



# Contents

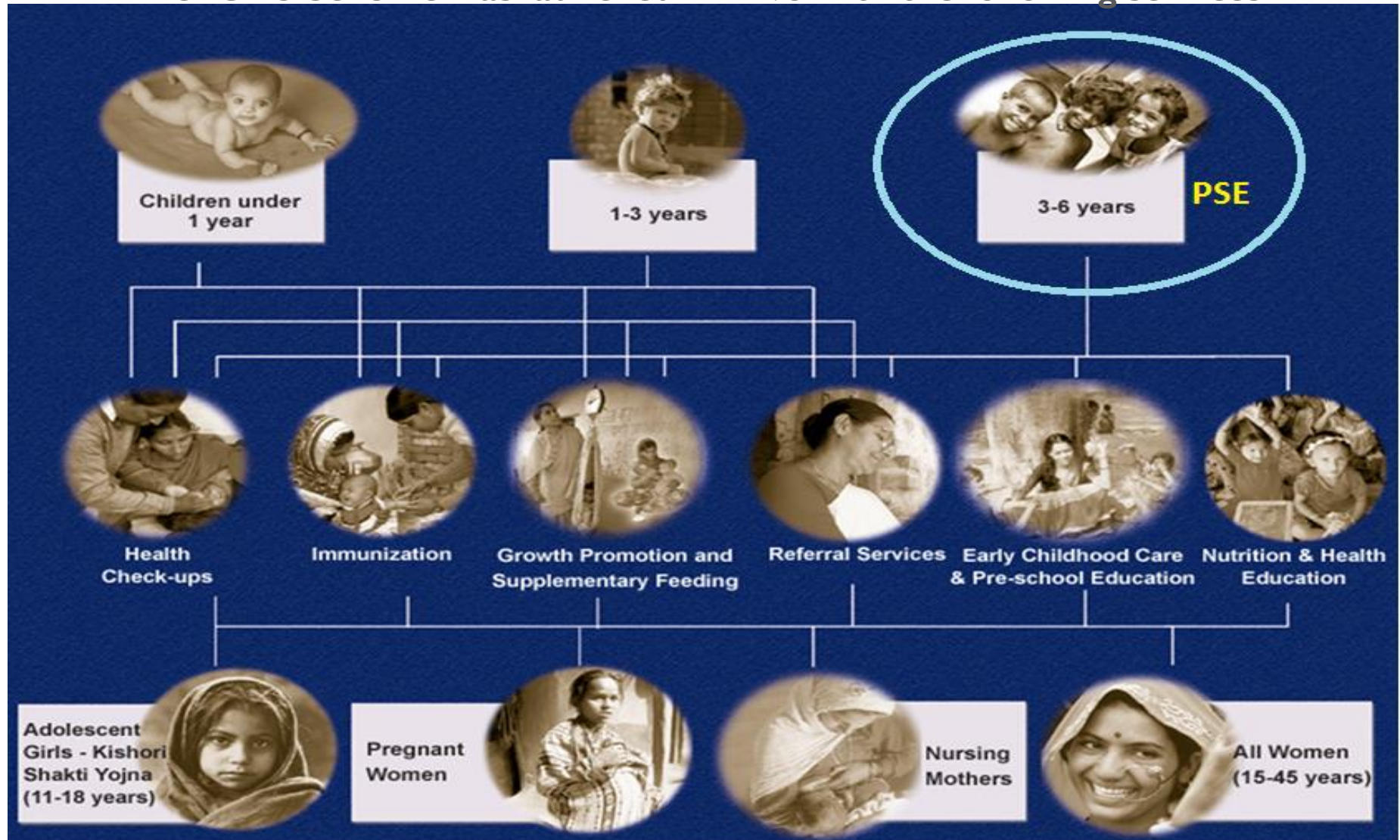
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## 1.1 Context

- India had recognized the significance of ECCE and started working from 1975 through the **Integrated Child Development Services (ICDS)** services.
- The largest delivery agency of ECCE in our country is Gol, through its flagship programme under ICDS. From 2007 onwards working towards universalization of ECCE and the current reach is almost 90% of the habitations
- The total number of children of age 3-5+ years, who received pre-school education in Anganwadi Centers (AWCs) increased by 112% (from 16.7 million to 36.4 million) during the period 2001-02 to 2013-14
- Now ECCE is emerging as equity issue in the Indian context

## I.2 Integrated Services & Beneficiaries

The ICDS Scheme was launched in 1975 with the following services



## 2.1 Medak Early Childhood Education Initiative – Guiding Principle

Early Childhood Education has been recognized as an important and integral part of education, laying foundation for formal education. This significant extension of **formal school is now drawing attention and seeking** to reinforce the **functioning of Anganwadi Centers**

