

# **Monitoring and Supervision of Middle Level Training Centres (MLTCs)**

## **A Concurrent Evaluation**

**(Based on the Reports received up to March, 2010)**

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**INTRODUCTION**

Integrated Child Development Services (ICDS) Programme is the world's largest child care programme reaching out to 71.84 million children below 6 years and 15.68 million expectant and nursing mothers from disadvantaged community. 11,04,262 AWCs are functioning under the ICDS programme for providing services through AWWs. ICDS is a holistic early child care and development programme which addresses the inter-related needs of children, adolescent girls and women from disadvantaged community, across the life cycle. The programme is being implemented by the Ministry of Women & Child Development, Government of India through the State Governments and Union Territory Administrations throughout the country. ICDS offers a powerful community based outreach system that functions as the convergent interface between disadvantaged communities and Government Programmes such as primary health care and education. It contributes to the achievement of major nutrition and health goals, embodied in the National Plan of Action for children (1992) and the National Plan of Action on Nutrition (1995). ICDS is also the foundation of the national effort for universalization of primary education. ICDS also provides the adolescent girl, and pregnant and nursing mothers with health, nutrition and self-development interventions and crucial child care support. The community education component, targeting women in reproductive age group also supports community action to improve care for girls and women.

Universalization of ICDS was originally contemplated to be achieved through expansion of the services all over the country. Eleventh Five Year Plan envisages universalizing ICDS in the country and expects to cover 71.22 million children and 14.83 million mothers. Ever since the inception of ICDS in 1975 several changes have occurred in policies and programmes of Government of India.

Since the ICDS has expanded and is heading for universalization, the training of large numbers of ICDS functionaries' has been a gigantic task. There has been distinct change and paradigm shift in philosophy of ICDS programme, which is geared towards accessibility, quality improvement, and team work at the community level. States have long inertia and training is seldom considered as priority area and it is always low on their agenda. Therefore, a new push was given in 1999 to the training programmes under ICDS, which led to birth of UDISHA – the new dawn in national training component of ICDS. The process of training was decentralized under this initiative. Still it is felt that training should be responsive to changing scenario and demands, necessitating on the job training and sector level monitoring-motivation and training of teams for women and child development.

The middle level functionaries of ICDS play a key role in delivering the benefits of the scheme. The efficacy with which they discharge their responsibility, largely depend upon the inputs invested in their training. The training component of the ICDS Programme has now been recognized as the most important key to achieving the aims and objectives of ICDS, with the ultimate aim of moulding the ICDS functionaries into "Agents of social and behavioral change". For this purpose, a network of training centers for training of middle level functionaries have been created by the States and middle level training centres.

The Middle Level Training Centres (MLTCs) under ICDS were set up in 1982 to cater to the training needs of Middle level ICDS functionaries of the ICDS programme. Since then, a variety of

changes have been introduced in the system of delivery of services, convergence and integration of services at the project and anganwadi levels. These changes necessitated for corresponding change in the pattern, contents and duration of training of middle level functionaries. In addition, the state government identified certain crucial areas of implementation of the programme which needed to be strengthened like preparing the community for participation in ICDS programme, enhancing communication skills of anganwadi workers, involvement of adolescent girls at the anganwadi level, supervision of anganwadi centers and linkage of ICDS programme with income generation programmes/ activities in the areas. In order to meet the emerging needs of the ICDS programme, the syllabus for training of middle level functionaries has also been revised.

### **Major tasks of MLTCs :**

A number of important tasks assigned to the MLTCs are listed below :

- Induction training to the supervisors
- Job training of supervisors
- Refresher training of supervisors
- Orientation Training of Instructors of AWTCs
- Refresher training of of Instructors of AWTCs
- Preparation, procurement and translation of training materials and communication aids,
- Compilation of circulars, guidelines related to training centers/ training of ICDS functionaries.
- Preparation of programme calendar in consultation with state govt.
- Visits to the ICDS projects

### **Instructors**

The training staff of MLTCs includes three full time instructors, one each in Home Science/Child Development/Psychology; Home Science/ Nutrition and Extension Education/Community Resource Management/Social Work/Sociology and two or three part time instructors in Health, Arts & Crafts and Music. MLTC is headed by a part time coordinator or instructor. MLTCs also provided with an Assistant Accountant, typist, peon cum chowkidar lady warden and a cook. The enhanced honorarium of instructors 10,000/- per month on their initial appointment, subsequently the amount of (Rs. 2500/-) will increase in every five years upto 20 years of service. The MWCD has approved the special pay of Rs. 1,000/- per month for the principal who is one of the senior most instructor of MLTC.

