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Time-Use Study of Anganwadi Workers in Andhra Pradesh: Insights for Strengthening Early Childhood Education



Submitted to:

Director, Department of Women Development and Child Welfare,
Government of Andhra Pradesh

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Andhra Pradesh: Insights for Strengthening
Early Childhood Education**

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TSIIC Zonal office Building,
Ground Floor, Financial District,
Nanakramguda, Gachibowli, Hyderabad-500032

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Study Team

The Study titled **Time-Use Study of Anganwadi Workers in Andhra Pradesh: Insights for Strengthening Early Childhood Education** was executed by the Centre for Research in Schemes and Policies (CRISP). The study and report were conducted and prepared by Ms. Neha Ashar and Dr. Vijaya Raghavan, with invaluable contributions from Mr. Sandesh Reddy and Ms. Manisha Koppala. The team was given constant mentorship by Mr. R Subrahmanyam, Ms. Sandhya Kanneganti and Mrs. Usha Kumari P. Dr Madhaviatha Maganti provided research and advisory support to the team.

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Study Team (Neha Ashar, Vijaya Raghavan, Sandesh Reddy and Manisha Koppala)
Hyderabad, 2025

Foreword

The critical role of Early Childhood Education (ECE) in shaping young children cognitive, emotional, and social development is well-established globally. In India, Anganwadi Workers (AWWs) are the backbone of the Integrated Child Development Scheme (ICDS), serving as the primary facilitators of foundational education, nutrition, and healthcare for children in the most formative years of their lives.

However, as their responsibilities grow in scope and complexity, it is urgent to examine how effectively their time and efforts are being utilised to meet the developmental needs of children, particularly ECE. The Centre for Research in Schemes and Policies (CRISP) undertook the Time-Use Study of Anganwadi Workers in Andhra Pradesh to provide crucial insights into the functioning of Anganwadi Centers (AWCs) and the challenges faced by AWWs in delivering quality ECE. The findings reveal that while AWWs dedicate an average of 39% of their time to preschool activities, significant portions of their day are consumed by supplementary nutrition tasks and administrative responsibilities. Co-located AWCs, in particular, face challenges such as interruptions from primary school activities, resulting in reduced time for ECE. Additionally, the study underscores the need for targeted quality capacity building and training, as only 36% of AWWs meet the recommended qualifications for preschool education.

To address these challenges, the study offers actionable recommendations:

Optimizing Role Allocation: Streamline the administrative responsibilities of AWWs, which currently include tasks such as record-keeping, data entry, and procurement, handing over Take Home Rations (THR), counselling mothers, to ensure that more time is devoted to preschool education.

Enhancing Infrastructure: Improve the physical conditions of AWCs, particularly in rural and tribal areas, by providing adequate space, ventilation, and child-friendly facilities, to support a conducive learning environment.

Strengthening Training and Capacity Building: Provide targeted, comprehensive training to AWWs on ECE methodologies and holistic child development, including regular refresher courses that cover updates in pedagogical practices, child psychology, and health and nutrition guidelines.

Promoting Parental Awareness: Conduct community awareness programs to align parental expectations with developmentally appropriate, play-based pedagogies.

Improving Monitoring and Evaluation: Implement a robust, digitised system for tracking learning outcomes to enhance accountability and inform policy decisions.

The findings and recommendations presented in this report highlight the dedication and challenges of Anganwadi Workers and pave the way for transformative changes in the ECE ecosystem. We believe that these recommendations, if implemented, can significantly improve the quality of ECE and the working conditions of AWWs. We hope this report will serve as a foundation for evidence-based policymaking, fostering collaborative efforts to empower Anganwadi Workers and ensure holistic development for every child.

We sincerely thank the Department of Women Development and Child Welfare, Government of Andhra Pradesh, for their invaluable support and collaboration in facilitating this study. Their contribution has been instrumental in bringing these important issues to light.

Let us strive to build a future where every child's potential is nurtured, and every Anganwadi Worker is empowered to make a lasting impact.



Sandhya Kanneganti IPoS (Retd)

Founding Member & Mentor

Centre for Research in Schemes and Policies (CRISP)

January 2025

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List of Abbreviations

AP	Andhra Pradesh
ANM	Auxiliary Nurse Midwife
AWC	Anganwadi Centre
AWH	Anganwadi Helper
AWW	Anganwadi Worker
CDPO	Child Development Protection Officer
DIET	District Institute of Education Research and Training
DoSE	Department of School Education
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
GoAP	Government of Andhra Pradesh
HM	Head Master
ICDS	Integrated Child Development Scheme
MSK	Mahila Shakti Kendra
NEP	National Education Policy
PBPB	Poshan Bhi, Padhai Bhi
SGT	Secondary Grade Teacher
TLM	Teaching-Learning Material
WCD	Department of Women and Child Development

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Executive Summary

Research has soundly established the criticality of the foundational stage for the overall development of children, and the positive effects of investing in early childhood education in the long term. India has approximately 8 crore children in the age group of 3-6 years, whose educational and developmental needs must be appropriately addressed. The public delivery of ECCE in India happens through Anganwadi Centres. While national policies, like the National ECCE Policy 2013 and the National Education Policy 2020 have stated the importance of play-based pedagogies and curricula for 3-6-year-old children, there are several challenges in delivery of quality ECE, leading to poor learning outcomes. These challenges include unresolved access to quality early childhood education, poor perception of Anganwadi Centres as little more than 'khichdi' centres, lack of appropriate space and infrastructure for ECE provision, Unregulated private sector players, inadequate budgetary allocations, lack of clarity on ownership of ECE and lack of qualified and well-trained ECCE teachers. The ones that exist are unable to do a good job because an Anganwadi Worker is expected to fulfill several duties and responsibilities unrelated to ECE. This makes it difficult for them to concentrate exclusively on providing quality Early Childhood Care and Education.

'Time-Use Study of Anganwadi Workers in Andhra Pradesh: Insights for Strengthening Early Childhood Education' has tried to capture the status of time-use of Anganwadi Workers in Andhra Pradesh, with the aim of understanding if they can dedicate 3-4 hours of their time every day, exclusively to impart ECCE to their wards at the AWCs. 21 AWCs were observed for this purpose, using an adapted version of the World Bank's Stallings Classroom Observation Tool, for 8 days, from 9 AM to 4 PM. The idea was to track the major activities that take up their time. It was seen that on an average, 39.34 % of the day, or approximately 189 mins, were spent on Preschool Work, 14.68% of the day or approximately 70 minutes were spent on Supplementary Nutrition, 17% time, or approximately 81 mins were spent on Paperwork/Data Entry and 12.98% or approximately 62 minutes, were spent on Personal Work. When it comes to ECCE, the AWCs are commonly seen guiding children to write the

alphabet/numbers, teaching them action songs, supervising their free play, conducting exercises using the Activity Books, and holding Storytelling sessions. There is little or no focus on creative play and physical and motor skill development.

The study team conducted interviews with different stakeholders. The AWWs shared that their primary focus areas upon joining were health and development of children and pregnant/lactating women, conducting preschool activities, doing health examinations, and overseeing nutrition distribution. Over time, their responsibilities expanded, to include election duties, village meetings, and hospital visits. Most AWWs felt their current responsibilities aligned with the initial expectations they had, but documentation and app-based reporting consumed a significant amount of time, forcibly limiting their ECE work. Preschool activities took 3–4 hours daily, while food-related tasks and administrative work added further time pressures.

Though AWWs received ECE training, they struggled to recall key outcomes. Child assessments were mostly observational, with limited use of official assessment cards. The women conveyed a desire for additional training on ECE, better infrastructure, more teaching-learning materials (TLM), and assistance in managing mixed-age groups in constrained spaces. They emphasized the need for a more supportive Anganwadi Helper (AWH) or additional resources to be able to focus effectively on ECE.

Parents largely understand the importance of preschool education, with most associating it with rhymes, sorting/counting activities, and alphabet writing. Nearly all parents believe

their children have learnt foundational skills like storytelling, singing rhymes, and recognizing alphabets and colors at Anganwadi Centers (AWCs). Nutrition provided at the centers is also considered crucial. Many have noticed improved engagement and activity levels in their children since they began to attend AWC. Interactions with AWWs are frequent, and parents are guided on ways to observe their child's development, discipline, and learning activities, at home. About 53% received activity videos from AWWs, but the frequency and consistency varied. Most parents engage their children in these activities,

finding them helpful. Despite the challenges, 83% of parents indicated their children would join government primary schools for Grade 1.

School officials at co-located AWCs lack a clear understanding of roles and their instructions to AWWs convey the expectation that they should ensure school readiness and holistic development in children. There is no standard procedure for collaboration. Some teachers share resources like TLM, while others barely interact with AWWs. They flag issues like food distribution disruptions and AWC closures during staff absences. Support from teachers also comes in the form of joint creative and foundational literacy and numeracy activities. However, better coordination and formal guidelines are deemed necessary. Officials suggested that ECE training for AWWs and involvement of SGTs in preschool readiness would ease the transition of children to primary schools.

Supervisors primarily monitor AWCs for record-keeping, cleanliness, and adherence to schedules. The progress of children's learning levels is not a big concern for them and hence little attention is paid to providing feedback on ECE activities. Most use informal feedback mechanisms like WhatsApp messages or face-to-face interactions with AWWs. Visits by officials are guided by checklists, and feedback incorporation is monitored through apps or photos shared by AWWs. They highlight challenges like inadequate infrastructure, lack of ECE training, multigrade classrooms, and inadequate and inconsistent parent engagement. The supervisors feel AWWs need more training, better TLM, and support in managing activities. In co-located AWCs, some flagged poor collaboration with school staff, while others noted no significant issues. Suggestions for joint activities include storytelling, outdoor games, and creative events to improve coordination and learning outcomes.

Children can be seen performing best in social, emotional, physical, and motor development domains, with weaker outcomes in creativity, due to limited time spent on creative activities. Assessment cards are not available consistently, and learning evaluations are observational. Poor infrastructure, lack of outdoor play areas, and inadequate TLM hinder effective ECE delivery.

Most AWCs cite insufficient space, poor sanitation, and lack of electricity and drinking water facilities as challenges. While smartphones have been provided, they are primarily being used for data entry. AWCs with better resources, like compound walls and kitchen gardens, demonstrated better child safety and nutrition outcomes. Supervisors and AWWs emphasized the need for improved facilities and collaborative support to enhance ECE.

When asked about the challenges in managing their time, AWWs felt data entry and reporting tasks were a burden and took attention away from ECE work. They sought support from AWHs, school teachers, and community members in managing daily activities, storytelling, and hygiene related activities. They feel that involving parents and local volunteers will ease their workload and improve learning outcomes of children.

Supervisors believe health and community mobilization tasks should be handled by ASHA workers, ANMs, and medical staff. AWWs acting as coordinators for multiple departments and schemes indicate lack of administrative clarity regarding their primary responsibility. All stakeholders agreed that streamlining AWW duties and providing specialized training would enhance efficiency and ECE outcomes.

Chapter 1: Introduction

Early Childhood Education – Establishing the Right Foundations

Child development is a complex phenomenon. Research from various domains like psychology, biology, nutrition science, neurobiology, economics and child development have sufficiently proved the critical significance of the first few years of a child’s life as setting the foundation for lifelong development. It has also been established that most of the brain growth occurs by the age of 5, thereby underscoring the importance of right nutrition and brain stimulation before the age of 5 (Haartsen, Jones & Johnson, 2016)¹. Additionally, growing in an environment of stability, happiness and nurturance is also critical for the development of a well-adjusted child with good socio-emotional skills (Shonkoff, 2009)².

Considering the importance of this critical period in a child’s life, it becomes the responsibility of the family, community and state to ensure that caregivers and systems are equipped with the right kind of resources to create a nurturing environment for ensuring the highest development of children. These resources may include mother’s health and education levels, responsive caregiver practices, positive interactions with the child, nutrition security, availability of play material, awareness programs with family members on the importance of ECE and reduction of poverty, among many others (Kaul, 2019)³.

Studies (Caughy et. al., 1994⁴; Dearing et al., 2009⁵) have also found that while the quality of preschool education is the lowest for disadvantaged families, it has a larger impact

¹ Haartsen, R., Jones, E. J., & Johnson, M. H. (2016). Human brain development over the early years. *Current Opinion in Behavioral Sciences*, 10, 149-154.

² Shonkoff, J. P., & Richmond, J. B. (2009). Investment in early childhood development lays the foundation for a prosperous and sustainable society. *Encyclopedia on early childhood development*, 1-5

³ Kaul, V. (2019). Positioning School Readiness and Early Childhood Education in the Indian context. In *Early childhood education and school readiness in India: Quality and diversity* (pp. 3–16). essay, Springer Singapore.

⁴ Caughy, M. O, DiPietro, J. A., & Strobino, D. M. (1994). Day-care participation as a protective factor in the cognitive development of low-income children. *Child development*, 65(2 Spec No), 457–471.

⁵ Dearing et. al., 2009 - Dearing, McCartney & Taylor (2009). Does Higher Quality Early Child Care Promote Low-Income Children’s Math and Reading Achievement in Middle Childhood? *Child development*. 80. 1329-49. 10.1111/j.1467-8624.2009.01336. x.

on the development of these children. Additionally, it is now known that preschool program for economically disadvantaged children have economic benefits that are much greater than the costs incurred.

The [Perry Pre-school long-term study](#)⁶ in the US found that preschool attendees had higher IQs, earnings, graduation rates, and fewer arrests in later years. [Pre-School and Primary Education \(EEPE\)](#)⁷ study in England showed that preschool education greatly enhances children's development, particularly benefiting disadvantaged children in diverse social settings. An [OECD Report](#)⁸ indicates that 15-year-olds who attended preschool perform better academically, even when accounting for a weaker socio-economic status. While all children benefit from high-quality early learning, research shows that children from more disadvantaged families benefit the most, and can even catch up to their more privileged peers – if they have access to learning opportunities that are of sufficiently high quality to substantially impact their development.

Early Childhood Education in India

The Government of India launched the Integrated Child Development Scheme (ICDS) in 1975, which combined the services of health, nutrition and preschool education for children below 6 years. It is a government sponsored program, whose objective is to ensure that the foundational educational and nutritional needs of the child are met, establishing a strong base for their physical, mental and socio-emotional development. ICDS was targeted mainly towards the marginalised and poorer sections of society, and became operational through the establishment of Anganwadi Centres (AWCs). Today, there are 13.87 lakh AWCs in the country, servicing children below 6 years, pregnant women and lactating mothers. Regarding children, the services offered by ICDS are immunisation, nutrition, health check-ups, referral services, informal preschool education and health education. The Anganwadi Worker (AWW) and the Anganwadi Helper (AWH) impart these services through the AWCs.

Several private players also run preschools in urban and rural areas, parallel to the AWCs. Often, parents prefer these since they perceive private schools to be imparting higher

⁶ Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). [Significant benefits: The High/Scope Perry Preschool Study through age 27](#) (Monograph No. 10). U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

⁷ Social Science Unit. (2004). [Student support services: Evaluation and development](#). Department for Education and Skills.

⁸ Organisation for Economic Co-operation and Development. (2014). [Who are the low-performing students? PISA in Focus No. 40](#). OECD Publishing.

quality of ECE. These private preschools imparting ECE of varying quality follow different methods of instruction, like Montessori, Kindergarten etc., or sometimes no systematic method.

In 2013, a National ECCE Policy was proposed by the Ministry of Women Development and Child Welfare, Government of India. The policy focuses on access with equity and inclusion, improving quality, strengthening capacity, research and documentation, advocacy and awareness generation, while recognising that the child is best cared for in the family environment. A National Curriculum Framework and Quality Standards were also developed, and states designed their own contextually relevant curriculums based on it.

India is committed to the United Nations' Sustainable Development Goals (SDGs), and aims to achieve universal access to quality early childhood education by 2030 (SDG 4.2). The criticality of quality ECE to achieve these goals is realized by a cross section of stakeholders.

In 2020, the National Education Policy (NEP) was released, which emphasizes the need for quality early childhood education for ages 3-6 to ensure strong learning foundations and holistic development. The policy proposed a 5+3+3+4 school structure: Foundational Stage (ages 3-8), Preparatory Stage (ages 9-11), Middle Stage (ages 12-14) and Secondary Stage (ages 15-18). It outlined the different ways in which a strong ECCE program can be implemented through the Ministry of Women and Child Development and the Ministry of Education. The NIPUN Bharat program was also launched, which focuses on enhancing learning outcomes for children in the Foundational Stage and establishing the right foundations for learning.

In 2018, under the Ministry of Women and Child Development, the Poshan Abhiyaan was launched, to fast-track progress towards a malnutrition-free India. The scheme was restructured to become 'Saksham Anganwadi and Poshan 2.0' to improve nutrition and child development outcomes. The program provides supplementary nutrition to children aged 6 months to 6 years, pregnant women, lactating mothers and adolescent girls. Under Saksham Anganwadi, several policy interventions have been imagined for the provision of pre-school, non-formal education and for improved learning capacity and learning outcomes.

Keeping in view the importance of early learning in enabling children to reach their full potential, the Ministry also launched the *Poshan Bhi Padhai Bhi* initiative. Its aim was to ensure that India gets the world's largest, universal, high-quality preschool network. This was to be achieved by implementing certain recommendations of the NEP - like promoting holistic early stimulation and pre-primary education for children, ensuring the use of

developmentally appropriate pedagogies, ensuring 2 hours of dedicated time for ECE activities etc.

In March 2024, Aadharshila - the National Curriculum for ECCE - was launched by the Ministry. The document is a 48-week structured curriculum to foster holistic development, based on developmentally appropriate outcomes. It is designed to secure a balance of physical, cognitive, social, and emotional growth of preschoolers, through structured academic activities and unstructured play-based learning. Trainings for Anganwadi Workers on the Aadharshila have commenced.

The Crisis and Challenges in Public Delivery of Early Childhood Education

The critical importance of the foundational stage has been acknowledged throughout the world, and several countries have robust policies on ensuring universal access to quality ECCE programmes. However, the World Bank has identified a global learning crisis – despite countries significantly increasing access to learning, many students across the globe are not learning – leading to the ‘Schooling without Learning’ phenomenon. It predicts that this would significantly impact the development of human resources and therefore, drastically affect the productivity of the future workforce (World Bank, n.d.)⁹. Research also shows that a gap in structured learning at the preschool level is resulting in children not being school-ready and not able to read up to their expected grade levels. This in turn impacts poor learning levels in higher grades. In this context, it is especially important to focus on establishing strong foundations for learning and making robust attempts to avert a huge crisis.

India faces an additional crisis, as pointed out by Kaul and Day (2021)¹⁰ - there is a paradox in the definition of quality of ECE here - of international, universal, normative solutions versus defining quality standards in the diversity- and inequity-ridden context of India. The crux of the paradox is the need for scaling ECCE provisioning in India to be universal, while also ensuring that the standards of quality that are laid out are met, for every child, regardless of socio-cultural-economic contexts. This creates several challenges - both at the level of policy formulation, as well as implementation, especially in the context of the large scope of the problem, the severe limitations of quality resources and the huge demand for these resources.

⁹ World Bank. (2019, January 22). Pass or fail: How can the world do its homework? The World Bank. <https://www.worldbank.org/en/news/immersive-story/2019/01/22/pass-or-fail-how-can-the-world-do-its-homework>

¹⁰ Day, M., & Kaul, V. (2021). Challenges and Possibilities in Early Childhood Education. In *Early childhood education for marginalized children in India: Deconstructing quality*. essay, SAGE Publications.

In India there are 13.99 Lakh Anganwadi Centres (AWC), 13.33 lakh Anganwadi Workers (AWW) and 10.23 lakh Anganwadi Helpers delivering early childhood care and education to approximately 4.42 Crore 3–6-year-old children enrolled in these AWCs¹¹.

It is obvious that the public delivery of universal and quality ECE has several challenges which hinder it from achieving its goal of school readiness and age-appropriate development outcomes. The following are the identified issues in the public delivery of ECE:

-

- **Unresolved access to quality early childhood education** - Preschool 3–5-year-olds enrolment exhibits a scattered pattern and attendance is irregular. As per NFHS-2021 data, only 40.1% of boys and girls attend preschools in India¹².
- **Perception of Anganwadi Centres** - As per the [ECCE Task Force Report](#)¹³, the quality of ECE provided in AWCs is largely perceived as being inferior to private nursery schools. AWCs are often regarded as little more than “khichdi centres.”
- **Lack of appropriate space and infrastructure for ECE provision** - Across the country, the present Anganwadi Centre infrastructure is not fit for ECE education of 3–6-year-olds. According to Ministry of Women and Child Development guidelines, the minimum space requirement for an Anganwadi Centre is 1500-2000 sq. ft. of total area, and 600 sq. ft. for the built-up area¹⁴. This area is not sufficient or suitable for providing pre-school education for children. Preschools require sufficient space for physical activity, and for infrastructure and toys.
- **Unregulated private sector** - While private pre-schools are mushrooming, they follow rote-learning methods and are largely under-regulated on outcomes.

¹¹ Poshan Tracker (Aug 24), Ministry of Women Development and Child Welfare, Government of India

¹² International Institute for Population Sciences (IIPS) & ICF. (2021). *National Family Health Survey (NFHS-5), India 2019-21: Comprehensive Report*. Ministry of Health and Family Welfare, Government of India. Retrieved from <https://rchiips.org/nfhs>

¹³ National Institute of Public Cooperation and Child Development. (n.d.). [Early childhood care and education: Thematic focus report](#).

¹⁴ Government of Tripura. (n.d.). [Guidelines for construction of Anganwadi centres under MGNREGA in convergence with ICDS](#). Social Welfare and Social Education Department.

- **Inadequate budgetary allocations** - Budgetary allocations are inadequate to take up any effective ECE program which will focus on quality of learning.
- **Lack of clarity on ownership of ECE** – Since 1975, the ICDS program under the Ministry of Women and Child Development has been responsible for providing non-formal ECE. However, the NEP 2020 has recommended that the Department of School Education and Literacy take a stronger role in curriculum design, training etc. There is lack of clarity on who should take the lead on ensuring quality ECE, as well as a lack of convergent functioning between ministries and state departments for ECE.

ECE in Andhra Pradesh - Background

There are 55,607 AWCs, staffed by 55,424 AWWs in Andhra Pradesh. These workers perform various roles related to health, nutrition, and community awareness. Catering to the educational needs of children aged 3-6 years is only one of their many jobs.

A study by Maity (2016)¹⁵ found that among ICDS service delivery in 27 states, Andhra Pradesh was ranked first in the Service Index with a score of 0.96, although it ranked low (12th/27th) on the Infrastructure Index, with a score of 0.47. The study also found that the coverage of pregnant and lactating women increased by 14% in 3 years, and participation of preschool children increased by 15% from 2006 to 2013. Moreover, it concluded that the Awareness Index of SC Mothers was highest in Andhra Pradesh, and medium for ST Mothers - which could be attributed to the participation of self-help groups in implementing health and nutrition related programs, to awareness campaigns taken up by the state and to the Anganwadi Badi Bata campaigns which happen each year in June to motivate parents to bring their children to the AWC (Maity, 2016). This indicates that service delivery and awareness among the community about the ICDS benefits is better in AP as compared to other states.

According to the National Health and Family Welfare Survey (2019-2021)¹⁶, approximately 67.9% children aged 2-4 years attend preschool in AP – 67.4% boys and 68.3% girls, reflecting strong engagement in early childhood education. However, despite

¹⁵ Maity, B (2016). Interstate Differences in the Performance of “Anganwadi” Centres under ICDS Scheme. *Economic and Political Weekly*, 51(51), 59–66. <http://www.jstor.org/stable/44166205>

¹⁶ International Institute for Population Sciences (IIPS) & ICF. (2021). *National Family Health Survey (NFHS-5), India 2019-21: Comprehensive Report*. Ministry of Health and Family Welfare, Government of India. Retrieved from <https://rchiips.org/nfhs>

this extensive network, the state faces challenges in enhancing the quality of education, as the available data on learning outcomes is insufficient and not digitized.

Initiatives Taken by the Government of Andhra Pradesh

In recent times, the Government of Andhra Pradesh (GoAP) has undertaken significant initiatives to improve foundational education, aligning with NEP 2020. GoAP re-categorized schools as Foundational Schools, Pre-High Schools, High Schools and High Schools Plus, with AWCs being co-located with schools wherever feasible. This is in line with the academic structure proposed in the National Education Policy 2020, with the objective of ensuring focused teaching as per the identified stages of learning (Foundational stage, Preparatory stage, Middle stage and Secondary stage). This initiative demonstrates that the government has acknowledged the importance of the foundational learning stage and is making every effort to ensure quality education. The Foundational Schools were further re-categorised - there are approximately 4681 Foundational Schools, 8517 Satellite/Stand Alone Foundational Schools and 29,764 Foundational Schools Plus in the state. The administration of the Foundational Schools is to be overseen by both - the Department of Women Development and Child Welfare and the Department of School Education.

A play-based curriculum has been adopted to foster better child development. The domains of physical development, cognitive development, socio-emotional development, psycho-motor development, creative and aesthetic development have been identified.

Workbooks and activity books have been designed as per NCERT guidelines by the SCERT and have been distributed in the AWCs. They have also been translated in tribal languages. Teaching and Learning Material (TLM) provided by the Department of Women Development and Child Welfare is already in use in the AWCs. Additionally, pre-school kits which consist of items designed on the principles of play-based learning (e.g. Beads, basketball hoops, balls, blocks, stationery etc.) have also been distributed.

Daily activity/lesson plans are communicated through WhatsApp message to the smartphones of the AWWs. 2 hours of pre-school activities are expected to be performed every day in each AWC, following the daily lesson plan messages. Child assessment cards have been developed and distributed by the department. It is part of the AWW's responsibility, to conduct periodic assessments of the children and share them with the parents. On-the-job training as well as refresher trainings are being provided to the AWWs.

Andhra Pradesh is also implementing the World Bank-funded Supporting Andhra's Learning Transformation (SALT) Programme, wherein one of the objectives is to strengthen foundational learning in the state. The Government is taking the support of Pratham Education Foundation in implementing the various project activities aimed at equipping the

current pre-school system. These interventions include providing the AWCs with appropriate TLM, training the AWWs with the required skill sets and knowledge to implement quality early childhood education, setting up 41 Model Foundation Schools, and curating and implementing a 120-day certificate course for the ECE-related training of AWWs.

The State is also improving the infrastructure of the AWCs through the Mana Bedi Nadu Nedu project, whereby repairs to existing buildings, provision of required furniture and the construction of new buildings for AWCs is planned.

Challenges and Issues in ECE delivery in AP

Clearly, Andhra Pradesh is among the few states that has taken the ECE crisis seriously and is attempting to improve the quality of ECE delivery. However, despite these initiatives, the quality of public delivery of ECE remains at best fragmented, and at worse, poor. The issues faced in Andhra Pradesh are captured below:

- **Lack of qualified, dedicated and professionally trained ECE educators** - The Anganwadi worker is burdened with 21 job duties, in addition to jobs that the state governments may assign to them. Out of these, ECE is one – making it difficult for her to allocate sufficient dedicated and structured time for it. It doesn't help that she is not recruited with the specific objective of ECE provision, therefore she is not appropriately qualified to transact early childhood education. The minimum criteria for AWW recruitment still remain a woman between 18 to 35 years with a matriculation certificate - nothing specific to ECE/education/childcare. Additionally, department-mandated ECE-related training is insufficient and not delivered in a systematic manner.