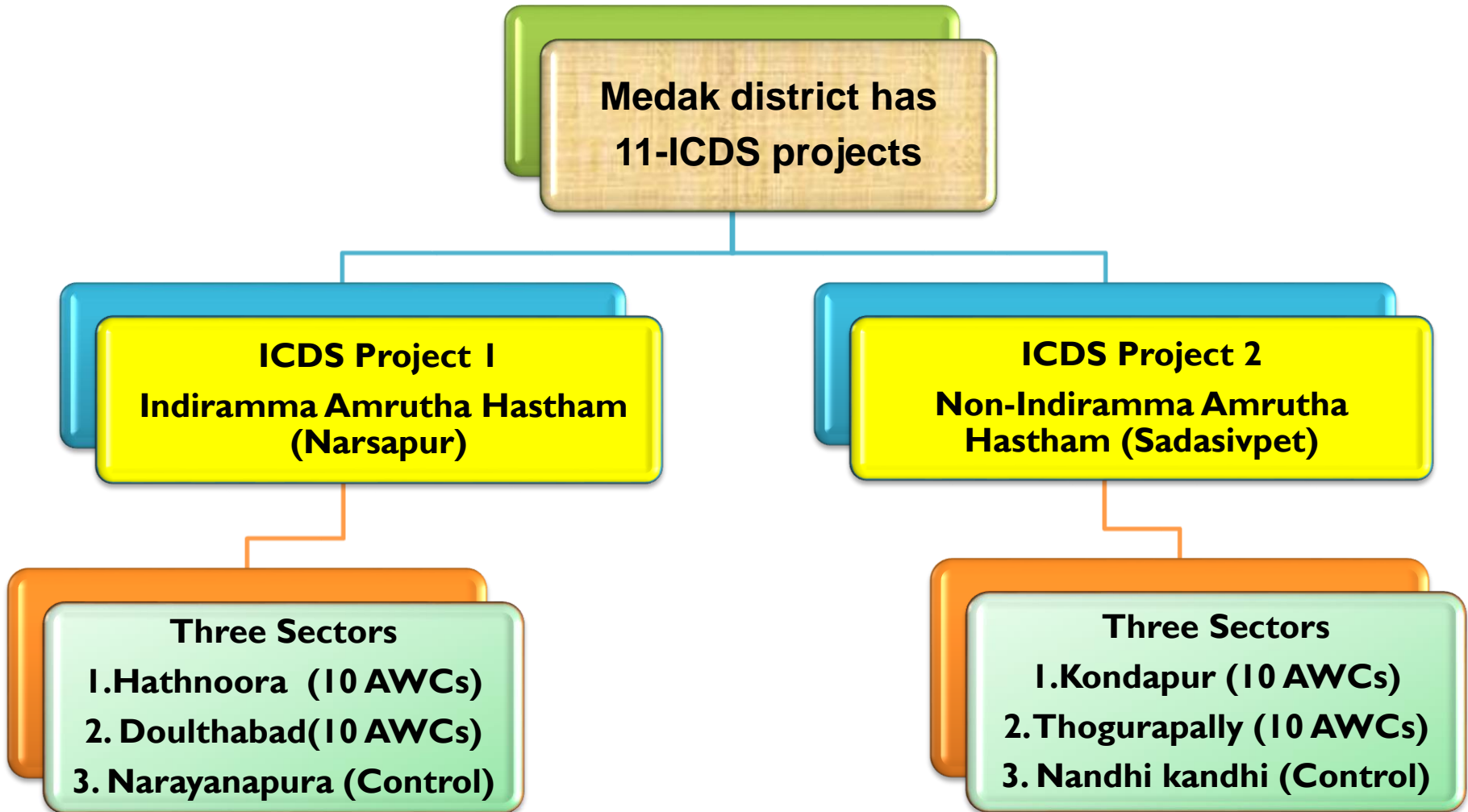
- The overarching aim of Medak ECE Initiative is to **strengthen** the Anganwadi Centre to function efficiently taking into account the significance of the ECE for complete development and readiness for formal school
- The Initiative focuses on all the **key players responsible** in effective operation of the AWC as the pivot for all resources (material and human) and be the platform for alliance of all stakeholders (in the ecosystem of the child) bridging the gap between home and formal school

## 2.2 Medak ECE Initiative

The plan of the Medak ECE Initiative is to focus on all factors affecting the effective functioning of the AWC.

- Reinforcing the AWC to be center for **holistic development** in the true sense
- Increasing the **perceptibility** of AWCs as centers for learning
- Facilitate to ensure **active learning at the AWCs** (includes AWW training and onsite support)
- Enhancing supervision skills of the supervisory staff (supervisor and CDPO)
- Increasing the parents/community participation and ownership of AWC and child holistic development
- Understand and **advocate feasible and effective approaches** in the area of Early Childhood Education
- The Initiative might directly engage in limited manner beyond the education component (Infrastructure, Health and Nutrition)
- **Research and advocacy are inherent in all forms our engagements**

## 3.1 Sample of Medak ECE Initiative



*Intensive engagement with 4 sectors and 40 Anganwadies  
(working 10 AWCs in each sector)*

## 3.2 Rationale and Objectives of the Study

### Rationale

- The Anganwadi Worker and Helper are the key players in running the Anganwadi Center in all aspects (health, nutrition and ECE) to achieve the mammoth goal
- Caregivers (Anganwadi Worker and Helper in the context of India) play a crucial role in ECD
- India need to strengthen the early childhood education curriculum, building the capacity of ECE personnel and their perception and understanding in ECE is a crucial step

### Objectives

1. To understand the awareness of Caregivers (AWWs) understanding on importance of ECE
2. To understand their perception towards ECE in the context of Child Development
3. To plan interventions to improve understanding of AWWs about ECE by the efforts of the Foundation and the ICDS department



### 3.3 Methodology and Sample Details

1. This study was carried out to understand the roles and responsibilities of the Anganwadi personnel, the functioning of Anganwadi Centers and their understanding about an ECCE program
2. The information was collected through interviews, observations and regular formal and informal interactions with AWC personnel
3. The quantitative and qualitative information was collected from all the stakeholders as mentioned above. The analysis interpretations were drawn from both quantitative and qualitative data

Item	No. of Sample	Covered sample
ICDS projects	2	2
Sectors	6	6
AWCs/ ECEQAS	157	157
AWW Interviews	157	150
AWH Interviews	157	144
DHHs Interviews	7268	7268