It is the responsibility of the principal to ensure that all tasks assigned to them are performed effectively. One of the key tasks of principal/instructor is planning and organizing the training programme for the Supervisors and trainers of AWTCs. This includes:

- Assessing the training requirements of ICDS functionaries.
- Taking session in the training programmes carried out at the MLTC.

- Preparation, procurement and translation of training and communication materials in Hindi/English/Regional Language.
- Prepare checklist and planning Observational visits/Supervised Practices.
- Planning and organizing visits to nearby AWTCs & ICDS Projects.
- Planning and coordinating the arrangement made for organizing Supervised Practices Activities in the field in consultation with the State Officers.
- Prepare report of the training programme conducted at the MLTCs.

### **Principal/Coordinator**

Provision has been made for appointment of a coordinator in the MLTC to ensure smooth functioning of the training center and other assignments entrusted to the MLTCs. One of the senior faculty or staff member of the parent body with post graduate qualification of the parent body may be designated as the coordinator of the training centre who may be paid an honorarium not exceeding Rs.2000/- (fixed) per month. The Coordinator should be well versed in the training tasks assigned to the MLTC and be able to provide academic inputs in the training programme, necessary guidance and support to the Instructors.

- Planning, organizing and monitoring the training programmes.
- Ensuring that the programmes (Induction/Job/Refresher/Orientation/Refresher Training for Trainers) are organized as per the annual training programme calendar/STRAP and are in accordance with the norms and guidelines prescribed by the GOI/State Govt.
- Ensuring appropriate classrooms and hostel arrangements.
- Taking at least 1-2 sessions in the Job/Refresher Training of supervisors (without taking the honorarium)
- Establishing linkage with the State government, NIPCCD and MWCD.
- Liaison with the state government for timely deputation of trainees, appointment of instructors, supply of kit materials, training equipments, supportive/background material and the release of funds for the training programmes.

In order to work as a team and coordinate the effort all the Instructors including Principal/Coordinator, it was felt necessary that all of them have certain basic minimum skills, After considerable deliberation and detailed discussion in programmes organized for trainers of ICDS functionaries during the last 10 years was suggested that the orientation course organized for the Instructors of the MLTCs should give them an exposure to these skills and demonstrate the same. All Instructors should practice these skills at MLTCs/ ICDS projects. The Instructors of MLTCs in turn should do the same when they organize the training of Instructors of AWTCs.

### **Supportive Staff**

The supportive staff provided to MLTC include One Assistant Accountant (Rs. 6,000/- p.m.), one Typist-cum-clerk (Rs. 6,000/- p.m.), Two (one each) Peon/ Chowkidar (Rs. 4,500/- p.m.) and lady

warden (Rs. 5,000/- p.m.). The training centre may appoint either full time staff on payment of salaries not exceeding the amounts indicated by MWCD against each post or entrust the responsibility to the suitable staff of the parent body. Experience has shown that utilization of the services of the assistant Accountant, typist-cum-clerk of the parent body on a part time basis for doing the work of MLTC is more effective and economical than appointment of raw hands on full time basis.

### **General Rules and Regulations**

The MLTC should formulate a set of rules and regulations necessary for the effective functioning of the center. This would include the following:

- ❖ Staff should be present in the premises throughout the working hours
- ❖ The staff may be permitted to take casual/earned leave as per the rules applicable to similar categories of personnel of the parent organization.
- ❖ The gap between any two courses should not be treated as vacation. During this period the instructors/coordinator should review and analyse the shortcomings in previous course and initiate action to rectify them.
- ❖ Course report of the training programme should be prepared and sent to the state government within a week of the completion of the programme.
- ❖ All the three instructors including coordinator should sit together to plan for the forthcoming programmes, they should update their class notes prepare/translate reference material for distribution among the trainees, prepare new training aids and improve upon the existing one, if necessary.
- ❖ This performance of the visiting lectures/part time Instructors/guest speakers should be reviewed at the conclusion of the courses; only those who are found useful and effective should be invited for the next course.

### **Physical Facilities**

The MLTCs should have good physical infrastructure to effectively organize training of ICDS functionaries and undertake other related tasks assigned to them. This would include hostel to accommodate about 35 persons, dining hall, kitchen, bathrooms, toilets, recreation room, library, classrooms, office room etc.

### **Hostel**

As far as possible, the hostel should be located within the premises of the training centre. However, if such an arrangement is not possible it should be located within a reasonable distance so that the trainees could walk down the training center. Ideally the hostel should have :

- ❖ A minimum of 8-10 rooms of 12'X 12' with cross ventilation and adequate toilets and bathrooms. There should be accommodated at least 2-3 persons. Trainers should be provided with beds made of iron, Niwar, Jute etc. Each room should have two chairs. Some storage

space should be available to keep personal belongings. If room are not available there should be 3-4 big sized dormitories.

