltering and any other problems related to health and nutrition, as deceleration in linear growth at an early age may subsequently lead to malnutrition. The AWW also needs to know when to refer a child to the NRC, how to counsel mothers on health and nutrition, infant and young child feeding, child care, hygiene and sanitation. In addition, she should be familiar with the signs and symptoms of childhood illnesses like dehydration due to diarrhoea, acute respiratory infection (ARI), measles etc., and when to refer to facilities for treatment. An equally important task of the AWW is to conduct age appropriate developmental activities for cognitive development of child .

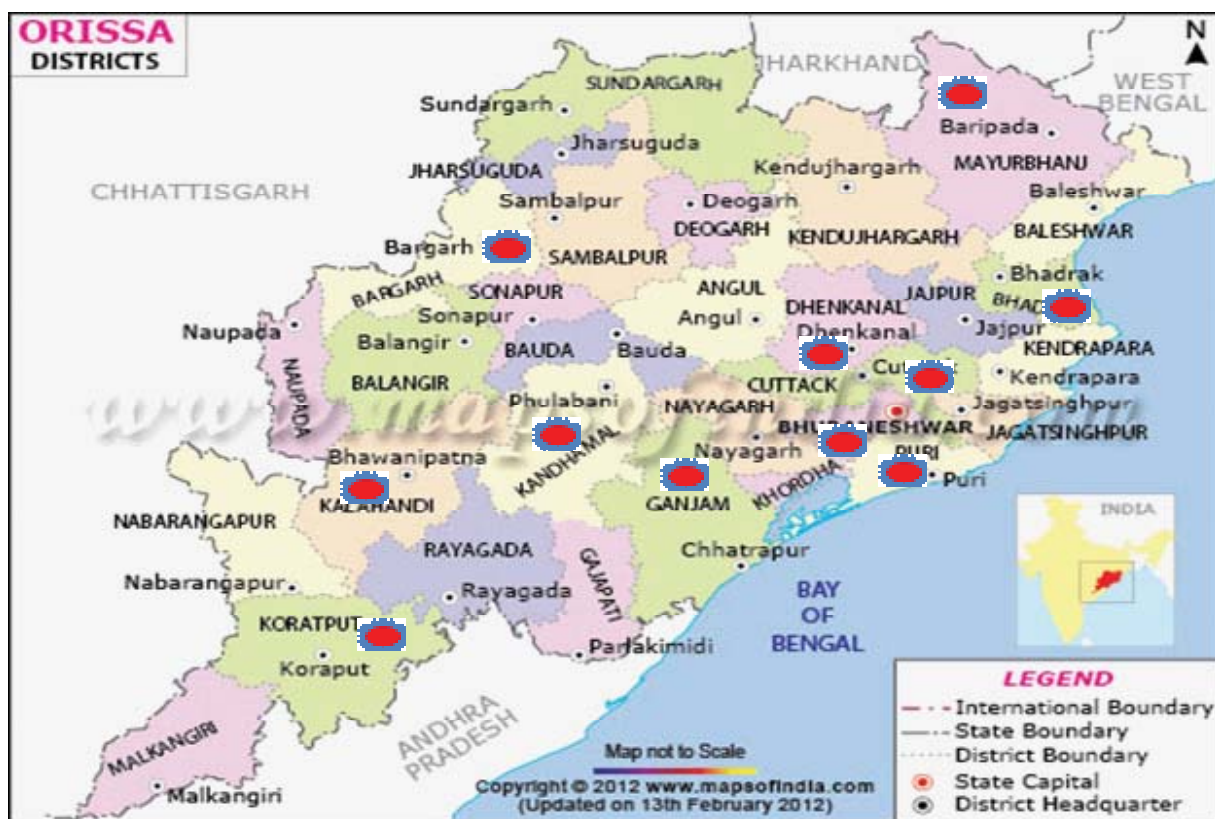
This assessment has attempted to examine the existing capacity building programme for ICDS functionaries in order to identify gaps in the curriculum, pedagogy and assess the needs for capacity building.

1.2 Objectives

The main objectives of the assessment were:

1. To assess the existing capacity building/training programme for ICDS workers/ functionaries in Odisha state:

Fig.2: Assessment Sites



- a. Critically examine content of the training curriculum
- b. Examine pedagogy adopted in the trainings
- c. Assess and examine the institutional processes involved in the training including pre and post assessment and monitoring, and whether suitable changes are incorporated based on pre/post assessment.
2. To examine all training centres for ICDS functionaries in the state (MLTC, AWTCs, and AWHTCs) on the basis of:
 - a. Their institutional capacity (e.g., infrastructure, human resources, administrative, financial and necessary skill set required to impart training)
 - b. The pedagogy and quality of the training provided
3. To observe and assess the AWW, AWH and LS:
4. To provide recommendations based on findings of the assessment

1.2.1 Specific Objectives

The specific objectives of the assessment were as follows:

1. Mapping the existing capacity building programme under the ICDS
2. To find out gaps in terms of content, in both knowledge as well as skill components, in the existing training curriculum (NIPCCD and other thematic based training)

3. To review training pedagogy
 - i. Training methods - cascade training, participatory and interactive
 - ii. Training techniques - use of audio-visual aid, role play, group activities exposure visit etc.
 - iii. Skill based training - demonstration and practice
 - iv. Coverage of the content with scope for discussion
 - v. Resource materials - handouts, posters, films, case-studies etc.
 - vi. Job aids - guideline, protocol
 - vii. Monitoring mechanism and formats used – Pre and post testing for trainees
 - viii. Capacity of resource persons - thematic understanding, confidence, and attitude
 - ix. Reporting and feedback mechanism - accountability and action based on feedback.
4. Identifying the functional and capacity gaps of all existing training centers
 - i. Infrastructure and Logistics
 - ii. Training load and capacity of faculty
 - iii. Faculty development
 - iv. Training process and materials
 - v. MIS, Monitoring and reporting
 - vi. Budget and Finance
5. To assess the gaps in training as observed and perceived by the trainers/trainees (AWW, AWH, ICDS Supervisors) on the following aspects:
 - i. Facilitation skill
 - ii. Coverage of content
 - iii. Training process
 - iv. Monitoring and reporting
 - v. Session Plan
 - vi. Logistic arrangement
6. To conduct systematic observation of delivery of selected services of AWW, AWH and LS and understand the capacity, role and performance in delivering nutrition and convergent services
 - i. AWW - At TC, AWC, at VHND/RI, counselling sessions, home visits;
 - ii. AWH - At AWC

- iii. LS - In providing supervisory and leadership support to AWW, mentor in prioritizing AWW's work practices, home visits etc.; Checking records etc.
- iv. Interact with Mothers Committee/Jaanch Committee, pregnant and lactating mothers to observe how transaction has translated to action

1.3 Scope of the Assessment

The assessment presumes that good training/capacity building is just one of the inputs for a responsive ICDS system. While good training/capacity building of an Anganwadi Worker may be an important necessary criterion for a well-functioning Anganwadi Centre but it is not sufficient. An assessment of the existing training programme and institutions has been conducted and is discussed in this report (Part One: A Needs Assessment of AW Training Institutions). The capacity of process and systems, infrastructure supportive supervision, and resulting outcomes of facilitation skills vis-à-vis the requisite skill sets of ICDS frontline workers is underway and will be reported in the subsequent part.

1.4 Methods of Assessment

The assessment includes desk review of relevant literature and secondary data, government reports, curriculum content, study reports etc., as well as a field assessment. (See Annexure 1 for list). The objectives and methods used are presented in Table 1.1. The findings of the desk review are incorporated within the discussion of the relevant sections.

The desk review provided an assessment of the prescribed curriculum for training and the institutional processes and systems in place in the training programme in Odisha.

For the assessment, two districts were selected from each of the three zones of the state to make it representative of the state. The districts were selected on the basis of their rank according to the Composite Index. Thus, districts were selected from within each zone on the basis of i) Better performing, and ii) Poor performing. This selection is also able to capture in each zone, at least one High Burden District which has been the focus of the Nutrition Operation Plan (NOP).

At the time of reporting, assessment of ICDS functionaries remains to be conducted. They will be selected from the above districts..

All training centres existing in the state and providing training to ICDS functionaries like AWWs, AWHs, and supervisors were covered in the assessment. Mixed methods both qualitative and quantitative have been adopted in the assessment.

1.4.1 Sampling Strategy

1.4.1.1. Training Centres

With regards to training centres, all 27 training centres, situated in 11 districts in the state were covered. These included 1 MLTC, 22 AWTCs and 4 AWHTCs for training of supervisors (LS), AWWs and AWHs respectively. These are a mix of centres managed by the government, OSCCW, and NGOs. The government-run AWTCs are housed within

Table 1.1: Objectives of the Assessment and Methods Used

Objectives	Methods
<p>To assess the existing capacity building/training programme for ICDS workers/functionaries in Odisha state</p> <ol style="list-style-type: none"> Critically examine content of the training curriculum Examine pedagogy adopted in training Assess and examine the institutional processes involved in the training including pre- and post- assessment and monitoring. 	<p>Review of relevant literature and secondary data, government reports, study reports, curriculum content etc., as well as field assessment, facility survey of training centres across the state, key informant interviews and consultations with experts and managers at state and district level.</p>
<p>To assess all training centres for ICDS functionaries in the state (MLTC, AWTCs, and AWHTCs) on the basis of :</p> <ol style="list-style-type: none"> Their institutional capacity (e.g., infrastructure, human resources, administrative, financial and necessary skill set required to impart training) The pedagogy and quality of the training provided To observe and assess the AWW, AWH, LS 	<p>Field assessment through observation at AWC, facility survey through composite checklist/guide and individual interviews with frontline workers;</p> <p>Field assessment through survey of training centres using composite checklist/guide; Key informant interviews and consultations with training centre principals/administrators, individual interviews with trainers; Non participant observation of the ongoing training sessions; assessment of training manuals, and methods of teaching adopted;</p> <p>FGDs with AWWs and LS;</p> <p>Non participant observation of the services rendered by AWWs, AWHs and LS; Observation and skill assessment of AWW during community processes (home visits, VHNDs/RIs etc. will be observed);</p> <p>VHND/RI observation will include interaction with beneficiaries (mothers' committee, mothers).</p>

two Home Economic Training Centres (HETCs). Table 1.2 gives the details.

The training centres were assessed in terms of their capacity, infrastructure, logistics etc. by employing composite checklist/guide for facility as well as through non participatory observation by the investigating teams.

Non participant observation of ongoing training was also conducted to assess teaching–learning practice, pedagogy involved, etc., by the investigating teams.

Key informant interviews were conducted with Chief Instructress/Principals of three training centres, covering all three Categories-Govt., OSCCW and NGO managed, across the state.

Table 1.2: Details of Institutions to Be Covered under the Assessment

Institution	Numbers	District
MLTC (SIRD)	1	Khordha
AWTC (GOVT.)	8	Khordha, Bargarh
AWTC (OSCCW)	8	Mayurbhanj, Khordha, Ganjam, Dhenkanal, Koraput
AWTC (NGO)	6	Bhadrak, Cuttack, Kalahandi, Phulbani, Puri
AWHTC (NGO)	4	Bhadrak, Cuttack, Kalahandi
Total	27	

Key informant interviews were also conducted with three Guest Faculty/ Resource Persons from each zone across the state as per Table 1.3.