Currently out of 55,424 AWWs, 51,141 AWWs (92.27%) have at least a 10th Grade degree, but only 19,993 (36.07%) have a senior secondary degree. 21.61% of AWWs have higher education qualification - graduation degree and post-graduation degree.¹⁷ The National Council for Teacher Education (NCTE) recommends that a pre-school teacher should have at least a senior secondary degree, along with a 2-year Diploma in Pre-School Education / Elementary Education / Nursery Teacher Education / Early Childhood Education or a B. Ed (Nursery) from an NCTE recognised

¹⁷ Source – Department of Women Development and Child Welfare, Govt. of Andhra Pradesh

institute (NCTE, 2015)¹⁸. Approximately 19,993 (36.07%) workers, have the NCTE recommended qualifications for pre-school teaching.

- **Poor parental awareness and community involvement** – A recent study conducted by [Central Square Foundation](#) found that although there is an active interest in children's learning, parents have limited knowledge of

what should be considered as good ECE learning and school readiness

what to expect from an ECE teacher and

how best to support at-home learning of the child.

Maity's (2016) study found that awareness levels of services available under ICDS among SC/ST mothers of 3-6-year-olds is high, compared to other states - but this is not specific to preschool education.

- **Lack of clarity on ownership of ECE** - In Andhra Pradesh, the Foundation Schools have been established to encourage a convergent mode of functioning between officials from both the departments. The PP1 and PP2 text books designed in collaboration with SCERT and School Education department are provided to AWCs. The World Bank-funded SALT project also involves both, the School Education and Women Development and Child Welfare departments, working convergently. However, there is a lack of clarity on who should take the lead on ensuring quality ECE, as well as a lack of convergent functioning between both departments. At the field level, the functionaries of both the departments still largely function in silos and independently.
- **Lack of data availability and poor monitoring on ECE** – There is a lack of a robust, learning-outcomes-based monitoring and evaluation system. The availability of state-wide data on learning outcomes of 3–6-year-old children is poor. While Child assessment cards are supplied and some AWWs assess children's learning and share them with parents, the information is not digitized and tracked. Only the attendance of the students is tracked and monitored through the central and state monitoring apps. Considering that the foundational stage sets the platform for the learning curve of all children, it is imperative that policymakers take appropriate cognizance of these crises and take steps to address them.

¹⁸ National Council for Teacher Education (Determination of Minimum Qualifications for Persons to be recruited as Education Teachers and Physical Education Teachers in Pre-Primary, Primary, Upper Primary, Secondary, Senior Secondary and Intermediate Schools or Colleges) Regulations, 2014 (2015).

- **Poor learning outcomes and school readiness** - Since there is no digitised data available on learning outcomes of 3–6-year-old children currently, correlational studies cannot be conducted. However, survey on the learning outcomes of Grade 1 students shows that the quality of both public and private ECE delivery in the state is poor¹⁹
 - 43.3% Grade 1 students cannot read even a letter, and only 2.3% students can read a Standard 1 Level Text
 - 32.3% students cannot even recognize numbers from 1 to 9
 - 36.5% Grade 1 students cannot even read capital letters.

CRISP's Context in Andhra Pradesh and Time-Use Study of Anganwadi Workers in Andhra Pradesh

Centre for Research in Schemes and Policies (CRISP) has been working with the Department of School Education, Government of Andhra Pradesh, on strengthening policy initiatives and implementation mechanisms in public school education, including foundational learning.

In this context, on 26th July 2023, CRISP met with the Principal Secretary and Commissioner, Department of Women Development and Child Welfare (Dept. of WD&CW), Government of Andhra Pradesh, to discuss the initiatives that can be taken to secure universal access to quality ECE in the state. To ensure overall child development, it is crucial that the AWW allocates dedicated time for ECE activities. In this regard, it was proposed to conduct a time-use study with the AWWs in the state - the study hoped to document the AWW's roles, responsibilities and duties and understand the time being allocated to ECE activities at the ground level, enabling the state to make evidence-based policy and programmatic decisions.

Study Objective: To study the current scenario of the public ECE delivery system in Andhra Pradesh, through engagement activities and time-use of Anganwadi Workers.

The research aims to understand the **engagement activities and time allocation of AWWs** by documenting their duties, **analyzing time spent on various tasks, including ECE activities**, and **assessing their knowledge of student learning assessments**. It also explores the **current scenario in co-located foundational schools** by examining the support and expectations of teachers, headmasters, and AWWs. Apart from this, it studies **parental engagement** by analyzing communication between AWWs and parents, evaluates **student learning outcomes** in sample classrooms, and documents the available

¹⁹ ASER Centre. (2023). (rep.). [Annual Status of Education Report \(Rural\) 2022](#).

infrastructural facilities. The detailed research objectives are captured in the Methodology section below.

This report contains:

- *A review of existing literature,
 - *The methodology employed in conducting the study,
 - *The findings of the study, and
 - *Recommendations for further improvements.
-

Chapter 2: Review of Literature

The following Review of Literature provides a comprehensive summary of the ECE space and the challenges it faces, and succinctly documents some of the time-use studies conducted on Anganwadi Workers in different parts of India.

The need for investing in ECE

Extensive research across developed and developing countries indicates that investment in early childhood education leads to long-term cognitive development benefits for children. In a study (Kaul et al., 2017)²⁰ spanning three Indian states (Assam, Rajasthan, and Telangana) that examined 14,000 children between 4 and 8 years, it was found that early participation in preschool had a noteworthy effect on children's readiness for school. Specifically, those who engaged in cognitive development activities during their preschool years performed better on the school readiness assessment. Singh and Mukherjee's (2019)²¹ study, which analyzed longitudinal data from Young Lives India, clearly shows that children who begin preschool before age 4 in India achieve higher levels of cognitive development and enjoy better subjective well-being by age 12. Ganimian et al. (2021)²² claimed that the estimated future gains of interventions in early childhood tend to infinity, due to high improvements in productivity. This has an impact on individuals as well as society. As Navarro (2022)²³ put it, **"ECE is among the most significant determiners that young learners need to acquire. It serves as the best weapon every child must possess in order to survive and to cope up with the journey of life."**

²⁰ Kaul, V., Bhattacharjea, S., Chaudhary, A. B., Ramanujan, P., Banerji, M., & Nanda, M. (2017). The India early childhood education impact study. New Delhi: UNICEF, 1-186.

²¹ Singh, R., & Mukherjee, P. (2019). Effect of preschool education on cognitive achievement and subjective wellbeing at age 12: evidence from India. *Compare: A Journal of Comparative and International Education*.

²² Ganimian, A. J., Muralidharan, K., & Walters, C. R. (2021). *Augmenting state capacity for child development: Experimental evidence from India* (No. w28780). National Bureau of Economic Research.

²³ Navarro, T. M. M. (2022). Comparative Analysis of Early Childhood Education in Asia-Pacific Region. *Journal of Positive School Psychology*, 6472-6491.

Teacher-related factors and impact on children's learnings

It is understood that the educational level of preschool teachers correlates to learning outcomes in children (Wang et al., 2020)²⁴. Byun and Jeon's (2023)²⁵ multi-country study between the US and Korea unequivocally establishes significant indirect associations among well-being, emotion regulation, and teacher responsiveness in preschool teachers. According to a study conducted in Denmark, offering training programs to preschool teachers resulted in significant improvements in the socio-emotional development of young children. Jensen et al. (2017)²⁶ highlight the importance of providing proper training to preschool teachers to enhance the overall well-being of children under their care. According to a study by Wang et al. (2024)²⁷ emotional intelligence acted as a mediator between trait mindfulness and the quality of teacher-child relationships. Data from Ade et al (2010)²⁸ study, showed that intervention programs targeted at improving the Early Childhood Education and Development component at Anganwadi centers resulted in a significant and positive impact on the developmental and intelligence quotient scores of children. Therefore, there is sufficient evidence to suggest that investing in building teachers' capacities through training can have a positive impact on the development of children.

ECE Provisioning in India

Enrollment, Attendance and Universal access to ECE

While AWCs have extremely strong coverage across the country, enrolment for ECE specifically is not universal. An ECE Snapshot Study conducted by Central Square Foundation

²⁴ Wang, L., Dang, R., Bai, Y., Zhang, S., Liu, B., Zheng, L., ... & Song, C. (2020). Teacher qualifications and development outcomes of preschool children in rural China. *Early Childhood Research Quarterly*, 53, 355-369.

²⁵ Byun, S., & Jeon, L. (2023). Preschool teachers' psychological wellbeing, emotion regulation, and emotional responsiveness: a US-Korea comparison. *Frontiers in Psychology*, 14, 1152557.

²⁶ Jensen, B., Jensen, P., & Rasmussen, A. W. (2017). Does professional development of preschool teachers improve children's socio-emotional outcomes? *Labour Economics*, 45, 26-39.

²⁷ Wang, Y., Pan, B., Yu, Z., & Song, Z. (2024). The relationship between preschool teacher trait mindfulness and teacher-child relationship quality: the chain mediating role of emotional intelligence and empathy. *Current Psychology*, 43(3), 2667-2678.

²⁸ Ade, A., Gupta, S. S., Maliye, C., Deshmukh, P. R., & Garg, B. S. (2010). Effect of improvement of pre-school education through Anganwadi center on intelligence and development quotient of children. *The Indian Journal of Pediatrics*, 77(5), 541-546. Aguilar, R., & Tansini, R. (2012). Joint analysis of preschool attendance and school performance in the short and long-run. *International Journal of Educational Development*, 32, 224-231. doi: 10.1016/j.ijedudev. 2011.03.001

in 2023²⁹ analysed ECE enrolment patterns and coverage in 7 states in India, and found that the majority of 3- to 6-year-olds are enrolled in Anganwadi centres or pre-primary schools, but enrolment patterns vary by age. About 66.8% of 3-year-olds and 61.2% of 4-year-olds are enrolled in Anganwadis, while 7.7% of 3-year-olds and 18.1% of 4-year-olds attend private pre-primary schools. Only a small number of children are enrolled in government Balvatikas (1.3% for age 3, 2.7% for age 4). It is a matter of concern that 34% of children in this age group remain un-enrolled in any preschool. By age 5, most children transition out of Anganwadis, with only 35% still attending, while 23.4% move to private pre-primary schools. Notably, 31.9% of 5-year-olds are enrolled directly in grades 1 and 2, skipping the critical early childhood education years.

As per Chudasama et al. (2016)³⁰ findings, only 14.6% of the AWCs provided preschool education to all enrolled children in Gujarat. This indicates a significant gap in the intended universal reach of preschool education under the ICDS program. The low coverage could be due to several factors, including inadequate infrastructure, lack of resources, and insufficient training of AWWs.

Samanta et al. (2017)³¹ found that in Bankura Municipality in West Bengal, only 33% of enrolled children attended ECE. 40% of AWCs provided full supervision during ECE hours. While most AWCs had a favourable student-teacher Ratio of 1:25, 13% AWCs did not.

Kular (2014)³² found that out of 762 eligible children for pre-school education at 30 AWCs in Barnala and Sehna areas in Punjab, only 333 (43.70%) were enrolled in AWCs. Of these, 18.91% did not attend any activities, 6.90% attended 1-14 days, 7.50% attended 15-24 days, and 66.6% attended 25 days or more. The low enrollment and scant attendance was attributed by the AWW to primary schools and private schools enrolling children at Age 4, lack of facilities like water, space, adequate light etc. in AWCs, distance between home and AWC and parents not realising the significance of preschool education.

²⁹ Central Square Foundation. (2023). [*Building Strong Foundations: Examining Early Childhood Education in India.*](#)

³⁰ Chudasama, R. K., Patel, U. V., Kadri, A. M., Mitra, A., Thakkar, D., & Oza, J. (2016). Evaluation of integrated child development services program in Gujarat, India for the years 2012 to 2015. *Indian journal of public health*, 60(2), 124-130.

³¹ Samanta, S., Basu, S. S., Haldar, D., Sarkar, A. P., Saren, A. B., & Sarkar, G. N. (2017). Status of early childhood education under integrated child development services scheme in Bankura municipality, West Bengal. *Indian journal of public health*, 61(4), 261-266.

³² Kular, S. S. (2014). A study on Anganwadi workers in rural ICDS blocks of Punjab. *International Journal of Humanities and Social Science Invention*, 3(9), 1-4

ECE-Relevant Infrastructural Facilities

The Ministry of Women and Child Development has set minimum standards for an AWC building. However, Chudasama et al. (2016) found that in Gujarat, 63.1% out of 130 AWCs had state-owned buildings, with 82.3% of them being of concrete (pucca) type, 74.6% had adequate indoor space, and 64.6% had a separate toilet facility. It also highlighted a poor learning environment and lack of adequate play material in the surveyed AWCs. Samanta et al. (2017) found that out of 30 AWCs visited in West Bengal, 60% lacked wall displays, and in others, displays were placed too high for children, 90% of AWCs lacked flexible seating arrangements, limiting indoor activities and none of the AWCs provided services for differently-abled children.

Challenges Faced by Anganwadi Workers

As discussed in the Introduction, the AWW faces several challenges at work. She is not recruited for the specific purpose of ECE but has several other roles and responsibilities to fulfil. Some of these challenges captured in other studies are summarised below:

- **Training Deficiencies:** Only 11.4% of AWWs received induction training, which is critical for effective delivery of PSE. Additionally, only two-thirds of AWWs received training in Integrated Management of Neonatal and Childhood Illness (IMNCI), which, while important, highlights the need for more targeted training in early childhood education methodologies (Chudasama et al., 2016).
- **Lack of Support:** In West Bengal, while Supervisors visited every month, the Child Development Project Officer (CDPO) visited only 53% of centers every three months (Samanta et al, 2017), showing a lack of adequate monitoring and support from the administrative machinery.
- **Burden:** An interesting study by Tripathy et al. (2014)³³ found that AWW in Mangalore, Karnataka perceived pre-school education, house visits/surveys and record keeping as their 3 most important activities, while health and nutrition-related activities were not perceived as important. They also found that the perceived operational difficulty was overburden and stress due to workload, which was more than that prescribed in the ICDS project. However, other studies point out how the ICDS system is perceived as giving more importance to nutrition over ECE.
- **Ambiguity on roles and responsibilities:** World Bank study mentions how under the ICDS, “several unrelated functions are placed together in a unit and

³³ Tripathy, M., Kamath, S. P., Baliga, B. S., & Jain, A. (2014). Perceived responsibilities and operational difficulties of Anganwadi workers at a coastal south Indian city. *Medical Journal of Dr. DY Patil University*, 7(4), 468-472.

responsibilities for multiple functions, often un-related, are assigned to the same people, and individuals also work across several units.”

- **Qualifications** - A World Bank Study reveals that there are no technically qualified persons hired either for nutrition or for ECCE at the state level.

Time Allocated for ECE

One of the problems in ensuring high-quality ECE provision is that sufficient instruction time is not being allocated to ECE due to the AWW being burdened with several responsibilities, severely impacting student learning outcomes. Ganimian, Muralidharan and Walters (2021) found that in some centres in Tamil Nadu, the instructional time was only 38 minutes. They also conducted an experiment where an additional pre-school instructor was hired in selected AWCs in Tamil Nadu. They found that doing so doubled instruction time from 38 minutes to 76 minutes a day and improved math and language scores after 18 months while also drastically reducing malnutrition and stunting. They posited that the benefits of the intervention in terms of expected future earnings would far outweigh the present costs.

Samanta et al. (2017) found that in AWCs visited in West Bengal, ECE-related activities lasted just 66 minutes instead of the required 120 minutes. The study also found that in AWCs where the AWW **did other works before/after the operation of ECE, school readiness had a lower mean value**. This clearly shows that higher responsibilities on the AWW which restricts her dedicated time for ECE, led to poorer learning of children.

CSF’s Study (2023) found that out of a two-hour window, only 35 minutes were spent on ECE, with an average time of 13 minutes being spent on each activity. They also found that 23% of the classrooms visited, did not engage in any ECE activity during the observation period. The study also found that an average of 25 minutes out of the two-hour-window was spent on non-ECE activities, with the top three being meal distribution, attendance taking and register filling (CSF, 2023).

Classroom transaction

CSF’s study (2023) found that there were varying levels of ECE knowledge and lesson planning among AWWs and ECE teachers, with only 65.7% of teachers being able to share a curriculum for the month and just 50% having a concrete plan for daily activities. They also found that activities such as drawing and colouring (with 87% not following a lesson plan), physical development activities (close to 70%), and poem recital (50%) were preferred by the teacher when there was no structured plan in place. Samanta et al., (2017) found that in terms of classroom activities, most AWCs focused on conversation, storytelling, and play, but over 70% emphasized memorization. No AWC followed its daily schedule, and age-

appropriate activities were not conducted. However, Chudasama et al. (2016) found that about 70.8% of the AWCs adhered to a prescribed timetable for PSE activities, suggesting huge variability in quality of ECE being imparted across AWCs.

Parental perception on ECE

Arora et al. (2006)³⁴ evaluated parental perception of AWC services in Jammu and Kashmir, and found that some parents believed that more focus was given to nutrition over ECE. CSF's study (2023) found that when it came to ECE, parents emphasized literacy and numeracy with activities like counting, reciting rhymes, and the English language. They also displayed active involvement and interest in their child's learning by maintaining constant communication with teachers and active participation in home activities. Therefore it is clear that while parents believe that ECE is important for their children and are willing to invest their time, there is a lack of awareness of what activities are appropriate for 3-6-year-olds.

Learning outcomes and School Readiness of Children

Samanta et al. (2017) found that the overall average school readiness score of 210 children was 14.03 ± 3.71 (mean \pm SD) with a range of 5–24, with the full marks being 40. 25% of the students got scores below 12, while 50% students got scores between 12 and 17 and 25% students got scores above 17. The study also found no correlation between school readiness and age, education, and marital status of AWWs. However, higher school readiness was seen in AWCs where the AWW had received their last training less than 5 years ago than centres where AWWs received it more than 5 years ago. Physical facilities also had a positive correlation to children's school readiness.

Kular (2014) found that among 120 children in 20 AWCs in Punjab, only 44.16% were able to count up to 20, no child was able to count up to 100, only 2.5% children could identify 3 or 4 of the colours by name, only 6.66% children could identify 5-6 pictures of vegetables. 41.66% children could not count stones and tell the number, 45.83% children were not able to hold a crayon, draw a shape and colour inside it.

The India Early Childhood Education Impact Study (IECEI), 2017³⁵ found that children at age 5 performed relatively poorly in terms of school readiness standards, in pre-literacy, pre-numeracy and cognitive tasks.

³⁴ Arora, S., Bharti, S., & Mahajan, A. (2006). Evaluation of non-formal pre-school educational services provided at Anganwadi Centres (Urban Slums of Jammu City). *Journal of Social Sciences*, 12(2), 135-137.

³⁵ Kaul, V., Bhattacharjea, S., Chaudhary, A. B., Ramanujan, P., Banerji, M., & Nanda, M. (2017). The India early childhood education impact study. New Delhi: UNICEF, 1-186.

The Annual Status of Education Report (ASER) 2019 found that only 13.8% 4-year-olds and 23.5% 5-year-olds were able to complete a simple listening comprehension task, 23.1% of 4-year-olds and 36.8% of 5-year-olds were able to do a task involving counting objects correctly, and 31% of 4-year-olds and 45% of 5-year-olds were able to complete a 4-piece puzzle. It was also seen that children enrolled in private preschools performed relatively better than those enrolled in the public system.

These large-scale studies indicate that cognitive learning levels for preschool children are rather low in India.

Co-location and convergence

A 2022 scoping study was conducted by Centre for Budget and Policy Studies (CBPS)³⁶ on understanding curriculum, learning and assessments in foundational learning and providing a roadmap for holistic skill development. It revealed that co-location and integration of AWCs with schools may be helpful in sharing resources like infrastructural facilities and in encouraging children's familiarity with a school environment. However, co-location does not ensure that curricular and pedagogical continuum is maintained. Other factors that pose a challenge to successful functional convergence are the historical focus of AWCs and schools, unequal power relations caused by teachers being regular employees versus AWWs being volunteers. Recommendations of making the SGT a "mentor teacher" is based on a presumption that they have better capacities in ECE, which is not necessarily the case and ignores the holistic development approach that an AWW may have towards child development.

Anganwadi Worker Time Studies in India

As part of the study by Ganimian, Muralidharan and Walters (2021), unannounced visits were made to the AWCs to assess attendance and time use. Time use during the scheduled pre-school instructional time was assessed using an adapted version of the Stallings Observation System.

A study in Mandi district in Himachal Pradesh in 2015³⁷ documented the knowledge and practices of Anganwadi workers. A structured questionnaire was used, with cross-questioning, observations and record verifications for cross-verifying the data.

³⁶ Center for Budget and Policy Studies (CBPS). (2022). [Scoping study: Early childhood care and education \(ECCE\) in India](#). Center for Budget and Policy Studies.

³⁷ Thakur, K., Chauhan, H. S., Gupta, N. L., Thakur, P., & Malla, D. (2015). A Study to Assess the Knowledge & Practices of Anganwadi Workers & Availability of Infrastructure in ICDS Program, at District Mandi of Himachal Pradesh

In Madhya Pradesh, a cross-sectional study of 554 AWWs in 6 districts by Jain et al. (2020) employed the standard approach to collect time-use data of AWWs. The AWWs were asked questions about how much time they spent conducting various activities, and responses were recorded in terms of the number of hours and minutes spent on each activity. A logit model was used to estimate the factors associated with spending the expected amount of time on a core activity.

A study conducted in Vadodara³⁸, in the Wagodiya district, used the interview method to document the changing role of the AWWs in the context of the additional responsibilities they have under newer central missions.

These studies have helped document the ground reality and identify challenges and roadblocks in the overall system, which can be addressed through evidence-based policy recommendations.

Although a considerable volume of research has been conducted on the health and nutrition aspects in AWCs, not many studies have investigated the non-formal preschool aspects of children and the intrapersonal aspects of the AWWs, including time-use. Very few studies have been conducted specifically in Andhra Pradesh. The ones we know of, have largely investigated only one aspect of the whole problem. This gap in the research literature necessitates further investigation into these areas, which could provide valuable insights into enhancing the quality of services provided by AWCs. This study analyses in detail the time-use of AWWs in Andhra Pradesh, with sharp focus on ECE. The findings of such research could help improve children's overall development and facilitate AWWs' professional development.

³⁸ Gaurav Desai, G. D., Niraj Pandit, N. P., & Diwakar Sharma, D. S. (2012). Changing role of Anganwadi workers, a study conducted in Vadodara district.

Chapter 3: Methodology

Objectives

Study Objective:

To study the current scenario of the public ECE delivery system in Andhra Pradesh, through the engagement activities and time-use of Anganwadi Workers.

Research Objectives:

- 1. To understand the engagement activities of the AWWs and the time taken –**
 - 1.1 To comprehensively document the duties and responsibilities of the AWWs
 - 1.2 To analyze the time taken by each activity performed by the AWWs
 - 1.3 To document the time being exclusively allocated to ECE activities in AWCs
 - 1.4 To comprehend the knowledge of the AWWs on the important role of assessment of student learning outcomes in tracking child development
- 2. To understand the current scenario in co-located Foundational Schools –**
 - 2.1 To study the support provided by teachers and Headmasters to the AWWs in co-located schools
 - 2.2 To understand the expectations of the school officials and the AWWs
- 3. To study the parents' perspective and engagement in ECE activities**
 - 3.1 To study the communication channels between the AWWs and the parents
- 4. To assess the students' learning in the sample classrooms**
- 5. To document the infrastructural facilities available in the sample classrooms**

Research Design

The study was primarily conducted using a mixed methods approach, collecting quantitative and qualitative data. Multiple methods of data collection were used, both primary and secondary. The main methods were direct observations for understanding time-use quantitatively, combined with qualitative enquiry through semi-structured questionnaires and personal interviews. The study has multiple stakeholders, and each of them was addressed separately.

Stakeholders covered under the study

Anganwadi Worker - At the crux of the ICDS machinery, the AWW was the primary stakeholder of the study. The purpose of the observation tool and interview schedule was to understand the roles, responsibilities and duties of AWWs, the time they spent on each activity (specifically ECE activities), their experience of co-location with primary schools, and their awareness of the importance of child assessments.

Supervisor - Given the hierarchy in the Department of Women Development and Child Welfare, understanding the Supervisor's perspective on ECE is important. The study attempted to examine the monitoring systems in place for ICDS activities, particularly ECE. The interview schedule aimed to fully grasp the administrative structure within the ICDS system and ECE-related monitoring processes and mechanisms.

Headmaster/Secondary Grade Teacher - The Government of Andhra Pradesh established Foundation Schools by co-locating the PP1 and PP2 classrooms of AWCs to nearby Primary Schools. Thus, the Headmaster/SGT became important stakeholders in ensuring functional convergence between the two departments at the field level. The study looked at the physical co-location of AWCs with primary schools, functional convergence process if any, expectations from and contributions to the AWCs.

Parents - The team saw them as stakeholders as their expectations of ECE delivery through the AWCs, and the communication channels between AWW and parents also determine the success of the ECE programme.

Children - As the beneficiaries of the ICDS scheme and the ECE initiatives, enrolled children in the 3-5-year ages were an important stakeholder in the study as its aim was to assess the learning outcomes of 3-5-year-old children enrolled in the AWCs.

Methods, Tools and Tool Development Process

1. Stallings Observation Tool

For understanding the time-use of the AWW, an adapted version of the Stallings Observation System tool of the World Bank was employed. The Stallings Classroom Snapshot instrument, also called the Stanford Research Institute Classroom Observation System, was developed by Professor Jane Stallings for research on the efficiency and quality of basic education teachers in the United States in the 1970s. The tool is used to assess how effectively time is utilized in classrooms and other educational settings. It systematically measures teacher and student activities, capturing how instructional time is allocated and the level of student

engagement. The purpose is to identify areas for improvement in teaching practices, to enhance learning outcomes. The tool generates robust quantitative data on the interaction of teachers and students in the classroom. It is suitable for large-scale samples in developing-country settings since it has a high degree of inter-rater reliability (0.8 or higher) among observers with relatively limited training. (Jukes 2006; Abadzi 2007; DeStefano et 2010; Schuh-Moore et 2010). Since the instrument is language- and curriculum-neutral, results are directly comparable across different types of schools and countries. While the tool is extremely useful in large-scale use in developing countries, it is important to keep the following in mind while interpreting results - due to the physical presence of observers, Hawthorne effects may play out where the teacher may alter her behaviour from the usual. **Due to this, the operating assumption of the Stallings tool is that it captures the teachers' performance at their very best.**

The tool was adapted for a similar study conducted by Centre for Effective Governance of Indian States (CEGIS) to capture the time-use of AWWs at AWCs in Hyderabad, where each hour that the AWC was open, between 9 AM and 4 PM was divided into 6-minute intervals (i.e., 10 intervals/hour). Detailed observation of the AWW activities were noted for each interval, to record the amount of time being spent on different activities. The Observation for each AWC occurred in 4 intervals of 2 days each (i.e. 8 days), across the month, including both full days and half summer days (school timings are halved during peak summer, in A.P), to obtain a more holistic picture – since the time spent by AWWs on different activities may differ from week to week.

Tool Development:

The adapted version of the Stallings tool developed by CEGIS was adapted to the Andhra Pradesh context by CRISP, reviewed with multiple stakeholders and experts before being finalised.

A list of duties, roles and responsibilities of AWWs was obtained from the website of the Ministry of Women and Child Welfare, Government of India, as well as from the Department of Women Development and Child Welfare (Dept. of WD&CW), Government of Andhra Pradesh (GoAP). Based on these documents, the duties and actions performed by the AWWs were mapped to Primary/Major Activities and Secondary/Sub activities.