- ❖ Adequate supply of safe drinking water as also water for washing and bathing.
- ❖ The kitchen should be big enough (a room measuring 11'X 11' more) with the facilities for cooking, storing, keeping cooked food and drinking water etc.. It should be provided with a self for keeping vessels. The dining hall should be adjacent to the kitchen.

Food for trainees should be prepared in a common kitchen. The training center may engage cook and manage the kitchen or run the mess through a contractor. The trainees should be encouraged to help the kitchen staff to ensure that they get food of their taste. The trainees should not be allowed to cook food individually in their rooms. Under no circumstances expenditure incurred with regard to water, electricity, repairs/maintenance of furniture etc. be charged from trainees.

### **Recreation Room**

The hostel should have recreational facilities for indoor and outdoor games, practicing and organizing cultural programmes etc. There should be recreation/games facilities like TV, video, playing cards, carom board, chess, harmonium, Baja, Tabla and radio etc. While there should be some open space for outdoor activities like badminton, Volleyball and other activities/game. Besides, daily newspaper in the local language, magazines and journals should also be made available to the trainees. There should be about 6 chars/moodhas and 1-2 durries in the room. It would be necessary to provide such facilities particularly in view of the fact that the trainees have to stay at the training center for three months.

### **Class Room**

The training center should have a spacious and well ventilated classroom (15''X20'') to accommodate 25-30 trainees. It should have a big size black board and facilities for projection of films/slides, display of programme schedule, growth charts, posters etc., relevant to the training of supervisors. The trainees should be provided with tables and chairs or desks in the classroom.

The MLTCs also have a laboratory/ practical room for conducting practicals in the area of health and nutrition, these would include weighing and plotting on the growth chart, screening children to assess nutritional status by using upper mid arm circumference (Tri-colour) tape, cooking demonstration, preparation of oral rehydration solution etc. There should have adequate water supply and equipments like weighing scale, growth cards, measuring tapes and other items mentioned earlier.

## Library

Each MLTC should have a well equipped library which is used for training of ICDS functionaries. It should consist of books and documents relevant to the training Supervisors and Instructors of AWTCs. Libraries can not buff in a matter of a month or two. It is a continuous process identifying suitable books and arranging to procure and purchase them. Further, a large number of valuable and useful document reports, pamphlets etc. are available free of cost. The training centers should be on the look out for such publications for the library. Efforts should be made to purchase books in local language. Some of the basic documents/books related with the ICDS scheme, at the training center must be available.

The MLTCs may use the funds available in the recurring head i.e. News paper, magazines etc. (@Rs. 9,000/- Per annum) of the revised budget 2009 vide circular No.11-13/2006-TR-I dated 21 April, 2009. However, in the revised guidelines the provision is made for procurement of training material for reading, books etc. for utilization of training purpose through the contingency grant for specific training programme, as and when conducted by the MLTCs.

## Financial Provisions

Funds for conducting training programmes for supervisors and instructors of AWTCs will be released only to state governments/UTs which in turn will release the grant to MLTCs depending upon the training targets and financial norms. The annual budgetary provisions as approved in the revised Financial Norms issued by MWCD, GOI, vide circular No.11-13/2006-TR-I dated 21 April, 2009 for MLTCs for implementation of training of supervisors and instructors are given below:

### Annual (Recurring) Budget for training of supervisors and instructors of AWTCs

S. No.	Head	Budget Provision (Rs.)
1.	Honoraria to staff	11,58,000
2.	Visit to AWTCs and ICDS Projects	12,500 (for 5 visits per year)
3.	News paper, magazine, Fax, Internet etc.	9,000 (@Rs. 750/- p.m.)
4.	Electricity & Water etc.	30,000 (@Rs. 2500/- p.m.- Rs. 2000/- for electricity and Rs. 500/- for water)

### **Budget Provisions for Programmes (Annual in Rs.)**

<b>S. No.</b>	<b>Programmes</b>	<b>Budget Provision (Rs.)</b>
1.	Job training of supervisors	1,40,250
2.	Refresher training of supervisors	53,750
3.	Induction training to the supervisors	49,000
4.	Orientation Training of Instructors of AWTCs	55,900
5.	Refresher training of of Instructors of AWTCs	43,550

### **Financial Provision**

The MLTCs should submit the detailed statement of accounts/expenditure incurred by them for organizing the training programmes for Supervisors and Instructors of AWTCs in the prescribed format of concerned State governments. The statement of accounts/expenditure should also reflect the number of programmes organized and number of trainees attended the programme alongwith the list of participants. The concerned agency running MLTC has to verify the statement of expenditure from an authorized chartered accountant before submitting the Utilization Certificate and Expenditure Statement to MWCD.