Consultations and interviews were held as follows:

1. Individual interviews were conducted with Asst. instructress/ Instructress of training centres in each zone as shown in Table 1.4.

Table 1.3: Details of Key Informant Interviews

	Chief Instructress/Principal	Resource Person/Guest Faculty
Zone I	1	3
Zone II	1	3
Zone III	1	3
Total	3	9

Table 1.4: Individual Interviews Conducted with Instructress

	No. of Training Centres	Assistant Instructress/ Instructress
Zone I	13	7
Zone II	8	4
Zone III	5	2
MLTC	1	2*
Total	27	15

*Only 1 interview could be conducted as the other respondent was on long leave.

Resource Persons/Guest Faculty and Assistant Instructress/Instructress were selected in a manner that representation from Government, OSCCW and NGO was ensured for both categories of respondents.

2. ICDS functionaries

A total of 90 AWWs are to be interviewed taking 30 AWWs in selected districts from each of the three zones.

As mentioned before, 2 districts each were selected from each of the 3 zones of the state, on the basis of development rank within each zone (3 x 2= 6).

From each district, 15 AWWs will be selected through stratified random sampling from the database of workers acquired from the DSWO (2 x 15 =30) to ensure that factors of age of worker/number of years in service, training received, and distance from headquarters have been considered (sampling criteria drafted separately).

Facility survey (AWC) through checklist and observation will be carried out at all these centres. FGDs with AWW and LS will be conducted at their designated sector/project meetings- 1each, in each zone (1x2x 3=6). Table 1.5 gives details of FGDs.

Table 1.5: Details of FGDs

	AWW	LS
Zone I	1	1
Zone II	1	1
Zone III	1	1
Total	3	3

AWWs, LS and CDPOs are to be selected through stratified random sampling for individual interviews as per Table 1.6.

Table 1.6: Details of Individual Interviews

	District (rank)	AWW	AWH	LS	CDPO	DSWO
Zone I Coastal	Cuttack (1)	15	5	5	2	2
	Gajapati (26)	15				
Zone II Northern	Jharsurguda (5)	15	5	5	2	2
	Kendujhar (24)	15				
Zone III Southern	Baudh (19)	15	5	5	2	2
	Malkangiri (30)	15				
Total		90	15	15	6	6

In the assessment proposal, it was proposed that interview with one DSWO each from each of the zone (1* 3), would be carried out. However, during the consultation held with the Secretary, DWCD, GoO, it was suggested to include all the six DSWOs from the six districts under the assessment. This was accepted by the PHRS team and revised.

1.5 Tools

Overall, the data collection tools includes:

- Literature review
- Review of relevant websites (if any)

- c. Review of relevant records including training and assessment reports of AWWs/ AWTCs at district level or state level
- d. Key Informant Interviews
- e. Survey interviews/individual interviews
- f. Focus Group Discussions
- g. Facility survey checklist
- h. Observations at Training Centres during training and AWCs during activities (VHND, Home Visits, Counselling)
- i. Discussion with relevant officials at the state and district level

To aid the process of data collection different tools have been developed like questionnaires, interview guides, FGD checklists, observation and guides for review of literature.

Preliminary set of tools to be administered in the assessment at various levels were initially shared with APPI team in the second week of November and presented at the meeting held on 29th November, 2016. The inputs received were incorporated, and tools revised.

A presentation of the proposed assessment was formally made by the PHRS team at the meeting chaired by Secretary, DWCD, GoO and other officials of the Department and the APPI team, held on 3rd Dec, 2016 (presentation annexed, Annexure 2). The proposed assessment design, proposed assessment sites and the revised tools were included in the presentation.

All the data collection tools were reviewed and field tested before finalization.

Minor revision of tools were carried out based on the findings of the field testing, and tools were translated into Odia language.

1.6 Key Respondents

The key respondents in the assessment are as follows:

State and District Officials

- Director, Social Welfare
- Deputy Secretaries, DWCD (ICDS and Mamata Scheme) AD cum US, ICDS (Training)
- Training Manager, SPMU
- Other officials from relevant organisations and departments like SIHFW, OSCCW, Managing NGOs (Banbasi Seva Sadan, Servants of India Society, Kasturba Gandhi National Memorial Trust and Society for Weaker Community)
- DSWO

Training Centres

- Chief Instructress/Principals
- Assistant Instructress/Instructress

- Guest Faculty/Resource Persons

ICDS

- Anganwadi Workers
- Anganwadi Helpers
- Supervisors
- CDPO

As noted previously, the results of the field assessment (including discussions with district level functionaries) will be reported in Part Two of the report.

1.7 Work Plan

As a part of initiating the assessment, the detail work plan, sampling methodology and tools were finalized in consultation with APPI and DWCD.

Following the consultation with Secretary, DWCD, GoO, the workplan was revised to cover all the training centres in the first phase to be able to submit a preliminary report of the same by February, 2017. The inception report included the detailed assessment design, tools to be administered and work plan, was submitted in early January, 2017

1.7.1 Recruitment

Recruitment of Investigators was completed by 1st week of Jan, 2017. Ten field investigators were recruited. Five teams of two members each, conducted fieldwork across the 27 training centres (5 teams x 2 members =10 recruited).

The state team (of 3 members) was in place for supporting the assessment and the field team as and when required.

1.8 Orientation cum Training

An Orientation Workshop for the state team and investigators was held on 5th-6th January, 2017 at CYSD, Bhubaneswar. The objectives, design and tools of the assessment, were discussed with the field team. Sessions were taken by AD-cum-Under Secretary (Training) for developing common understanding about the Training Institutions and Anganwadi Centres. In-depth discussion followed by mock sessions were carried out for bringing in a common understanding about the tools.

1.8.1 Field Testing and Field Orientation

Field orientation of investigators was done through administering the tools under guided observation.

Each tools related to training centres were pre-tested at 3 different units :

AWTC, Unit 1, HETC, Bhubaneshwar, 7th January 2017

AWTC, Unit 3, HETC, Bhubaneshwar, 7th January 2017

AHTC, Servants of India Society, Chowdwar, Cuttack, 9th January 2017

Minor revision of tools completed based on the findings of the field testing.

The assessment team consisted of the following members

1. Two Advisors
2. One Principal Investigator
3. One Coordinator
4. Twelve Field Investigators (of which ten were recruited for the first phase)
5. Data entry operator
6. Data analyst

As per the revised workplan, five teams of 2 people each covered the 27 training centres across 11 districts. They were assisted by the state team as and where required. The detailed work plan is annexed (Annexure 3).

At training centres, field investigators conducted the facility survey through the checklist, and observation. They also conducted observation of training sessions and interviews with the selected Asst. Instructresses.

Key informant interviews and consultations with senior functionaries were conducted by the state team..Following completion of the field assessment of training centres, the teams will to the designated districts for field assessment of AWCs and related functionaries as planned.

In the districts, each team is to visit selected AWCs based on sampling and conduct interviews with AWW, AWH, and LS. The team will also conduct a facility survey of the AWC as well as record observations about how AWW, AWH carry out their specific nutrition-related services.

The team will also observe the AWW at VHNDs, home visits and during counselling.

Analysis is being done using relevant quantitative packages (SPSS, EXCEL) as well as thematic analysis of the qualitative responses.

1.9 Ethics and Risk

Written or verbal consent has been taken as appropriate. No risks are perceived to the respondents of the assessment and the identity of frontline workers will be protected. The assessment is expected to feed into strengthening ICDS functioning thereby benefitting the society at large in the long term as well as the working conditions of the respondents.

2. Capacity Building Processes at the State Level

2.1 ICDS Capacity Building Programme: A brief overview

The success of a large-scale programme like the ICDS is determined by, and dependent on certain important components, including availability of resources-human and material, infrastructure and an enabling environment for efficient service delivery. Foremost among these, is the existence of a well-trained, efficient and capable workforce that is responsible for service delivery leading to attainment of programmatic goals. The quality of the capacity building or training of such a workforce/ frontline workers engaged, is a crucial factor in this regard.

A comprehensive training strategy for the ICDS functionaries, has been in place from the beginning of the ICDS scheme. In addition, in 1999 the World Bank assisted 'Project Udisha', was launched initially for five years, and ended on March 31, 2006 after extension.

After the completion of Project Udisha, the ICDS Training programme is being continued with domestic resources and as per the procedures and norms prevailing during Project Udisha.

State Training Action Plans (STRAPs): Under the ICDS Training programme, all States/ UTs are required to submit State Training Action Plans (STRAPs) delineating the details of all types of training programmes for various ICDS functionaries, which are to be taken up during the financial year.

In the ICDS, training for the various functionaries at different levels is intended to be a continuous process that includes regular in-service training. While financial support for training is provided by the Ministry of Women & Child Development (MWCD), training is implemented through the National Institute of Public Cooperation and Child Development (NIPCCD), Middle Level Training Centres (MLTCs) and Anganwadi Training Centre (AWTCs) that are state run, NGO run and/or managed by state chapters of Indian Council for Child Welfare (ICCW).

2.2 Types of Training

Generally, three types of training are to be imparted to the ICDS functionaries at various

Salient features of the ICDS training programme

- Decentralized
- Implemented by the State
- Central Government releases grants only to State Government
- Requirement of training decided by State
- Training calendar prepared by State
- State Training Action Plan (STRAP) formulated by State and approved by Central Government
- Grants are released to State on the basis of approved STRAP.

levels during their service period. The types, duration and agency imparting it, is given in the table 2.1

Table 2.1: Types of Training

Type of Training	Personnel/Trainee	Training Provider	Duration (days)
Induction (initial training, given soon after appointment)	CDPO/ACDPO	NIPCCD	7
	LS	MLTC	7
	AWW	AWTC	8
	AWH	AHTC	5
Job Course (ideally to be given within 2 yrs of joining)	CDPO/ACDPO	NIPCCD	32
	LS	MLTC	32
	AWW	AWTC	32
	AWH	AHTC	8
Refresher Course (in service training, to be given once every 2 yrs)	CDPO/ACDPO	NIPCCD	7
	LS	MLTC	7
	AWW	AWTC	7
	AWH	AHTC	5

Apart from these, many states also impart Thematic Training periodically, based on different themes like the significance of 1000 days, revised MIS, IMNCI, computer application etc. These theme based trainings may be conducted by different agencies such as UNICEF, and other NGOs.

2.3 Role of NIPCCD

NIPCCD is the apex training institute for providing training for issues related to the MWCD in the country. It conducts and implements training in the areas of ICDS, ICPS and other such related programmes.

With regards to the ICDS training programme, NIPCCD prepares the course curriculum for the induction, job and refresher training courses for various levels of functionaries. The course curriculum is sent to all States and States currently are expected to revise / modify it to include state specific schemes and issues. However, modifications may take upto 20% of the curriculum.

The training programme is implemented through NIPCCD, state govt. training centres, state chapters of Indian Council for Child Welfare (ICCW), academic institutes like Dept. of Home Science and / or NGO run training centres. Many states have a combination of different agencies, along with the state governments for running the training centres.

NIPCCD also does periodic monitoring and evaluation of the training centres across the country.