The Primary/Major Activities included Maintenance of AWC, Pre-school work, Supplementary Nutrition, Paperwork / Data entry, Personal work, VHSND, Other

ICDS related activities, Travel, Home visits, Service delivery and Counselling, Adolescent girls services, IEC activities among groups or at a community level / Community based events, Interaction with Beneficiary/ Beneficiary's family member, Meetings with superiors, Meetings with co-workers or village community, Non-ICDS department (WDCW) related activities, Other department related activities, External agency related activities, Trainings, Universal immunisation day, Health camps etc.

Secondary/Sub-activities included activities such as Cleaning the AWC/Mop the floor of AWC, Cleaning the toilets and arranging for water, Waiting for beneficiaries, Receiving children and interacting with them, Conducting action songs, Recapping the day's activities etc.

We attempted to capture the time spent by the AWW on all activities conducted by her. However, due to field and logistical constraints, the study was able to capture only activities that occurred within the AWC, and not those activities that occurred outside the AWC. This includes activities like traveling to the field, community awareness and mobilisation activities, home visits etc.

2. **Semi-structured Interviews**

Semi-structured interviews were developed for AWWs, Supervisors, Headmasters and Secondary Grade Teachers of co-located primary schools, and Parents of 3-6-year-olds. The interview schedules were developed by mapping the questions to the research objectives, with reference from similar interviews conducted by Central Square Foundation for an ECE snapshot study.

The research instruments were developed in English, and later translated to Telugu. They were then field tested and updated, based on the field experience. Once the instruments were finalised, the tools were developed using Ona and ODK Collect, to capture data from the observations and interviews. It was field tested and finalised. The study also received an ethical clearance from Krea University, Andhra Pradesh.

Method	Objectives covered	Stakeholder
Adapted Version of Stallings Observation Tool Semi-structured interview	RO 1 – 1.1, 1.2, 1.3, 1.4, RO 2 – 2.1, 2.2, RO 3 – 3.2, RO 5	Anganwadi Worker
Semi-structured interview	RO 2 – 2.1, 2.2	Headmaster / Secondary Grade Teacher of Primary Schools
Semi-structured interview	RO 3 – 3.1, 3.2.	Parents
Semi-structured interview for Supervisors	RO 1, RO 2	Supervisor
Assessment for children	RO 4	3-6-year-olds

Table 3.1: Methods

Sampling

There are 55,607 AWCs in the state of Andhra Pradesh. Approximately 10,932 of these are co-located with nearby schools to form Foundational Schools. 4,943 schools are Satellite Foundational Schools.

A Purposive Sampling method was employed, and a sample size of 30 finalised. A random sampling process was deployed to finalise the 30 AWCs, by dividing the total population of 55,607 AWCs into sub-categories (Co-located AWCs and Stand-alone AWCs), which was then further stratified by location (Urban/Rural/Tribal).

The following characteristics were taken into account while finalizing the samples:

- **District:** Spread across **17** districts in the state
- **Type of AWC:** 15 co-located and 15 Stand-alone AWCs
- **Location:** 20 Rural, 5 Urban and 5 Tribal AWCs
- **Enrollment:** Enrolment of 3–6-Year-olds > 30
- **AWW Qualifications:** 5 AWWs had an education level below 10th standard, 12 AWWs had passed 10th standard, 6 AWWs had completed intermediate, 4 AWWs had a graduation degree, and 2 AWWs had completed their post-graduation

A smaller sample size was deemed appropriate due to the qualitative nature of the study, the need for continuous observations and a larger number of stakeholders. Although not

desirable statistically, the sample size was kept small in the interest of maintaining quality and for logistical and financial convenience.

Selection and Training of Enumerators

Research observers were hired from among the student teachers of District Institutes of Education and Training (DIETs) across the state. This was done after a detailed interview with the candidates and in consultation with the DIET Principals to ensure their competence and willingness.

A 3-day-training programme was conducted in Vijayawada in February 2024, for 30 enumerators. The training aimed to familiarize participants with the study's objectives, methodology, and the broader context of ECE and ICDS functioning in India and Andhra Pradesh.

The Resource Persons for the training were experts from various fields, including ECE, research methodology, and qualitative research, alongside the CRISP team, who guided the enumerators through multiple sessions. These theoretical sessions covered topics such as the objectives and context of the study, qualitative and quantitative research methods, and an in-depth overview of the ICDS system in Andhra Pradesh. Participants were then introduced to the Observation tool and interview schedules and the ODK Collect tool. A field visit was conducted to allow the prospective Enumerators to experience field realities, field test the tool and get a sense of the potential challenges they may face. Additionally, the training emphasized the importance of ethical considerations and data protection protocols in research.

Data Collection

The Observation for each AWC was to happen in 4 intervals of 2 days each (i.e. 8 days), across the month – since the time spent by AWWs on different activities may differ from week to week. However, due to field constraints and unavoidable circumstances like elections, the observations were extended over a period of 4 months, from March 2024 to June 2024. Interviews were conducted once the observations were completed, to avoid affecting or influencing AWWs' behaviour during the observation days. Two additional observations were conducted at the start of the field work as practice for the enumerators. The observation days included both full and half working days (the latter implemented during summer).

The Department of Women Development and Child Welfare extended support into the study in terms of providing instructions at the field level and explaining the purpose of study to the district officials.

Of the 30 AWCs selected, observation took place in 28 AWCs. Based on the quality of data collected and analysed, the final data analysis presented in the Analysis section is for 21 AWCs. The details of the final 21 AWCs are presented in the figures below -

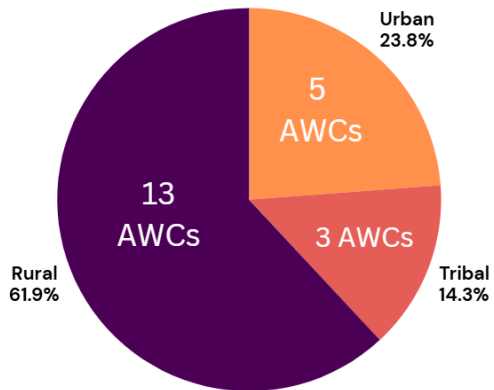


Figure 1: Sample distribution – location-wise

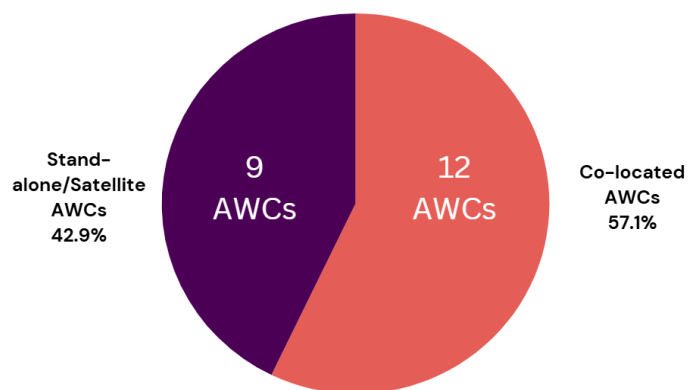


Figure 2: Sample distribution – AWC type-wise

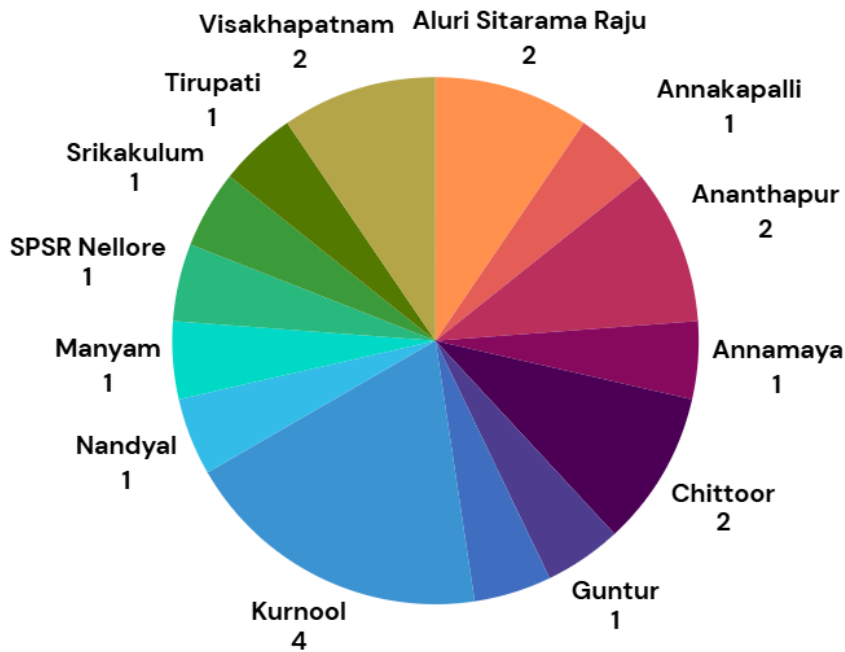


Figure 3: Sample distribution – district-wise

While the observation was to happen in 4 intervals of 2 days each week, due to practical constraints, the observations were conducted only on days where the AWW was available in the AWC, and not on days when she was conducting non-ECE-related duties in the field. Due to this, it was not possible to stick to the interval method, but it was ensured that all days of the week were covered in the 8 days of observation for each AWW.

Chapter 4: Time Use - Data Collection and Analysis

Demographic Details - Anganwadi Centres

As discussed in Chapter 3: Methodology, out of 8 days of observations, some were full working days (9 AM to 4 PM), and some were half days (8 AM - 12 PM). Both full and half days were covered, to obtain a more holistic picture of what goes on in the AWCs. Since the observation days were not constant, the data is being presented as the percentage of the day spent on each activity. This percentage is then extrapolated into minutes for an 8-hour work day.

A total of 28 AWCs were observed over the course of 8 days. The data cleaning process revealed some inconsistencies like lack of complete data on certain days due to the AWW being on the field, or on election duties. Accounting for these differences, and for outliers, the data was filtered and cleaned, and the time-use data was analysed for 21 AWCs. A summary of the AWCs is given in Table 4.1

AWC	Co-located AWCs	Stand-alone/Satellite AWCs	Total AWCs
Rural	9	4	13
Urban	3	2	5
Tribal	0	3	3
Total AWCs	12	9	21

Table 4.1: Demographic details of 21 AWCs

Out of 21 AWCs, 13 AWCs were in rural areas, 5 in urban areas and 3 in tribal areas. 12 out of 21 were co-located AWCs and 9 were stand-alone/satellite AWCs. These AWCs were spread across 15 districts across the state: ASR, Anakapalli, Anantapur, Annamayya, Chittoor, Guntur, Kakinada, Kurnool, Manyam, Nandyal, Palnadu, SPSR Nellore, Srikakulam, Tirupati, Visakhapatnam.

Demographic Details - Anganwadi Workers

Data on the demographic details of the Anganwadi Workers was also collected. Data on age, years of experience as an AWW, and educational qualifications are summarised in Table 4.2 and Table 4.3

Age and years of experience

Variable	Minimum	Maximum	Average
Age of AWW	28 years	58 years	41.5 years
Experience of AWW	1 year	40 years	15.05 years

Table 4.2: Demographic details of 21 AWWs - Age and Years of Experience

The average age of the participants was **39.8 years**, ranging from 28 years to 58 years. The workers had an average experience of **14.25 years**, with the range being from 1 year to 40 years.

Qualifications of AWWs

The figure below captures the educational qualifications of the AWWs in 21 AWCs -

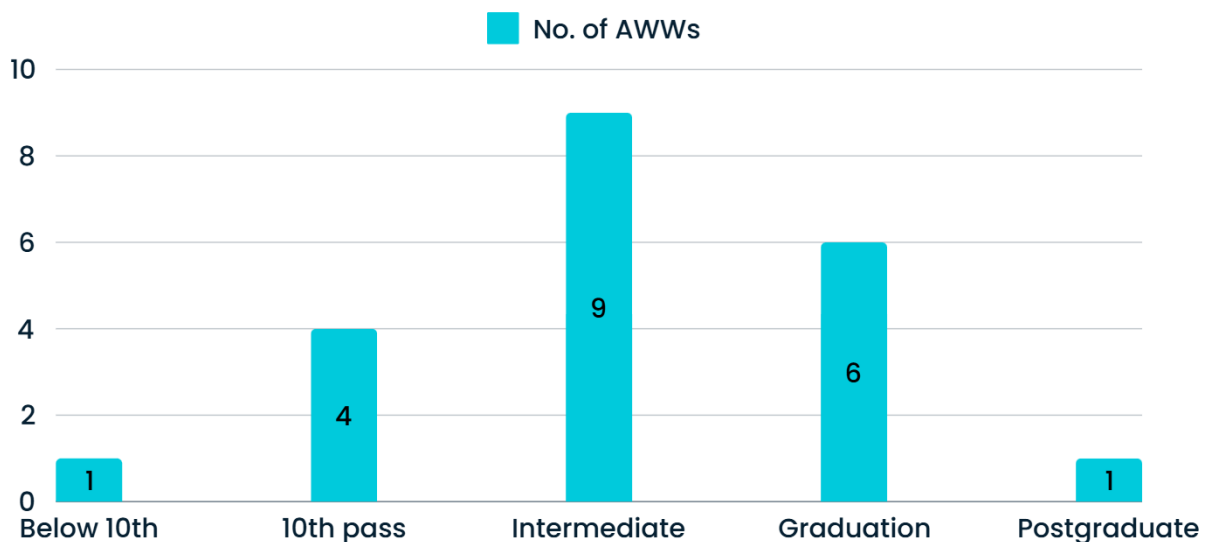


Figure 4: Demographic details of 21 AWWs - Educational Qualifications

Only 1 AWW had an education below 10th standard, 4 AWWs had a 10th grade degree, 9 AWWs had an intermediate degree, 6 possessed a graduation degree, and 1 had a post-graduation degree.

Time-use of Anganwadi Workers

This section provides a breakdown of the **average percentage of time** spent by 21 AWWs on various activities during a typical working day, *within the AWC*, on a given observation day. It must be noted that activities conducted by the AWW outside the AWC were not systematically captured in the scope of this study, like travel, home visits, vaccination drives, awareness campaigns etc.

Out of the 25 Major Activities that are usually performed by an AWW, only those were chosen that take up *more than 5% of the day*. Data was calculated individually for each AWW by taking the average percentage of time spent on each Major Activity for all 8 observation days. This data for 21 AWWs was then used to calculate the average percentage of time spent on each Major Activity. The daily percentage was then extrapolated to an 8-hour-work-day to calculate the average minutes spent on each Major Activity conducted by the AWW while at the AWC. Table 4.4 summarises this data.

Sl. No.	Activity	Avg % of Time spent/Day	Avg. Time in Minutes / Day (8-hr day)	Minimum	Maximum
1	Maintenance of AWC	4.31%	20.68 mins	0.4%	20.19%
2	Pre-school work	39.34%	189 mins (3.14hrs)	16.3%	62.09%
3	Supplementary Nutrition	14.68%	70.46 mins	0.81%	23.5%
4	Paperwork / Data entry	17.02%	81.69 mins	1.16%	49.4%
5	Personal work	12.98%	62.3 mins	0.85%	37.6%

Table 4.3: Average Percentage of day spent on 5 Major Activities

As the data shows, the largest portion of time is spent on **Pre-School Work**, with an average of **39.34%**, or **approximately 189 minutes a day**, in the **range of 16.3% to 62.09%** or **78 minutes to 298 minutes a day**.

Supplementary Nutrition accounts for **14.68%** **approximately 70 minutes a day**, followed by **Paperwork/Data Entry** at **17.02%** **approximately 81 minutes a day**. **Maintenance of the AWC** takes up **4.29%** or **20 minutes a day on an average**, though it shows **wide variation** between (**0.4% to 20.19%**). **Personal Work** occupies around **12.64%** or **62 minutes a day**.

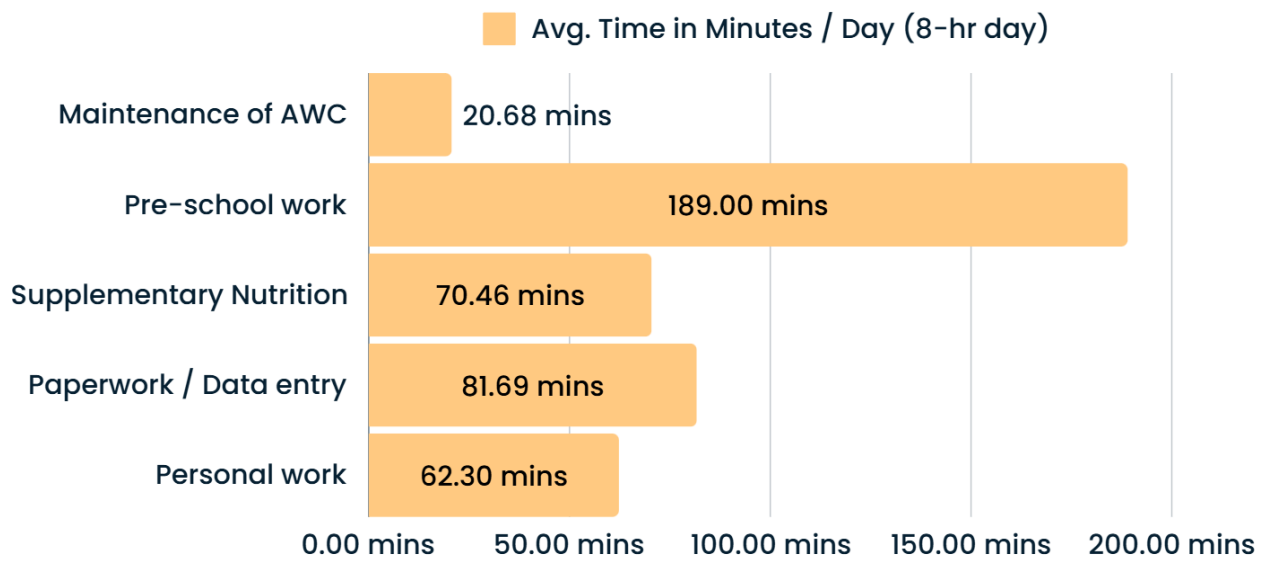


Figure 5: Average Percentage of day in minutes, spent on 5 Major Activities

AWC Type

As stated in the section above, 12 out of 21 AWCs are co-located with a nearby primary school, either physically or mapped and 9 are stand-alone/satellite. Given below is the summary of Average Percentage of time spent on Major Activities in these 2 types of AWC-

Activity	Co-located (12 AWCs)	Satellite/Stand-alone (9 AWCs)	Average
Pre-school work	34.88% 167 mins (2.8hrs)	45.30% 217 mins (3.6hrs)	39.34% 188 mins (3.14hrs)
Supplementary Nutrition	13.00% 62.4 mins (1.04hrs)	16.91% 81.16 mins (1.35hrs)	14.68% 70.46 mins (1.17hrs)
Paperwork / Data entry	22.12% 106.17 mins (1.76hrs)	10.22% 49 mins	17.02% 81.69 mins (1.36hrs)
Personal work	14.89% 71.4 mins (1.19hrs)	10.43% 50 mins	12.98% 62.3 mins (1.03hrs)

Table 4.4: Average percentage of day spent on 5 Major Activities in Co-located and Satellite/Stand-alone AWCs

Of these, it was seen that **Stand-alone/Satellite AWCs spent a higher amount of time on Pre-School Work at 45.30%, or 3.6 hrs.,** whereas co-located AWCs spend **34.88% or 2.8 hrs.** of time on Pre-School Work. **Co-located AWCs spend more time on Paperwork/Data-entry at 22.12% or 1.7 hrs.** as opposed to **10.22% or 49 mins** in Satellite / Stand-alone AWCs. It was also observed that Satellite/Stand-alone AWCs spend more time on Supplementary Nutrition **16.91% or 1.3 hrs.**

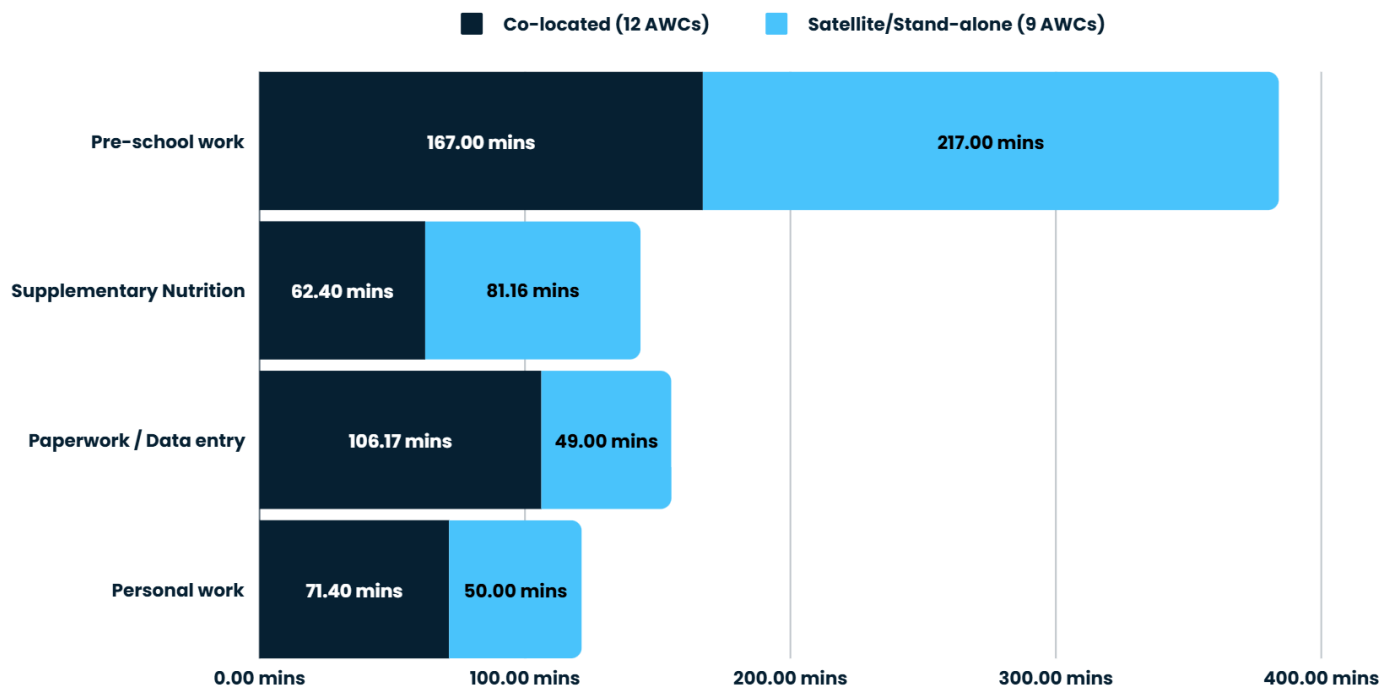


Figure 6: Comparative time spent on 5 Major Activities in Co-located and Satellite/Stand-alone AWCs, in minutes

AWC Location

As analysed above, 11 out of 21 AWCs were rural, 5 were in urban areas and 3 in tribal areas. Table 4.6 captures the percentage of time spent on the 5 Major Activities by Centres in Rural, Urban and Tribal Areas -

Activity	Rural	Urban	Tribal	Average
Pre-school work	37.09% 178 mins (2.9hrs)	36.23% 174 mins (2.9hrs)	54.27% 260 mins (4.3hrs)	39.34% 188 mins (3.14hrs)
Supplementary Nutrition	13.55% 65 mins (1.08hrs)	16.79% 80.5 mins (1.34hrs)	16.04% 77 mins (1.3hrs)	14.68% 70.46 ins (1.17hrs)
Paperwork / Data entry	17.72% 85.5 mins (1.4hrs)	20.27% 97.3 mins (1.62hrs)	8.59% 41.23 mins (0.6hrs)	17.02% 81.6 mins (1.3hrs)
Personal work	15.43% 74 mins (1.23hrs)	8.76% 42 mins (0.7hrs)	9.38% 45 mins (0.75hrs)	12.98% 62.3 mins (1hr)

Table 4.5: Average percentage of day spent on 5 Major Activities in Urban, Rural and Tribal AWCs

As can be seen, the maximum amount of time spent on Pre-School Work was in **Tribal** centres at **54.27% or 260 mins or 4.3 hrs**. However, it is important to note that average encapsulates the data **only for 3 AWCs** in Tribal areas and that the sample size is too small to extrapolate to a larger population. On the other hand, there was no significant difference in time spent in Urban and Rural AWCs - **Urban AWCs spent 36.23% on Pre-School Work, while Rural AWCs spent 37.09%**, approximately 2.9 hrs.

It can also be observed that **Tribal AWCs spent least time on Paperwork/Data Entry, only 8.59% or 41 minutes approximately**. Possible reasons for this are poor internet

connectivity, which hinders their data entry processes, allowing them more time for ECE activities.

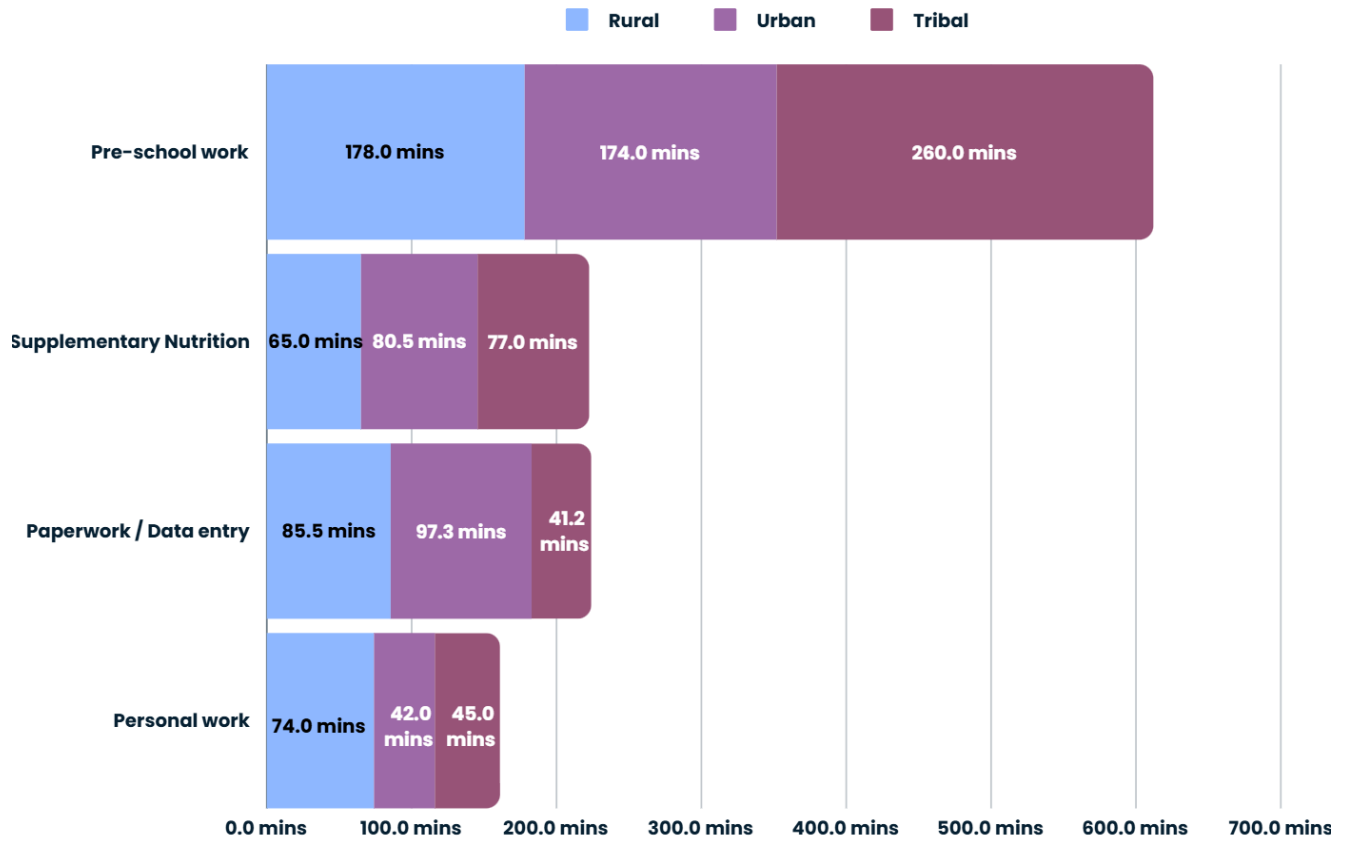


Figure 7: Percentage of day, in minutes, spent on 5 Major Activities in Urban, Rural and Tribal AWCs

Pre-School Work

Overall, the time spent on Pre-School Work was 39.34% on average, extrapolated to 189 minutes or 3.14 hours in an 8-hour-work -day, with a high variation. The frequency table below captures the variation.