## **NEED FOR MONITORING**

With the universalization of ICDS scheme, a large number of ICDS functionaries are being recruited in the States who are required to be trained for quality delivery of services. Though there is inbuilt training component in the ICDS programme for imparting training to the ICDS functionaries, yet there is a need to further strengthen the training mechanism through close monitoring and evaluation of the training centres. Certain discrepancies have been observed in the functioning of the MLTCs with particular reference to the training capabilities of instructors and training infrastructure, thereby affecting the training of functionaries. Since training is an integral part of delivery of ICDS services, it would be in the fitness of things if continuous monitoring mechanics/ quick appraisal of the MLTCs is established to identify the bottlenecks and initiate corrective measures to improve the training inputs accordingly. The Central Monitoring Unit (CMU) set up by MWCD in NIPCCD has been entrusted with the responsibility of monitoring of AWTCs /MLTCs through consultants in the states. The major aim to establish a continuous system of improvement in the training of ICDS functionaries. CMU, NIPCCD has received monitoring reports from 8 MLTCs which have been analysed.

### **Objectives:**

The main objective of this exercise was to analyze the reports received from various consultant engaged in the monitoring of ICDS as lead/select institutions and to provide a feedback of of the functioning of AWTCs in terms of infrastructure, training facilities, adequacy of staff, educational qualifications & training status of trainers, quality of training, availability of funds and supervision of the training centers by State Government.

## **METHODOLOGY**

Visits to MLTCs were made by State consultants with effect from October, 2008. The data furnished by the state level consultants has been analyzed by Central Monitoring Unit of NIPCCD. The data was collected through structured schedules from 8 MLTCs from different states. The information (name & address) related to MLTCs visited is given at Annexure - I.

### **Tools**

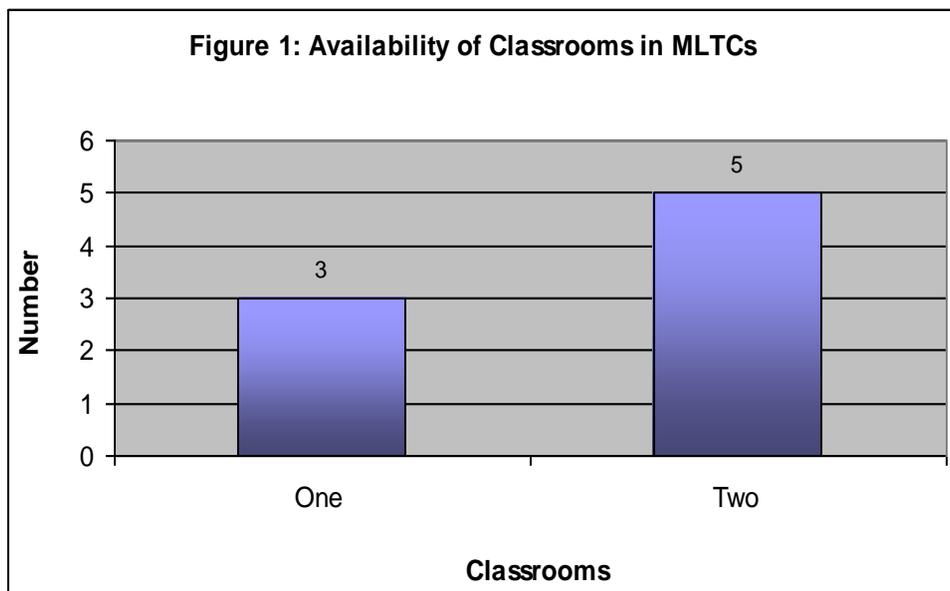
The tools used were:

- i) Interview schedules
- ii) Direct observation by consultants

## FINDING & DISCUSSION

### Part –I Physical Infrastructure

The data was collected on different aspects of physical infrastructure of MLTCs in term of maintenance of building, ventilation, natural light, cleanliness etc. The data revealed that out of 8 MLTCs, 5 had only two classrooms and 3 MLTCs had only one classroom. (Figure 1).which was not as per the requirements of MLTCs



**Table 1: Availability Classroom Furniture's at MLTCs**

**N= 8 (Multiple Response)**

S. No.	No. of Classrooms	Number of MLTCs
1.	Chairs	7
2.	Benches	4
3.	Chairs with Desks	4
4.	Durries with Low Desks	2
5.	Durries/Carpets/Mats	5

Table 1 reflects the availability of furniture in the classroom. Out of 8 MLTCs almost all the MLTCs (7) had chairs, Durries/Carpets/Mats were found in 5 MLTCs and 4 MLTCs each had benches and Chairs with Desk. The data also reflected that only 2 MLTCs had Durries with low Desk.