2.4 Capacity Building in Odisha

Capacity building /training of ICDS functionaries in the state is undertaken by the DWCD, GoO and implemented through training centres being managed by different

agencies. Within the department, it is the AD-cum-Under Secretary who bears the overall responsibility for implementing the training programme in the state. As of now, within the Deptt., there is no other officer involved in or dealing with training, resulting in the AD-cum-Under Secretary reporting directly to the Director, ICDS, GoO for training related matters. The concerned officer is currently assisted only by a Section Officer, as the Manager (Training) post remains lapsed. Thus, it is clear to see that within the Deptt, dedicated staff for training, is grossly inadequate, which further leads to a host of other management related issues, especially that of monitoring and review of the training programme .

2.4.1 Types of Training

The types of regular training for the ICDS functionaries remain the same as above-induction/orientation, job course, refresher course. In addition, certain thematic trainings are also conducted for the different functionaries.

Apart from the trainings conducted by the DWCD, GoO, there are some other trainings for the AWWs that were currently being imparted by the DH&FW, GoO. These were:

1. IMNCI Training: AWW attending along with ANM, eight days duration, (in 20 High Burden districts) ; funded by National Health Mission (NHM);
2. IYCF training: For LS and AWW, three days duration conducted by master trainers at block level , in collaboration with select NGOs; funded by NHM;
3. 1000 days approach training: two days, covering all 30 districts; funded by DWCD, GoO.

TRAININGS CONDUCTED WITH NOP SUPPORT

- **Training on Computer Application for DSWO, PO and CDPO.**
- **Training of DSWO,PO and CDPOs on Financial Management.**
- **Leadership Training of POs and CDPOs.**
- **Training on Revised MIS for PO, CDPOs , Supervisors and AWWs.**
- **Training on New WHO growth standard, MUAC & Community Growth chart for AWWs.**
- **Training on Leadership and Counselling for POs and CDPOs and Supervisors.**
- **Training on Counselling for AWWs.**
- **Training on Role and Responsibility and on Basic Nutrition and Sanitation for AW Sahayikas.**
- **Training of members of Jaan Committee and Mothers'Committee on roles and responsibilities.**
- **Training of AWTC Instructress on different ICDS themes, computer application.**

In addition, the DWCD, GoO also conducted a number of trainings with the support of the Nutrition Operation Plan (NOP) in the last three years. These were intended for ICDS functionaries, AWTC instructresses and members of the Jaanch Committee/ Mothers' Committee.

2.4.2 Training Centres, Training Load, Training Calendar

2.4.2.1 Training Centres

There are a total of 27 training centres, across 11 districts in the state (see Table 1.2).

The MLTC, which comes under the DWCD, provides training to Supervisors. It is currently housed in the campus of the State Institute of Rural Development (SIRD) at Bhubaneswar. The government-run AWTCs, numbering eight are run through two HETCs (4 AWTCs each) located at Bhubaneswar and Barpalli.

There are a total of eight AWTCs managed by OSCCW, located across five districts. Similarly, there are a total of eight AWTCs being run by NGOs. As seen, **there are only four AWHTCs, all managed by NGOs, for the whole of the state.** The low number of AWHTCs in the state is of concern, as it means that training of all the Sahayikas (AWHs) in the state is divided amongst these four TCs alone. Three of these are located in the coastal areas with one in the southern region. Given the geographical and linguistic variance in the state, most of Sahayikas (AWHs) face problems in going for training or during the training.

2.4.2.2 Training Load

The planning of the training programme for the functionaries in the state should necessarily take into account the number of workers that need to be trained in that year. We have first looked at the status of ICDS workers in position in the state (Table 2.2)

Table 2.2: Number of ICDS functionaries in the State (As on 01.04.2016)

Workers	Sanctioned	In position	Vacancy
Supervisor	2808	1952	856
AWW/Mini AWW	71306	69367	1939
Helper	61090	59808	1282

Source: Assessment of ICDS Training, DWCD,GoO

As stated above, there are 27 TCs and currently 74 instructresses in place in these TCs to impart training to these workers. As seen below, there are some obvious gaps suggested by the consolidated data.

Table 2.3 Training Data up till the month of Dec, 2016.

AWW				Sahayika/AWH			
Sanctioned	In position	Taken job course	Taken Refresher	Sanctioned	In position	Taken job course	Taken Refresher
71306	69627	64780	56635	61090	60168	47514	28761
Gap		4847	12992	Gap		12654	31407

However, if we are to consider the three kinds of trainings that each worker must get as per

the guidelines, at present there is no central data on the actual individualized training load that exists with respect to the training gaps for the ICDS. In other words, there is no data on partially trained and fully trained workers/ helpers/ supervisors which may be higher than the gaps suggested by the consolidated data. This also needs to be correlated with the date of appointment of the worker concerned. (The database used for immunization would make a good template for this purpose).

2.4.2.3 Training Calendar

The training calendar, for the year is prepared in the month of April at the state level by the AD-cum-US. In the absence of a training-related database, and a well defined software for training, the training is made according to estimates and probability of filling of vacancy posts, rather than a true estimation of training gaps of existing anganwadi workers and helpers. We were informed that, since individual worker specific training database is not being maintained, the calendar is prepared using Monthly and Quarterly Progress Report data submitted by the workers as part of the overall ICDS programme.

Table 2.4: Training Calendar (planned) for ICDS Functionaries for the year 2016-17

Sl. No.	Training	No. of Trainees	No. of AWTC/ AHTC/ MLTC	No. of batches
1	Refresher Course of AWW (7days)	24640	22	616
2	Job Course of AWW (32 days)	3080	22	88
3	Induction/ Orientation Course of AWH (8 days)	8000	4	160
4	Refresher Course of Supervisors (7days)	700	1	28
5	Job Course of Supervisors (32 days)	100	1	4

Source: Assessment of ICDS Training, DWCD,GoO

2. 4.3 Course Curriculum-

The NIPCCD course curriculum is the basis of training course. It was found that only the job course curriculum for AWW had been revised and module prepared and distributed to TCs recently, in November 2016. The module was well drafted and included prescribed methodology, time allocations for each topic, materials to be used, etc. However, in our visits, we found that for some topics (such as growth monitoring and IMNCI) more time was required than what was prescribed.

It is to be noted that the course module for AW workers was found to be the basis for transacting training for the helpers and supervisors as well though specific material has been provided by NIPCCD.

2.4.4 Reporting, Monitoring and Evaluation

Course report, MPR, QPR, Utilisation Certificate for financial purposes was being submitted by TCs. However, the course report had no standard format and was not considered mandatory by the State Management. No system of regular and periodic

monitoring and review was found. The concerned officer told us that it is difficult for her to monitor and visit all TCs in the state, in the absence of adequate staff.

2.4.5 Budget

Given below is the budget for training against total ICDS budget from 2012-13 to 2017-18.

Table No. 2. 5: ICDS training budget against ICDS total Budget from 2012-13 to 2017-18 (Rs. in Cr.)

	2012-13	2013-14	2014-15	2015-16	2016-17 RE	2017-18 BE
ICDS Budget	1194.14.14	1453.44.44	1348.13.13	1421.53.53	1762.58.58	1948.87.87
Training Budget	3.63.6	10.85.85	4.49.49	10.33.33	13.43.4	11.61.6
% of budget for training in ICDS	0.30%	0.755%	0.333%	0.733%	0.766%	0.60%

Source:- Demand for Grants, Govt. of Odisha

Note: Budget for ICDS has got an allocation of Rs.11.60 Cr., which is Rs. 1.80 Crore less than 2016-17 (RE).

Middle Level Training Centgre (MLTC)

The MLTC imparts training to Lady Supervisors. In Bhubaneshawar, it is currently housed in the SIRD campus and all administrative work related to the MLTC is dealt with by the SIRD office. Currently, there are three full time instructresses in position. No other administrative/accounts staff specific to the MLTC are in position. At the time of the assessment visit, however, only two instructresses were present with the third instructress being on leave.

On the day of the visit, training was being imparted to a batch of LS who had recently been promoted from the post of AWW after close to 20 years of service as AWW.

We were informed that there was no separate course module being used for the LS' training. Instructresses used the AWW job course module in conducting the training for the LS.

As far as the infrastructure is concerned, one office room where instructresses sat and one classroom/hall had being provided to the MLTC. There was no other space/rooms given to them.

The hostel of the SIRD was required to be booked for the trainees well in advance. Booking rules were very strict with exact details of participants, names, numbers, place of origin to be given well in advance. This becomes a problem, when instructresses are unable to get such exact details from the districts well in advance.

The MLTC is slated to be shifted to a new campus/building under the DWCD soon, and hopefully these problems of infrastructure, logistics, HR would be taken care of.

3. Findings at the Training Centres

3.1 Status and Functioning of Training Centres (AWTCs and AHTCs)

3.1.1 Infrastructure and facilities

3.1.1.1 Location:

Out of 26 TCs, 16 are in urban areas, and remaining are located in rural areas. Other features of location are as shown in Table 3.1.

Table 3.1:: Location of TCs

Features	Govt	OSCCW	NGO	Total
Urban area		4	1	5
Crowded and noisy place in Urban Location	4	0	0	4
Close to water source in urban area	0	0	1	1
Polluted Urban area	0	3	1	4
Rural areas	0	1	4	5
Rural areas by the main road	4	0	0	4
Rural areas near the railway line	0	0	2	2
By the side of the main road	0	0	1	1
Total	8	8	10	26

3.1.1.2 Building:

Amongst the three categories, all eight government run centres functioned from government buildings, and OSCCW run centres functioned equally from government buildings and rented buildings (4,4). Amongst the NGO run centres, seven out of 10 were functioning from own buildings, and the remaining three from rented buildings.

Table 3.2: Building

Building	Govt	OSCCW	NGO	Total
Govt. building	8	4	0	12
Own building			7	7
Rented building		4	3	6
Total	8	8	10	26

3.1.1.3 Electricity:

While all centres had electricity, only seven of the 26 centres had the provision of backup generators. None of the government-run centres had the provision of backup generators.

3.1.1.4 Internet facilities:

All TCs, except one reported having internet facilities. However, the facility was either available at the office or in the Principal's room. Internet facility in the classroom was not available in any of the TCs.

3.1.1.5 Rooms:

Most (16) TCs had upto a total of 10 rooms. Each of the HETCs had a total of 13-14 rooms that was shared by the four units each. In all the TCs, apart from one classroom specifically allotted to each individual TC, all other rooms were common, such as the office room, Principal's rooms, etc.

Table 3.3: No.of Rooms

Total No. of Rooms	No. of TCs			
	Govt	OSCCW	NGO	Total
Upto 5	0	3	6	9
5 to 10	0	3	4	7
11 and above	8*	2	0	10
Total	8	8	10	26

*The HETCs (Bhubaneswar and Barpalli) had a total of 13 and 14 rooms respectively that were shared between the four units housed in each of the HETC.

3.1.1.6 Dedicated Rooms

IEC Room: Only 10 out of 26 TCs had a separate IEC room. However in the two HETCs, one IEC room was shared by the four units each. It was common to see IEC materials and other training materials arranged in the classroom itself in almost all TCs. Even where classrooms were small and indoor space was inadequate, there was an IEC corner within the room itself. While, this added to the room looking bright and decorative, it nonetheless consumed space, leaving less room to conduct activities and demonstrations.