## 4.1 Snapshot of Baseline data findings ...

Of the 157 AWCs studied:

- **Infrastructure:** 19% (30 AWCs) have permanent premises, 40.76 % (64 AWCs) are in rented premises, and 40.13% (63 AWCs) are in rent-free premises
- **Preschool Activities:** About 35% of the day's time is spent towards preschool activities, of which 12.32% time is spent on unguided indoor and outdoor activities; 7.84% time is spent in free-play with toys; and 1-3% time is spent in pre-reading, pre-writing, pre-math, songs and dance activities and formal reading writing activities. Negligible time is spent on story-telling, play with colours, clay, and so on
- **Anganwadi Workers:**
  - **Preschool activities:** The AWW spends about 64% of her time in non-preschool activities
  - **Age:** About of AWWs 24% below 30 years, 52% are between 31 to 40 years of age and 24% are above 40 years
  - **Residence proximity from the AWCs:** 90% of them reside in the same village as the AWC
  - **Qualification:** 65% of AWWs are 10<sup>th</sup> class pass, 19% grade 12 pass, 10% with a graduate degree
  - **Experience in ICDS:** About 66% of AWWs have 6 to 16 years of experience and 19% have below 5 years of experience
  - **Last training on Preschool Education:** About 50% of them attended their last training two years back, and 42% during the last one year

## 4.2 Anganwadi Workers Age and Experience

Anganwadi Worker Age		
Age	Frequency	Percent
20 to 30	37	24.7
31 to 40	79	52.7
41 to 50	23	15.3
Above 50	11	7.4
<b>Total</b>	<b>150</b>	<b>100</b>

- Majority are in the category of 31- 40 age group and the mean age is 35 years.
- Similarly, the majority of the workers experience falls in the category of 6 -15 years and the mean is 11 years.
  - This has some direct relation in the implementation of pre-school education component in Anganwadi Centers.

Anganwadi Worker Experience		
Experience in years	Frequency	Percent
Below 5 years	29	19.3
6 to 10	52	34.7
11 to 15	49	32.7
16 to 20	4	2.7
21 to 25	3	2
26 to 30	6	4
31 and above	7	4.7
<b>Total</b>	<b>150</b>	<b>100</b>



## 4.3 AWW Qualification and Previous Experience

AWW's Qualification		
AWW's Qualification	Frequency	Percent
Up to 10th class	101	67.33
12 <sup>th</sup> class	29	19.33
Degree	20	13.33
<b>Total</b>	<b>150</b>	<b>100.00</b>

- A huge number of Anganwadi Workers studied up to school education (grade 10 or less, which is the minimum qualification also) and very few of them have college education.
- Need to understand their previous experience as the majority (50%) had some kind of teaching experience in private or government institutes. A good number of them took up this job without any experience (40%).



Previous Year Experience before Joining as an AWW		
Previous year experience	Frequency	Percent
Teaching related	74	49.3
Non-teaching related	15	10
None	61	40.7
<b>Total</b>	<b>150</b>	<b>100</b>

## 4.4 Capacity Building – In-service Trainings

AWW's Attending Trainings		
Attending trainings	Frequency	Percent
Only Job course	18	12.00
Only Refresher course	4	2.67
Both the course	121	80.67
No Training	7	4.67
Total	150	100.00

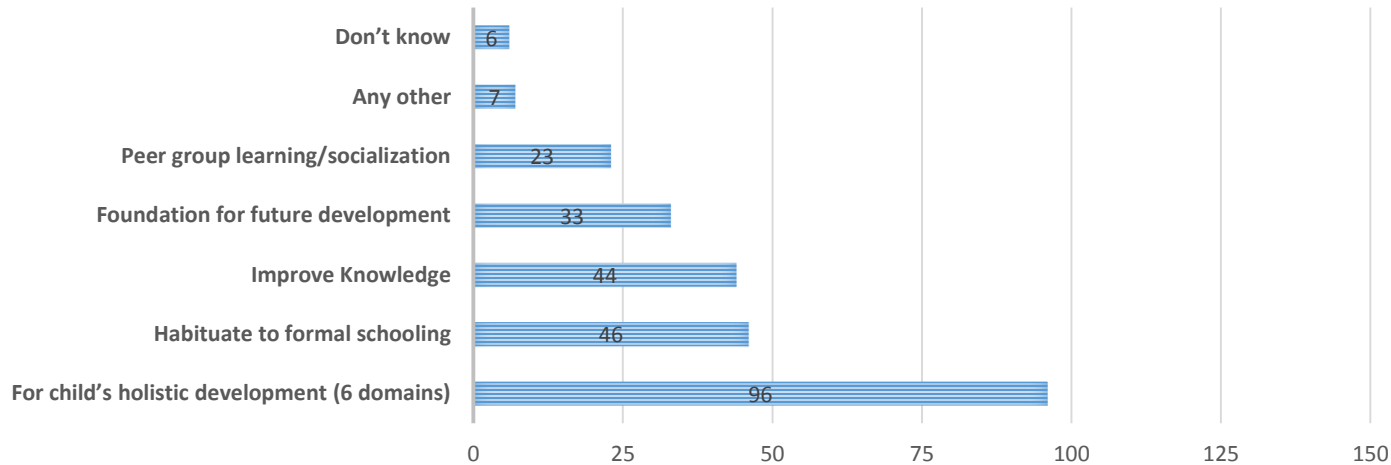
- 92.67% of Anganwadi workers had undergone a job course training while only 2.67% had undergone a refresher course during their tenure
  - A small proportion of AWWs (4.67%) have never attended any form training
  - 52.45% of the Anganwadi workers attended these trainings over two years ago
- Trainings mainly focused on topics of health/nutrition, administration of centers and basics of pre-school education
  - 43% of workers expressed their need for further training in pre-school related activities and teaching-learning materials
  - 6.67% further expressed the need for training on activity-based and participatory teaching-learning methods of pre-school education
  - A small section (2.67%) of the workers felt the need to be trained on community participation