**Table 2: Availability of the Office Equipments****N= 8 (Multiple Response)**

S.No.	Types of Equipments	Availability	Working ( in good condition)
1.	Xerox Machine	3	2
2.	Duplicating Machine	3	1
3.	Fax Machine	2	1
4.	VCR/VCP	7	5
5.	TV	7	5
6.	Weighing Scale	6	4
7.	Computer with printer	4	3

Office equipment is a very important part of any training centre / academic establishments. The data collected by the state consultants did not reveal a satisfactory picture. Out of 8 MLTCs, TV and VCR/VCP were available in 7 MLTCs but in only 5 MLTCs it was in good working condition. 6 MLTCs had weighing scales. Out of which only 4 were in good working condition, which reflects that the 50% of the training centres there were no of weighing scales for demonstration and practice. 4 MLTCs had Computers with printer and 3 computers were found in good working condition, Xerox Machine and Duplicating Machine were available in 3 MLTCs out of which 2 Xerox Machine and 1 Duplicating Machine were in good working condition respectively. Only 2 MLTCs had Fax Machine out of which Fax Machine in only one MLTC was in working condition.

### Board and Lodging Facilities

All 8 MLTCs were providing hostel facilities to their participants.

**Table 4: Location of the Hostel****N= 8**

S.No.	Location	Number
1.	Same Building	6
2.	Same Premises	1
3.	Outside the training Centre	1
	Total	8

As per norms of MLTCs establishment regarding the location of the hostel in MLTCs should be in the same building/premises. It was observed that in 6 MLTCs the hostel was located in same building. One MLTC had their hostel outside the training center and in one MLTC hostel was with the same but not in the same building.

**Table 5: No. of Rooms / Dormitories in the Hostels****N=8**

<b>S.No.</b>	<b>No. of Rooms / Dormitories</b>	<b>Rooms</b>
1.	2-3	3
2.	4-6	3
3.	7-10	-
4.	11 & above	2

The situation with regard to hostel accommodation seemed to be better than classroom. Out of 8 MLTCs, 3 MLTCs each had 2 – 3 and 4 – 6 rooms. Only 2 MLTCs had more than 11 rooms for staying arrangement of the participants. In one MLTC, there was lobby in addition to 2 – 3 rooms for lodging of the participants.

**Table 6: Availability of Facilities in the Hostels****N= 8 (Multiple Responses)**

<b>S.No.</b>	<b>Facilities</b>	<b>Adequate/Available</b>
1	Bathroom/Toilets	7
2	Recreation Room	4
3	Telephone facility	3
4	Security/Chowkidar	8

The facilities provided to the participants in the hostel, were found to be satisfactory. The data revealed that all MLTCs have appointed/hired security / chowkidar for safety of the participants. Out of 8 MLTCs, 7 MLTCs had adequate bathroom and toilet facility, 4 MLTCs had recreation room and 3 had provided telephone facility to their participants in the hostel.

**Table 7: Facilities for Medical Care****N=8**

<b>S. No</b>	<b>Facilities for Medical Care</b>	<b>Number</b>
1	Nearby PHC / CHC	6
2	Hospital	1
3	Any other arrangement	1

All MLTCs have tied up with local doctor/clinic for emergencies. In response to the medical care facilities incase of eventuality, 6 MLTCs responded that either they call the local doctor or send their participants to the near by PHC/CHC, One MLTC each responded that they sent their participants either to the Hospital or make arrangements of medical care at the time of eventuality as per the requirements (Table No. 7).

## Classroom Facilities

**Table 8: Availability of Classroom Equipment**

**N=8 (multiple response)**

S.No	Classroom facilities	Availability	Working in Good Condition
1	White Board	7	6
2	Black Board	8	7
3	Flip Chart	6	5
4	Display Board	6	5
5	OHP	7	6
6	Weighing Scale	5	3
7	Computer with LCD Projector	2	1

The classroom equipments /aids are important for transacting the contents during the training session. The training setup should include some audio visual /presentation facilities in the classroom. Out of 8 MLTCs visited, 7 MLTCs had White Boards and OHP, Flip Charts and Display boards were available in 6 MLTCs, Weighing scales were available in 5 MLTCs. Only 2 MLTCs had computers with LCD projector in good working condition. It is also found that the most of equipments/aids available were in working condition.