Nutrition Demonstration Rooms: **Only 13 out of 26 TCs reported having a separate nutrition demonstration room.** Amongst the eight OSCCW TCs, only three had a separate nutrition room, whereas only two out of the 10 NGO TCs had the same. In the case of the government-run TCs, while **all eight TCs reported having a nutrition room, the fact was that only one nutrition demonstration room was shared by four units at both the HETCs.** The HETC, Bhubaneswar which had a three-storied building, had only one room designated as nutrition demonstration room for four units; this room also doubled as aa visitors' room. The room size was not adequate for the participants to observe the cooking demonstration. It was a small room, that had only one window; it did not have an exhaust fan.

The HETC at Barpalli, on the other hand, had a laboratory room, that was spacious with platforms on either side of the room for working, and a number of unused utensils and equipments. However, the laboratory itself was not being used as Nutrition Demonstration Room, because of its dilapidated condition. Nutrition demonstration currently either takes place in the classroom, or is sometimes conducted at the concerned faculty's residential quarters. We were informed that complaints for repairing had been given a number of times over the years, and only recently a work order for repairs had been issued to the PWD. At the time of our visit, however, repairs in the room had not yet been initiated.



Above: No space to conduct indoor activities in AWTs

Below: Management of space for indoor activity by efficient seating arrangement, HETC Barpalli



Demonstration/Practical Rooms: Twenty out of the 26 TCs did not have separate demonstration or practical rooms for the demonstration of growth monitoring, handwashing, and so on. Further, only four of the government-run, and one each in the TCs run by the NGO and the OSCCW reported having separate demonstration rooms.

Crèche Room: Crèche facility was found lacking in all but one TC (OSCCW-run). The crèche was functioning as part of the OSCCW facilities provided in the area, and not one specifically for the particular TC.

This is an important facility that is needed to be made available in all the TCs given that the AWW job course training is of a month's duration.

3.1.1.7 Library

Library facilities were reported by 20 out of 26 TCs; however this didn't correspond to having a separate library room. Out of the 20 libraries available, 19 are used, Further, the condition of library was seen to be good in 12 TCs, fair in five, and poor in four TCs.

Table3.4: Availability of Library

Category of TC	Library Available		
	Yes	No	Total
Govt	8	0	8
OSCW	5	3	8
NGO	7	3	10
Total	20	6	26

Table 3.6: Condition of Library

Category of TC	Condition of Library		
	Good	Fair	Poor
Govt	8	0	0
OSCW	1	1	2
NGO	3	4	0
Total	12	5	2

3.1.1.8 Indoor Activity Space

Regarding availability of space for indoor activity, 17 of the 26 TCs reported having space and nine did not have space for indoor activity. All government-run TCs had reported having space for indoor activity, while seven NGO-run TCs reported the same. The OSCCW-run TCs fared the worst with only two of the eight TCs having space. However, the availability of space was not uniform and was found to be generally inadequate on observation.

In the absence of separate rooms for nutrition demonstration, IEC or practical demonstrations, the availability of space for indoor activity becomes an important factor in observing whether each participant/ trainee is able to be involved in the activities underway.

Further, many of the prescribed methodologies for transacting the curriculum, like role play, group discussion, enacting PSE activities and songs, require adequate space for involvement of all participants.

Table 3.7: Space Available for Indoor Activity

TC Category	Space Available	Space Not Available	Total No. of TCs
Govt	8	0	8
OSCW	2	6	8
NGO	7	3	10
Total	17	9	26

3.1.1.9 Hostel

All 26 TCs reported having hostel facilities. Of the total number of TCs, 20 had the hostel in the same premises, three had in the same building. One of the TCs had the hostel outside the premises.

In three TCs, the classrooms were used sleeping purposes, with participants being in the classroom during the day for training and using the same at night to sleep. At the AHTC in Kalahandi, the AWW and Sahayikas had adjacent classrooms. But while the AWWs were accommodated in rooms on the ground floor, the Sahayikas (AWHs) had to sleep in the classroom. They used to keep their belongings outside the room before the training session would begin, and then bring them back in the evening. Further, dormitory facilities were provided in 12 TCs out of the 26 TCs.



Classroom cum Hostel, AHTC Dangriguda, Kalahandi

3.1.1.10 Warden, First Aid Kit and Fire Safety:

In the assessment, we found that while 15 TCs reported appointing a warden, 13 TCs had a warden/faculty residing at night in the hostel. Amongst the TCs visited, 16 TCs did not have a first aid kit and 19 TCs did not have any kind of fire safety equipment.

3.1.2 Equipment and Materials

3.1.2.1 LCD and Other Visual Teaching Aids:

LCDs were available at a total of 18 TCs out of the 26 TCs. However, in the government-run TCs that reported having LCDs, only two were in working condition. In one of the NGO TCs, having both AWTC and AHTC, only one LCD was available, and that was placed in the conference room of the office. Among the six OSCCW TCs, the LCD was used in only one.

Table 3.8: Availability of LCDs

Category of TC	LCD Available		
	Yes	No	Total
Govt	4	4	8
OSCW	6	2	8
NGO	8	2	10
Total	18	8	26

Table 3.9: LCD Used in Training

TC Category	LCD Used in Training			
	Yes	No	NA	Total
Govt	4	0	4	8
OSCW	1	5	2	8
NGO	8	0	2	10
Total	13	5	8	26

Among other visual teaching equipment used for training, TV is the most commonly used medium and is available in 16 out of 26 TCs; 12 of them are being used for training. Use of TV is most common in NGO-run TCs. Overhead projectors are present in four TCs and DVD in two TCs.

Table 3.10: Availability of Other Visual Teaching Aids and Their Use in Training

	Govt	OSCW	NGO	Total
Overhead projector available	1	3	0	4
Overhead projector used in training	0	1	0	1
TV available	4	4	8	16
TV used in training	4	2	6	12
DVD available	0	1	1	2
DVD used in training	0	1	1	2

3.1.2.2 Availability and Use of Equipments in Training

The assessment found that none of the TCs have the basic materials required to facilitate training of the AWWs. For instance, **eight TCs do not have infant weighing scales, 19 do not have infantometers**, and 13 do not have audio players. Even where the equipment is available, its use in training is not optimal.

Table 3.11: Availability and Use of Equipment in Training

Equipment Available	Category of TC			Available Total	Used in Training
	Govt	OSCW	NGO Total		
Infant weighing scale	4	7	7	18	12
Salter Scale	8	7	9	24	24
Adult weighing scales	7	3	4	14	14
Infantometer	1	2	4	7	6
Sewing machine	2	1	4	7	4
Computer	4	5	7	16	11
Audio player	4	4	5	13	12
White board	7	7	8	22	21
Blackboard	8	7	10	25	23
Flipchart	7	8	10	25	25
Posters	8	8	10	26	26

3.2 Status of Human Resource

In the assessment, shortage of staff, both academic as well as administrative, was observed at the TCs.

3.2.1 Academic Staff

The sanctioned posts for a TC comprise of three full time instructresses, and three part time instructresses as per MWCD guidelines. At the NGO and OSCCW run TCs, one amongst the three is designated Principal, while in the government-run HETCs, there is an additional post of Chief Instructress (CI), apart from the three full time instructresses.

However, out of the 26 TCs in our assessment, shortage of academic staff was observed at seven TCs. Amongst the government-run HETC, it was seen that while the HETC at Bhubaneswar had a total of 14 full time instructress for four units, the HETC at Barpalli was functioning with only eight full time instructresses for the same number of units, ie. four. It was stated that this shortage has been present since 2006. In fact, on the day of visit (2/2/2017), four instructresses were attending training at the district headquarter, while only four were at the Centre. This was at a time when the job course training for AWW was underway in all the four units as per schedule.

At the OSCCW-managed TCs, shortage of instructresses was observed in two units. At one TC (Ambaguda), it was found that the Principal had also been given additional charge of another TC (AWTC, Koraput) since April 2016. The two TCs are located at a distance of 40 kms from each other. Apart from the vacancy of Principal, AWTC Koraput, also did not have the required number of instructresses in position.

Further, it was observed that although appointments have been made, instructresses have been on leave for a long time, or are have sub-judice cases going on. In the case of the OSCCW-run AWTCs, it was found that as many as seven cases are sub-judice.

Apart from the three full time posts of instructresses, three part time instructresses are also sanctioned per TC, for craft, music and healthcare (MWCD/ NIPCCD 2013?).

In this category, it was seen that among the two HETCs, only one had a craft teacher for all its four units; among the OSCCW TCs, four had craft teachers and seven NGO TCs had craft teachers.

For healthcare, none of the government run TCs, had appointed any personnel, while four OSCCW and six NGO TCs had healthcare personnel.

For music too, three OSCCW TCs, and seven NGO TCs had appointed any personnel. Neither of the two HETCs had any music teachers.

3.2.2 Other staff

3.2.2.1 Administrative and Accounts Staff

It was seen that sanctioned posts were not filled in this category with the exception of the NGO run centres where posts were filled.

Accountant-cum-clerks are available in all 26 TCs. However, sanctioned posts are for dedicated posts of clerks and accountants which were found in only four TCs. In both

the HETCs, sanctioned posts for all eight units are not filled. At each HETC only one accountant cum clerk is in position.

Additionally, it is required to be noted that orientation and capacity building of those recruited in this category needs to be stressed and periodic trainings should be scheduled for the same.

3.2.2.2 Cooks

Only 16, out of the 26 TCs had cooks with only nine having full time cooks and seven having part time cooks. It is also to be noted that all four units of HETC, Barpalli have a common cook . Amongst the TCs, seven have outsourced the cooking.

3.2.2.3 Peon-cum-Chowkidar

Only 17 TCs have peons-cum-chowkidars, of which 12 are full time, and five are part time.

3.2.2.4 External Resource Persons

Currently, no specific guidelines are in place for appointment of resource persons.

It was observed that resource persons belonged to different fields and positions, ranging from medical officers to health visitors, private doctors, art teachers, teachers for the differently abled, pharmacists, lady supervisors, CDPOs, District Programme Managers for Nutrition, etc.

It was communicated to the team that it is difficult to get resource persons in remote areas and the institutions manage with those who are available.

Resource persons appointed were of varying competencies and experiences. In this light, it becomes difficult to maintain uniformity in quality and standard of transaction of curriculum. It was also observed in some instances that topics were given in an arbitrary manner to resource persons, depending mostly on their availability. The resource persons received no training or briefing. Their inputs were mostly in lecture mode and did not necessarily correspond to the curriculum or the prescribed methods of teaching.

3.2.2.5 Mode of Recruitment

All interviewed instructresses of NGO and OSCCW-run TCs had been directly appointed, while one instructress in the government-run TC was directly appointed and two others were on deputation.

3.2.3 Capacities of Human Resource

3.2.3.1 Qualifications:

Out of the 13 instructresses interviewed, 11 were Post Graduates, of whom two had also done their BEd.; the remaining two were graduates. Further it was seen that in OSCCW TCs, all five instructresses interviewed were post graduates, four out of five NGO instructresses were post graduates and two out of three from the government- managed

centres were post graduates.

3.2.3.2 Experience

Amongst the 13 instructresses interviewed, government instructresses were found to be more experienced with two out of three having more than 15 years of experience, whereas TCs managed by OSCCW and NGO had one each in this category. Most instructresses of OSCCW (3) and NGO (3) TCs had experience ranging from 5-15 years.