% of day spent on Pre-School Work	Approximate extrapolation to minutes	No. of AWWs	Percentage of AWWs
0-20 %	0 - 96 MIN	3	14.3%
21-40 %	96 - 192 MIN	8	38.1%
41-60 %	193 - 288 MIN	8	38.1%
61-80 %	288 - 384 MIN	2	9.5%
81-100 %	384 - 480 MIN	0	0.0%
Total		21	

Table 4.6: Frequency table of % of the day spent on Pre-School Work

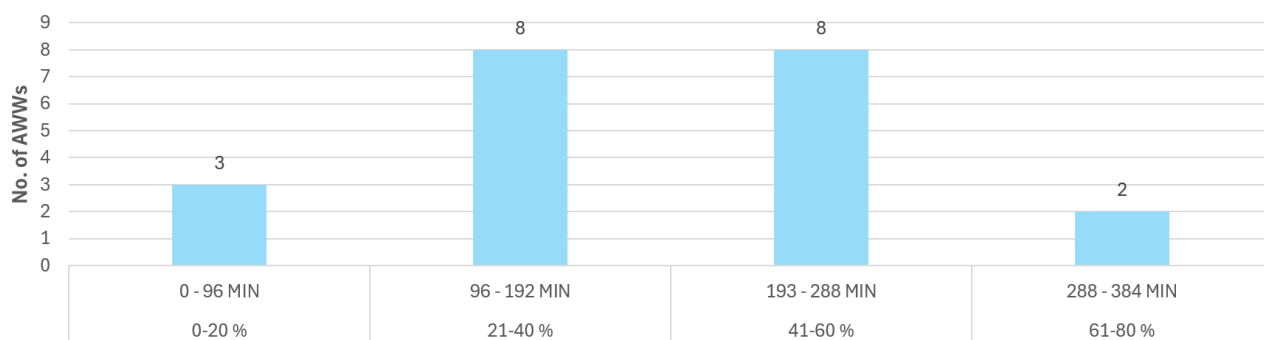


Figure 8: Percentage of the day spent on Pre-School Work by AWWs

It was observed that in **3 out of 21 AWCs**, workers allocated **0-20%** of their time to ECE activities. A total of **8 out of 21 AWWs** dedicated **21-40%** of their time to ECE, while another **8 workers** spent **41 - 60%** of their time on these activities. Only **2 out of 21** workers spent between **61-80%** of their time on ECE, and none of the workers devoted more than **80%** of their time to ECE-related tasks.

Pre-school Work and Type of AWC

Type of AWC	% of day being spent on ECE				Total	Average % of day spent on ECE
	0 - 20%	21 - 40%	41-60%	61 - 80%		
	0 - 96 MIN	96 - 192 MIN	193 - 288 MIN	288 - 384 MIN		
Co-Located	3	5	4	0	12	34.88%
Stand Alone	0	3	4	2	9	45.30%
Total	3	8	8	2	21	39.34%

Table 4.7: Type of AWC and Variation in percentage of the day spent on Pre-School Work

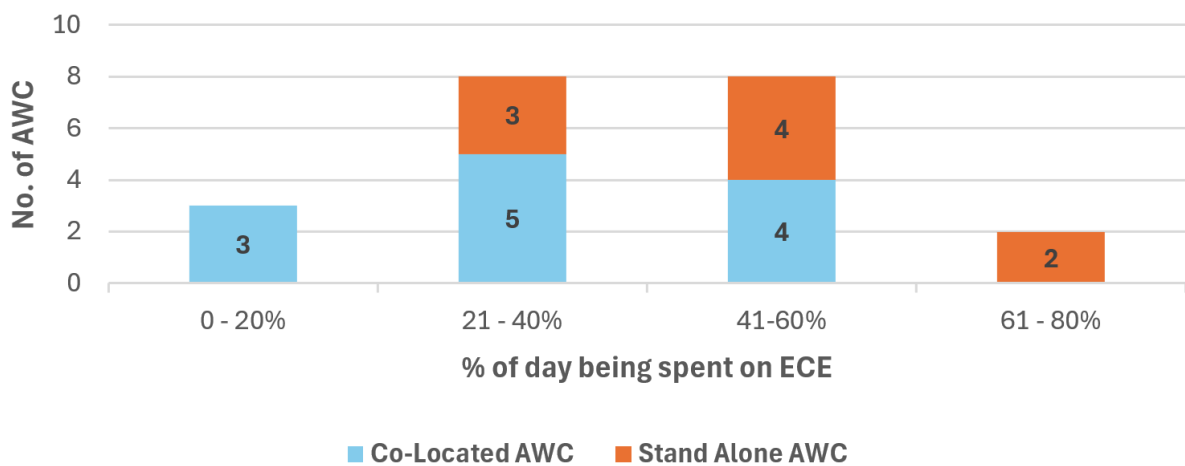


Figure 9: Type of AWC and Variation in percentage of the day spent on Pre-School Work

By and large, most AWWs spent 21-40% of their time on ECE, and it can be clearly observed that ***Satellite/Stand-alone AWCs spent more time on ECE than Co-located AWCs***. This may be due to several children from primary schools visiting and hampering the ECE classroom activities. This was observed during field visits - where primary school children would keep dropping by at the AWC to meet their siblings, or because they themselves were in AWCs in the previous year.

Pre-school Work and AWC Location

Location of AWC	% of day being spent on ECE				Total	Average % of day spent on ECE
	0 - 20%	21 - 40%	41-60%	61 - 80%		
	0 - 96 MINS	96 - 192 MINS	193 - 288 MINS	288 - 384 MINS		
Rural	2	6	4	1	13	37.09%
Tribal	0	0	2	1	3	54.27%
Urban	1	2	2	0	5	36.23%

Table 4.8: Location of AWC and Variation in percentage of the day spent on Pre-School Work

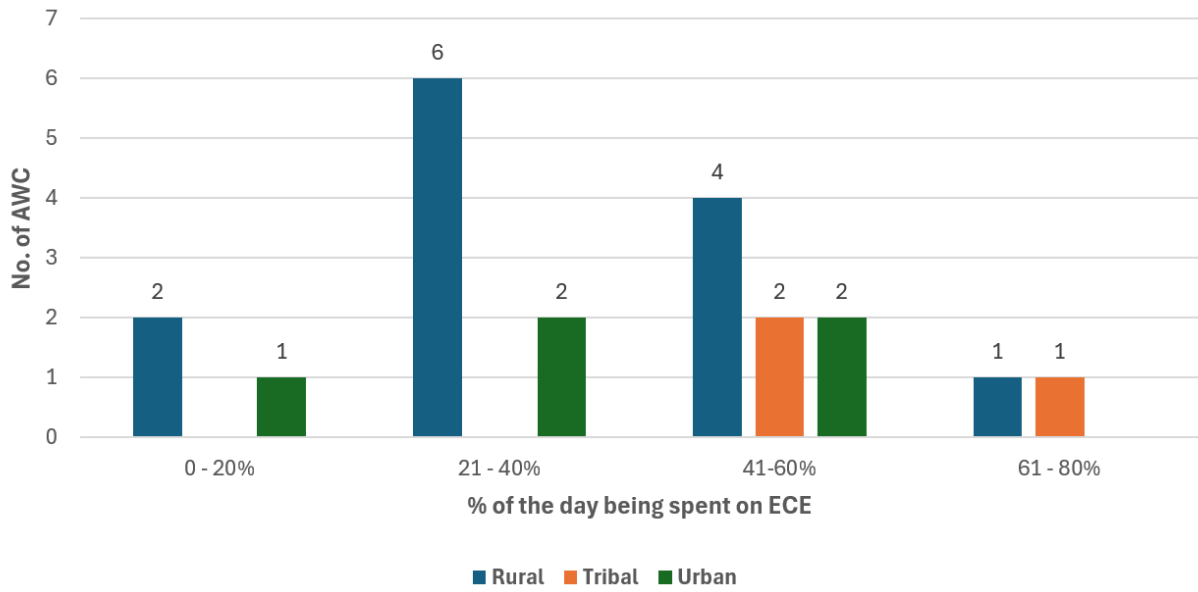


Figure 10: Location of AWC and Variation in percentage of the day spent on Pre-School Work

It was seen that most AWWs spent 21-40% of their time on ECE.

Pre-school Work and Age of AWW

Age of AWW	% of the day being spent on ECE				Total AWWs	Average % of day spent on ECE
	0 - 20%	21 - 40%	41-60%	61 - 80%		
	0 - 96 MINS	96 - 192 MINS	193 - 288 MINS	288 - 384 MINS		
20-30	1	1	1	0	3	31.16%
31-40	1	3	3	2	9	43.61%
41-50	1	2	2	0	5	35.47%
51-60	0	2	2	0	4	39.68%
Total	3	8	8	2	21	

Table 4.9: Age of AWW and Variation in percentage of the day spent on Pre-School Work

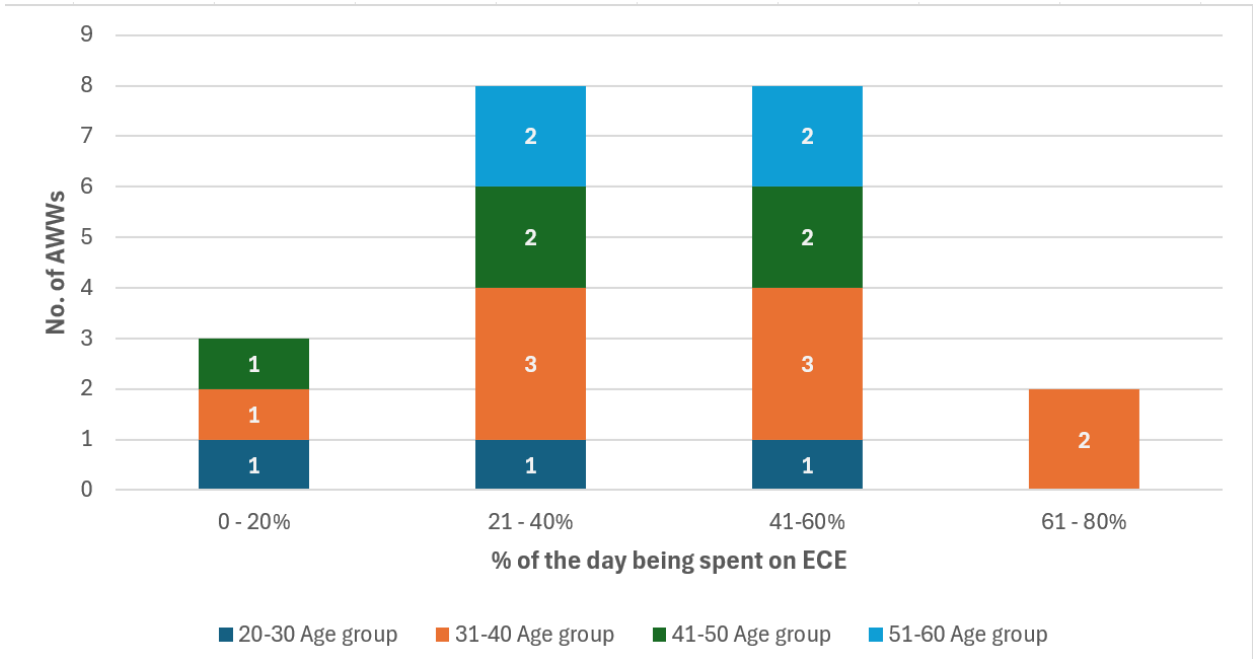


Figure 11: Age of AWW and Variation in percentage of the day spent on Pre-School Work

Workers aged 31-40 years devoted 43.61% of their day to ECE, while other age groups averaged around 31-40%. Focus on ECE was consistent across ages - **there was no statistically significant correlation observed between age and time spent on ECE.** It is possible that the younger AWWs (20-30 years) may not have received adequate training specifically on ECE, and therefore may not be aware of what ECE activities to conduct, and how to conduct them.

Pre-school Work and Years of Experience as AWW

Years of experience as AWW	% of the day being spent on ECE				Total AWWs	Average % of day spent on ECE
	0 - 20%	21 - 40%	41-60%	61 - 80%		
	0 - 96 MIN	96 - 192 MIN	193 - 288 MIN	288 - 384 MIN		
0-5	0	3	0	0	3	31.80%
6-10	2	0	2	3	7	42.44%
11-15	0	2	0	0	2	31.48%
16-20	1	1	1	1	4	39.13%
21-25	0	1	1	0	3	42.62%
26-30	0	1	0	0	1	36.65%
31-35	0	0	1	0	1	44.77%
36-40	0	0	1	0	1	51.25%
Total	3	9	6	4	21	

Table 4.10: Years of AWW experience and Variation in percentage of the day spent on Pre-School Work

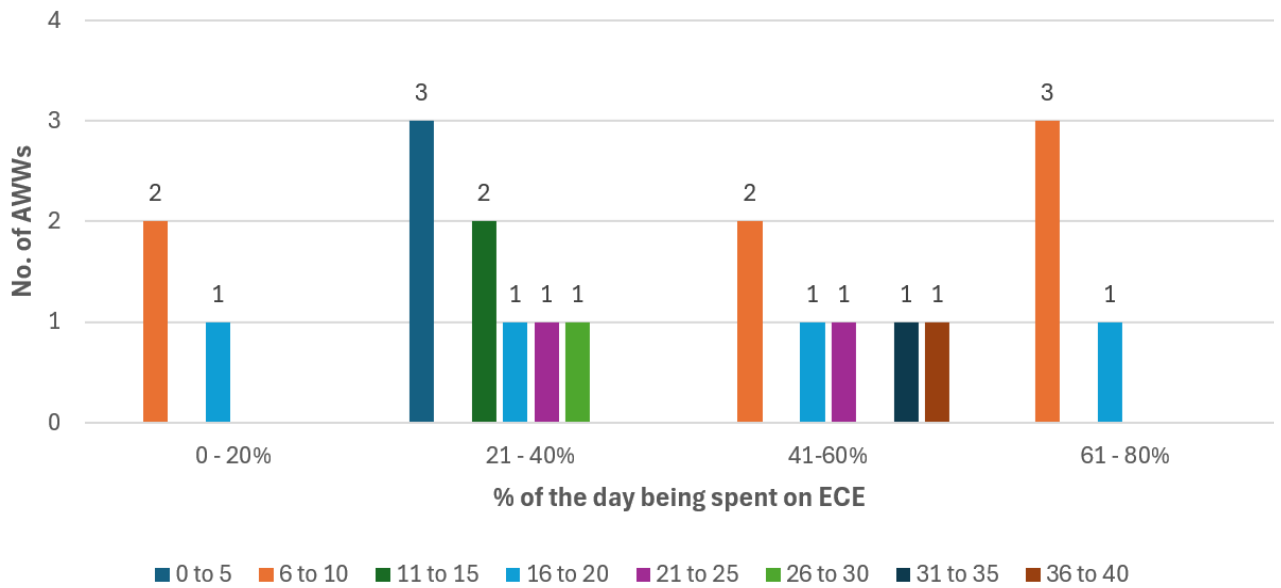


Figure 12: Years of AWW experience and Variation in percentage of the day spent on Pre-School Work

It can be observed that those with fewer years of experience (0-15 years) spent an average of 35.24% on Pre-School Work, whereas those with 16 - 40 years of experience as an AWW spent an average of 42.85% of their day on Pre-School Activities - clearly showcasing that **those with more experience as an AWW, spend a larger proportion of time on ECE.**

Pre-school Work and Qualifications of AWW

Qualification	% of day being spent on ECE				Total AWWs	Average % of day spent on ECE
	0 - 20%	21 - 40%	41-60%	61 - 80%		
	0 - 96 MIN	96 - 192 MIN	193 - 288 MIN	288 - 384 MIN		
Below 10th	0	0	1	0	1	55.62%
10th pass	0	3	1	0	4	32%
Intermediate	0	3	4	2	9	48%
Graduation	3	2	1	0	6	29%
Postgraduate	0	0	1	0	1	46.69%
Total AWWs	3	8	8	2	21	

Table 4.11: Educational Qualifications of AWW and variation in percentage of the day spent on Pre-School Work

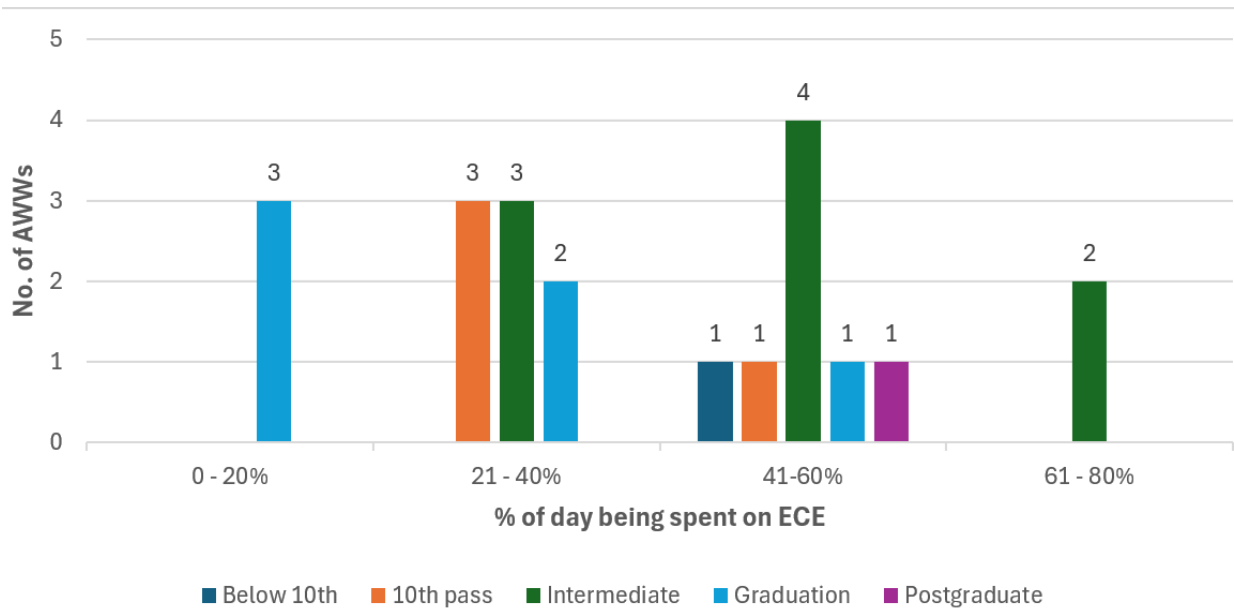


Figure 13: Educational Qualifications of AWW and variation in percentage of the day spent on Pre-School Work

While AWWs with an intermediate qualification spent 48% of their day on ECE on average, those with just a 10th pass degree spent only 32%. It was also seen that those with a graduation degree spent 29% of their day on ECE on an average. It was observed that there was **no significant relationship between the qualification of the AWW and the time spent on ECE activities.**

Time spent on Paperwork and Data Entry

As discussed above, the average time spent on Paper Work / Data Entry was **17.02%**, which can be extrapolated to **81.69 Minutes in an 8-hour-work-day**. The breakup of the total 17.02% is given in the table below.

Sl. No.	Sub-Activity Name	Average time of day spent on Subactivity	Average time of subactivity under the Major Activity
1	Filling details on YSR Sampoorna Poshana App	3.04%	17.91%
2	Filling up Register - Supplementary food distribution	2.13%	12.56%
3	Filling details in any other App	1.99%	11.71%
4	Filling up Register - Supplementary food stock	1.72%	10.15%
5	Filling up Register - Family details	1.15%	6.78%
6	Filling up Register - Pregnancy and delivery	0.90%	5.32%
7	Filling up Register - Pre-school education	0.75%	4.42%

Table 4.12: Percentage of time spent by AWWs on Data Entry and Paperwork

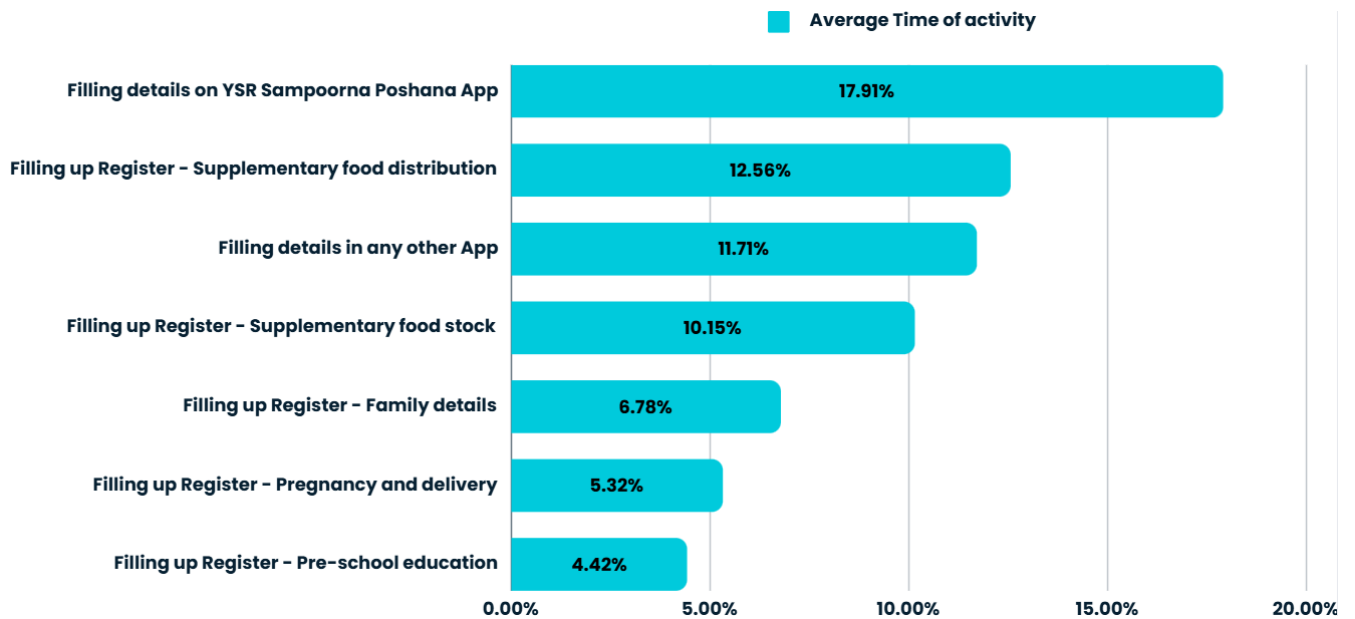


Figure 14: Percentage of time spent by AWWs on Data Entry and Paperwork

Filling details in the YSR Sampoorna Poshana App takes the longest time - approximately 3.04% of their day. The data shows that most of the time spent on Paperwork/Data Entry was on indicators related to **Supplementary Nutrition** - including **POSHAN Tracker**, **registers on supplementary food distribution** and **supplementary food stock**.

Time spent on Supplementary Nutrition

As mentioned above, the average time spent on **Supplementary Nutrition** was **14.68%**, *which can be extrapolated to 70.46 Minutes in an 8-hour-work-day*. The breakup of the total 14.68% is given below -

Sl. No.	Sub-Activity Name	Average time of day spent on Subactivity	Average time of subactivity under the Major Activity
1	Serving food (lunch) for Pre-school children	5.47%	36.90%
2	Serving snacks to the Pre-school children	2.72%	18.37%
3	Distributing THR to Lactating women	1.10%	7.43%
4	Distributing THR to Pregnant women	1.02%	6.86%
5	Organising SNP feeding(lunch) for Pre-school children	0.78%	5.29%

Table 4.13: Percentage of time spent by AWW on Supplementary Nutrition

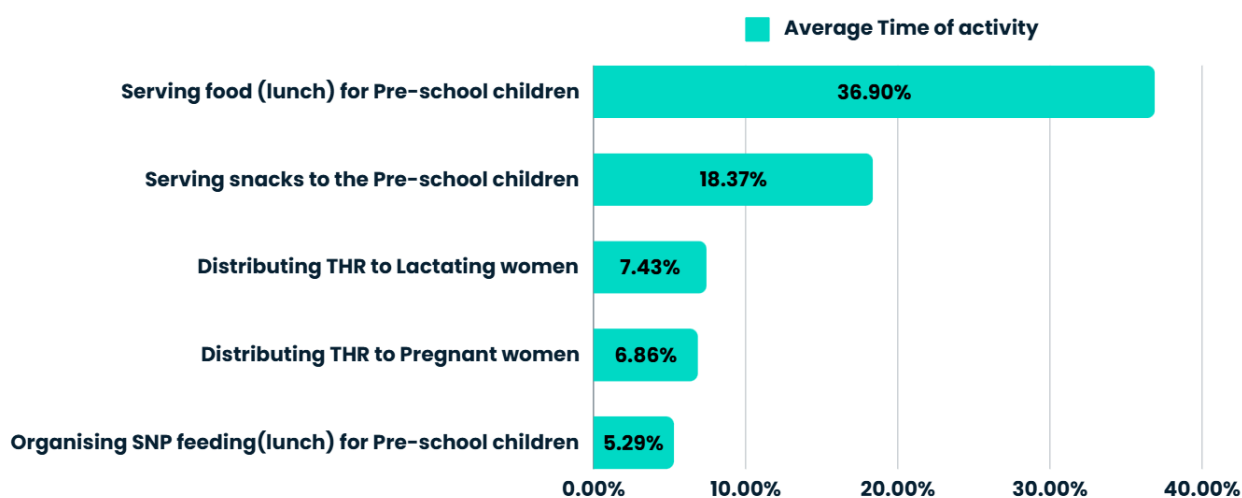


Figure 15: Percentage of time spent by AWWs on Supplementary Nutrition

The data shows that maximum time is spent on *servicing lunch to preschool children, followed by servicing snacks to them*. The AWH also assists the AWW in serving food and snacks to the children. Clearly this is a time-consuming activity for both individuals. Time spent on distribution of Take-Home-Ration (THR) was negligible, and the shift to THR from cooking significantly freed up a lot of their time. However, in conversations with the AWWs, it was revealed that there was no standard time when the beneficiaries would come to take their THR, leading to disruption in classroom instruction.