## 4.5 Anganwadi Workers Understanding on ECE

1. The majority of the AWWs lacks clarity about the different domains of development and appropriate usage of the prescribed material in the kit
2. AWWs who have qualification of grade 12 or more, and experience of more than 5 years are able to share their understanding about the relevance and significance of the PSE kit
3. Knowledge about the PSE component is inadequate among the majority of the AWWs and the situation prevails irrespective of the varied social backgrounds of AWWs
4. In spite of some AWWs being young, having the necessary educational qualification and adequate space, they are unable to transact the curriculum in the AWC as the other services of ICDS are more demanding on their time
5. Limited trainings on PSE for the AWWs limit their understanding of this component

## 4.6 Importance of PSE in Child Development

PRE-SCHOOL EDUCATION IMPORTANCE IN CHILD DEVELOPMENT  
AS PER AWW UNDERSTANDING



1. Helps the children to habituate to good habits and following hygiene activities right from their childhood
2. Contributing to child's holistic development – this can be through songs, games, stories, conversation and good habits. Through these components children will get opportunities for physical, mental development and child socialization
3. Helps the child to habituate to formal schooling (grade I)

## 4.7 Expectations vs. Current Reality

According to NCF document	Current Status or Practices
1. Observe children to identify their needs and capabilities and move with the pace of the child's development	1. Doesn't do this as they are busy with multiple roles, lack of understanding of the child's developmental stages
2. Plan developmentally appropriate, holistic and challenging activities and facilitate learning to meet the objectives of the curriculum	2. Majority of the AWW's do not plan the developmentally appropriate activities and 81.3% of the workers conduct the activities without considering the children's age and ability
3. Focus not only on planning and conducting activities, but also on continuous processes for interaction and relating learning to a child's environment	3. 69% of AWCs do not have any weekly or daily schedule and 46% AWCs do not display relevant material
4. Ensure social inclusion of children with disability in the ECCE classroom. Help in early identification and intervention for children with special needs	4. As per our observation, many AWWs don't know the kind of inclusion and identifying them
5. Organize supportive learning environment by taking care of aspects such as the arrangement of the physical environment and equipment; the scheduling of activities and events and groupings	5. 56% of the AWCs were having hazardous conditions, 37% are in unsafe buildings, 50% are in unhygienic conditions and 96% AWCs don't have the quality infrastructure facilities
6. Develop responsive relationship and journey of mutual learning between the child and herself	6. Less importance is given for any learnings and also for sharing and gives more importance to their chores
7. Respect the child and the social environment the child comes from.	7. Majority of the workers, respect the children's social environment
8. Work in partnership with parents	8. Able to work with parents in the aspect of providing health and nutrition benefits BUT not on Early Childhood Education
9. Develop a plan for the transition of children from Preschool to Pre-primary or Primary programmes.	9. No comprehensive plan for transition in spite of the time-table. only 35.38% of her time spend on PSE <sup>6</sup>



## 4.8 AWWs Voices on ECE

**Varalaxmi, Mandapur:** *“The program is child centric and is giving more scope to the child to talk and express their feelings freely. With the in-service training, we did not understand much on PSE i.e. how to conduct activities and the concepts behind those. After working with the children and interacting with other AWWs, I have slowly learnt the skills on how to conduct activities and ways to react and respond to the children in specific situations. End result is that children, seem to be more confident”*

**Indira, Bokkalaguda:** *“Regular refresher trainings do enhance our abilities and skills. I am able to conduct 6 out of 9 components such as song, conversation, good habits, story, games and up to some extent, creative activities. Through working with children, I have understood that environment and surroundings show great impact on the child’s thinking and learning. Initially I faced some difficulties in understanding this domain, but through attending trainings and guidance from other AWWs I’ve improved my understanding”*

**Santha, Peddammagatta Thanda:** *“ICDS department should support in improving the infrastructure of the centers. It is my responsibility to educate and support the parents in understanding the needs and opportunities to be given to child for her overall development”*

## 4.9 Conclusions

1. Conducive and friendly environment required in AWC, including physical space (infrastructure)
2. Link Early Childhood Education (ECE) with primary education – structure, curriculum, teacher development and track children’s development
3. Ensure that all ECE teachers are professionally-qualified and treated on par with other government school teachers
4. The quality of training need to be improved. The training should focus on reflective practices to understand children and their learning.
5. Training should provide opportunities for first-hand experiences and development of skills. Training should also be ongoing. Regular mentoring should be interwoven with onsite support
6. The training content should emphasize the perspective of Child’s Holistic Development
7. The support systems should facilitate the AWWs in implementing ECCE as per stated objectives of the new policy

# Medak ECE Team



MSR  
MA. MPhil



UMA  
MSc. MEd



Pradeep  
MSW



Manohar  
MA-AdultEdn



Krishanmurthy  
MA-B.Ed



Ramadevi  
MBA



Sujatha  
MBA



Venkataramana  
MSW



KrishnaSwamy  
MBA



Kotieswar  
MSW



Manikumar  
MA. BEd



Lavanya  
MA.Edn



Srinivasulu  
MBA



Phalguna  
MSW



Prakash  
MSW



Sridevi  
MA.Edn



Sudharshan  
MCoM. BEd



Umarani  
MA, Dip.ECCE



# Azim Premji Foundation

Azim Premji Foundation is a not-for profit organization that has been working for more than a decade now towards making deep, large scale and institutionalized impact on the quality and equity of education in India