An important observation was that only government instructresses have had any field experience/exposure, **while almost all the OSCW and NGO ones have had no field experience.**

Table 3.12: Years of Experience of Instructresses

TC Category	Upto 5 Years	5-10 Years	10-15 years	More than 15 years	Total
Govt	0	1	0	2	3
OSCCW	1	0	3	1	5
NGO	1	2	1	1	5
Total	2	3	4	4	13

3.2.4 Capacity Building/Training of HR

3.2.4.1 Instructresses:

Amongst the 13 instructresses interviewed across the three categories, nine have not received training before joining as instructress. Out of 13 instructresses, 12 received some training after joining as instructress, **one instructress from an NGO TC has not received job course training even though a year has lapsed since her joining.**

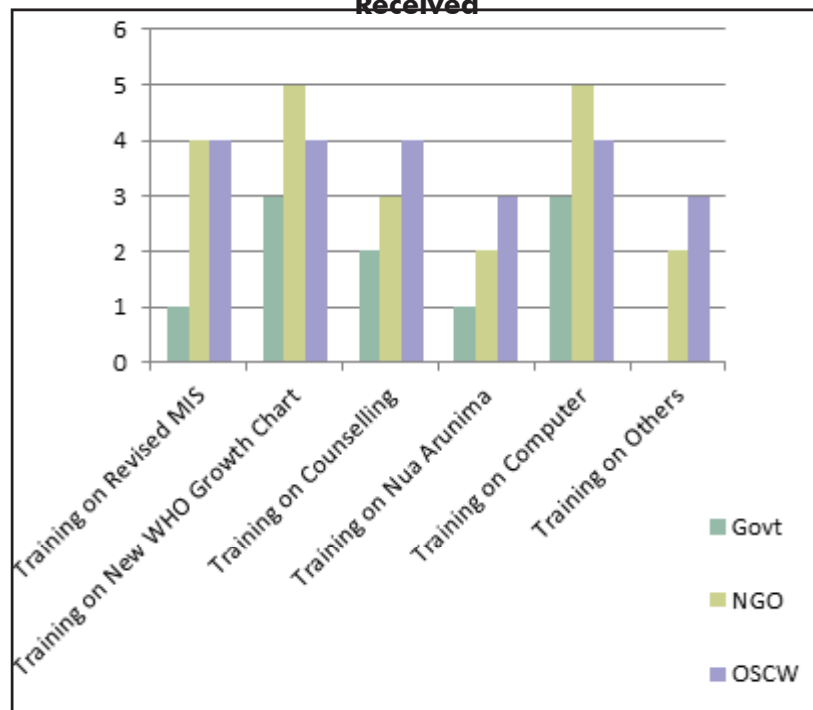
When asked specifically regarding the NOP-conducted training as listed in Graph 1, it was seen that among the instructresses interviewed, while all the instructresses have taken training, only two out of three of government-run TCs had received training on Revised MIS and Nua Arunima.

On being asked regarding adequacy of the trainings received, most (11) instructresses across the three categories felt that trainings were either inadequate or needed to be updated. While all (3) government instructresses interviewed felt that the training received was either inadequate or needed to be updated, four out of five instructresses of NGO and OSCCW-run centres each felt the same (Graph 2).

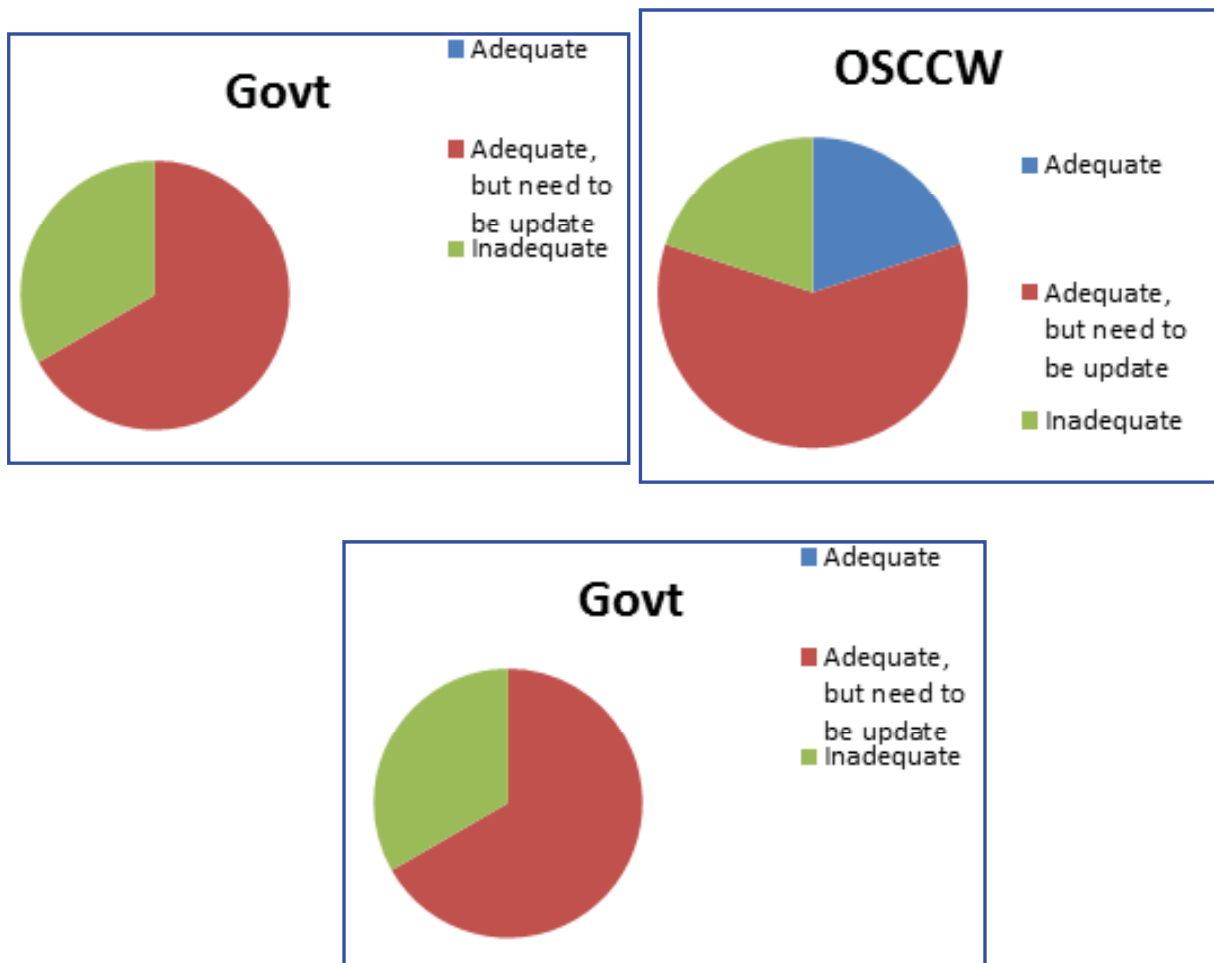
Among the gaps perceived by the trainers, training mothers, organization of preschool education activities, women and child nutrition, growth monitoring and mobilisation of the community were the commonest.

It was observed that after joining as instructor, the instructresses of TCs do not get any scope for visiting any of the AWCs except the ones where they accompany the trainees for field visits. The new instructresses have limited knowledge about the subject they are

Graph 3.1: No. of Instructresses by Training Received



Graph 3.2: Adequacy of Training



teaching and lack field experience.

3.2.4.2 Administrative and Accounts Staff

It was observed that currently there was no provision for orientation and capacity building of the administrative and accounts staff. It is felt that training for these personnel should be imparted periodically.

3.2.4.3 Salary: Range, Regularity, Satisfaction

Salary for the instructresses ranged from Rs. 10,000 to Rs. 52,000 depending on the category of the TC and, in the government, seniority and experience of the instructresses.

When asked whether salary was received regularly, nine out of 13 said that they did not receive it in time. This was a major problem in OSCCW-run TCs, where instances of not receiving salaries for up to 10 months previously was also cited.

Out of 13 instructresses interviewed, 10 were dissatisfied with the salary received.

Payment to resource persons was also delayed in some TCs.

3.2.4 Trainings

According to NIPPCD guidelines, 300 days of training is mandated for each Training Centre. We collected information regarding the number of trainings (job courses and refresher courses) planning and actually conducted for the last year (2015-2016) and the present year (2016-2017) for each TC.

Table 3.13: No. of Trainings (Targetted vs Actual)

	2015-16			2016-17		
	Target	Actual	Gap	Target	Actual*	Gap
Govt	243	229	14	212	202	10
OSCCW	253	245	8	223	212	11
NGO	344	334	10	349	305	44
Grand Total	840	808	32	784	719	65

*Data for 2016-17 is up till Feb 8th, 2017, while training calendar is up to 31st March, 2017. Hence gap here may look substantial.

It was seen that the gap between the intended number of trainings and actual number of trainings, in seven TCs was due to non-availability/deputation of required number of participants by the district to the TCs, three because of miscommunication/delay in communicating to workers by DSWO/Deptt. and two due to the cancellation of batches due to the outbreak of Japanese Encephalitis in the concerned districts.

Cancellation of training due to non deputation/availability of eligible participants from the districts at the last minute appears to be a common phenomenon. During the assessment, we also came across this, as discussed below. This again brings into focus the

need for a training plan based on real time gaps and needs , necessitating better coordination between Department and district level/block level officials of ICDS.

“We personally get in touch with the CDPO/DSWO of allotted districts to remind them about the upcoming training a few days before training commences. We keep calling them for three – four days till the list of workers is finalized. Even then they get cancelled at the last moment”
Asst. Instructress at an AWTC

3.3 Transaction of Curriculum

3.3.1 Training Sessions

At the time of our first visit (2nd week Jan,2017), out of the 26 TCs, sessions could not be observed at five TCs. At two TCs (HETC Barpalli Unit 2, and AWTC Khordha), training was cancelled because allocated districts had been unable to send the required number of participants citing non-availability of eligible participants. At two other TCs, (AHTC, Kalahandi and AHTC, Chowdwar) the participants arrived late, with some groups coming in post lunch and some in the evening.

Table 3.14: Sessions Observed

	Job Course (AWW)	Refresher Training	Total by TC Category
Govt	7	0	7
OSCCW	8	0	8
NGO	6	2	8
Total by Course Category	21	2	23

Out of 23 sessions observed, at 21 job course was going on and refresher course (AWHs) was going on at two TCs.

3.3.1.1. Session Plan:

It was observed that only 11 sessions were going according to the session plan, on the day of our visit. 13 sessions were not according to the session plan.

3.3.1.2 Prescribed Methodology:

Prescribed methodology in each topic was not always followed across the TCs visited. There were instances where some components of a topic was further divided amongst faculty and resources persons, and resource persons didn't follow the prescribed methodology.

In our study, **all nine resource persons interviewed reported not having seen the course curriculum or the session plan prior to taking sessions.** When asked, the Principals mentioned that they have not shared the same with the resource persons, as it was only since November 2016 that they received the new curriculum.

3.3.1.3 Methods Used for Training:

A combination of methods were seen to be used by the faculty across three categories. Some methods (use of puppets) were hardly used. Most used methods included brain

storming, lectures, group discussion and role play **with lectures being predominant.**

3.3.1.4 Adequate materials available for training:

When asked if availability of training materials was adequate at the TC, nine out of the 13 instructresses interviewed said that materials were not sufficient. In this, only the NGO-run TCs fared slightly better, with only two out of the five instructresses voicing this concern. All instructresses of the OSCCW-run TCs reported insufficiency of training materials at their centres.