Time spent on Personal Work

As discussed above, the average time spent on **Personal Work** was **12.98%**, *which can be extrapolated to 62.3 Minutes in an 8-hour-work-day*. The breakup of the total 12.68% is given below -

Sl. No.	Sub-Activity Name	Average time of day spent on Subactivity	Average time of subactivity under the Major Activity
1	Telephonic communication	2.70%	20.56%
2	Non-telephonic communication	1.50%	11.47%
3	Watching videos on phone	1.25%	9.55%
4	Sitting idle	1.24%	9.44%
5	Lunch	3.26%	24.83%
6	Resting	0.80%	6.12%
7	Went out for personal work	1.62%	12.37%

Table 4.14: Percentage of time spent by AWWs on Personal Work

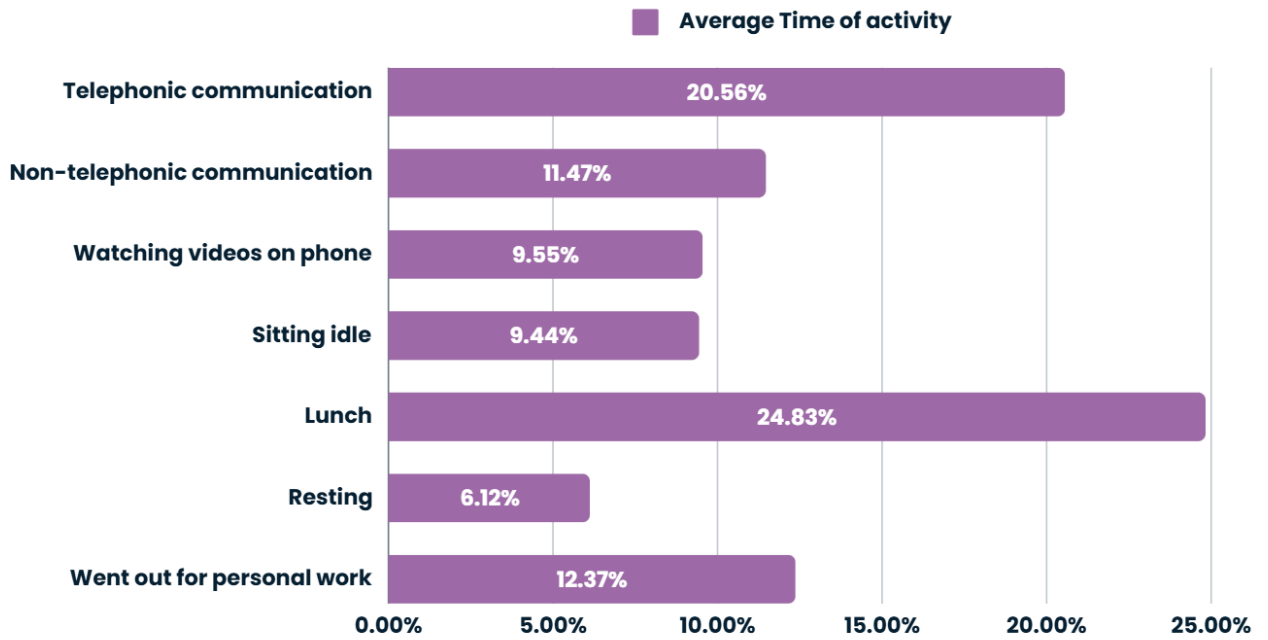


Figure 16: Percentage of time spent by AWWs on Personal Work

The figure below captures the time spent on various sub-activities under Paperwork and Data Entry, Supplementary Nutrition and Personal Work.

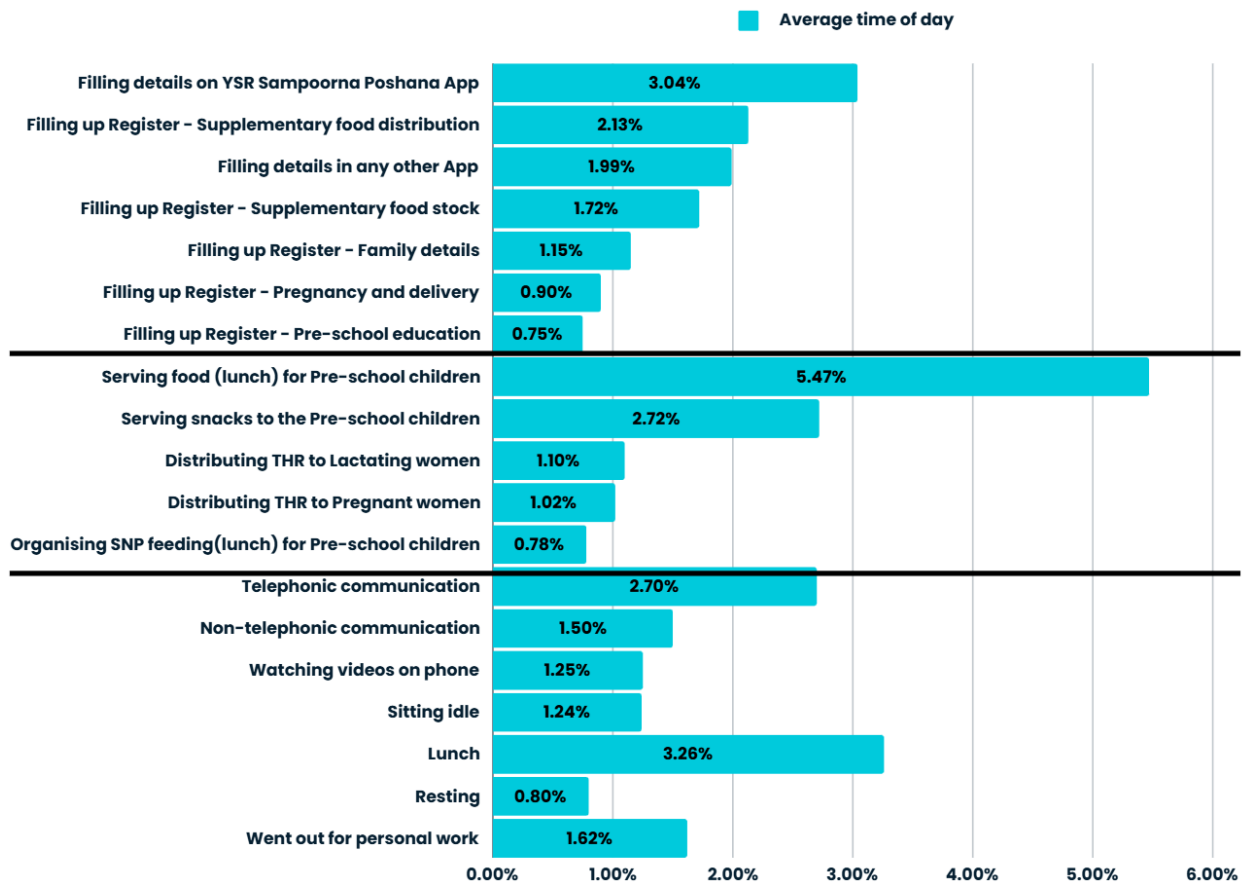


Figure 17: Percentage of the 8-hour-day spent by AWWs on Paperwork and Data Entry, Supplementary Nutrition and Personal Work

Sub-activity Level Analysis

Given that Pre-School Work, Supplementary Nutrition and Paperwork/Data entry account for majority of the AWWs' time, the sub-activity level analysis of the data is given below.

Pre-School Activities

Out of the 39.34% of time of the day, approximately 189 minutes spent on ECE activities, the following is the break-up of sub activities -

Sl. No.	Sub-Activity Name	Average time of day spent	Average Time of total Pre-School work	Standard Deviation
1	Guiding children to write Alphabets/ Numbers etc. in work book or slate	6.25%	15.89%	0.027
2	Conducting Action Songs	4.92%	12.50%	0.052
3	Supervising free play of all the children in AWC	3.71%	9.42%	0.07
4	Conducting activities by using Activity Book	3.30%	8.39%	0.02
5	Conducting storytelling session	2.81%	7.15%	0.02
6	Recap of the day's activities and preparing children to go home	2.34%	5.93%	0.02
7	Conducting Indoor games/Outdoor game/Physical exercise	2.25%	5.71%	0.02
8	Conducting session on good habits	2.15%	5.47%	0.01
10	Conducting session on conversation	1.90%	4.82%	0.01
11	Receiving and interacting with the children	1.89%	4.81%	0.01

12	Taking up Creative / Scientific activities	1.27%	3.22%	0.01
13	Conducting prayer	1.19%	3.02%	0.01
14	Conducting school readiness activities for PP2 children	1.12%	2.84%	0.02
15	Preparing the pre-school related charts, drawings, posters etc.	0.93%	2.36%	0.01
16	Supervising free play of PP1 children	0.55%	1.39%	0.007

Table 4.15: % of time spent by AWW on ECE activities

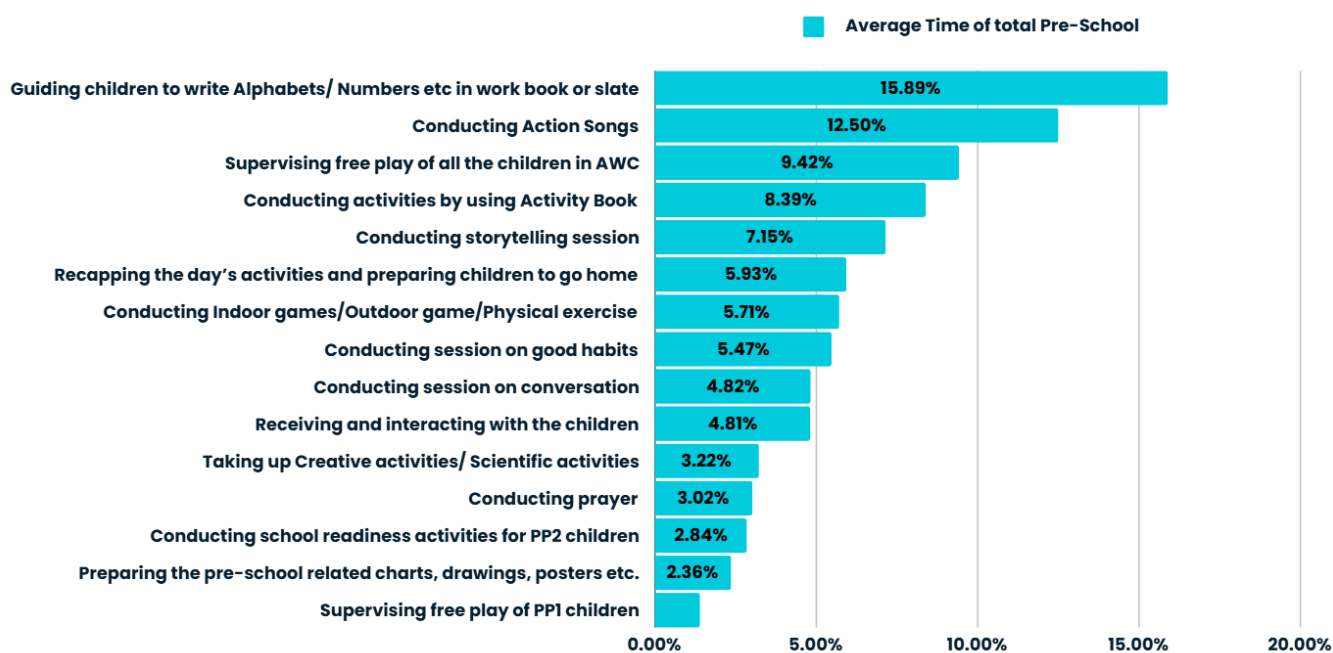


Figure 18: Average % of time spent by AWW on ECE activities

Based on the data, the top three ECE activities where AWWs spent the most time engaging the children are:

- **Guiding children to write Alphabets/Numbers** – It can be observed that guiding children on writing alphabets/numbers is the most popular ECE activity conducted in the AWCs, accounting for the highest time allocation, with 22.71% of the total time spent on Pre-School Work. This indicates a strong emphasis on basic literacy and numeracy skills, which are essential for school readiness.

- **Conducting Action Songs** – The second highest time allocation is for Action Songs, which takes up 15.09% of the total time spent on Pre-School Work. This activity helps in enhancing children’s motor skills, coordination, and engagement through interactive learning.

- **Supervising Free Play for children** - This is another activity where significant time is spent, 9.42% of Pre-School Work time. Here, the AWW is not engaging the children. While it is important to allow children to engage in unstructured play, it must be ensured that the children are appropriately engaged with toys, activities or games, and not just left to their own devices

- **Conducting storytelling sessions** – This activity involves 8.64% of the total time spent on Pre-School Work. Storytelling is an important part of early childhood education, fostering creativity, listening skills, and language development.

There are 5 developmental domains considered most significant for the foundational stage - **physical and motor development, cognitive development, language development, socio-emotional development and creative and aesthetic development.** The study found that much of the ECE work at the AWCs is focused on cognitive and language development through activities like Writing Alphabet and numbers, Action Songs, and Storytelling. The other development domains that are equally important, do not get sufficient attention. Among the activities where more time is spent, Action Songs and Storytelling Sessions encompass multiple skills - like physical development, cognitive domain and language development, and creative domain through imaginative play. Dedicated creative activities account only for 3.22% of the time spent on Pre-School Activities, although this domain may be covered in other activities such as Activity Book, Storytelling sessions etc., and Physical development is accounted for only through 5.71% of the total time spent on Pre-School Work. It does get partly covered in other activities such as Action songs, and free play activities.

An analysis of sub-activity level time-use of AWWs based on the time they spent on ECE was conducted. It was observed that *those AWWs who spent less than 20% of their day on Pre-School Work engaged the children in only a maximum of 5 ECE-related activities* overall. In

contrast, those who spent **30% or more of their time on ECE**, engaged the children in **at least 10 or more ECE-related activities**.

It was also observed that those who spent **less than 20% of time** on Pre-School Work spent the most amount of time on **Guiding children to write Alphabet/Numbers**, those who spent **21 - 40%** of their time on ECE spent most amount of time on **Guiding children to write Alphabet/Numbers** followed by **Action Songs**, those who spent 41 - 60% of their time on ECE **spent equal amount of time** on these **two activities**, and those who spent 61 - 80% of their time on ECE spent most amount of time on **Guiding children to write Alphabets/Numbers** followed by **Supervising free play of all children**, followed by **Action Songs**. It is usually assumed that the strong emphasis on writing skills may be driven by a parental perception that their children should be acquiring basic writing skills as part of their learning from the AWC. However, the interviews with parents revealed that their expectations of the children's learning are more towards activities like singing songs and rhymes, sorting, counting, reading etc., and less towards writing tasks (see more under *Parental Perception of ECE and AWCs*). Trying to understand why AWWs place a strong emphasis on writing alphabets and numbers despite having a play-based curriculum and no parental pressure is an area that needs to be further explored.

Chapter 5: Voices From The Ground - Stakeholder Insights From The Field

Anganwadi Workers

We conducted semi-structured interviews with AWWs. The interviews were conducted after the completion of the 8-day-observation, to ensure there is no bias in the responses or conduct of the AWWs.

When the Anganwadi workers joined, initially their focus areas were primarily the **health and development of children and pregnant/lactating women**. The major duties included preschool activities for 3-6-Year-olds and providing 'Balamrutham' to children between 7 months to 3 years, health examinations and immunizations, and conducting home visits. They were also tasked with maintaining the Anganwadi Centre, distributing ration, and conducting surveys. Over time, their roles expanded to handling election duties, attending village meetings, accompanying people to hospitals, and health counseling. Many AWW shared that their current responsibilities are largely in line with their initial job expectation, but the **time spent on documentation and app-based reporting has increased significantly**. AWWs indicated that preschool activities and meetings occupy the bulk of their time. They **desire to spend more time on ECE, but feel that much of their quality time is taken up by documentation, supplementary nutrition, and THR distribution for beneficiaries who arrive at unpredictable times**.

The AWWs were also asked about their perception of the time they spend on various activities. On an average, AWWs reported dedicated 3-4 hours to ECE activities, though some spent as little as 30 mins. They felt that planning ECE activities took between 10 minutes and an hour, while **food-related tasks for children took 1.5-2 hours daily** and 1-5 days per month for pregnant or lactating women. **Administrative work was perceived to average between 30 minutes and an hour daily, though some days required up to 4-6 hours**. Community outreach and mobilization (including home visits and counseling) were reported to be conducted once or twice a week. Meetings take up 1-4 days every month, during which the AWH manages the centre. In cases where the helper post is vacant, the worker declares a holiday.

AWWs reported receiving ECE related trainings but **could not recall specific outcomes or topics from the training**. On conduct of daily ECE activities, AWW shared that they generally follow the schedules provided by Supervisors through WhatsApp groups. **Assessments of children's development were typically done in an observational manner**, taking into

account children's behavior, their ability to follow instructions, and their ability in identifying alphabets and numbers. Most AWWs were not using the official assessment cards provided by the department. When done, these were recorded on average once or twice a month, although some recorded only once in 3 months, or even 3 years. Interactions with parents were mainly focused on discussing children's behaviors and encouraging corrective actions at home.

On the query about assistance they require, AWWs shared that they **desire additional support for ECE, either through an extra resource, or by a more trained AWHs**. They also shared the need for **regular training on ECE** including theory and knowledge of the developmental domains and strategies to **manage mixed-age groups** in limited space, training on **using technology** and apps, more **TLM**, better **infrastructure** like extra classrooms, compound walls, toilets, and **community support** from schools, Sarpanches, and parents.

Parental Perception of ECE and AWCs

Semi-structured interviews were conducted with 117 parents (110 mothers and 7 fathers) across 24 AWCs. Only 6 out of 117 parents were **not** aware that pre-school education is imparted in the AWCs. When asked what they consider to be 'good pre-school education', 80.34% of the parents believed that **children singing rhymes or songs**, 54.8% parents considered **children doing activities such as sorting, counting, reading etc.**, and 46.5% believed that **children doing copywriting in their notebook** (including writing alphabets/numbers), counts as 'good pre-school education'. A summary of parental perceptions is given in the table below.

Activity	Number of parents	Percentage of parents
Child can sing rhymes or songs	94	80.34%
Child can do activities such as sorting, counting, reading, etc. independently	63	53.8%
Child does copy-writing in notebook	48	41.02%
Child gets homework everyday	40	34.18%
Child can speak in English	27	23.07%
Child has regular tests	13	11.1%

Table 4.16: Parents' expectations on children's learning in AWCs

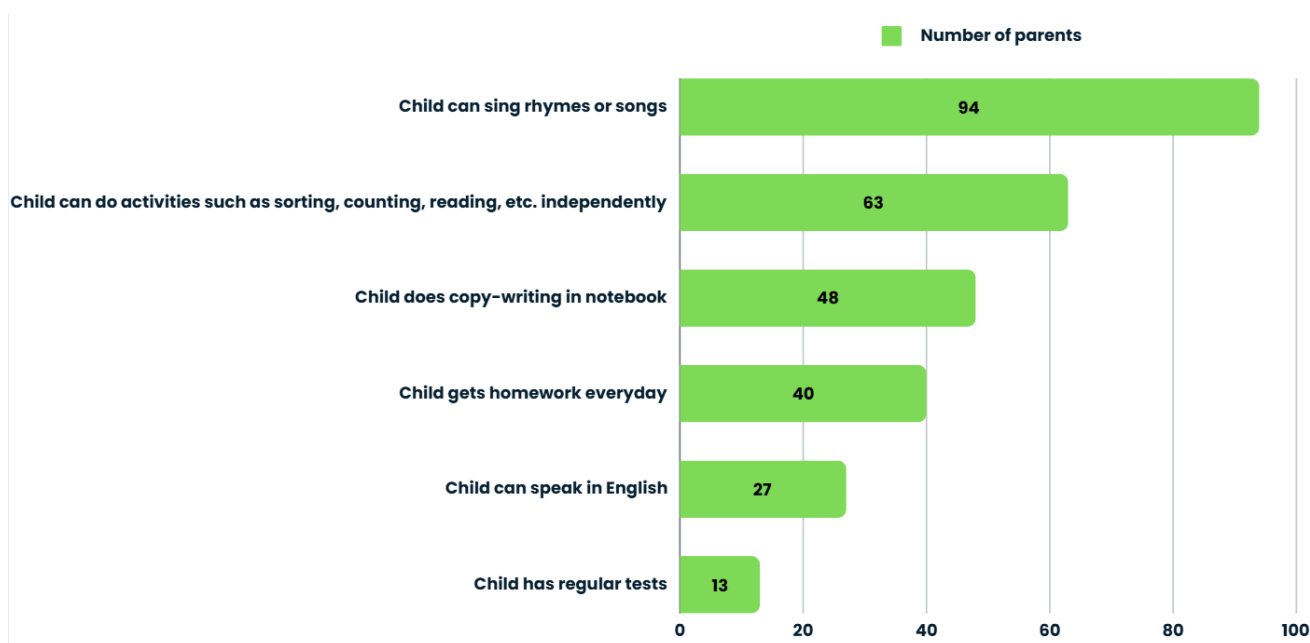


Figure 19: Parents' expectations on children's learning in AWCs

When asked what, according to them, does their child learn in the AWC, majority of the parents believed that their child has learnt **how to sing rhymes and action songs, count numbers, learn alphabets, identify and classify colours and knows stories and games**. Many parents also believe that their child has become **more active, interested and is engaged** in the AWC. A few parents also mentioned that the nutrition being provided in the AWC is a major contribution to their child's development.

Almost all parents interacted with their AWW frequently. She discussed matters related to their child's development, such as the **child's performance in the AWC, what they learn in the centre, their behaviour and discipline, and recommendations for the parents**. These are broadly related to provision of nutritious food to children, engaging them in activities at home, being attentive to their conduct, good manners and discipline, activities that the mother can do to improve children's skills, importance of play and health aspects to focus. **76.72%** of the parents said that the **AWW discusses with them how they can engage the children in early learning activities, at home**.

35.89% of parents said that apart from in person interactions, there are other modes of communication with the AWW - like calls and Whatsapp. **53.84% of parents (63/117) said that they receive activity videos from the AWW** - however, the **frequency of these videos ranged from daily, weekly thrice, monthly thrice, monthly twice, to once a month** - showing that there is **a lack of consistency in the circulation and use of the videos**. 56 out of the 63 parents who receive the videos (47.86%) said that the AWW explains the video to

them. 57 of the 63, that is 48.7% said that they engage their children in the activity shown in the video. 49/63, that is 41.8% of the parents found the videos to be helpful.

83% of the parents said that their children will join the nearest government primary school for Grade 1.

Co-location and Convergence with Primary Schools

We conducted semi-structured interviews with 12 Head Masters (HMs) and 12 Secondary Grade Teachers (SGTs) of Primary Schools where the AWC was co-located. In some of the schools, the HM and SGT were the same person.

Instructions regarding the co-location process were issued to the HMs by the Mandal Education Officer (MEO). However, **a clear indication of the roles and responsibilities of the school officials was not detailed out.** Additionally, when asked if the HM or SGT visit the AWC or interact with the AWW, responses revealed that there was no standard procedure - some visited the AWC thrice a week, while some visited once or twice a month.

When asked about their expectations from the AWW, **the most common expectation was increasing enrollment of PP2 children from the AWCs in Grade 1 of the school.** In addition, they also expected that the AWW would ensure holistic development through free play activities, storytelling and **basic school readiness skills** among children (ability to identify alphabets and numbers), and the AWH must ensure **self-discipline and basic hygiene and cleanliness habits** in the children.

While one HM mentioned that he has no interaction with the AWW, another mentioned that they share the TLM available in the school with the AWW. This indicates that **there is no standard way of functioning as a co-located unit.** In response to what support they felt AWWs required, they mentioned more training on ECE, and more TLM to be provided.

Some issues flagged by the school officials included **disturbances caused to the school due to distribution of food/THR to other beneficiaries,** and **closure of AWCs** when the AWW or the AWH were **absent.**

Creative activities, group activities, games and parent meetings were suggested as common activities that could be conducted by the AWC and the school.

Interviews were also conducted with Supervisors (see below), where they were asked about co-located AWCs. When asked if there was a difference in monitoring co-located versus stand-alone AWCs, 10 out of 22 Supervisors said yes, due to factors such as differences in student strength, differences in activities conducted, TLM and infrastructure differences, observing the relationships between the HMs/SGTs and the AWWs etc.

When asked if there are any unique challenges faced in co-located AWCs, only **one Supervisor shared the challenges, which included HM and SGT not interacting with the AWW or AWH, no support coming from the school in terms of access to school infrastructure or TLM, not allowing the AWC children to make use of school facilities like playgrounds or washrooms**, and general unpleasant behaviour. When asked how she would resolve the issues, she said that communicating with the HM and SGT doesn't yield any change so she would take it up further with the MEO. **On the other hand, 8 Supervisors mentioned that there have not been any issues between the HMs and ICDS functionaries.**

When asked if they were given any instructions on how to monitor the co-located AWCs, most mentioned **informal means** like discussions in Project Meetings and suggestions from their superiors. Only one Supervisor mentioned that she had received a letter from the MEO when the AWC was co-located. When asked how SGTs can support the AWC, some Supervisors mentioned **provisioning of TLM and training the SGT on how to use the TLM to teach the children**. One Supervisor mentioned that since the PP2 children will likely join the primary school in Grade 1, the teachers must be involved in knowing the details of their learning at AWC by interacting with the AWW from time to time. Suggestions for **joint activities** included activities focused on **creative skills, FLN, alphabets, school readiness activities, common prayers, assemblies, storytelling, indoor and outdoor games, graduation day, involvement in ECCE days every month**.

Observations mostly established that convergent functioning between the functionaries of both departments, specifically with respect to ECE, was very limited. It was highly context-specific and some HMs and SGTs would respond positively and provide their suggestions to the AWW if she chose to reach out to them.

Supervisors also suggested that achieving ownership and buy-in from the SGTs and HMs on the co-location process was crucial to achieving real convergence on the ground. The rationale for convergence needs to penetrate to the ground level - with AWWs, SGTs, HMs and other staff needing to understand the reason for co-location and why it is extremely beneficial.

Supervisors

Semi-structured interviews were conducted with 22 Supervisors from the ICDS System. On an average, each Supervisor supervised approximately 34 AWCs, ranging from 30 AWCs to 67 AWCs. Almost all Supervisors said **they visit every centre once a month - with a maximum of 3 AWCs being visited every day**. Some mentioned that they visit one AWC twice or thrice a month if they get a chance, and one Supervisor mentioned that she visits AWCs which she categorizes as "A" or "D" grade twice a month.

When asked what they do when they visit the AWC and what their mandate is, all Supervisors mentioned **checking whether the registers and records are being maintained** and **checking stocks** was their major responsibility, followed by checking **whether the AWW is following the timings and maintaining cleanliness and hygienic conditions** in the centre. Among pre-school related activities, checking the **attendance** of preschool children, observation of **preschool activities and the AWW's handling of the children**, and checking whether the AWW is **following the timetable** were some of the activities mentioned. Checking the quality of supplementary nutrition and looking at menus being followed were other duties mentioned. Vaccinations and awareness building among pregnant and lactating women was also mentioned.

Only 1 Supervisor mentioned that she looks at the learning levels of the children, and only 1 out of 22 Supervisors mentioned that she provides suggestions to the AWW on teaching. 1 Supervisor said that she engages with the children by playing songs and reciting stories to them.

Therefore, it was observed that Supervisors were largely **focused on monitoring rather than providing a supportive role to the AWW on ECE-related issues**.

18 out of 22 Supervisors said that they follow some guidelines when they conduct AWC visits.

When asked about reporting their feedback, some mentioned that they reported through the **mobile app**, whereas most mentioned writing in the **complaint book** in the AWC, or in their **own records** which they reported to their higher ups.