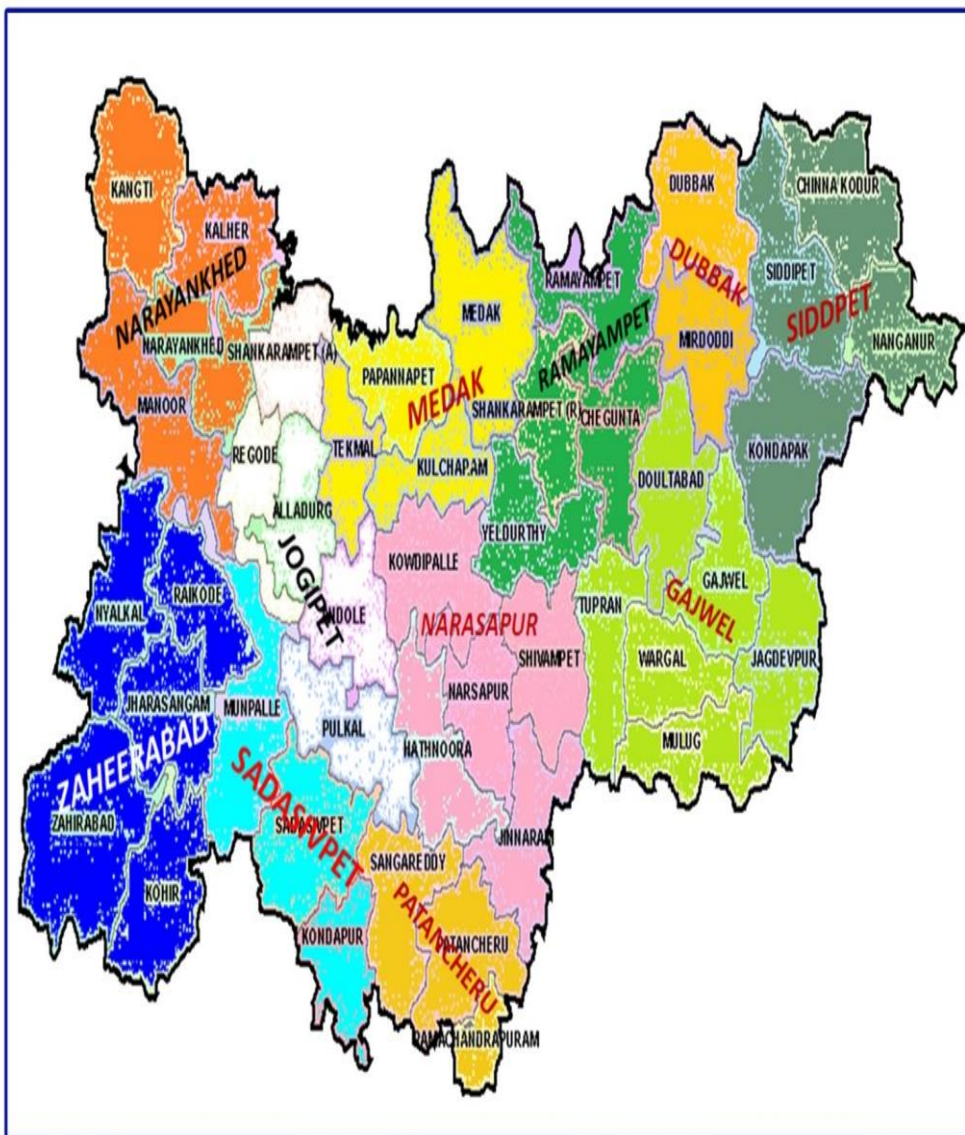
**Vision: to make significant contributions towards a just, equitable, humane and sustainable society**

**Partnering with Government:** Azim Premji Foundation works in collaboration with State Governments and engages with teachers, teacher educators, head teachers, block and cluster level education officials, senior government functionaries and policy makers at the state and national level

- ❑ *The Foundation today works in 8 states which together have more than 3,50,000 schools*

**Azim Premji University** is committed to developing outstanding programmes of learning, research and advocacy in education and allied development domains