In our observation, **we found inadequacy of growth charts to be of significance. At one TC (AWTC, Kalahandi), we found growth charts that trainees practiced plotting on were old, torn, termite bitten and frequently written over.** When asked how they are procured, we were told that Principals requested concerned DSWOs for these, when they ran short of them; getting them would be dependent on availability at the DSWO office. We feel it is important to ensure adequate availability of this at all TCs, to enable each AWW, individually, practice plotting of growth correctly.

3.3.1.5 Prescribed time for some topics not adequate

When asked why session was not going according to the session plan at one of the TCs, we were told that the topic being taught- growth monitoring - had been scheduled for the previous working day. However, it was not possible to properly cover the topic and also get each AWW to conduct plotting, within the prescribed time duration. The faculty felt that that certain technical topics like growth monitoring and IMNCI need more time. (see Graphs 3.1 and 3.2).

Barring one instructress, all felt that time allocated to each topic was not adequate.

The topics, that were felt by instructress to require more time included IMNCI, significance of 1000 days, ECCE, growth monitoring, MCP card and PSE.

3.3.1.6 Practical Exercises

Practical exercises were conducted in most of the TCs (19 out of 24) during the observation by the team. Seven TCs under government and NGO conducted practical exercises whereas in case of OSCCW it was held in five TCs.

3.3.1.7 Resource Person's Sessions:

None of the resource persons interviewed (nine) had seen the course curriculum, session plan or the course module. It appears that resource persons are arbitrarily allotted topics mainly looking at their availability and feasibility. In most cases, continuity with the schedule was not ensured, with one component being taught one day, and next component in the following week according to their availability. Resource persons' sessions didn't use the prescribed methodology as given in the curriculum, as resource persons themselves have said that they have not seen the course module.

3.3.1.8 Pre and Post Test

Although there is practice of conducting pre and post test for every training, there is no standard process for the same and the mode of conducting it differs from center to

center.

Even though all but one instructresses interviewed, answered in the affirmative when asked if pre test and post test are conducted, its analysis is not shared further nor documented.

3.4 Management of the Trainings

3.4.1. Information and Communication

3.4.1.1 Arrival Time (Training preparedness)

It was observed that the arrival of participants before the scheduled date of training wasn't ensured due to various reasons. In some of the TCs, the trainees reached late and arrival continued, in some instances, over two to three days, as seen in graph below. In some AWTCs, there is less attendance than expected as communication about the training does not reach the participants in time. In some cases participants get information after the training starts. Course coordinators, faculty reported that many times they have to keep calling concerned ICDS officials of designated district to ensure the 'required' number of participants.

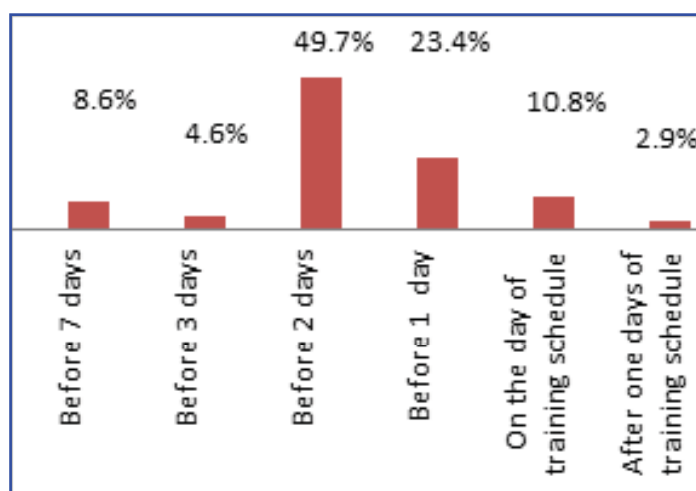
The main reasons given for organizing lesser number of courses and poor attendance during the courses, and in some instances last minute cancellation of training batches are primarily two: **not having a ready database of eligible workers for whom training is due and the lack of coordination between other functionaries of ICDS viz. CDPOs, DSWOs etc.**

3.4.1.2 When Informed about Training:

Regarding training information, out of 175 participants only 4.5% participants were informed seven days in advance, 49.7% two days in advance and 10.8% on the day of training, and interestingly another 2.8% were informed after the scheduled training date (Graph 3.3)

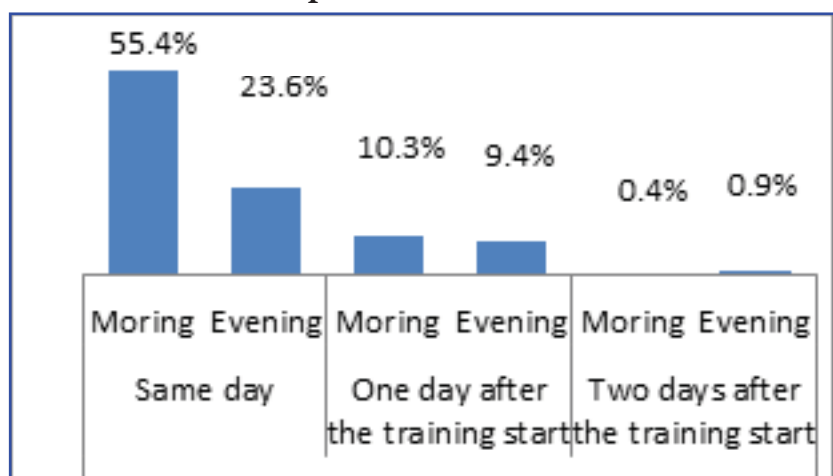
3.4.1.3 Arrival at TC:

Graph 3.3: When Informed about Training



After getting information, out of 224 participants, only 55.4% reached before the scheduled training time and rest 44.6% reached after the training started, 19.7% reached after one day and 1.3% after two days of the scheduled date. (Graph 3.4)

Graph 3.4: Arrival at TC



3.4.2 Composition of Participants

We covered a total of 13 centres to analyse the composition of participants in a batch, when they were informed about training, and when they arrive at the TC. A total of 394 participants under five districts were interviewed. It was found that batches were mixed in their number of years of experience. Among the participants, 27.9% had one year of experience where as 10.3% had more than 10 years of experience.

3.4.3 Reporting and Monitoring at TCs

All instructressess (13) reported that some form of monitoring takes place. When asked who does it, all reported that the DSWO does it. However, there was no uniform answer regarding how often DSWO monitors; some mentioned once a month, some said 2-3 times a year. Others who were said to be monitoring included the Principal, Members of NIPCCD team, Member Secretary (OSCCW), representatives of NGO/Trust. However, it could not be ascertained whether it is regular and the perception of the investigating team was that it was ad hoc rather than planned.

3.4.3.1 Reporting and Feedback Mechanism with Regards to Department

Although, some TCs reported submitting course reports to DWCD, it is not made mandatory. There is no uniform, standard format for submitting the course report. Each TC prepares it in its own way. It was even seen that within the same HETC (Barpalli), separate Units had separate formats for submission.

Monitoring, assessment visits are not undertaken on regular basis: The monthly and quarterly progress reports (MPR and QPR) submitted by TC were the main tools for monitoring. Personal visits and meetings were not effectively used. Progress reports had become a mere routine formality and seemed ineffective for monitoring, as problems at the TC level were not reflected and there was very little follow up action.

3.4.4 Funds

- Long delay in release of grants is a major concern amongst the TCs. This delay creates problems in entire functioning of center and it imparts adverse effect in the quality of training.
- At one training centre, we were informed that although 26 batches have gotten over, they have been sanctioned payments for only nine batches.

Advance payment by trainees in OSCCW-managed AWTCs is a major issue which has affected the quality of services and food supplied to the trainees. **The participants have to pay a deposit for their own food**, etc., subject to reimbursement at a later date, which is often long delayed, de-motivating the participants. The issue of delay in receiving salary was seen in a majority of OSCCW and NGO run TCs.

3.4.5 Sahayika Training

There is no specific course module for AWH/ Sahayikas; the instructors prepare it from the Job Course module of AWWs. There has no specific material for AWH/ Sahayikas There is a uniform lack of understanding among the instructresses on the helper training course in all the TCs. No session plans have been prepared in advance for Sahayika training. The planning differs from center to center. We also observed that sessions for next day are planned on the previous evening, after discussion amongst the faculty.

Some of the instructress are not equipped or trained to handle helpers group on account of poor knowledge of ICDS functioning in the field and on the roles of the helpers.

4. KEY FINDINGS

4.1 Management Issues at State Level

One of the areas of primary concern that the assessment brings out is the fact that there is no central monitoring of the AWW and AWH training programme. This results in the inability to estimate the training burden / gap that currently exists or plan for it. This is underlain by the lack of a specific 'desk' and adequate human resource within the DWCD, GoO for this purpose, with training being handled by a single officer (AD-cum-US) at State level. The position of Training Manager stands lapsed since it was under the NOP. There appears to be a lack of systematic convergence between the MIS cell (WCD) and the Training Deptt. for the data that does exist. The lack of monitoring also extends to the facilities in the training institutes themselves which are also functional to varying degrees with fairly significant gaps and needs. The net result is the lack of a training plan that is based on real-time gaps and needs that can be put up in the State Plans and PIP with requisitions for adequate funds and human resources. The situation is compounded by the fact that IT applications, such as an MIS, is not in place for ease of monitoring even without adequate HR, further burdening the sole officer handling this charge at the moment. This is despite the fact that data on trainings is shared by the training institutions as per information received by them. The training plan is made according to estimates (such as the filling of vacancy posts) rather than a true estimation of training gaps of existing anganwadi workers and helpers as per existing guidelines. The plan and the eligibility for training cannot be matched without individualized tracking. Since it is not really monitored throughout the year, again consolidated data is reviewed before the next plan is to be formulated. This has the potential to leave gaps in the field.

The problem is further worsened by a host of trainings held by other agencies (thematic trainings by Health Dept, UNICEF etc).

Fund flows to the training institutions are also interrupted frequently (delayed by as late as one year) leading to disruptions on the programme as well as a burden upon the trainees who are reimbursed for expenses much later. The TORs made between the State and the Non-Governmental Training Institutions were not evident and have not been formally reviewed for some years. Regular formal reviews of the TCs are also not taking place.

4.2 MLTCs

One of the main issues of the MLTC is that the curriculum being used is the same as that for the AWW. Many supervisors have been promoted after years of service as AWWs and have been trained already on the AWW curriculum. The administration work is all carried out by the instructresses. They face problems due to the lack of administrative support for fulfilling the strict SIRD norms for hostel bookings which have led to cancellation of hostel rooms for participants. Of three full time instructresses, one is on long leave.

4.3 HETCs

The HETCs (two with four units each) were well run on the whole with well qualified staff but the Bhubhaneswar HETC had a distinct advantage. It had a staff of 14 against a requirement of 12 while the Barpalli HETC had only eight of the sanctioned 12. Both, however, also had a shortage of administration staff with one accountant-cum-clerk positioned in each out of sanctioned four accountants and four clerks (1/8). In addition four units share a small NDR that also doubles as a visitor's centre in one HETC. The other HETC for four units has a NDR with sufficient utensils, etc., but is unused because it is in dilapidated condition.