15 out of 22 Supervisors mentioned that they were given a **monitoring checklist** for ECE-related activities. When asked if the Supervisors provide any feedback to the AWW, 19 out of 22 said yes, but when asked how it happens, **no standard practice was observed** - while some mentioned more formal means such as Sector meetings and reports or on the monthly ECCE Days, most mentioned informal feedback mechanisms like WhatsApp messages and face-to-face interactions. When asked if there is a mechanism to check if the feedback is being incorporated by the AWW, only 10 said yes - through the Sampoorna Poshan App, and through daily photos and videos being sent by the AWW.

When asked about the major ECE-related challenges, the Supervisors mentioned **multigrade classrooms, AWWs with lower educational qualifications, taking care of hygiene, motivating the child, engaging the children actively, lower comprehension and confidence of children, technology-related issues, lack of adequate ECE-related training, beneficiaries not following timings for THR, infrastructural issues** like small and narrow rooms, no playgrounds, poor toilets and water facilities, and ventilation problems, lack of adequate TLM, and absence of AWW or AWH during AWC timings.

Evaluation of Learning Outcomes

Assessment cards developed by the Ministry of Women and Child Development; Government of India, were distributed to some AWCs in Andhra Pradesh. However, many AWCs did not have the Assessment Cards. Therefore, the learning outcomes data for 120 children from only 10 AWCs is analysed here. From a total of 120 children, 47 were 3+ years old, 73 were 4+ years old. Domain-wise indicators were mentioned, and the average scores per domain are given below –

Domains of Development	Percentage of children		
	Performs well	Attempts	Needs support
Physical and Motor Development	77.18	16.82	6
Sensory and Cognitive Development	70.4	18.98	10.56
Language, Literacy & Communication	70.06	16.07	13.87
Early Numeracy Development	65.56	22.03	12.39
Social and Emotional Development	79.96	10.2	9.8
Creativity	48.42	29.42	22.14

Table 4.17: Domain-wise Learning Outcomes for 3-5-year-olds

The age-wise break-up of the scores can be seen below –

Domains of Development	Percentage of 3-4-year-old children		
	Performs well	Attempts	Needs support
Physical and Motor Development	64.4	21.4	13.9
Sensory and Cognitive Development	53.27	28.29	18.25
Language, Literacy & Communication	54.84	22.2	22.69
Early Numeracy Development	49.64	31.2	18.43
Social and Emotional Development	63.01	18.5	18.24
Creativity	37.44	27.23	35.31

Table 4.18: Domain-wise Learning Outcomes for 3-4-year-olds

Domains of Development	Percentage of 4-5-year-old children		
	Performs well	Attempts	Needs support
Physical and Motor Development	86.2	14	1
Sensory and Cognitive Development	81.83	13.58	5.35
Language, Literacy & Communication	80.82	12.32	7.45
Early Numeracy Development	76.71	16.4	7.3
Social and Emotional Development	91.93	5.02	4.1
Creativity	56.16	31.23	12.6

Table 4.19: Domain-wise Learning Outcomes for 4-5-year-olds

It can be observed that children **perform best in the Social and Emotional Development Domain, and the Physical and Motor Development Domain**. This correlates with the time-spent findings, wherein more time is spent on activities like **conducting action songs and storytelling sessions, supervising free play of all children**, which encourages social and emotional development, physical and motor skills and language and communication skills. Across ages, children **perform similarly in Sensory and Cognitive Development Domain and the Language and Literacy Development Domain**. It can also be seen that there is a **significant improvement in learning levels for Language and Literacy Domain and Early Numeracy Domains from Age 3-4 to Age 4-5**, which corresponds with the time spent on guiding children to write alphabet/numbers.

However, it can be observed that largely, **children perform relatively poorly in the Creativity Domain**. If we correlate the assessment findings to the time spent on different

activities, it can be observed that **time spent on creative/scientific activities is only 1.27% of the day** on average, or less than 10 minutes a day.

Infrastructure: How do our AWCs look?

Infrastructure details were collected from 20 AWCs. 13 AWCs had toilets, out of which 12 were deemed child-friendly. Out of the 13, only 4 AWCs had separate toilets for boys and girls. Only 10 AWCs had piped drinking water, and only 3 had an RO system established. 3 AWCs did not have a separate kitchen. In most AWCs, non-kitchen items were also being stored in the kitchen area, or there was no separate kitchen space available. 17 AWCs had at least one window. 6 out of 20 AWCs did not have electricity supply when the enumerator visited the centre. 15 out of 20 AWCs had a kitchen garden which was being used. 13 AWCs had a compound wall out of which 11 were functional.

8 out of 20 AWCs did not have sufficient space for conduction of ECE activities. 13 AWCs did not have any proper outdoor play area. Only 3 AWCs had some outdoor play equipment like slides, swings etc. 8 AWCs had chairs available, and 7 had benches. 17 AWCs had Pre-school kits, out of which 14 were being utilised. Smart TVs were only available in 2 AWCs in Chittoor, where rhymes and stories were being shown to the children. Almost all AWWs were given smartphones, which were being used primarily for data entry and communication with beneficiaries and with superiors.

Several issues were observed by the enumerators, including **insufficient space, lack of electricity** which would cause issues in summer, **no compound wall** leading to children running wild, **lack of playground / space for playing outdoors, insufficient TLM** and toys.

Can we offset some of the AWW's duties?

Stakeholders (AWWs, AWHs and Supervisors) were also asked if they thought the duties of the AWW could be offset to any other field functionaries. The interviews gave us an insight into what tasks are associated with which stakeholder.

It was observed that **AWWs** associated all **data entry and register-related work, reports and community mobilization** exclusively with themselves. Tasks such as **servicing food** (to preschool children, PW and LW), **cleaning/maintenance of AWC, arranging drinking water, bringing children from their homes and pacifying crying children** were associated largely with the **AWH**. On the other hand, tasks such as **supervising free play of children, distributing THR, local procurement of ingredients** were seen as tasks for which **both AWW and AWH** were equally responsible.

Although the AWWs felt that community mobilisation activities should largely be their job, they **sought support in interacting with beneficiaries and their families, counselling, and holding conversations with preschool children on good habits** etc. They suggested functionaries who could contribute to these were the Supervisor, AWH, SGT, Parents, MSK, CDPO, Sachivalayam volunteers, other Community heads (like the Panchayat Secretary), MPDO, MRO.

What can be off-set?

ECE-related activities: The AWWs largely seek **more support from the AWH and SGT** (wherever applicable) in conducting activities like *prayer, storytelling sessions, guiding children to write alphabet/numbers, conducting indoor/outdoor activities, taking children on nature walks*. AWHs, especially those who are young and have passed at least 10th standard, can be trained on ECE along with the AWWs, and take over some ECE activities. It was also suggested to involve **parents and active mothers** in managing ECD corner, serving lunch, Storytelling activities, bringing children to the AWC, organising and participating in ECCE day.

Growth Monitoring Activities: ANM and Asha Worker can also join the AWW when the growth monitoring of beneficiaries is conducted.

Medical activities: It was suggested that family planning, campaigns on prevention of diseases, adolescent girls' services, should be conducted by **functionaries like the ANM, ASHA workers, officials from the Medical Department, Supervisors, Doctors, Health staff and health supervisors, VRO, MSK**.

Counselling: Especially for family counselling and young mothers and adolescent girls, it was suggested that MSKs and ANM be involved more and unburden AWW.

Child marriages: While the AWWs are supposed to report child marriages for the village they reside in, they often face threats/are targeted from political figures. It was suggested to include officials from the Revenue Department, Mahila Police (MSK) and VRO to support the AWW.

The interviews also gave an insight into the other tasks AWW undertook outside of ICDS. These include coordinating between Health, Education, Revenue Department, government schemes, PHC related health checkups, AWW recruitment, Election duties, family welfare, reporting on child marriage and child labour, looking after and joining orphans and semi-orphans in child homes, village and cultural activities, Blind control, CCA, CHS, IC&IH, Injection for children and pregnant women, follow GOs, Women's Day/Children's Day,

trainings, RDT. Additionally, oftentimes, duties of the ANM/Asha Worker/other field functionaries like data collection, filling of forms etc. are given to the AWW, increasing their burden further.

Limitations of the Study

The study had the following limitations -

- 1. Captured Activities:** Only those activities that took place **when the AWW was in the AWC** were captured, and other activities conducted by her outside the AWC were not captured. This data should best be read as data captured for **when the AWW is performing at their very best**, or at the production possibility frontier, showing the maximum possible time that can be spent on ECE
 - 2.** Data for certain Major Activities like Personal Work was confusing to capture in some instances - for example, when the AWW was using her phone, it may have been difficult for the observer to determine if it was being used for personal reasons or for data entry/official communication etc.
 - 3. Hawthorne Effect and Expectancy Bias:** Given that the AWWs were being observed for 8 days by an external observer, there may have been performer's bias and the AWW may have spent more/less time on certain activities than usual, depending on what they think the observer would have wanted to see. This may have led to higher time being spent on ECE activities than usual, despite the study team taking precautions by not letting the AWWs know that the observations were ECE-focused
 - 4. Sampling:** Only 28 out of 30 AWCs that were originally chosen could be covered due to issues in geographical accessibility. Once the data was collected and filtered for outliers, the data of only 21 AWCs could be analysed
 - 5. Observer Bias:** Enumerators were extensively trained before the data collection. However, personal biases and notions of the observer may have impacted the data entry process.
-

Chapter 6: Conclusion and Summary

This study aimed to capture the time-use of Anganwadi Workers in Andhra Pradesh, with the larger goal of identifying whether it is possible for them to exclusively dedicate 3-4 hours of time to Early Childhood Education Activities with the 3-6-year-old-children. The objectives of the study were: understanding the engagement activities of the AWWs, their time-use and perceptions, specifically in the context of ECE; studying the current scenario in co-located Foundational Schools; investigating the parents' perspective and engagement in ECE activities; assessing the students' learning in the sampled classrooms and documenting the infrastructural facilities available in the sample classrooms. The study was able to meet all these objectives. The summary of the Results and Observations can be found below, along with the Policy Recommendations emerging from the findings.

Summary of Results

Summary of time spent by 21 AWWs across Andhra Pradesh on 5 Major Activities -

Sl. No.	Activity	Avg % of Time spent/Day	Avg. Time in Minutes / Day (8-hr day)
1	Maintenance of AWC	4.31%	20.68 mins
2	Pre-school work	39.34%	189 mins (3.14hrs)
3	Supplementary Nutrition	14.68%	70.46 mins
4	Paperwork / Data entry	17.02%	81.69 mins
5	Personal work	12.98%	62.3 mins

Summary of time spent on various ECE-related Sub-Activities under Pre-School Work -

Sl. No.	Sub-Activity Name	Average time of day spent	Average Time of total Pre-School
1	Guiding children to write Alphabets/ Numbers etc. in work book or slate	6.25%	15.89%
2	Conducting Action Songs	4.92%	12.50%
3	Supervising free play of all the children in AWC	3.71%	9.42%
4	Conducting activities by using Activity Book	3.30%	8.39%
5	Conducting storytelling session	2.81%	7.15%
6	Recapping the day's activities and preparing children to go home	2.34%	5.93%
7	Conducting Indoor games/Outdoor game/Physical exercise	2.25%	5.71%
8	Conducting session on good habits	2.15%	5.47%
10	Conducting session on conversation	1.90%	4.82%
11	Receiving and interacting with the children	1.89%	4.81%

12	Taking up Creative activities/ Scientific activities	1.27%	3.22%
13	Conducting prayer	1.19%	3.02%
14	Conducting school readiness activities for PP2 children	1.12%	2.84%
15	Preparing the pre-school related charts, drawings, posters etc.	0.93%	2.36%
16	Supervising free play of PP1 children	0.55%	1.39%

Summary of Learning Outcomes Assessment -

Domains of Development	Percentage of children		
	Performs well	Attempts	Needs support
Physical and Motor Development	77.18	16.82	6
Sensory and Cognitive Development	70.4	18.98	10.56
Language, Literacy & Communication	70.06	16.07	13.87
Early Numeracy Development	65.56	22.03	12.39
Social and Emotional Development	79.96	10.2	9.8
Creativity	48.42	29.42	22.14

Summary of Observations

1. Anganwadi-worker:

(i) Current Major Responsibilities: AWWs mainly manage preschool activities, support pregnant and lactating women, handle immunizations & health examinations, home visits, and data & documentation work. AWWs dedicate nearly 39% of their time (approximately 3 hours) to preschool education, yet are heavily burdened by administrative tasks (17%) and supplementary nutrition duties (14.68%), reducing time available for ECE

(ii) Time Spent on Early Childhood Education: Of the 39% time in the day AWWs spend on ECE, a large part is used for guiding children in writing alphabets and numbers, chiefly due to perceived parental expectation. However, parent surveys reveal a preference for rhymes, storytelling, and engaging activities over academic

tasks. The time AWWs spend varies as does the number of activities engaged in, and there is no significant correlation between an AWW's age and time spent on ECE

(iii) Challenges with THR Distribution: THR Distribution is a major time management challenge as beneficiaries often arrive at unpredictable times, disrupting the flow of preschool activities

(iv) Mental Load and lack of quality time on ECE: Although AWWs spend significant time on ECE, their mental load due to diverse responsibilities and competing priorities limit the quality of time spent

(v) Support in ECE: AWWs desire support in transacting ECE, including an additional resource and/or a trained AWH. They also desire regular training, and adequate TLM

(vi) Focus on Assessments: AWWs need to be trained on the purpose of assessments for a child's learning and growth, and systematically record student progress

(viii) Inconsistent Communication with Parents: Although most parents receive updates through communication channels such as WhatsApp, there is a lack of standardized frequency and format for sharing information

2. Infrastructure Deficiencies: Only 13 out of the 20 AWCs had toilets, 10 had piped drinking water (only 3 with RO systems), and 6 had no electricity, at the time of the visits. Only 3 AWCs had outdoor play equipment, 13 had no space for outdoor play, and 8 had insufficient indoor space for ECE activities

3. Role of Supervisors in ECE: Only 1 out of 22 supervisors interviewed, mentioned checking learning levels of children or providing guidance to AWWs on ECE. Their tasks mainly focus around checking records and stocks, and maintenance and timings of the AWC

4. Co-location: In collocated AWCs, collaboration with primary school staff (Headmasters, teachers) is either inconsistent or nil, lacking a defined process for shared resources or aligned child development activities

Chapter 7: Key Recommendations

1. Time-related Aspects:

(i) Systematic Scheduling of ECE with a Structured Curriculum: Establish a structured 3 to 4-hour ECE schedule each morning to ensure consistent time devoted to Early Childhood Education

(ii) Standardize THR Distribution: Follow a fixed schedule of specific days and slots for beneficiaries to collect THR, in order not to interrupt the flow of Anganwadi activities. Specifically offsetting this as a duty of the AWH with AWW guiding it, to free up more time for ECE, may also be of help

(iii) Varied ECE activities: AWWs to allocate time for diverse developmental activities, including motor skills, creativity, and social skills, and balance types of play: free/supervised/structured, for overall development of children

2. Support required by the AWW:

(i) Supportive Supervision on ECE indicators: Increase the role of Supervisors and CDPOs, in monitoring, guiding AWWs and supporting ECE activities in the AWC

(ii) Increased Training and ECE-Specific Support: Expand the frequency and depth of ECE-focused training for AWWs with strategies that they can use at the ground level. Ensure every AWC has adequate TLM

(iii) Training on Assessments: Provide training on age-appropriate developmental milestones and corresponding activities for achieving those, so AWWs can assess children's progress accurately and identify areas for targeted support

(iv) Tech-related support/training: Since a significant amount of time is spent on data entry, and since many AWWs face issues with network or with inadequate technology-related skills, conducting technology-related sessions/trainings would be beneficial to the AWW and perhaps improve their efficiency on data entry tasks.

(v) Better division of responsibilities with functionaries from other departments: Given the overlap in duties, roles and responsibilities, it is important to bring clarity in role division, structure and monitoring, with functionaries like ANM, Asha Worker, MSK, SGTs etc.

3. ECE Training for AWHs: Since AWHs seem to be involved very closely with children, and are already supporting the AWW in transacting ECE activities such as rhymes, action songs, storytelling, it will be beneficial to train the AWH alongside AWW on ECE. The AWWs have also specifically requested for more support on ECE whether through an additional resource or through better training of the AWHs.

4. Improve Infrastructure: Toilets, Compound walls, Outdoor play area and other infrastructural facilities to be provided to Anganwadi Centres for safer, child-friendly environment conducive to learning and play

5. Bringing systematically structured ECE in co-located AWCs:

(i) Issuing common guidelines: Joint guidelines need to be issued to both schools and AWCs regarding convergence

(ii) Ensuring buy-in from school officials: The rationale for colocation needs to be penetrated to the ground level, with SGTs, HM, AWW, understanding the reasoning for the colocation process

(iii) Syncing of schedules of Schools and AWCs: Schedules of schools and AWC must be synced in some ways to ensure uniformity in the school environment, like same holidays etc.

6. Systematic Support in Co-located AWCs: Implement shared activities between children in co-located AWCs, and increase the involvement of SGTs and HM, to provide children with exposure to diverse adults and enhance their growth and development

7. Reducing redundancies in Data Collection: Since there are central mobile applications and state-level applications which collect the same data on some

parameters, a mechanism for amalgamating the apps must be implemented to reduce redundancies

- 8. Establishing a robust monitoring mechanism on ECE indicators:** Ensuring that ECE-related indicators are regularly tracked and monitored, to enable better data availability for decision-making

 - 9. Involving Community:** Ensure the involvement of all stakeholders including Parents, Caregivers, ASHA Workers, ANM. Specifically for parents, develop consistent parental engagement with regular updates, activity guides, and videos to enhance at-home learning and parental awareness of ECE importance. For responsibilities including medical support/counselling etc., taking the support of ANMs, ASHA workers etc. may contribute to their unburdening.
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ANNEXURES

Annexure 1: AWW Observation Tool

Centre Information

Section 1: General Classroom Information

1. (a) Date of observation:
1. (b) Name of the Observer:
1. (c) What classroom is this:
 - Satellite Anganwadi centre
 - Co-located Anganwadi centre

2. (a) Starting time of observation (HH:MM):
2. (b) Ending time of observation (HH:MM):
2. (c) Total observed time:

3. (a) Name of the District:
3. (b) Name of the Mandal:
3. (c) Name of Village/area:

4. (a) [If standalone / co-located Anganwadi] Code/number of the AWC _____
4. (b) [If co-locate] U-DISE Code/number of the Foundational School _____

5. (a) Name of Anganwadi Worker:
5. (b) Qualifications of Anganwadi Worker:
5. (c) No. of years of experience as an Anganwadi Worker / Anganwadi Helper (if promoted from AWH to AWW):

6. (a) Name of Anganwadi Helper:
6. (b) Qualifications of Anganwadi Helper:
6. (c) No. of years of experience as an Anganwadi Helper:

This to be taken on each day of observation -

7. (a) Number of students present in the class during the observation:
Total:
-

Age: 3-4:
 4-5:
 5-6:

7. (b) Total number of students in the register: *(Ask the teacher to show you the register and age-wise count children)*

Age: 3-4:
 4-5:
 5-6:

Job Role Mapping | Anganwadi Workers

Roles and Responsibilities of AWWs (Ministry of Women Development and Child Welfare, Government of India)

Activities

1. What are all the activities that the AWT performed in the current 6-minute interval?

1. AWC not yet open	2. AWT has not yet come to the centre and AWH or some other person is handling the centre
3. AWT is waiting	4. Maintenance of AWC
5. Pre-school work	6. Supplementary Nutrition
7. Paperwork / Data	8. Personal work
9. VHSND	10. Other ICDS-related activities

11. Travel	12. Home visits, service delivery and counselling
13. Adolescent girls' services	14. IEC activities among groups or at a community level / Community-based event
15. Interaction with Beneficiary/ Beneficiary's family member	16. Meetings with superiors
17. Meetings with co-workers or village community	18. Non-ICDS department (WDCW) related activities
19. Other department-related activities	20. External agency related activities
21. Trainings	22. Health camps
23. Universal immunisation day	24. Any Other:
25. Unsure, did not observe	26.

Sub-activities under Pre-school work

2.1 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

1. Receiving and interacting with the children	2. Conducting prayer
3. Conducting school readiness activities for PP2 children	4. Conducting Action Songs
5. Conducting storytelling session	6. Conducting storytelling session with the help of Teaching-Learning Material (TLM)
7. Conducting sessions using charts for teaching concepts (ex. Fruits, colours etc.)	8. Guiding children to write
9. Alphabets/Numbers, etc. in workbook or slate	10. Conducting activities by using Activity Book
11. Taking up Creative activities/ Scientific activities	12. Recapping the day's activities and preparing children to go home
13. Supervising free play of LKG children	14. Supervising free play of all the children in AWC

<p>15. Bring registered children to the centre</p>	<p>16. Conducting Indoor games/Outdoor games/Physical exercise</p>
<p>17. Preparing the pre-school-related charts, drawings, posters etc.</p>	<p>18. Taking children on nature walks/picnics</p>
<p>19. Any other:</p>	<p>20. Unsure, did not observe</p>

Sub-activities under Supplementary Nutrition

2.2 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · Serving snacks to the Preschool children 	<ul style="list-style-type: none"> · Organising SNP feeding(lunch) for Pre-school children
<ul style="list-style-type: none"> · Serving food(lunch) for Pre-school children 	<ul style="list-style-type: none"> · Serving food(lunch) for PW
<ul style="list-style-type: none"> · Serving food(lunch) for LW 	<ul style="list-style-type: none"> · Local procurement of perishable and dry ingredients
<ul style="list-style-type: none"> · Issue ration to AWH for preparing meals 	<ul style="list-style-type: none"> · Cooking food
<ul style="list-style-type: none"> · Distributing Take-Home Ration(THR) to Children(7M-3Y) 	<ul style="list-style-type: none"> · Distributing THR to Children(3Y-6Y)
<ul style="list-style-type: none"> · Distributing THR to Pregnant women 	<ul style="list-style-type: none"> · Distributing THR to Lactating women
<ul style="list-style-type: none"> · Receiving and storing the commodities transported to AWC under SNP 	<ul style="list-style-type: none"> · Any other:
<ul style="list-style-type: none"> · Unsure, did not observe 	

Sub-activities under Paperwork/ Data Entry

2.3 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> • Filling details in YSR Sampoorna Poshana App 	<ul style="list-style-type: none"> • Filling details in YSRSP Milk App
<ul style="list-style-type: none"> • Filling details in Poshan Tracker 	<ul style="list-style-type: none"> • Filling details in any other app: _____
<ul style="list-style-type: none"> • Filling up Register on Family details 	<ul style="list-style-type: none"> • Filling up Register on Weight record of children
<ul style="list-style-type: none"> • Filling up Register on Supplementary food stock 	<ul style="list-style-type: none"> • Filling up Register on Severely Malnourished Children - SUW, SAM, MAM children
<ul style="list-style-type: none"> • Filling up Register on Supplementary food distribution 	<ul style="list-style-type: none"> • Filling up Register on ALMSC Meetings
<ul style="list-style-type: none"> • Filling up Register on Pre-school education 	<ul style="list-style-type: none"> • Filling up Register on Permanent/ utilised items stock
<ul style="list-style-type: none"> • Filling up Register on Pregnancy and delivery 	<ul style="list-style-type: none"> • Maintaining beneficiary records
<ul style="list-style-type: none"> • Filling up Register on Immunisation and VHND 	<ul style="list-style-type: none"> • Preparing reports
<ul style="list-style-type: none"> • Filling up Register on Vit-A bi-annual rounds 	<ul style="list-style-type: none"> • Computer data entry/Updating mobile apps: _____(name)
<ul style="list-style-type: none"> • Filling up Register on Home visits planner 	<ul style="list-style-type: none"> • Preparing food indent lists
<ul style="list-style-type: none"> • Filling up Register on Referrals 	<ul style="list-style-type: none"> • Any other:

<ul style="list-style-type: none"> · Filling up Register on Monthly & Annual Summaries 	<ul style="list-style-type: none"> · Unsure, did not observe
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Sub-activities under Personal work

2.4 Which of the following sub-activities did the AWT perform the current 6-minute interval?

<ul style="list-style-type: none"> · Telephonic communication 	<ul style="list-style-type: none"> · Non-telephonic communication
<ul style="list-style-type: none"> · Sitting idle 	<ul style="list-style-type: none"> · Lunch
<ul style="list-style-type: none"> · Resting 	<ul style="list-style-type: none"> · Went out for personal work
<ul style="list-style-type: none"> · Any other: 	<ul style="list-style-type: none"> · Unsure, did not observe

Sub-activities under Travel

2.5 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · AWC to field (to-fro) 	<ul style="list-style-type: none"> · Within field
<ul style="list-style-type: none"> · AWC to meeting site (to-fro) 	<ul style="list-style-type: none"> · Any other:
<ul style="list-style-type: none"> · Unsure, did not observe 	<ul style="list-style-type: none"> ·

Sub-activities under Maintenance of AWC

2.6 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> • Maintenance of the kitchen garden 	<ul style="list-style-type: none"> • Cleaning the premises of AWC
<ul style="list-style-type: none"> • Arranging for clean drinking water 	<ul style="list-style-type: none"> • Cleaning the AWC/Mop the floor of AWC
<ul style="list-style-type: none"> • Cleaning toilets and arranging for water 	<ul style="list-style-type: none"> • Maintenance of hygiene at the centre
<ul style="list-style-type: none"> • Any other: 	<ul style="list-style-type: none"> • Unsure, did not observe

Sub-activities under Adolescent girls' services

2.7 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> • Maintaining register and adolescent health cards at AWC 	<ul style="list-style-type: none"> • Distribution of THR to Adolescent girls
<ul style="list-style-type: none"> • Distribution of Iron and Folic Acid (IFA) tablets and deworming tablets 	<ul style="list-style-type: none"> • Counselling
<ul style="list-style-type: none"> • Overseeing all the activities conducted on Kishori Diwas 	<ul style="list-style-type: none"> • Conducting survey and registering the AGs
<ul style="list-style-type: none"> • Any other: 	<ul style="list-style-type: none"> • Unsure, did not observe

Sub-activities under home visits, service delivery and counselling

2.8 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · Providing SSFP for SAM/MAM children 	<ul style="list-style-type: none"> · Providing counselling for adult beneficiaries
<ul style="list-style-type: none"> · Providing counselling for parents of child beneficiaries 	<ul style="list-style-type: none"> · Any other:
<ul style="list-style-type: none"> · Unsure, did not observe 	

2.8a What is the age of the child beneficiary?

- 0 - 6 Months
- 7 Months - 3 Years
- 3 Years - 6 Years

2.8b What is the category of the beneficiary?

- Pregnant women
- Lactating women

2.8c What is the age of the child beneficiary?