**Table 9: Other Facilities in class room**

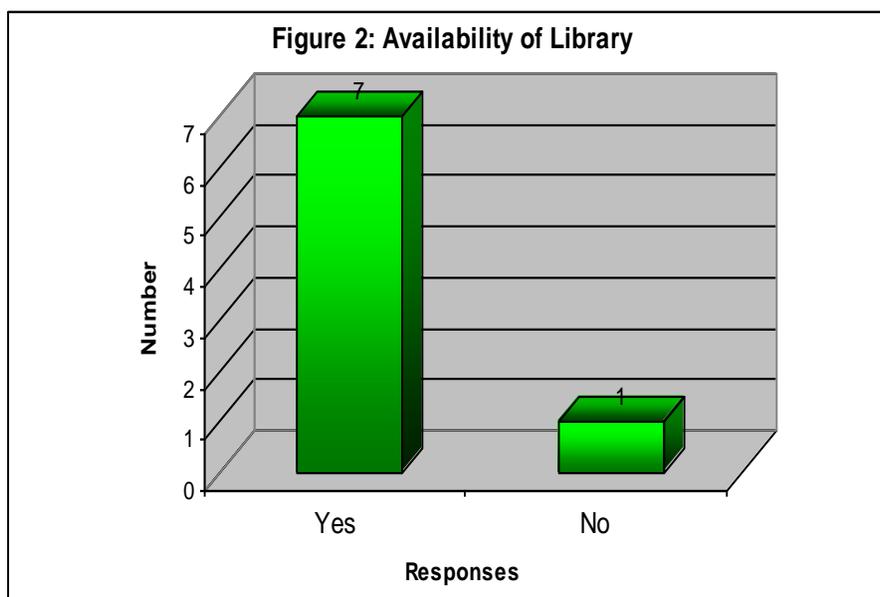
**N= 8 (Multiple response)**

S.No.	Facilities	Available	Functional/Good
1	Ceiling fan	8	5
2	Lights(Tube light/bulbs)	8	6
3	Ventilation/windows	8	4
4	Air coolers	4	2
5	Urinals only	5	5
6	Toilets	7	6

The status of other facilities available in the classrooms at MLTCs is shown above in the Table 9. All 8 MLTCs had ceiling fans, lights (tube light / bulbs) and adequate ventilation/windows in their classrooms. Out of 8 MLTCs 7 had toilets and 5 had Urinals in good condition/usable but only 3 MLTCs had Air coolers for summer season.

## Library Facilities

As per guidelines all MLTCs should have a library setup for their participants and staff. The Library facility was available and properly maintained in 7 MLTCs (Figure 2). Only one MLTC in the state of Jammu & Kashmir, there was no library for their participants/staff. The number of books available in MLTCs is given in Table 3. The data reflects that out of 7 MLTCs, only 3 MLTCs had more than 1000 books whereas in other there were sufficient books



**Table 3. Number of Books available in the Library**

N= 7

S. No.	Number of Books	Number of MLTCs
1	Less than 100	1
2	100-200	1
3	201-500	1
4	501-1000	1
5	More than 1000	3

## Part –II Staffing Pattern at MLTCs

### Full Time / Part Time Instructors

Information regarding staff strength, nature of appointment, educational qualification and experience of training in ICDS was collected during the visits. In all 23 full time instructors, 8 part time instructors were appointed from various disciplines i.e. Sociology, Child Development, Home

Science and Health and Nutrition etc and there were 18 administrative staff in 8 MLTCs. (Table 10.)

**Table 10: Availability of staff**

S.No	Staff	Number
1	Full time instructor	23
2	Part time instructors	8
3	Administration staff	18

Educational qualification of instructors of MLTCs is shown in Table 11. Out of 23 instructors, 14 were Post Graduate, 3 were Graduate, and 3 instructors were possessed doctorate degree i.e. Ph. D. and M. Phil. Some of the instructors possessed professional qualifications/diploma in addition to the Graduation/Post Graduation degrees. It was observed that 2 instructors were Intermediate/Higher Secondary pass, which was below qualification as prescribed by the Government of India/State Government.

**Table 11: Educational Qualifications of Instructors at MLTCs**

**N=23**

S.No.	Qualification	Number
1	Intermediate/Higher Secondary	2
2	Graduate & Prof Qualification	3
3	Post Graduate & Prof Qualification	14
4	Ph. D./M. Phill.	3

Table 12 refers to the experience of instructors in ICDS training. Out of the 23 instructors interviewed, 8 instructors had experience ranging from 6-10 years and 11 - 20 years. 4 instructors had more than 20 years of experience in ICDS. Two instructors had experience of less than 5 years and one instructor had only of one year of experience in ICDS training.