4.4 OSCCW-run AWTCs

These AWTCs appear to suffer from a host of disadvantages. Some of these seem to have been taken cognizance of recently and they are being addressed. The infrastructure of the council AWTCs was noted to be particularly deficient. However, funds have recently been allocated for them to shift premises/renovate. The instructresses of the Council AWTCs lack field experience since they have not been recruited through promotions in the ICDS system. The assessment found that administrative staff were deputed elsewhere, at least two court cases were noted between the Council and the staff and many staff members were found to be on leave during on-going trainings.

It was perceived that the Council may be giving higher priority to other on going programmes, in terms of allocation of space and staff.

4.5 NGO-run AWTCs

Infrastructural issues remained for many of the NGO run AWTCs, however, unlike the Council, they have not received any supplementary funds for repairs or shifts to better accommodation. Their instructresses also lack field experience since they have not been recruited through promotions in the ICDS system.

4.6 AWHTCS

Some very critical issues emerge from the assessment of the helper training centres. Specific modules have not been prepared for the helpers though their educational levels are much lower than the AWWs. Language is a problem especially in tribal areas and none of the training is being conducted in the mother tongue. Sessions plans are not followed/revised and in general, an important additional potential human resource - the angawadi helper - that could be employed for ECCD is under-trained, wasting an important opportunity. The ground reality is that helpers often run anganwadi centres single handedly while the AWW is away for meetings, leave, etc., or the position is vacant giving this under-estimation even higher importance.

4.7 TC Facilities

While there seem to be adequate classrooms at first sight, three out of 26 classrooms double up as sleeping rooms. Many trainees were having to sleep on the ground. Where there was simultaneous training for helpers and workers, and inadequate hostel facilities,

expectedly, AWWs got better facilities such as cots and rooms while the helpers slept on the floor in the classrooms. As mentioned earlier, a process is on to improve infrastructure and space in some of the council centres within which this particular issue is likely to be resolved. However, the other main concern is classroom space itself is highly inadequate in 7 of the 11 facilities which are not slated for improvement, and does not allow for group work or hands-on engagement with the curriculum. Most importantly, the Nutrition Demonstration Room was not present in 13 out of 26 training centres. In addition 4 units share a small NDR that also doubles as a visitor's centre in one HETC. The other HETC for four units has a NDR with sufficient utensils etc but is unused because it is in dilapidated condition. Actually usable NDRs are thus only present in five TCs. Four out of 13 instructresses had not received training for nutrition counseling either.

Other ancillary supports to training, such as the presence of functional libraries, functional LCDs, TVs, VCRs were present but not uniformly so. Funds were not available for repairs of the ones not in working condition.

Not a single TC had facilities for participants with special needs.

Safety requirements such as fire equipment (19 did not have and no one had training to use), sick rooms and first aid kits were inadequate.

4.8 Curriculum Transaction

Many of the issues highlighted in facilities have implications upon the training environment and transaction of curriculum. However, in addition, one of the main deficiencies was in field-visits of the trainees where most visits happened at a single conveniently located AWC.

To a large extent, the trainers resorted to the use of 'lecture cum discussion' method, as they were able to use it effectively. Sometimes they also used demonstration/exercises and role-play to make the sessions effective and participatory. It was found that training aids were used minimally. Most of the trainers mentioned that they were satisfied with the response of trainees but that the budget provided for preparation of aids was inadequate. The instructresses uniformly felt that the time for technical issues such as growth monitoring and IMNCI was too little and could not be transacted adequately. This is supplemented, however, by other trainings taken by the Health Dept for IMNCI. Some instructresses commented that less literate AWWs were not able to comprehend technical terms and numbers on weighing scales, again reinforcing the need for some training techniques to circumvent this problem.

Language is a problem especially in tribal areas and none of the training is being conducted in the mother tongue. This is especially applicable to helper training.

The training of instructresses themselves has been patchy with seven out of 13 not having received nua arnima training for ECCE and six out of 13 not having received training on counseling. Eleven out of 13 instructresses felt their own training needs to be updated.

Significantly, none of the resource persons (of nine interviews) had received the session plan, course curriculum and module prior to the training. Their sessions were taken as

per their convenience regardless of the training schedule and taken in the manner they decided, often not using the prescribed techniques. Since resource persons were not freely available, they sometimes taught two batches together – a class of 70 at a time.

5. Recommendations

1. Clearly, the State of Odisha has invested in the training of AWWs and AWHs and much of what is needed is already in place. There seem to be many on-going actions to improve infrastructural facilities. All these investments would be even better utilized with adequate monitoring systems through a dedicated resource centre/ training cell for the capacity building of ICDS functionaries which is headed by a senior officer and has adequate personnel. The development of a suitable MIS system at state and district level to track and plan for training would be essential to facilitate monitoring and create individual capacity building plans to ensure that the guidelines for training are being followed.

Fund flows can be smoothened using flexi-fund pools / advances to allow for the time lag between UC submission and release of funds, as in some other systems.

The TORs between the State and the non-state organizations involved with running TCs need to be revisited and monitored carefully by the cell with adequate management and resource support to them. In the short-term, NGO run TCs also need some support for infrastructural improvements.

Accreditation and quality assurance systems need to be put in place for all the TCs and monitored by the cell.

2. Curricula need to be devised/adapted for the Supervisors and Helpers separately. In particular, the potential of the helper and her training needs to be fully recognized and utilized. This could become a key focus for the State. Training in the mother tongue should be facilitated, especially for helpers and for both AWWs and AWHs as required, e.g. in tribal areas. The experience of civil society in conducting capacity building for technical issues, with people of no or limited literacy may be used for this purpose. Some training of trainers is in order for the instructresses to enhance their skills in these areas.
3. An accredited resource pool needs to be set up for each TC, block and district with induction and orientation processes for the resource persons.
4. Greater attention is required for the space and aids needed for participatory curriculum transaction. There is wide variation across the AWTCs in terms of availability of infrastructure, equipment, staff, teaching methodologies followed by variations in transaction of training and management of training centers etc. Developing a standard list of materials would not only ensure the quality of materials used, but would also ensure uniformity.

Field-work needs to be given due importance in the training and some guidelines need to be devised for the same. Nutrition-demonstration needs to be reinforced in the curriculum and monitored as part of quality control, considering that malnutrition is

one of the key challenges for the State. Some funds are needed to create infrastructure for this since it appears to be a large gap area.

The State of Odisha is well placed to fill these gaps provided some priority, leadership and attention is given to this important task at the highest level, with some additional resources This assessment provides an overview. However, it is well placed to offer a customized plan for the improvement of each individual TC if so desired and planned.

Annexure 1

List of Documents Reviewed

1. Assessment of Effectiveness of Trainings of SHGs, JCs, MCs and CDPOs on improving their Knowledge, Skill and Delivery of Assigned Roles & Responsibilities, DWCD, GoO,
2. Assessment of Anganwadi Training Centres in Odisha: A Brief Report, DWCD, 2015-16
3. A study on the Frontline Health Human Resources –Are Capacities and Skills Adequate, Save the Children, 2013
4. Continuum of Care Services: A Holistic Approach to Using MOTECH Suite for Community Workers, CARE India Dimagi and Grameen Foundation, 2014
5. Guidelines for Monitoring and Supervision of the Scheme, Central Programme Monitoring Unit, NIPCCD, undated
6. Handbook for Anganwadi Worker, NIPCCD, 2006
7. Introduction to APIP in ICDS, MWCD, GoI, 2012
8. Impact evaluation of 1000 days training to assess the skills and knowledge of frontline providers (ASHA, AWW and ANM) and Supervisors for better training and use of data to improve service provision across Health and Nutrition, Technical Management Support Team, 2015
9. Mid-term evaluation report of NOP, with recommendations including in relation to restructuring of ICDS shared with DWCD ; Restructuring plan shared with DWCD, Technical Management Support Team, 2014
10. Monitoring and Supervision of Anganwadi Training Centres, NIPCCD, 2009
11. Monitoring and Supervision of Anganwadi Training Centres, NIPCCD, 2013
12. Monitoring and Supervision of Middle Level Training Centres, NIPCCD, 2013
13. Nutrition Operation Plan, DWCD, GoO, 2009
14. Odisha State Fact Sheet, NFHS-4,2015-16, International Institute for Population Sciences (IIPS)
15. Outcome Budget, DWCD, GoO, 2015-16
16. Potential Good Practices: The ICDS Experience, NIPCCD, 2013
17. Report of the Comptroller Auditor General (Report No. 22 of 2012 -13) Performance Audit of Integrated Child Development Services ICDS Scheme of Union Government, Ministry of Women and Child Development, 2013

18. Ranking and Mapping of Districts Based on Socio-economic and Demographic Indicators, International Institute for Population Sciences (IIPS), 2006
19. Social Assessment for the IDA assisted ICDS-IV/Reform Project- Final Report, PWC & CARE, 2008
20. Training Status Report 2015-16, DHFW, GoO, 2016
21. Three Decades of ICDS : An Appraisal, NIPCCD, 2006

NIPCCD ICDS Syllabi

1. Job Training Course for AWW
2. Job Training Course Session Plan for AWW
3. Curriculum for Refresher Training of AWW
4. Curriculum for Refresher Training of Helper
5. Curriculum for Refresher Training of Instructors/Trainers of AWTCs/MLTCs/ STIs
 - DWCD, Govt. of Odisha Training Calendar (2016-17)
 - DWCD, Govt. of Odisha communication to Training Centres (select communications of last three years)
 - MWCD, Govt. of India communications to DWCD, GoO (select communications)

Annexure 2

Presentation on Capacity Building of Frontline Workers in the ICDS in Odisha

Assessment of Capacity Building of Frontline Workers in the ICDS in Odisha

Government of Odisha- Azim Premji Philanthropic Initiatives-Public
Health Resource Society



Public Health Resource Society

Background

India

- 55th Rank among 76 developing countries (Global Hunger Index)
- More than 1/3rd child deaths due to Malnutrition (WHO)
- 48% of children under five years of age are stunted, 43% are underweight and 20% are wasted (NFHS 3, 2005-06)

Odisha

- High malnutrition burden, high differentials between tribal and nontribal (coastal) districts
- IMR (51) of the state, higher than the national average (40).
- 45% of U5 stunted (NFHS 3)
- Progress seen with significant State initiatives undertaken last few years: Mamata for pregnant mothers, Decentralised supplementary nutrition programme, Jaanch committees in every Anganwadi centre.

ICDS: An important tool for improving child health & nutrition

Data sources: NFHS 3, AHS, DLHS



Triad of Better Nutritional Outcome



Capacity Building of ICDS Functionaries

- Pivotal importance alongwith enabling environment
- Focus on combination of **technical skills, knowledge, soft skills for counselling and support**
- Create space for AWWs to **Acquire, Retain and Practice** such knowledge and skills

The Study

- An assessment of the existing capacity building programme for ICDS functionaries in order to identify gaps in the curriculum, pedagogy and assess the felt needs for capacity building as
- Assessment of process and systems, infrastructure support, facilitation skills vis-à-vis the requisite skill sets of ICDS frontline workers, will be done in this study.