- 0 - 6 Months
- 7 Months - 3 Years
- 3 Years - 6 Years

Sub-activities under Waiting

2.9 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · For beneficiaries 	<ul style="list-style-type: none"> · For staff
<ul style="list-style-type: none"> · For others: 	<ul style="list-style-type: none"> · Unsure, did not observe

Sub-activities under VHSND

2.10 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · VHSND1 (Growth monitoring of children) related activity 	<ul style="list-style-type: none"> · VHSND2 (For Pregnant women) related activity
<ul style="list-style-type: none"> · Any other: 	<ul style="list-style-type: none"> · Unsure, did not observe

2.10a Select the specific VHSND1 related activity

<ul style="list-style-type: none"> · Preparations for VHSND1 	<ul style="list-style-type: none"> · Prepare and manage the ECD corner
<ul style="list-style-type: none"> · Growth monitoring of children 	<ul style="list-style-type: none"> · Individual counselling for malnourished children
<ul style="list-style-type: none"> · Referring SAM children to ANM 	<ul style="list-style-type: none"> · Assist ANM in immunization of children
<ul style="list-style-type: none"> · Any other: 	<ul style="list-style-type: none"> · Unsure, did not observe

2.10b Select the specific VHSND2-related activity

<ul style="list-style-type: none"> · Preparations for VHSND2 	<ul style="list-style-type: none"> · Weighing PW
<ul style="list-style-type: none"> · Assist ANM in ANC checkups of PW 	<ul style="list-style-type: none"> · Providing counselling to beneficiaries and their family members
<ul style="list-style-type: none"> · Distribution of Iron and Folic Acid (IFA) tablets and deworming tablets 	<ul style="list-style-type: none"> · Any other:
<ul style="list-style-type: none"> · Unsure, did not observe 	

Sub-activities under Meetings with superiors

2.11 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · Sector level meeting 	<ul style="list-style-type: none"> · Project-level meeting
<ul style="list-style-type: none"> · Any other: 	<ul style="list-style-type: none"> · Unsure, did not observe

Sub-activities under IEC activities among groups or at a community level / Community-Based Events

2.12 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

<ul style="list-style-type: none"> · ECCE day 	<ul style="list-style-type: none"> · Nutrition and Health Day – 1 (NHD 1)
<ul style="list-style-type: none"> · Nutrition and Health Day – 2 (NHD 2) 	<ul style="list-style-type: none"> · Kishori Sadassu
<ul style="list-style-type: none"> · Any other celebration: _____ 	<ul style="list-style-type: none"> · Inviting women during the first/second trimester of Pregnancy
<ul style="list-style-type: none"> · Family planning 	<ul style="list-style-type: none"> · Campaigns on prevention of diseases (Communicable and non-communicable)
<ul style="list-style-type: none"> · Other health-related Mobilisation 	<ul style="list-style-type: none"> · Any other:
<ul style="list-style-type: none"> · Unsure, did not observe 	

Sub-activities under Meetings with co-workers or village community

2.13 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

· ALMSC meeting	· VHSNC Monthly meeting
· Any other:	· Unsure, did not observe

Sub-activities under Other ICDS-related activities

2.14a Specify the sub-activities

Sub-activities under non-ICDS department (WDCW) related activities

2.14b Specify the sub-activities

Sub-activities under other department-related activities

2.15 Select the department

· Health, Medical & Family Welfare	· Panchayat Raj and Rural Development
· Municipal Administration & Urban Development	· Revenue
· Social Welfare	· Any other:
· Unsure, did not observe	

Sub-activities under other department-related activities

2.15b Specify the sub-activities

Sub-activities under External agency related activities

2.16 Designation of the person who has assigned the activity?

2.16a Specify the sub-activities

Sub-activities under Trainings

2.17 To which department is the training related to?

· ICDS/WDCW related training	· Other department related training
· Any other:	· Unsure, did not observe

2.17b Please mention the topics of training

Sub-activities under Universal immunisation day

2.18 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

· Administrative	· Service delivery
· Paperwork	· Any other:
· Unsure, did not observe	·

Sub-activities under Interaction with Beneficiary/ Beneficiary's family member

2.19 Which of the following sub-activities did the AWT perform in the current 6-minute interval?

· Conversations on nutrition/preschool-related topics	· Conversations on general topics
· Pacifying crying children	· Any Other:
· Unsure, did not observe	·

3. What is the Primary activity/Major activity of the AWT among the listed sub-activities in the current 6-minute interval?

4.1 Did the AWH help the AWT in carrying out the primary activity?

<ul style="list-style-type: none"> • Yes, fully 	<ul style="list-style-type: none"> • Yes, partially
<ul style="list-style-type: none"> • No, AWH was sitting idle 	<ul style="list-style-type: none"> • No, AWH was involved in some other activity
<ul style="list-style-type: none"> • No, AWH was absent 	<ul style="list-style-type: none"> • Not applicable, activity does not need AWH help
<ul style="list-style-type: none"> • Don't know, AWH was not visible 	<ul style="list-style-type: none"> • Any other:

4.2 What primary activity was the AWH doing?

<ul style="list-style-type: none"> • Cooking food 	<ul style="list-style-type: none"> • Supervising free play of LKG children
<ul style="list-style-type: none"> • Supervising free play of all the AWC children 	<ul style="list-style-type: none"> • Conducting Indoor games/Outdoor game/Physical exercise
<ul style="list-style-type: none"> • Serving snacks to the Pre-school children 	<ul style="list-style-type: none"> • Serving food(lunch) for Pre-school children
<ul style="list-style-type: none"> • Serving food(lunch) for PW 	<ul style="list-style-type: none"> • Serving food(lunch) for LW
<ul style="list-style-type: none"> • Cleaning the premises of AWC 	<ul style="list-style-type: none"> • Arranging for clean drinking water
<ul style="list-style-type: none"> • Cleaning the AWC/Mop the floor of AWC 	<ul style="list-style-type: none"> • Cleaning the toilets and arranging for water
<ul style="list-style-type: none"> • Maintenance of hygiene at the centre 	<ul style="list-style-type: none"> • Maintenance of the kitchen garden
<ul style="list-style-type: none"> • Distributing THR to Children 	<ul style="list-style-type: none"> • Distributing THR to PW
<ul style="list-style-type: none"> • Distributing THR to LW 	<ul style="list-style-type: none"> • Proper and safe storage of commodities at the centre
<ul style="list-style-type: none"> • Any other: 	<ul style="list-style-type: none"> • Unsure, did not observe

5. How many children came to the AWC today?

6. Please enter any other comments you might have. You may skip this question if there are no comments.

Annexure 2 – Stakeholder Interview Schedules

Personal Interview | Anganwadi Workers

వ్యక్తిగత ఇంటర్వ్యూ | అంగన్‌వాడీ కార్యకర్తలు

Anganwadi Centre Profile	
AWC Name: AWC పేరు:	AWC Sector: AWC సెక్టార్:
AWC Code: AWC కోడ్:	District: జిల్లా:
Co-located / Stand-alone: కో- లొకేషన్ / ఒంటరిగా:	If co-located, physically co-located / mapped: కో- లొకేషన్ ఉంటే, భౌతికంగా ఒకే ప్రదేశం / మ్యాప్ చేయబడింది:
Anganwadi Worker Profile	
Name: పేరు:	Age: వయసు:
No. of years of experience as AWW: AWWగా ఎక్స్పీరియన్స్ సం.లలో.:	Educational Qualifications:

List of roles, responsibilities and duties

వ్యక్తిగత ఇంటర్వ్యూ | అంగన్‌వాడీ కార్యకర్తలు

1. Were you given a list of job roles/duties when you joined?

1. మీరు చేరినప్పుడు మీకు ఉద్యోగ పాత్రలు/డ్యూటీల జాబితా ఇవ్వబడిందా?

a. If yes, what are the job roles/duties that were allocated to you when you joined?

a. అవును అయితే, మీరు చేరినప్పుడు మీకు కేటాయించబడిన ఉద్యోగ పాత్రలు/డ్యూటీలు ఏమిటి?

b. If no, what were you told regarding your main role as an Anganwadi Worker?

బి. లేకపోతే, అంగన్‌వాడీ వర్కర్‌గా మీ ప్రధాన పాత్ర గురించి మీకు ఏమి చెప్పారు?

c. Have you been given any other job roles/duties list in your service?

సి. మీరు చేస్తున్న పనిలో మీకు ఏవైనా ఇతర ఉద్యోగ విధులు/డ్యూటీల జాబితా ఇవ్వబడిందా?

2. What are the duties you perform beyond what was allotted to you?

2. మీకు కేటాయించిన దానికంటే మించి మీరు నిర్వర్తించే విధులు ఏమిటి?

3. A) On average, how many hours per day do you spend on the following activities?

3 A) సగటున, మీరు క్రింది పనులకు రోజుకు ఎన్ని గంటలు వెచ్చిస్తారు?

i. Engaging children in Early Childhood Education (ECE) activities

పూర్వ బాల్య విద్య (ECE) కార్యకలాపాలలో పిల్లలను నిమగ్నం చేయడం

ii. Planning ECE activities

ECE కార్యకలాపాలను ప్లాన్ చేయడం

iii. Food-related services for children (cooking meals, nutrition needs etc.)

పిల్లలకు ఆహార సంబంధిత సేవలు (వంట భోజనం, పోషకాహార అవసరాలు మొదలైనవి)

- iv. Food-related services for Pregnant Women and Lactating Women (distribution of Take-Home Ration, cooking etc.)

గర్భిణీ స్త్రీలు మరియు పాలిచ్చే స్త్రీలకు ఆహార సంబంధిత సేవలు (టేక్-హోమ్ రేషన్ పంపిణీ, వంట మొదలైనవి)

- v. Administrative tasks (e.g. record-keeping, reporting, indenting, co-ordinate child development activities with CDPO etc.)

అడ్మినిస్ట్రేటివ్ పనులు (ఉదా. రికార్డ్ కీపింగ్, రిపోర్టింగ్, ఇండెంట్, CDPOతో పిల్లల అభివృద్ధి కార్యకలాపాలను సమన్వయం చేయడం మొదలైనవి)

- vi. Other (*please specify: __*)

ఇతర (దయచేసి పేర్కొనండి:)

B) On average, what is the time spent on the following activities (*weekly/monthly/yearly – ask as applicable*) –

B బి) సగటున, కింది కార్యకలాపాలపై గడిపిన సమయం ఎంత

(వారం/నెలవారీ/సంవత్సరం – వర్తించే విధంగా అడగండి) –

- i. Engaging in Refresher Training and capacity building (*mention which domain: ____*)

రిఫ్రెషర్ ట్రైనింగ్ మరియు కెపాసిటీ బిల్డింగ్ లో పాల్గొనడం (డొమైన్ ను పేర్కొనండి:)

- ii. Community outreach and mobilization (home visits, providing counselling, organising Days like ECCE Day, Kishori Sadassu, NHD etc.)

కమ్యూనిటీ ఔట్ రీచ్ మరియు సమీకరణ (గృహ సందర్శనలు, కౌన్సెలింగ్ అందించడం, ECCE డే, కిషోరి సదస్సు, NHD మొదలైన రోజులను నిర్వహించడం)

- iii. Meetings (Sector meetings, meetings with Supervisor, meetings with CDPOs etc.)

సమావేశాలు (సెక్టార్ సమావేశాలు, సూపర్ వైజర్ తో సమావేశాలు, CDPOలతో సమావేశాలు మొదలైనవి)

iv. How do you implement these activities? How do you decide how much time to give to the activity? On what basis do you re-adjust or re-schedule the activities?

సి) మీరు ఈ కార్యకలాపాలను ఎలా అమలు చేస్తారు? కార్యాచరణకు ఎంత సమయం ఇవ్వాలో మీరు ఎలా నిర్ణయిస్తారు? మీరు ఏ ప్రాతిపదికన కార్యకలాపాలను మళ్ళీ సర్దుబాటు చేస్తారు లేదా మళ్ళీ షెడ్యూల్ చేస్తారు?

v. Which activity takes the largest amount of time for you?

డి) మీ కోసం ఏ కార్యకలాపానికి ఎక్కువ సమయం పడుతుంది?

Perceptions on Time Use

సమయ వినియోగంపై అవగాహన

4. According to you, where do you think you spend more time/less time?

4. మీ ప్రకారం, మీరు ఎక్కడ ఎక్కువ సమయం/తక్కువ సమయం గడుపుతారని అనుకుంటున్నారు?

a. Teaching children (More time / Less time)

పిల్లలకు బోధించడం (ఎక్కువ సమయం / తక్కువ సమయం)

b. Food-related services for children (More time / Less time)

పిల్లల కోసం ఆహార సంబంధిత సేవలు (ఎక్కువ సమయం / తక్కువ సమయం)

c. Administrative tasks (e.g. record-keeping, reporting) (More time / Less time)

అడ్మినిస్ట్రేటివ్ టాస్కులు (ఉదా. రికార్డ్ కీపింగ్, రిపోర్టింగ్) (ఎక్కువ సమయం / తక్కువ సమయం)

d. Training and capacity building (More time / Less time)

శిక్షణ మరియు సామర్థ్యం పెంపుదల (ఎక్కువ సమయం / తక్కువ సమయం)

e. Community outreach and mobilisation (More time / Less time)

కమ్యూనిటీ ఔట్రీచ్ మరియు అవగాహన కల్పించడం / ప్రేరేపించడం (ఎక్కువ సమయం / తక్కువ సమయం)

f. Other (please specify)

ఇతరములు (దయచేసి పేర్కొనండి)

5. According to you, which is the primary activity you would like to spend more time on? Which is the activity that digresses your attention from the primary activity mentioned above? Why do you think that happens?
5. మీ ప్రకారం, మీరు ఎక్కువ సమయాన్ని వెచ్చించాలనుకుంటున్న ప్రాథమిక పని ఏది? పైన పేర్కొన్న మూలమైన పని నుండి మీ దృష్టిని మళ్లించే పని ఏది? అలా ఎందుకు జరుగుతుందని మీరు అనుకుంటున్నారు?
6. What are your biggest challenges in managing your time effectively?
6. మీ సమయాన్ని సమర్థవంతంగా నిర్వహించడంలో మీరు ఎదుర్కొంటున్న అతిపెద్ద సవాళ్లు ఏమిటి?
7. What support or resources do you need to better manage your time or to help you plan and engage in ECE activities and improve your performance as an Anganwadi worker?
7. మీ సమయాన్ని మెరుగ్గా నిర్వహించడానికి లేదా ECE కార్యకలాపాలను ప్లాన్ చేయడానికి మరియు పాల్గొనడానికి మరియు అంగన్వాడీ వర్కర్ గా మీ పనితీరును మెరుగుపరచడానికి మీకు ఏ సపోర్ట్ లేదా వనరులు అవసరం?

Assessments

అంచనాలు

8. How do you assess the learning of the students in the AWCs?
8. AWCలలో విద్యార్థుల అభ్యాసనాన్ని మీరు ఎలా అంచనా వేస్తారు?
9. Do you have the assessment cards distributed by the department?
9. డిపార్ట్మెంట్ పంపిణీ చేసిన అసెస్మెంట్ కార్డులు మీ వద్ద ఉన్నాయా?
10. How often do you fill the assessment cards? Do you share it with the parents?
10. మీరు అసెస్మెంట్ కార్డులను ఎంత తరచుగా నింపుతారు? మీరు దానిని తల్లిదండ్రులకు తెలియజేస్తారా?
11. According to you, why are assessments of children conducted? What is their importance?
11. మీ ప్రకారం, పిల్లల మూల్యాంకనాలు ఎందుకు నిర్వహించబడతాయి? వాటి ప్రాముఖ్యత ఏమిటి?

Communication channels

కమ్యూనికేషన్ ఛానెల్లు

12. Do you communicate with the parents/caregivers of your students?
What mode of communication is used? (Face-to-face interactions, WhatsApp, messages, calls, any other:___)

12. మీరు మీ విద్యార్థుల తల్లిదండ్రులు/సంరక్షకులతో మాట్లాడుతున్నారా?
ఎలా విషయం తెలియజేస్తారు? (ముఖాముఖి పరస్పర చర్యలు, WhatsApp, సందేశాలు, కాల్లు, మరేదైనా:)

13. What is the most commonly used mode of communication? (Face-to-face interactions, WhatsApp, messages, calls, any other:_____)

13. విషయం తెలియపరచడానికి సాధారణంగా ఉపయోగించే మాధ్యమం ఏది? (ముఖాముఖి పరస్పర చర్యలు, WhatsApp, సందేశాలు, కాల్లు, మరేదైనా:)

14. Mothers' Group –
మదర్స్ గ్రూప్ –

a. Is there a Mothers' Group formed?

a. తల్లులతో గ్రూప్ ఏర్పాటు చేసారా?

b. How often do you interact with them?

b. మీరు వారితో ఎంత తరచుగా మాట్లాడుతారు?

c. What is discussed with them?

c. వారితో ఏం చర్చిస్తారు?

15. WhatsApp

సమాహాలకు సంబంధించి

a. Is there a WhatsApp Group formed with the mothers/caregivers?

a. తల్లులు/సంరక్షకులతో వాట్సాప్ గ్రూప్ ఏర్పడిందా?

b. Are daily messages sent on this group?

b. ఈ గ్రూపులో రోజువారీ సందేశాలు పంపిస్తారా?

c. Do you engage with them to check whether the daily messages are being understood and implemented by the mothers/caregivers at home?

c. ఇంట్లో ఉన్న తల్లులు/సంరక్షకులు రోజువారీ సందేశాలను అర్థం చేసుకుని అమలు చేస్తున్నారో లేదో తనిఖీ చేయడానికి మీరు వారితో తరచుగా కలుస్తూ ఉన్నారా?

Co-location

కో-లోకేషన్

16. Is the school co-located: (yes/no)

16. పాఠశాల కో-లోకేషన్ ఉందా: (అవును/లేదు)

17. If yes, when was the school co-located?

17. అవును అయితే, పాఠశాల ఎప్పుడు కో-లోకేషన్ చేయబడింది?

18. Does the headmaster/headmistress interact with you?

18. హెడ్మాస్టర్/హెడ్మిస్ట్రెస్ మీతో మాట్లాడుతారా?

19. Do the school teachers of the school interact with you?

19. పాఠశాలలోని ఉపాధ్యాయులు మీతో మాట్లాడుతారా?

20. Are you provided with any guidance/support/mentorship to conduct the ECE activities by the headmaster/headmistress? If yes, what kind of support?

20. ప్రధానోపాధ్యాయుడు/ప్రధానోపాధ్యాయుడి ద్వారా ECE కార్యకలాపాలను నిర్వహించడానికి మీకు ఏదైనా మార్గదర్శకత్వం/సపోర్ట్ /మార్గదర్శిని అందించారా? అందితే, ఎలాంటి సపోర్ట్ అందింది?

21. Are you provided with any guidance/support/mentorship to conduct the ECE activities by the teachers? If yes, what kind of support?

21. ఉపాధ్యాయుల ద్వారా ECE కార్యకలాపాలను నిర్వహించడానికి మీకు ఏదైనా మార్గదర్శకత్వం/సపోర్ట్ / సలహా సూచనలు అందిందా? అందితే, ఎలాంటి సపోర్ట్ వచ్చింది?

22. Who do you report to regarding ECE activities? Multiple options can be selected -

22. ECE కార్యకలాపాలకు సంబంధించి మీరు ఎవరికి నివేదిస్తారు? ఒకటికి మించిన ఎంపికలు ఎంచుకోవచ్చు -

a. Supervisor

a. సూపర్ వైజర్

- b. Headmaster/Headmistress
bబి. ప్రధానోపాధ్యాయుడు/ప్రధానోపాధ్యాయురాలు
- c. Mandal Education Officer
cసి. మండల విద్యాధికారి
- d. Other: _____
d డి. ఇతర:

23. Do the Headmasters communicate their expectations to you? What are they?
23. ప్రధానోపాధ్యాయులు తమ అంచనాలను మీకు తెలియజేస్తారా? అవేంటి?

Early Childhood Education

పూర్వ బాల్య విద్య

24. What are the ECE activities that you regularly plan for the children?

పల్లల కోసం మీరు క్రమం తప్పకుండా ప్లాన్ చేసే ECE కార్యకలాపాలు ఏమిటి?

(Allow them to answer freely and note responses, then prompt: Cognitive: Colour

Identification, Shape Identification, Other _____; (Physical development: Walk in a straight/slanted line, Beads and threads, Other _____; Language: Alphabets, Poem recital/singing, Other _____; Numeracy: Numbers, Block play, Other _____; Creative and aesthetic development: Colouring & painting, Drawing)

(స్వేచ్ఛగా సమాధానం ఇవ్వడానికి మరియు ప్రతిస్పందనలను గమనించడానికి వారిని అనుమతించండి, ఆపై ప్రాంప్ట్ చేయండి: అభిజ్ఞా: రంగు

ఐడెంటిఫికేషన్, షేప్ ఐడెంటిఫికేషన్, ఇతర; (శారీరక అభివృద్ధి: సరళ/వాలుగా ఉన్న రేఖలో నడవడం, పూసలు మరియు దారాలు, ఇతర; భాష: అక్షరమాలలు, పద్య పఠనం/గానం, ఇతరం, సంఖ్యాశాస్త్రం: సంఖ్యలు, బ్లాక్ ప్లే, ఇతర; సృజనాత్మక మరియు సౌందర్య అభివృద్ధి: కలరింగ్ & పెయింటింగ్, డ్రాయింగ్)

a. According to you, what is the importance of each of the activities you have mentioned in promoting child development? *(Use activities mentioned in the previous answer, and note separately for each activity)*

మీ అభిప్రాయం ప్రకారం, పిల్లల అభివృద్ధిని ప్రోత్సహించడంలో మీరు పేర్కొన్న ప్రతి కార్యచరణ యొక్క ప్రాముఖ్యత ఏమిటి? (మునుపటి

సమాధానంలో పేర్కొన్న కార్యకలాపాలను ఉపయోగించండి మరియు ప్రతి కార్యచరణకు విడివిడిగా గమనించండి)

b. What are the challenges you face in implementing the ECE activities?

ECE కార్యకలాపాలను అమలు చేయడంలో మీరు ఎదుర్కొనే సవాళ్లు ఏమిటి?

c. What kind of support do you get in planning and implementing ECE activities? (Prompt: from Supervisors/CDPOs/

ECE కార్యకలాపాలను ప్లాన్ చేయడం మరియు అమలు చేయడంలో మీకు ఎలాంటి సపోర్ట్ లభిస్తుంది? (ప్రాంప్ట్: సూపర్ వైజర్లు/CDPOల నుండి/

d. (Based on answers above) How much time is spent on each of these activities?

(పై సమాధానాల ఆధారంగా) ఈ ప్రతి కార్యకలాపానికి ఎంత సమయం వెచ్చిస్తారు?

a. (Activity name) _____ - _____ min

b. (Activity name) _____ - _____ mins.....

a (కార్యకలాపం పేరు) - నిమిషాలు

b. (కార్యకలాపం పేరు) - నిమిషాలు.....

25. (Based on answers above) According to you, do you spend more time than required, lesser time than required or sufficient time on these activities - (pick the option that applies)

(పై సమాధానాల ఆధారంగా) మీ ప్రకారం, మీరు ఈ కార్యకలాపాలకు అవసరమైన దానికంటే ఎక్కువ సమయం, అవసరమైన దానికంటే తక్కువ సమయం లేదా తగినంత సమయాన్ని వెచ్చిస్తున్నారా - (వర్తించే ఎంపికను ఎంచుకోండి)

i. *(Activity name) _____ - _____ mins*

ii. *(Activity name) _____ - _____ mins.....*

a. (కార్యకలాపం పేరు) - నిమిషాలు

b. (కార్యకలాపం పేరు) - నిమిషాలు.....

Personal Interview | Headmaster

ప్రశ్నావళి | ప్రధానోపాధ్యాయులు

School Profile	
School Name: బడి పేరు:	District: జిల్లా:
School Code: బడి కోడ్:	If co-located, physically co-located/mapped: కో- లొకేషన్ ఉంటే, భౌతికంగా ఒకే ప్రదేశం / మ్యాప్ చేయబడింది
Distance from AWC: AWC నుండి దూరం:	Student Strength: పిల్లల సంఖ్య:
Headmaster Profile	
Name: పేరు:	Age: వయసు:
No. of years as HM: హెచ్ ఎం గా అనుభవం:	

1. (If co-located, but not within the same premises) Do you know where the AWC mapped to your school is located?

(కో- లొకేషన్ ఉన్నట్లయితే, కానీ అదే ప్రాంగణంలో కాదు) మీ పాఠశాలకు మ్యాప్ చేయబడిన AWC ఎక్కడ ఉందో మీకు తెలుసా?

2. How often do you visit the AWC?

మీరు AWCని ఎంత తరచుగా సందర్శిస్తారు?

3. Do you interact with the Anganwadi worker? (Yes / No)

మీరు అంగన్‌వాడీ కార్యకర్తతో మాట్లాడుతారా? (అవును కాదు)

a. If yes, what is the purpose of your interactions?

అవును అయితే, మీ సంభాషణల ప్రయోజనం ఏమిటి?

b. Are you aware that Government has issued Orders stating that the Anganwadi worker will impart education for PP1 and PP2, and will be functionally facilitated by the attached Foundation School Headmaster? (copy of the Government Order can be kept with the enumerator)

అంగన్‌వాడీ కార్యకర్త PP1 మరియు PP2 కోసం విద్యను అందిస్తారని మరియు కేటాయించబడిన ఫౌండేషన్ స్కూల్ హెడ్ మాస్టర్ ద్వారా అవసరం మేరకు సేవలు వినియోగించుకుంటారని పేర్కొంటూ ప్రభుత్వం ఉత్తర్వులు జారీ చేసిందని మీకు తెలుసా? (ప్రభుత్వ ఉత్తర్వు కాపీని ఎన్యుమరేటర్ వద్ద ఉంచవచ్చు)

c. Did you receive any instructions regarding how you must engage with the Anganwadi worker? (Yes / No)

c బి. మీరు అంగన్‌వాడీ వర్కర్ తో ఎలా మమేకమవ్వాలి అనే దాని గురించి మీకు ఏవైనా సూచనలు అందాయా? (అవును కాదు)

d. If yes, what are these instructions?

d. అవును అయితే, ఈ సూచనలు ఏమిటి?

e. Who has provided them? (Ex. Headmaster, MEO, DEO, WCD officials)

e. ఆ సూచనలు ఎవరు ఇచ్చారు? (ఉదా. ప్రధానోపాధ్యాయుడు, MEO, DEO, WCD అధికారులు)

4. Have you provided any instructions to the SGTs in your school on how to engage with the Anganwadi workers? (Yes / No)

4. అంగన్‌వాడీ వర్కర్లతో ఎలా మమేకం కావాలో మీ పాఠశాలలోని SGT లకు మీరు ఏమైనా సూచనలను అందించారా? (అవును కాదు)

a. If yes, what are the instructions?

a. అవును అయితే, ఆ సూచనలు ఏమిటి?

b. Do you ensure that the SGTs interact with the AWWs according to the instructions?

b. సూచనల ప్రకారం AWWలతో SGTలు ఇంటరాక్ట్ అవుతున్నారని మీరు నిర్ధారించుకుంటున్నారా?

c. If yes, how? Is there any monitoring process in place?

c. అవును అయితే, ఎలా? ఏదైనా పర్యవేక్షణ ప్రక్రియ అమలులో ఉందా?

5. Do you provide advice/guidance to the Anganwadi worker on how they can engage with the children and teach better?

5. అంగన్‌వాడీ కార్యకర్త పిల్లలతో ఎలా మెలగవచ్చు మరియు బాగా బోధించవచ్చు అనే దానిపై మీరు వారికి సలహాలు/మార్గనిర్దేశం చేస్తారా?

6. What are your expectations from the Anganwadi worker?

6. అంగన్‌వాడీ కార్యకర్త నుండి మీ అంచనాలు ఏమిటి?

7. What are your expectations from the Anganwadi helper?

7. అంగన్‌వాడీ హెల్పర్ నుండి మీ అంచనాలు ఏమిటి?

8. What do you think you should provide to the Anganwadi workers and helpers?

8. అంగన్‌వాడీ కార్యకర్తలు మరియు సహాయకులకు ఏమి అందించాలని అనుకుంటున్నారు?

9. According to you, do you think can the Primary school support better learning for the pre-school children? If so, how?

9. మీ ప్రకారం, ప్రీ-స్కూల్ పిల్లల మెరుగైన చదువు కోసం ప్రాథమిక పాఠశాల సపోర్ట్ ఇస్తుందని, అవసరమని మీరు అనుకుంటున్నారా? అలా అయితే, ఎలా?