**Table 12: Experience in ICDS Training**

**N=23**

S.No.	Experience (in years)	Number
1	Up to one year	1
2	2-5	2
3	6-10	8
4	11-20	8
5	>20	4

## Training of Trainers

The instructors were provided different types of training namely orientation, Refresher and skill training in different components. The type of training received by the instructors is shown in the Table 13. The data revealed that instructors of only 5 MLCTs had received Orientation training whereas Refresher training was received by 6 instructors followed by skill training as different aspects of by 9 trainers.

**Table 13: Type of Training Received under ICDS**

**N= 8 (Multiple Responses)**

<b>S.No</b>	<b>Training received under</b>	<b>Number</b>
1	Orientation training	5
2	Refresher training	6
3	Skill training	9

The information related to Administrative Staff/non-teaching staff is given in Table 14, which indicates that most of the MLTCs hired/appointed Typist/Accounts Clerk/LDC/UDC (9), 2 MLTCs had also appointed/hired Chowkidar/Security staff, MLTC had also appointed President/Secretary/Incharge, Warden, Sweeper and cook for management and other necessary arrangements.

**Table 14: Administrative Staff /Non-teaching Staff**

**N= 18**

<b>S. No</b>	<b>Administrative Staff</b>	<b>Number</b>
1	President/Secretary/Incharge	1
2	Typist/Accounts Clerk/LDC/UDC	9
3	Warden	1
4	Chowkidar/Security	2
5	Peon / Patrahak	3
6	Sweeper	1
7	Cook	1

## Part III - Training Programme

### Quality of Training Programme

It was observed that course was transacted mainly using lecture method using different methodologies by the Instructors. Most of the instructors did not used Audio Visual Aids for presentation of the session. The data indicated that none of the instructors used modern/innovative techniques for deliberations. It was also observed that most of the instructors used Hindi language/local dialect for providing information to the participants which benefited the participants

**Table 15: Use of Equipment / Material during Training Sessions**

**N= 6**

S. No	Training equipment / material / aids used during the session	Number
1	OHP/LCD	4
2	Puppet/ chart	1
3	BlackBoard/White Board	1

The responses were received from 6 MLTCs regarding use of equipments/training material (Table 15). The data showed that in 4 MLTCs the instructors used OHP/LCD, one instructor reported to use Puppet/ charts during the session..

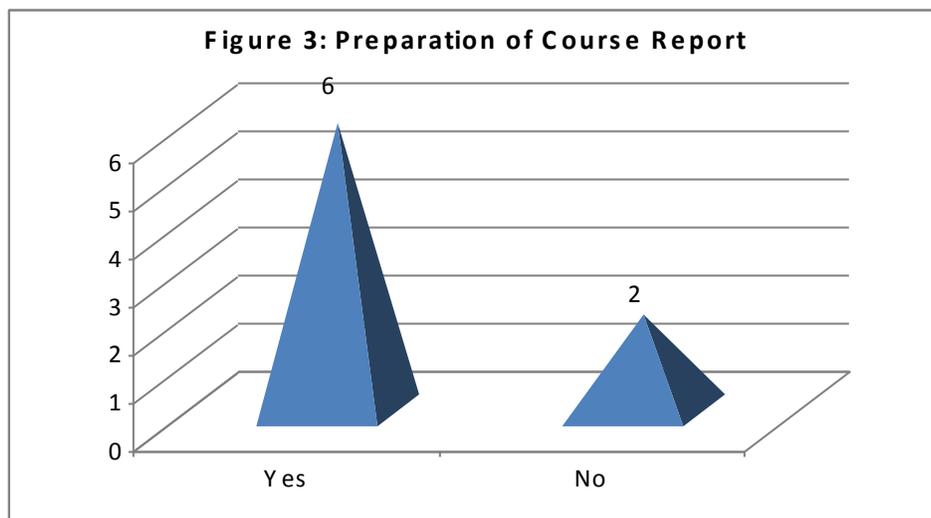
**Table 16: Overall Assessment of the Programme**

**N= 6**

S. No.	Assessment	Responses
1	V. Good	1
2	Good/ Adequate	5

To know the effectiveness and usefulness of the programme a question was asked regarding overall performance of the programme from the instructors. Out of 8 instructors only six responded and expressed their views regarding the performance of the programme. Only one the trainee rated the programme as very good and remaining 5 MLTCs rated their performance as good/adequate effectiveness of the programme (Table 16).

It was satisfying to note that 6 MLTCs out of 8 had prepared their course/programme reports and submitted to the concerned authorities (figure 4).