Key Objectives



1. To assess the existing capacity building programme for ICDS functionaries in Odisha state:

- Curriculum Content
 - Mapping existing curriculum
 - Identifying gaps in content, knowledge & skill
- Pedagogy Adopted
 - Training methods & techniques
 - Skill, Demonstration & Practice
 - Resource materials used
 - Monitoring mechanisms
 - Capacity of resource person
 - Reporting & Feedback mechanisms
- Institutional Processes involved
 - Infrastructure & Logistics
 - Training load & Capacity of faculty
 - Training process
 - MIS, Monitoring & Reporting
 - Budget & Finance

Key Objectives



2. To assess all Training Centres for ICDS functionaries in the state (MLTC, AWTCs, and AWHTCs)
 - Institutional Capacity-Infrastructure, HR,Administrative, Financial & Skills
 - Pedagogy and Quality of the training -Skills, Content convergence, process, monitoring & reporting, review of session plan
3. To observe and assess the AWW, AWH and LS
 - Understand capacity, role & performance
 - Identify gaps & challenges perceived by them
 - Counseling, Home Visits & organising VHNDs
 - Supervisory & leadership support
 - Interact with MC and JC
4. To provide recommendations based on findings of the study

Study Methods



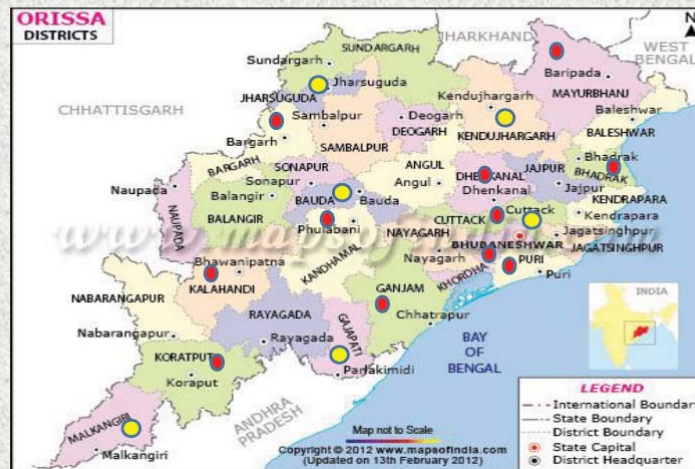
➤ **Mixed methods adopted- Qualitative and Quantitative**

- Desk Review
- Field Assessment: ICDS Training Centres, AWCs , ICDS functionaries

➤ **Tools**

- Facility Survey
- Observation and Assessment
- Focused Group Discussions
- Individual Interviews
- Key Informant Interviews

Study Sites



Study Design (Training Centre)



Training Centres (TCs)

	Govt.	OSCCW	NGO
MLTC	1		
AWTC	8	8	6
AWHTC			4
Total	9	8	10

All the 27 Trainings Centres will be covered under the assessment

Tools to be used

	Individual Interviews	Key Informant Interviews	Assessment	Facility Survey
	AI	Principal Resource Persons	Session	TCs
Zone I (Coastal)	7	1 3	13	13
Zone II (Northern)	4	1 3	8	8
Zone III (Southern)	2	1 3	5	5
MLTC	2		1	1
Total	15	3 9	27	27

Study Design (Training Centre)



Tools to be used

1. Training Centre Facility Checklist

- Captures information on institutional capacity of facility to be able function as required (Obj 1, 2)

2. Training Session Assessment Checklist:

- Assesses pedagogy adopted and quality of training provided, identify gaps hereof (Obj 1,2)

3. Assistant Instructress Individual/Semi-structured Interview

- Understand capacity, role & performance of AI and identify gaps & challenges perceived by AI (Obj 1,2&3)

4. Key Informant Interviews

- Principal, Training Centre (Obj 1,2)
- Resource Person, Training Centre (Obj 1,2)

Study Design (Anganwadi Centres)



AWCs

- 90 from 6 districts (2 districts from each zone)
- Districts selected according to ranking in the Composite Index* as (i) Better performing and ii) Poor performing.
- Captures in each zone, at least one **High Burden District** which has also been the focus of the Nutrition Operation Plan (NOP)

Districts	
Cuttack	Jharsuguda
Gajapati	Kendujhar
Boudh	Malkangiri

*IIPS,2006

Sampling Strategy (AWC)



	District (rank)*	Key Informant Interviews					FGDs		Assessment	Facility Survey		
		AWW	AWH	LS	CDPO	DSWO	AWW	LS	AWW	AWC	HVs	VHND
Zone I Coastal	Cuttack (1)	15							15			
	Gajapati(26)	15	5	5	2	1	1	1	15	30		
Zone II Northern	Jharsuguda(5)	15							15			
	Kendujhar (24)	15	5	5	2	1	1	1	15	30		
Zone III Southern	Boudh(19)	15							15			
	Malkangiri(30)	15	5	5	2	1	1	1	15	30	18	2
Total		90	15	15	6	3	3	3	90	90	18	2

Study Design (AWC)



Tools to be used

1.AWC Facility Checklist

- Captures **information on institutional capacity** of facility/FLW to be able to function as required (**Obj 3**)

2. AWW Knowledge Assessment Checklist

- Captures **knowledge & skill** of AWW in job performance & delivery of services; information reg. knowledge retention and transaction into services (**Obj 3**)

3. VHND checklist :

- Assesses AWW's skills in service delivery at VHND, interaction with mothers, ANMs, ASHAs (**Obj 3**)

4.Individual/Semi-structured Interviews:

- AWW
- Asst.Instructress
- AWH
- LS
- CDPO
- DSWO
- Understand capacity, role & performance of selected functionaries and identify gaps & challenges perceived by them (**Obj 3**)

5.FGDs of AWWs and LS

- Understand capacity, role & performance and gaps & challenges in training programme (**Obj 1& 2**)

Key Informant Interviews



- Training Manager, SPMU/SPM(NOP)
 - AD cum US, ICDS (Training)
 - Director, Social Welfare
 - Other officials from relevant organisations and departments like SIHFW, SIRD, NHM, UNICEF etc.
- **Examine and Assess institutional processes and critical aspects involved in capacity building programme (Obj 1,2,3)**

Work Plan



- ❖ Desk review: Ongoing
- ❖ Field Investigation: 2 months duration
- ❖ Teams: 3 Teams of 4 field investigators each
 - Orientation workshop for teams for training on tools etc
 - Field testing and piloting of tools
 - Simultaneous initiation of field work in the three zones
 - Each team covers 9 training centres (9x3) and 2 districts (3x2) in 2 months.
- ❖ **Sharing of Outputs**
 - ✓ **Inception Report:** Findings of desk review alongwith detailed study design, tools etc
 - ✓ **Draft Report:** Interim findings from the study submitted for feedback & comments
 - ✓ **Final Report "Assessment of Capacity Building of Frontline Workers in the ICDS in Odisha"** : Documenting desk review, study methodology, findings, analysis and recommendations will be prepared and submitted to APPI and GoO at the end of the study.

Timeline



Work	Sept. 16	Oct.	November	December	January	February	March	April	May	June
Desk Review										
Submission of Inception Report including detail study design, findings of Desk Review				End of December						
Finalising Tools, Orientation, field training, Piloting the tools				Mid December						
Data Collection				Begins in Second half of December (tentatively)		Mid Feb, 2017				
Data Entry, Incorporating Inputs, Data Analysis and Processing						Mid Feb		Mid April		
Sharing of first draft									Last Week May	
Final consolidated report submission										Mid June

GoO Support



- Letter to respective districts, concerned divisions
- Permission letter for AWWs to participate in the study
- Appointment of nodal officer from the Department as point of contact

Team



Advisors

- Dr. Vandana Prasad
- Dr. Ganapathy Murugan

Principal Investigator

- Ms. Swati Das

Research Coordinator

- Sh. Gourang Mohapatra

Thank You.

Annexure 3

Revised Work Plan for Field Assessment of Training Centres										
Sr. No.	District	Name	Type	Managed by	Individual Interviews	Key Informant Interviews		Assessment	Facility Survey	Group
					Assistant Instructur	Principal	Resource Persons	Session		
1	Cuttack	Kasturba Gandhi National Memorial Trust, Satyabhamapur	AWTC	NGO	1			1	1	Group-1
2	Cuttack	Kasturba Gandhi National Memorial Trust, Satyabhamapur Unit II	AHTC	NGO			1	1		Group-1
3	Cuttack	The Servants of India Society, Chowdhur	AWTC	NGO				1	1	Group-1
4	Cuttack	The Servants of India Society, Chowdhur	AHTC	NGO	1			1		Group-1
5	Dhenkanal	AWTC, Dhenkanal	AWTC	OSCCW	1		1	1	1	Group-1
6	Khurdha	AWTC, Plot no. G-12, BJB Nagar, Bhubaneswar	AWTC	OSCCW	1			1	1	Group-2
7	Khurdha	Home Economic Training Centre, Laxmisagar, BBSR, Unit 1	AWTC	GOVT.				1		Group-2
8	Khurdha	Home Economic Training Centre, Laxmisagar, BBSR, Unit 2	AWTC	GOVT.	1			1	1	Group-2
9	Khurdha	Home Economic Training Centre, Laxmisagar, BBSR, Unit 3	AWTC	GOVT.				1		Group-2
10	Khurdha	Home Economic Training Centre, Laxmisagar, BBSR, Unit 4	AWTC	GOVT.				1		Group-2

11	Khurdha	SIRD Campus, Unit 8, Gopabandhu Nagar, Khordha district, Bhubaneswar, Odisha 751012	MLTC	GOVT.	2	1	1	1	1	1	Group-2
12	Puri	Nilachal Seva Pratishthan Daya Vihar, Kanas	AWTC	NGO	1			1		1	Group-2
13	Kalahandi	Bharatiya Adimijati Sevak Sangha, Thakar Bapa Ashram, Dangariguda	AHTC	NGO	1		1	1	1	1	Group-4
14	Kalahandi	Bharatiya Adimijati Sevak Sangha, Thakar Bapa Ashram, Dangariguda	AWTC	NGO				1		1	Group-4
15	Bhadrak	Society for Weaker Community, Bhadrak (New)	AWTC	NGO	1			1		1	Group-3
16	Bhadrak	Society for Weaker Community, Sankarpur, Bhadrak	AHTC	NGO				1			Group-3
17	Mayurbhanj	AWTC, Unit 1, Baripada	AWTC	OSCCW	1	1		1		1	Group-3
18	Mayurbhanj	AWTC, Unit 2, Baripada	AWTC	OSCCW				1			Group-3
19	Mayurbhanj	AWTC, Unit 3, Baripada	AWTC	OSCCW				1			Group-3
20	Bargarh	Home Economic Training Centre, Barpalli, Unit 1	AWTC	GOVT.	1		1	1	1	1	Group-4
21	Bargarh	Home Economic Training Centre, Barpalli, Unit 2	AWTC	GOVT.				1			Group-4
22	Bargarh	Home Economic Training Centre, Barpalli, Unit 3	AWTC	GOVT.	1			1			Group-4
23	Bargarh	Home Economic Training Centre, Barpalli, Unit 4	AWTC	GOVT.			1	1		1	Group-4

24	Koraput	AWTC, at/po Ambaguda	AWTC	OSCCW	1				1	1	Group-5
25	Koraput	Bal Sevika Talim Kendra at/PO Koraput	AWTC	OSCCW				1	1	1	Group-5
26	Kandhamal/Phulbani	Banabasi Seva Samiti, Baliguda	AWTC	NGO			1	1	1	1	Group-5
27	Ganjam	AWTC, Ganjam	AWTC	OSCCW	1			1	1	1	Group-5
				Total	15	3	9	27	15		