# Medak at Glance



## DISTRICT AT A GLANCE

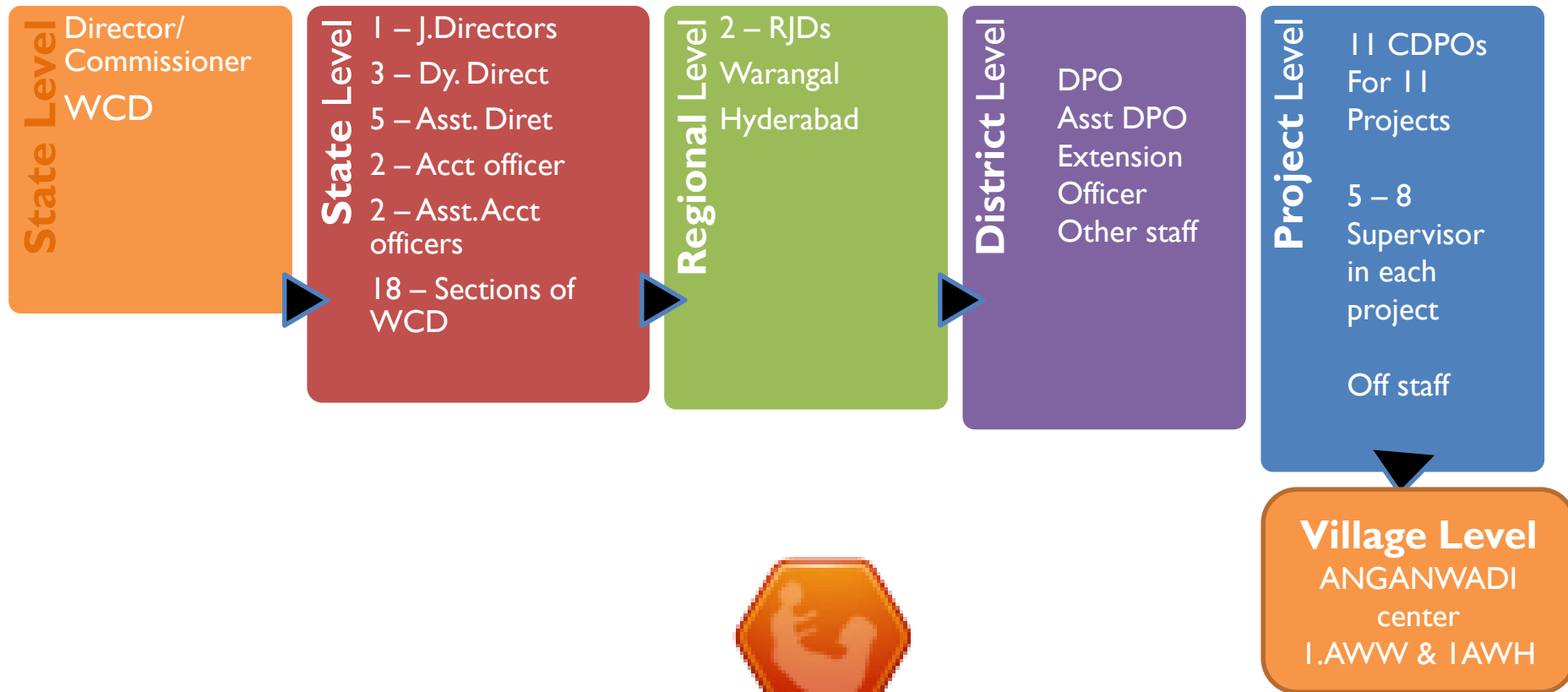
### Demographic information

1	Revenue Divisions	3
	No. Mandals (Revenue)	46
	No. of Municipalities	5
	No. of Towns	10
2	No. of Grampanchayaths	1265
3	Villages	1265
4	Density of Population	313