## PART IV Budget

**Table 17: Availability of Funds and Submission of SOE**

**N= 8 (Multiple Responses)**

S.No	Budget	Number
1	Received fund on time	2
2	Submitting SOE on time	4
3	Submitting Statement of Accounts after training	7
4.	Submitting statement of Accounts within 7 days	2
5.	Submitting statement of Accounts monthly	1

Table 17 revealed that out of 8 MLTCs only 2 MLTCs had received funds on time, 4 MLTCs reported submitting SOE on time. 7 MLTCs responded that they had submitted Statement of Accounts after completion of training programme. Further 2 MLTCs reported that they submit statement of account within 7 days after completion of the training programme and only one MLTC reported to submit statement of accounts on monthly basis.

**Table 18: Submission of SOE to the concerned Body / Government**

**N= 4**

S.No.	Body/Government	Number
1	State Govt.	3
2.	Parent body	1

As depicted in Table 17 only 4 MLTCs responded regarding the submission of statements of expenditure (SOE) in respect of organisation of the training programmes/courses. Out of 4 MLTCs, 3 MLTCs reported submitting their SOE to their respective State government and only one MLTC submitted SOE to the parent body.

**Table 19: Contribution for Quality of the Programme**

**N= 8**

S. No.	Organization / Government	Number
1.	Parent organization	7
2.	State Govt.	7
3.	NIPCCD	7
4.	Any other Institution	1

Table 19 showed that the guidance for improvement in quality of the programme was being provided by the parent organization and Central/State Governments to the MLTCs. The data revealed out of 8 MLTCs, 7 MLTCs were receiving guidance, manpower and other facilities to maintain/improve the quality of programme from their parent organization. Support was also provided by the State Governments in terms of funds and other relevant training materials and equipments etc. NIPCCD provided to them academic input in terms of programme related materials and training of their instructors.

## **CONCLUSIONS**

- Most of the MLTCs had adequate physical infrastructure.
- All MLTCs had hostel/lodging facilities with adequate number of rooms/lobbies to accommodate their participants.
- Majority of MLTCs had adequate furniture for their participants..
- Availability of basic amenities like bathroom, toilets, facilities etc in the hostel were adequate in MLTCs.
- Only 25 percent MLTCs received funds on time.
- Office equipments like fax machine, TV, VCR and computer were not available in majority of the MLTCs.
- Library facilities were available in about 87.5 percent of the MLTCs with adequate number of books.
- Recreation room was available in 50 percent of the MLTCs.
- Training equipment/Aids like black board, white board and OHP in class room were available in almost all MLTCs, but very few MLTCs were equipped with modern/latest training equipments.
- The educational qualifications of majority of instructors were as per norms ranging from graduation to doctorate degree.
- More than half of the instructors had received Orientation/Refresher training.

## **SUGGESTIONS AND RECOMMENDATIONS**

Based on the observations, following broad recommendations are made to improve the functioning of MLTCs

1. The training centers need to be well equipped with modern equipment audio visual aids and reading material on issues concerning nutrition, health and preschool education. Basic training equipment like photocopier, OHP, VCR, television, tape recorder and slide projector etc should be provided and instructors should know how to use the aids for teaching.
2. MLTCs should also be provided with a set of all other training materials like medicine kit, PSE kit, weighing scales and growth charts etc. required for training.
3. Grants to MLTCs should be released by State Government on time. The financial norms under various budgetary allocations like building rent, electricity charges and other contingency also need to be revised.
4. There seems to be a scope for improvement in board and lodging facilities and maintenance of kitchen and hostel rooms.
5. MLTC instructors should undertake visits to a few ICDS projects at least twice a year to update the practical knowledge and also for follow up of the training imparted to AWWs.
6. Nodal Departments of the State Governments should provide supportive supervision to the MLTCs and have closer interaction through regular meetings in order to solve the day to day problems of the training centres.

## List of MLTCs visited by the Consultants

S. No.	State	Name & Address of AWTC
1.	<b>Gujarat</b>	VP & SK MLTC Nr. Govt. Prathmik Shala Opp. Dena Bank, Sec. 22 Gandhi nagar
2.	<b>Karnataka</b>	MLTC Shri Dharamsthala Manjunatheswara Education Trust ® Ujire – 574 240
3.	<b>M. P.</b>	MLTC, Bal Niketan Snagh, Pagnis Paga, Indore
4.	<b>Rajasthan</b>	MLTC Home Science College, Udaipur
5.	<b>Kerala</b>	Anganwadi Workers Training Centre, Unit – I Kerala State Council for Child Welfare, Thycard, Trivendrum
6.	<b>Tamilnadu</b>	MLTC (ICCW) 5, 3rd Main Road West, Shenoy Nagar Chennai – 600 030
7.	<b>Maharashtra</b>	MLTC Lonara Village Nagpur
8.	<b>Jammu &amp; Kashmir</b>	MLTC, Working Women Hostel, Roop Nagar, Jammu