10. What has your experience been since the co-location has taken place? What changes have you seen in the school?

10. ఒకే ప్రదేశంలోకి వచ్చినప్పటి నుండి మీ అనుభవం ఏమిటి? పాఠశాలలో మీరు ఎలాంటి మార్పులను చూశారు?

11. Have you observed any challenges that the co-located schools face?

11. కో- లొకేషన్ ఉన్న పాఠశాలలు ఎదుర్కొంటున్న ఏవైనా సవాళ్లను మీరు గమనించారా?

12. If any differences arise between AWWs and the SGTs, how do you resolve them?

12. AWWలు మరియు SGTల మధ్య ఏవైనా భేదాలు తలెత్తితే, మీరు వాటిని ఎలా పరిష్కరిస్తారు?

13. Is there a process you follow for the verification of the following? If yes, what is it –

13. కింది వాటి ధృవీకరణ కోసం మీరు అనుసరించే ప్రక్రియ ఏదైనా ఉందా? అవును అయితే, అది ఏమిటి -

a. Ration distributed to AWCs

AWCలకు రేషన్ పంపిణీ

b. Attendance of AWWs

AWW ల హాజరు

c. Attendance of AWC students

AWC విద్యార్థుల హాజరు

d. Usage of Teaching Learning Material (TLM)

టీచింగ్ లెర్నింగ్ మెటీరియల్ (TLM) వినియోగం

14. If AWWs and SGTs conduct joint academic activities, do you think it will help in achieving school readiness?

AWWలు మరియు SGTలు కలిసి పనిచేస్తే, పిల్లల పాఠశాల సంసిద్ధతకు సహాయపడుతుందని మీరు భావిస్తున్నారా?

a. If so, what kind of activities can be conducted?

అలా అయితే, ఎలాంటి కార్యకలాపాలు నిర్వహించవచ్చు?

Personal Interview | Parents

Parent Information

Parent Name/Initials	Child's Age	Child's Gender	Highest Educational Qualification - Mother	Highest Educational Qualification - Father

		<p>1. Male పురుషుడు</p> <p>2. Female స్త్రీ</p> <p>3. Transgender ట్రాన్స్ జెండర్</p> <p>4. Prefer not to say చెప్పడం ఇష్టం లేదు</p>	<p>1. <8th pass 8 కంటే తక్కువ పాస్</p> <p>2. 8th pass</p> <p>8 పాస్</p> <p>3. 10th pass</p> <p>10 పాస్</p> <p>4. 12th Pass 12 పాస్</p> <p>5. Diploma డిప్లొమా</p> <p>6. Graduate (BA,BSc,B.Ed) స్నాతక (బిఎ, బిఎస్సీ, బిఇడి)</p> <p>7. Post Graduate (MA,MSc,M.Com) స్నాతకోత్తర (ఎంఎ, ఎమ్ ఎస్ సి, ఎంకాం)</p> <p>8. Other: ఇతరము:</p>	<p>1. <8th pass 8 కంటే తక్కువ పాస్</p> <p>2. 8th pass</p> <p>8 పాస్</p> <p>3. 10th pass</p> <p>10 పాస్</p> <p>4. 12th Pass 12 పాస్</p> <p>5. Diploma డిప్లొమా</p> <p>6. Graduate (BA,BSc,B.Ed) స్నాతక (బిఎ, బిఎస్సీ, బిఇడి)</p> <p>7. Post Graduate (MA,MSc,M.Com) స్నాతకోత్తర (ఎంఎ, ఎమ్ ఎస్ సి, ఎంకాం)</p> <p>8. Other: ఇతరము:</p>
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Questionnaire

ప్రశ్నావళి

1. Are you aware that pre-school education is imparted in the Anganwadi Centres?

అంగన్‌వాడీ కేంద్రాలలో ప్రీ-స్కూల్ విద్యను అందిస్తున్నారని మీకు తెలుసా?

2. ^{What} is your understanding of what good pre-school education looks like? (Select all that apply)

మంచి ప్రీ-స్కూల్ విద్య గురించి మీ అవగాహన ఏమిటి? (వర్తించే అన్నింటినీ ఎంచుకోండి)

a. Child can sing rhymes or songs

పిల్లవాడు రైమ్స్ లేదా పాటలు పాడగలడు

b. Child can speak in English

పిల్లవాడు ఆంగ్లంలో మాట్లాడగలడు

c. Child does copy-writing in notebook

పిల్లవాడు నోట్‌బుక్‌లో కాపీ రైటింగ్ చేస్తాడు

d. Child gets homework everyday

పిల్లలకు ప్రతిరోజూ హోంవర్క్ ఇస్తారు

e. Child has regular tests

పిల్లలకు సాధారణ పరీక్షలు ఉంటాయి

f. Child can do activities such as sorting, counting, reading, etc. independently

పిల్లవాడు స్వతంత్రంగా వస్తువులు సరిగా అమర్చడం, లెక్కించడం, చదవడం మొదలైన కార్యకలాపాలను చేయవచ్చు

g. Other: _____

ఇతర:

3. What is your understanding of the activities that your child does at the Anganwadi centre? What do they learn?

అంగన్‌వాడీ కేంద్రంలో మీ బిడ్డ చేసే కార్యకలాపాలపై మీ అవగాహన ఏమిటి? వారు ఏమి నేర్చుకుంటారు?

4. Interactions with the Anganwadi Worker –

అంగన్‌వాడీ వర్కర్‌తో పరస్పర చర్యలు –

i. Do you interact with the Anganwadi worker? Yes / No

మీరు అంగన్‌వాడీ కార్యకర్తతో మాట్లాడుతారా? అవును / కాదు

ii. What is the frequency of these meetings?

ఈ సమావేశాల ఫ్రీక్వెన్సీ ఎంత?

iii. What are the interactions about? (*Prompt: child's performance, discipline, behaviour with others etc.*)

సమావేశాలు వేటి గురించి జరుపుతారు? (ప్రాంప్ట్: పిల్లల పనితీరు, క్రమశిక్షణ, ఇతరులతో ప్రవర్తన మొదలైనవాటిని గురించి)

iv. Does the Anganwadi worker discuss how you can engage your child in early learning activities?

అంగన్‌వాడీ కార్యకర్త మీరు మీ పిల్లలను ముందస్తు అభ్యసన కార్యకలాపాలలో ఎలా నిమగ్నం చేయవచ్చో చర్చిస్తారా?

v. Are there any other modes of interaction? What are they? (*Prompt: Online, on call, via WhatsApp, via messages*)

ఇంటరాక్షన్ యొక్క ఇతర రీతులు ఏమైనా ఉన్నాయా? ఏమిటి అవి? (ప్రాంప్ట్: ఆన్‌లైన్, కాల్‌లో, WhatsApp ద్వారా, సందేశాల ద్వారా)

vi. Do you receive activity videos from the Anganwadi Worker? How often?

మీరు అంగన్‌వాడీ వర్కర్ నుండి కార్యాచరణ వీడియోలను పొందుతారా? ఎంత తరచుగా?

vii. Does the Anganwadi Worker explain the video to you?

అంగన్‌వాడీ వర్కర్ వీడియో గురించి మీకు వివరిస్తారా?

viii. Do you regularly engage your child in the activity shown in the video? Are the videos helpful?

మీరు వీడియోలో చూపిన కార్యకలాపంలో మీ పిల్లలను క్రమం తప్పకుండా నిమగ్నం చేస్తున్నారా? వీడియోలు సహాయకరంగా ఉన్నాయా?

ix. Do you receive any other resources from the Anganwadi centre to engage your children in ECE activities at home? If yes, what are they?

మీ పిల్లలను ఇంటి వద్ద ECE కార్యకలాపాలలో నిమగ్నం చేయడానికి మీరు అంగన్‌వాడీ కేంద్రం నుండి ఏవైనా ఇతర వనరులను స్వీకరిస్తారా? అవును అయితే, అవి ఏమిటి?

5. Is there anything else you would expect your child to learn at the Anganwadi Centre?

అంగన్‌వాడీ కేంద్రంలో మీ బిడ్డ నేర్చుకోవాలని మీరు ఆశించేది ఇంకేమైనా ఉందా?

6. Assessment –

మూల్యాంకనం

a. Are you aware that AWW is supposed to assess the learning of your child?

AWW మీ పిల్లల అభ్యాసాన్ని అంచనా వేయాలని మీకు తెలుసా?

b. Is any report card about your child's performance sent home?

మీ పిల్లల పనితీరు గురించి ఏదైనా ఇంటికి పంపబడానికి రిపోర్ట్ కార్డ్ ఉందా?

c. Has the AWW shared about your child's performance in the assessment done?

చేసిన అసెస్‌మెంట్‌లో మీ పిల్లల పనితీరు గురించి AWW షేర్ చేసారా?

7. Where will you join your child for 1st class/grade?

1వ తరగతి/గ్రేడ్ కోసం మీరు మీ పిల్లలను ఎక్కడ చేరుస్తారు?

a. Government Primary school co-located or close by to the AWC

AWCకి కో- లొకేషన్ లేదా దగ్గరలో ఉన్న

ప్రభుత్వ ప్రాథమిక పాఠశాల

b. Private primary school

ప్రైవేట్ ప్రాథమిక పాఠశాల

8. If Private primary school, what is/are the reason/s?

ప్రైవేట్ ప్రాథమిక పాఠశాల అయితే, కారణాలు ఏమిటి?

a. Better teaching in private schools

ప్రైవేటు పాఠశాలల్లో మెరుగైన బోధన ఉంటుంది

b. Environment is better

పర్యావరణం మెరుగ్గా ఉంటుంది

c. Your child learns better

మీ బిడ్డ బాగా నేర్చుకుంటాడు

d. Any other:_____

వేరే ఏదైనా :_____

Personal Interview | Secondary Grade Teachers

ప్రశ్నావళి | సెకండరీ గ్రేడ్ టీచర్లు

School Profile	
School Name: బడి పేరు:	District: జిల్లా:
School Code: స్కూల్ కోడు:	If co-located, physically co-located/mapped: కో-లోకేషన్ ఉంటే, భౌతికంగా ఒకే ప్రదేశం / మ్యాప్ చేయబడింది
Distance from AWC: AWC నుండి దూరం:	Student Strength: పిల్లల సంఖ్య:
SGT Profile	
Name: పేరు:	Age: వయసు:
No. of years of experience: సం.ల అనుభవం :	Subject specialization, if any: సబ్జెక్టు స్పెషలైజేషన్, ఏదైనా ఉంటే:

1. (If co-located, but not within the same premises) Do you know where the AWC mapped to your school is located?
(కో-లోకేషన్ ఉన్నట్లయితే, కానీ అదే ప్రాంగణంలో కాదు) మీ పాఠశాలకు మ్యాప్ చేయబడిన AWC ఎక్కడ ఉందో మీకు తెలుసా?

2. How often do you visit the AWC?

మీరు AWCని ఎంత తరచుగా సందర్శిస్తారు?

3. Do you interact with the Anganwadi worker? (Yes / No)

మీరు అంగన్‌వాడీ కార్యకర్తతో సంభాషిస్తున్నారా? (అవును కాదు)

a) If yes, what is the purpose of your interactions?

అవును అయితే, మీ పరస్పర చర్యల ప్రయోజనం ఏమిటి?

b) Did you receive any instructions regarding how you must engage with the Anganwadi worker? (Yes / No)

మీరు అంగన్‌వాడీ వర్కర్‌తో ఏవిధంగా నిమగ్నమవ్వాలి అనే దాని గురించి మీకు ఏవైనా సూచనలు అందాయా? (అవును కాదు)

c) If yes, what are these instructions?

అవును అయితే, ఈ సూచనలు ఏమిటి?

d) Who has provided them? (Ex. Headmaster, MEO, DEO, WCD officials)

వాటిని ఎవరు అందించారు? (ఉదా. ప్రధానోపాధ్యాయుడు, MEO, DEO, WCD అధికారులు)

4. Do you provide advice/guidance to the Anganwadi worker on how they can engage with the children and teach better?

అంగన్‌వాడీ కార్యకర్త పిల్లలతో ఎలా మెలగవచ్చు మరియు బాగా బోధించవచ్చు అనే దానిపై మీరు వారికి సలహాలు/మార్గనిర్దేశం చేస్తారా?

5. What are your expectations from the Anganwadi worker?

అంగన్‌వాడీ కార్యకర్త నుండి మీ అంచనాలు ఏమిటి?

6. What are your expectations from the Anganwadi helper?

అంగన్‌వాడీ హెల్పర్ నుండి మీ అంచనాలు ఏమిటి?

7. What do you think you should provide to the Anganwadi workers and helpers?

అంగన్‌వాడీ కార్యకర్తలు మరియు సహాయకులకు మీరు ఏమి అందించాలని మీరు అనుకుంటున్నారు?

8. According to you, do you think can the Primary school support better learning for the pre-school children? If so, how?

మీ ప్రకారం, ప్రీ-స్కూల్ పిల్లలకు మెరుగైన అభ్యాసానికి ప్రాథమిక పాఠశాల సపోర్ట్ ఇస్తుందని మీరు అనుకుంటున్నారా? అలా అయితే, ఎలా?

9. If AWWs and SGTs conduct joint academic activities, do you think it will help in achieving school readiness?

AWWలు మరియు SGTలు కలిసి కార్యకలాపాలను నిర్వహిస్తే, పాఠశాల సంసిద్ధతను సాధించడంలో సహాయపడుతుందని మీరు అనుకుంటున్నారా?

a) If so, what kind of activities can be conducted?

అలా అయితే, ఎలాంటి కార్యకలాపాలు నిర్వహించవచ్చు?

10. What has your experience been since the co-location has taken place? What changes have you seen in the school?

ఒకే ప్రదేశం జరిగినప్పటి నుండి మీ అనుభవం ఏమిటి? పాఠశాలలో మీరు ఎలాంటి మార్పులను చూశారు?

11. Do you share resources (like TLM) with the AWC?

మీరు AWCతో వనరులను (TLM వంటివి) పంచుకుంటున్నారా?

12. Does the AWC share resources (like TLM) with you?

AWC మీతో వనరులను (TLM వంటివి) పంచుకుంటున్నారా?

13. What has your experience been since the co-location has taken place? What changes have you seen in the school?

కో- లొకేషన్ వచ్చినప్పటి నుండి మీ అనుభవం ఏమిటి? పాఠశాలలో మీరు ఎలాంటి మార్పులను చూశారు?

Personal Interview | Supervisors, Dept. of WD&CW

సెమీ స్ట్రక్చర్డ్ ప్రశ్నావళి | సూపర్ వైజర్లు, WD&CW విభాగం

1. How many AWCs come under your supervision?

మీ పర్యవేక్షణలో ఎన్ని AWCలు వస్తాయి?

2. How often do you visit each AWC?

మీరు ప్రతి AWCని ఎంత తరచుగా సందర్శిస్తారు?

3. What do you do when you visit? What are your roles and responsibilities?

మీరు సందర్శించినప్పుడు మీరు ఏమి చేస్తారు? మీ విధులు మరియు బాధ్యతలు ఏమిటి?

4. Are there any guidelines you follow while conducting these visits?

ఈ సందర్శనలను నిర్వహిస్తున్నప్పుడు మీరు ఏవైనా మార్గదర్శకాలను అనుసరిస్తున్నారా?

5. What do you see or observe when you visit the classroom?

మీరు తరగతి గదిని సందర్శించినప్పుడు ఏమి చూస్తారు లేదా గమనిస్తారు?

6. How do you report your observations?

మీరు మీ పరిశీలనలను ఎలా నివేదిస్తారు?

7. Have you been given any monitoring checklist or tool for making ECE-related observations?

ECE-సంబంధిత పరిశీలనలు చేయడానికి మీకు ఏదైనా పర్యవేక్షణ చెక్‌లిస్ట్ లేదా సాధనం ఇవ్వబడిందా?

8. Do you provide feedback to the AWWs regarding the conduction of ECE-related activities? If yes, how?

ECE సంబంధిత కార్యకలాపాల managementకు సంబంధించి మీరు AWWలకు అభిప్రాయాన్ని అందిస్తారా? అవును అయితే, ఎలా?

9. Do you have a mechanism to check if your feedback has been incorporated?

మీ ఫీడ్‌బ్యాక్ పొందుపరచబడిందో లేదో తనిఖీ చేయడానికి మీకు మెకానిజం ఉందా?

10. Do you have a mechanism for entering data on your visits?

మీ సందర్శనలపై డేటాను నమోదు చేయడానికి మీకు మెకానిజం ఉందా?

11. Does this feedback get discussed in any meetings?

ఈ అభిప్రాయం ఏదైనా సమావేశాలలో చర్చించబడుతుందా?

12. What are the major challenges you face while monitoring the ECE classrooms?

ECE తరగతి గదులను పర్యవేక్షిస్తున్నప్పుడు మీరు ఎదుర్కొనే ప్రధాన సవాళ్లు ఏమిటి?

For co-located schools -

కో-లోకేటెడ్ పాఠశాలల కోసం -

1. Is there a difference in the procedure of monitoring the co-located schools and the satellite AWCs?

ఓ కో-లోకేటెడ్ ఉన్న పాఠశాలలు మరియు ఉపగ్రహ AWCలను పర్యవేక్షించే విధానంలో తేడా ఉందా?

i. If yes, what is the difference?

అవును అయితే, తేడా ఏమిటి?

2. Have you observed any challenges that the co-located schools face?

పి. కో-లోకేటెడ్ ఉన్న పాఠశాలలు ఎదుర్కొనే ఏవైనా సవాళ్లను మీరు గమనించారా?

3. If any differences arise between AWWs and the SGTs/HMs, how do you resolve them?

క్యూ. AWWలు మరియు SGTలు/HMల మధ్య ఏవైనా తేడాలు తలెత్తితే, మీరు వాటిని ఎలా పరిష్కరిస్తారు?

4. Have you been given any instructions on the administration and monitoring of co-located schools from the government/your superiors?

ఆర్. ప్రభుత్వం/మీ ఉన్నతాధికారుల నుండి కో-లోకేటెడ్ ఉన్న పాఠశాలల management మరియు పర్యవేక్షణపై మీకు ఏవైనా సూచనలు ఇవ్వబడ్డాయా?

i. If yes, what are they?

అవును అయితే, అవి ఏమిటి?

ii. Could we obtain a copy?

మేము ఒక కాపీని పొందగలమా?

5. According to you, is there any way that the school teachers can support in the teaching-learning process at the AWC?

మీ ప్రకారం, AWCలో బోధన-అభ్యాస ప్రక్రియలో పాఠశాల ఉపాధ్యాయులు సపోర్ట్ చేసే అవకాశం ఏదైనా ఉందా?

i. If so, in what way?

అలా అయితే, ఏ విధంగా?

6. What activities can be jointly conducted by the Teachers and the AWW to help the children become school ready?

పిల్లలు పాఠశాలకు వెళ్ళడానికి సిద్ధం చేయడంలో ఉపాధ్యాయులు మరియు AWW సంయుక్తంగా ఏ కార్యకలాపాలను నిర్వహించవచ్చు

Checklist for Observation and AWW Interview | Infrastructure

పరిశీలన మరియు AWW ఇంటర్వ్యూ కోసం చెక్‌లిస్ట్ | మౌలిక సదుపాయాలు

The observer is expected to observe the below items and make notes, following which they are expected to ask the Anganwadi workers as well.

పరిశీలకుడు దిగువ అంశాలను గమనించి నోట్స్ తయారు చేయాలని భావిస్తున్నారు, ఆ తర్వాత వారు అంగన్‌వాడీ కార్యకర్తలను కూడా అడగాలని భావిస్తున్నారు.

Basic Infrastructural Facilities -

ప్రాథమిక మౌలిక సదుపాయాలు -

1. Is there a Toilet for children?

పిల్లలకు టాయిలెట్ ఉందా?

a. Is there a separate toilet for girls and boys?

అమ్మాయిలు మరియు అబ్బాయిలకు వేరు వేరుగా ప్రత్యేకంగా టాయిలెట్ ఉందా?

b. Are the toilets child-friendly?

బి. మరుగుదొడ్లు పిల్లలకు అనుకూలంగా ఉన్నాయా?

2. Is Piped Drinking water available?

పైప్డ్ డ్రింకింగ్ వాటర్ అందుబాటులో ఉందా?

3. Is an RO system established?

RO వ్యవస్థ ఏర్పాటు చేయబడిందా?

Space -

స్థలం -

1. Overall Centre Space - 1500 - 2000 sq. ft (*Supervisor/Head Master to be requested to share data*)

మొత్తం కేంద్రం స్థలం - 1500 - 2000 చ.అడుగులు (డేటాను పంచుకోవడానికి సూపర్ వైజర్/హెడ్ మాస్టర్ అభ్యర్థించబడాలి)

1. 600 sq. ft. of built-up area

600 చ.అ.లు నిర్మించిన ప్రాంతం
2. Space per child -sq. ft.
ఒక్కో చిన్నారికి స్థలం - చ.అ.

3. Is there sufficient space for classroom activity conduction?
తరగతి గది కార్యకలాపాల managementకు తగినంత స్థలం ఉందా?

Kitchen -

వంటగది -

1. Is there a separate kitchen area?
ప్రత్యేక వంటగది ప్రాంతం ఉందా?

2. How big is the kitchen area?
వంటగది ప్రాంతం ఎంత పెద్దది?

3. Are any of the non-kitchen items being stored in the kitchen area?
సి. వంటగదికి సంబంధించని వస్తువులు ఏవైనా వంటగదిలో నిల్వ చేయబడుతున్నాయా?

Ventilation -

వెంటిలేషన్ -

1. Are there windows present in the room?
ఎ. గదిలో కిటికీలు ఉన్నాయా?

2. How many windows?

బి. ఎన్ని కిటికీలు?

Electricity -

విద్యుత్ -

1. how many lights and fans are available in the building?

ఎ. భవనంలో ఎన్ని లైట్లు మరియు ఫ్యాన్లు అందుబాటులో ఉన్నాయి?

2. Was there electricity connection when you visited?

బి. మీరు సందర్శించినప్పుడు విద్యుత్ కనెక్షన్ ఉందా?

Outdoor area -

బహిరంగ ప్రాంతం -

1. Is a kitchen garden present? Is it being used?

కిచెన్ గార్డెన్ ఉందా? వాడుతున్నారా?

2. Outdoor play area -

అవుట్ డోర్

ప్లే

ఏరియా

a. Area for free play

ఉచిత ఆట కోసం ప్రాంతం

b. Play equipment like swings/slides etc. If yes, mention which equipment is available: ____

బి. ఉయ్యాల/జారుడుబల్ల మొదలైన పరికరాలను ప్లే చేయండి. అవును అయితే, ఏ పరికరాలు అందుబాటులో ఉన్నాయో పేర్కొనండి:

c. Are children using the outdoor play equipment?

సి. పిల్లలు ఆరుబయట ఆడుకునే పరికరాలను ఉపయోగిస్తున్నారా?

3. Is a compound wall present? Is it fully functional or not? (Add pictures)

కాంపౌండ్ వాల్ ఉందా? ఇది పూర్తిగా పనిచేస్తుందా లేదా? (చిత్రాలను జోడించండి)

Classroom -

తరగతి గది

Chairs

కుర్చీలు

a. Are the children provided with chairs?

పిల్లలకు కుర్చీలు ఏర్పాటు చేసారా?

b. If yes, how many chairs are present?

బి. అవును అయితే, ఎన్ని కుర్చీలు ఉన్నాయి?

c. Are any chairs broken/not functional?

సి. విరిగిపోయి /పనిచేయని కుర్చీలు ఏమైనా ఉన్నాయా?

Benches

బి. బెంచీలు

a. Are the children provided with benches?

పిల్లలకు బెంచీలు ఏర్పాటు చేశారా?

b. If yes, how many benches are present?

బి. అవును అయితే, ఎన్ని బెంచీలు ఉన్నాయి?

c. Are any benches broken/not functional?

సి. విరిగిపోయని/పనిచేయని ఏవైనా బెంచీలు ఉన్నాయా?

d. Is a Greenboard present? If yes, is it being utilised?

సి. గ్రీన్ బోర్డ్ ఉందా? అవును అయితే, అది ఉపయోగించబడుతుందా?

d. Is a Blackboard present? If yes, is it being utilised?

డి. బ్లాక్ బోర్డ్ ఉందా? అవును అయితే, అది ఉపయోగించబడుతుందా?

e. Is the Pre-School Kit present in the centre? Is it being utilised?

ఇ. ప్రీ-స్కూల్ కిట్ కేంద్రంలో ఉందా? ఇది ఉపయోగించబడుతుందా?

Any other observations: _____

ఏదైనా ఇతర పరిశీలనలు:

1.

Annexure 3: Permission Letter by Department of Women Development and Child Welfare, Government of Andhra Pradesh

I/914887/2024

File No.WDC02-30027/14/2023-TRAINING SEC-WDCW

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GOVERNMENT OF ANDHRA PRADESH

**O/o the Commissioner, Women Development and Child Welfare
Department,**

Jampani Towers, Lodge Centre, Amaravathi Road, Guntur, 0863-2332587

From: Smt. M. Janaki, IAS.,
Commissioner,
Women Development and
Child Welfare Department,
Guntur-522006.

To: The Secretary,
Centre for Research in
Schemes and Policies (CRISP)
New Delhi.

Lr.No.WDC02-30027/14/2023-ICDS -WD&CW, Dt:31/01/2024.

Sir,
Sub: W.D&C.W, Dept., - A.P- ICDS - ECCE – Proposal submitted by CRISP
for Anganwadi Worker Time Study – Permission for the study-Approval
- Regarding.
Ref: 1. Minutes of the meeting held on 26th July 2023 with Principal
Secretary and Director, W.D&C.W, Dept., and CRISP.
2. Proposal submitted by CRISP for Anganwadi Worker Time Study
Dt. 24.01.2024.
3. Vido conference with CRISP and WD&CW Dept. dt. 25.01.2024

&&&

With reference to the subject and references cited, the Centre for
Research in Schemes and Policies (CRISP) has submitted a proposal to
conduct Anganwadi Workers Time Study in randomized "30" co-located
Schools and Satellite Anganwadi Centers of Urban, Rural and Tribal areas in
Andhra Pradesh in the month of February and March 2024.

In view of the above, it is agreed in-principle to support the
proposed study by CRISP. CRISP is requested to conduct the study as per
the timelines mentioned in the proposal and share the study report and also
make a presentation on the same to the Department.

Yours faithfully
M Janaki I A S
Commissioner

Copy submitted to the Principal Secretary to Govt., W.C.D.A & S.Cs, Dept.,
A.P. Secretariat for favour of information.

Digitally Signed by M
Janaki I A S
Date: 31-01-2024 12:46:37
Reason: Approved

Annexure 4: Institutional Review Board Approval



Response of Krea Institutional Review Board

Principal Investigator: Vijaya Raghavan, Neha Ashar

Associated Investigator(s)/ collaborators: Madhavi Maganti

Title of Study: Study of Anganwadi Workers in Andhra Pradesh

Date of Submission: 12-01-2024

Date of revised submission (if any):

Date of Decision: 27-03-2024

Approved

Rejected

Other remarks: N/A

A handwritten signature in blue ink that reads "Suchi".

Dr. Suchi Goel

Signature – Chairperson, Krea IRB

CRISP

Deliberate. Design. Deliver.

Time-Use Study of Anganwadi Workers in Andhra Pradesh: Insights for Strengthening Early Childhood Education

Submitted to:

Director, Department of Women Development and Child Welfare,
Government of Andhra Pradesh



CRISP

Deliberate. Design. Deliver.

**Centre for Research in
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