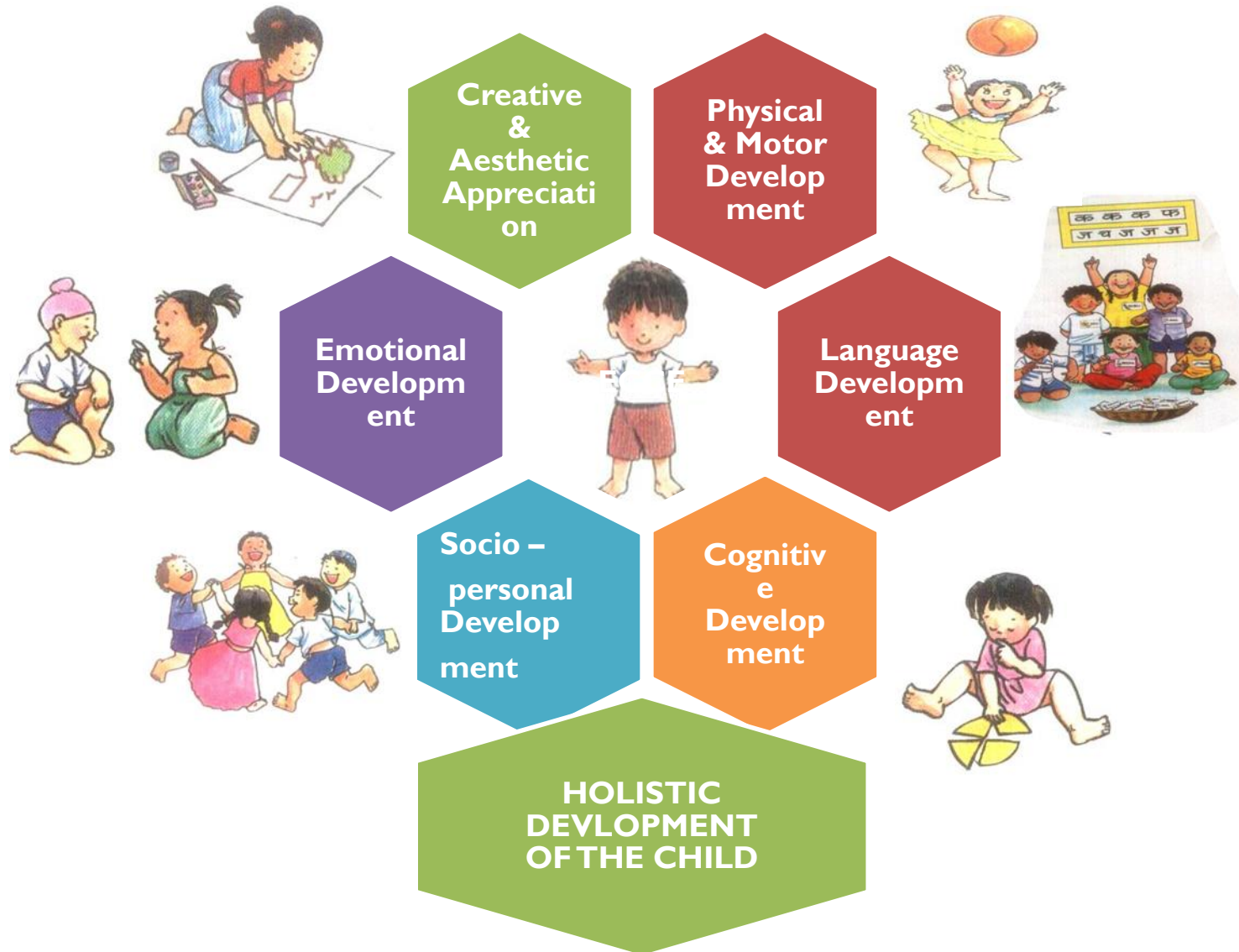
## ICDS AT A GLANCE

1	ICDS projects	11
2	No of sector	137
3	No. of Anganwadis	3384
4	No of AWWs	3009
5	No. of AWH	3009
6	No. of children (3-6 years age)	65,152

# I.6 Women Development and Child Welfare (WCD) Department, AP



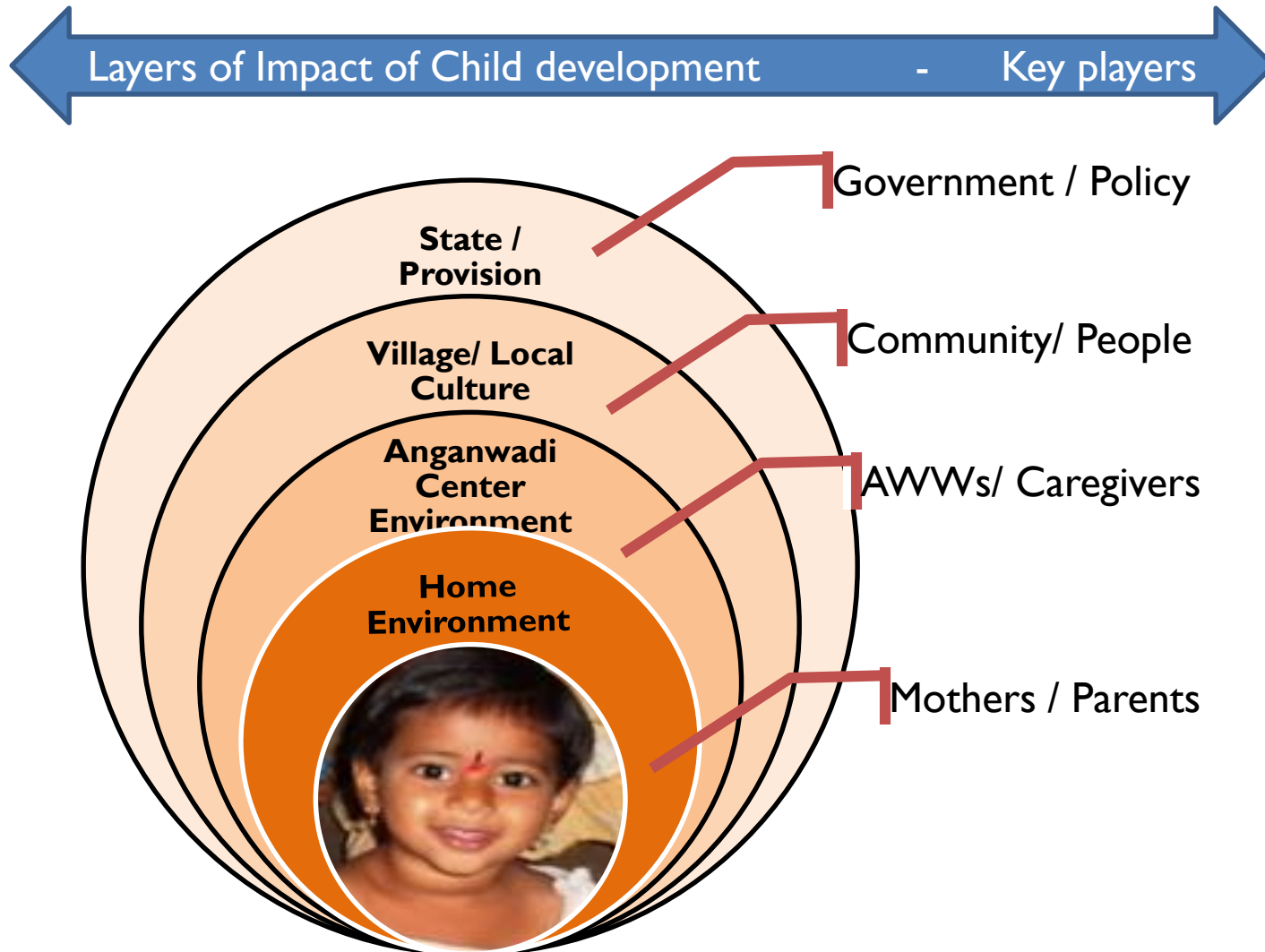
# 1.1.6 ECE Developmental Domains



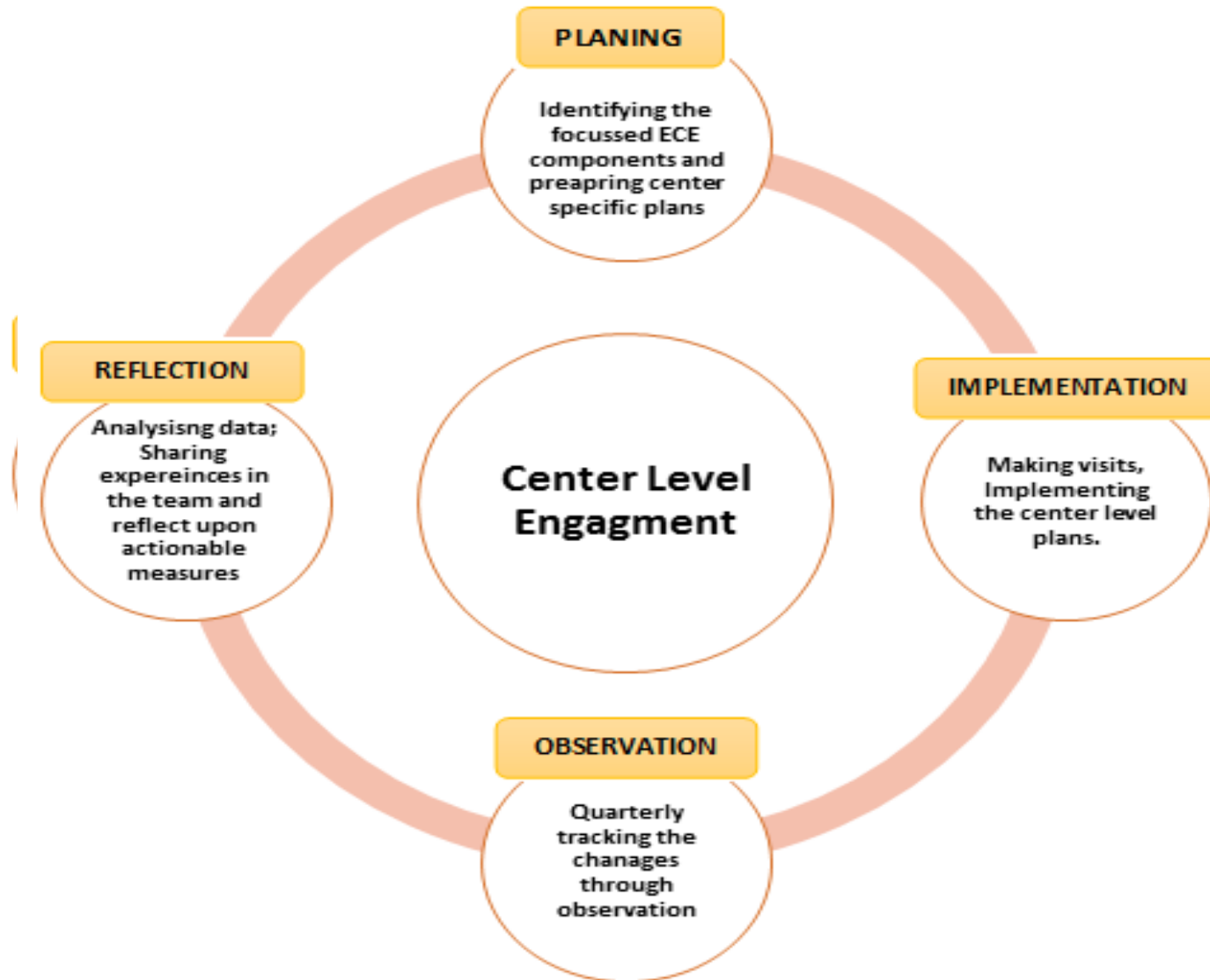


# I.2 Key Players in the Child's Eco system

## Key Players in the Child's Eco system

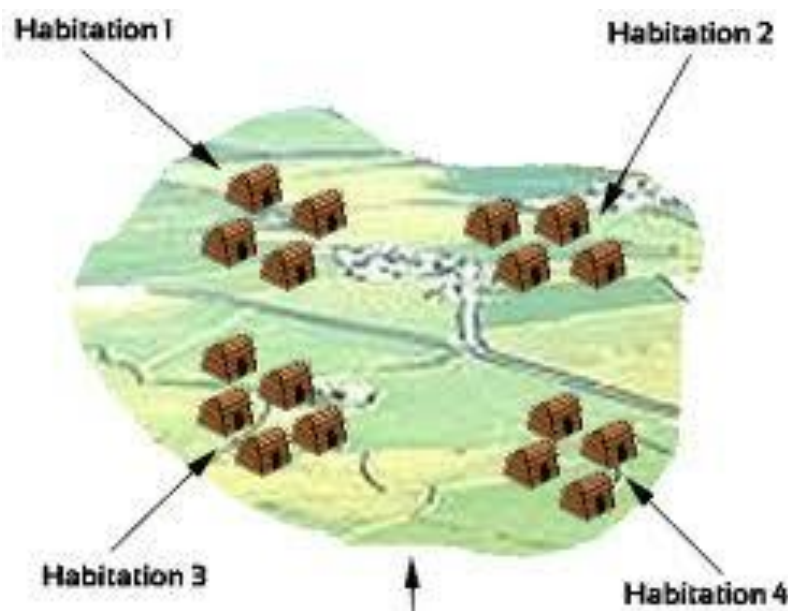


# Cyclic Process



# I.5 Norms For Setting an ANGANWADI

At Project Level  
1 Lakh  
Population for  
Sanction of  
Urban Project



For Rural /Urban  
Projects  
400 – 800 – 1 AWC  
800 – 1600 – 2 AWCs

For Tribal/Riverine  
/Desert/ Hilly/other  
difficult area  
150 – 300 – 1 mini  
AWC

For Mini AWC  
150 – 400 – 1 Mini  
AWC