



UNVEILING ANGANWADI REALITIES: A SUMMARY OF 21 STRUCTURED INTERVIEWS AND 10 FOCUS GROUP DISCUSSIONS ACROSS CHANDIGARH, MAHARASHTRA, AND UP

Qualitative Structured Interviews - Phase 1 (April -2022)

BY

ROCKET LEARNING

INTRODUCTION TO THE STUDY

This research offers an exploration into the life of Anganwadi workers and centers, addressing urban and rural contexts, and revealing challenges, best practices, and policy considerations. With insights into worker qualifications, tenures, daily routines, and perspectives, the study underscores the critical role of Anganwadi workers (AWWs) in early childhood development and maternal care. Through a nuanced analysis of disparities in facilities, and support across states, the research fuels early policy insights for a more equitable future. By amplifying the voices of Anganwadi workers and sharing their prompts on various topics, the study humanizes the issues, making it an excellent resource for the beginning of informed decision-making and systemic enhancement.



WHO IS THE ANGANWADI WORKER?

Tenure, Qualifications, Salaries, Ties to the Community



Tenure

Tenure ranges from 2 - 30+ years of service as an AWW

Educational Qualifications

Educational qualifications range from high school to M.A across states

Salary

Earn Rs. 5,500- Rs 8,300 per month across states

WHO IS THE ANGANWADI WORKER?

Tenure, Qualifications, Salaries, ties to the community



Community ties

Has strong ties to the community they serve, have always moved to the area after marriage and are resident there long-term

Part of a close-knit community of AWWs within a beat - fortnightly meeting

Connected to each family from the time the mother in a household is pregnant till the child is of age 6

Who are they?

Some are widows who need the income for their family, some are women seeking to do a job of their own while others look at it as an opportunity to leave their worries behind at home

WHAT IS THE ANGANWADI CENTER (AWC)?



How many households are covered, what is the enrollment rate, and how do AWCs utilise their resources?



Households covered

On average, one AWC covers about 200 households (1,000 people)

Enrollment

Average 50-60 children between age 3-6 avail AWC services - i.e. are "enrolled" in the register

This is basically a compilation of all kids in the area. Typically, 50% of these avail the "ECE" facility - come to AWCs (when open); rest go to private pre-schools/schools, are enrolled in G1, or are not going to any ECE place (typically going with parent to workplace)

WHAT IS THE ANGANWADI CENTER (AWC)?



How many households are covered, what is the enrollment rate, and how do AWCs utilise their resources?



Utilisation of resources

The best AWCs - Classic "more with less" - use limited space well, create TLM themselves (contextual, indestructible by small kids as made of rocks, old cloth)

CHALLENGES AND LIMITATIONS OF AWCS



	Rural	Urban
Penetration	Significant penetration - 80%+ of all AWCs	Less availability - <20% of all AWCs, despite 35% population
Infrastructure	Often own / pakka buildings, open space easily available	Invariably rented, cramped space, obtained on lease, low rent disbursement in some states
AWW fulfilment	AWW is a good job (salary, infra, scope) relative to other opportunities in the area. Is based in same radius.	AWW is a less aspirational profession given other opportunities and limited infra. Comes from other wards so could be less connected

SALARIES, FACILITIES AND SUPPORT FOR THE WORKER DIFFER ACROSS STATES

	Maharashtra	Chandigarh	Uttar Pradesh
Salaries	Rs 8,000 per month for AW Worker, Rs 4,500 per month for Helper (AWW sal Increased by 2500 in this budget)	Rs 8,300 per month for AW Worker, Rs 4800 per month for Helper	Rs 5500 per month for AW Worker, Rs. 2200 per month for Helper (honorarium has not been received in last 5 months by both)
Smartphone Access	Provided a smartphone by the government	Provided a smartphone by the government	Provided a smartphone but all apps are currently banned except for govt approved ones (eg Poshan Tracker)

SALARIES, FACILITIES AND SUPPORT FOR THE WORKER DIFFER ACROSS STATES

	Maharashtra	Chandigarh	Uttar Pradesh
Infrastructure	Availability of space is an issue in Urban AWCs.	Major issue is lack of space, rents provided aren't enough.	<ul style="list-style-type: none"> - Rents not provided in urban AWCs, they pay their rents on their own - Several rural AWWs clubbed together
Facilities	TLM/ Toys are provided	Toys/TLM are provided every year in good condition	Some TLMs are provided but did not reach some centres we interviewed and were locked in boxes

SALARIES, FACILITIES AND SUPPORT FOR THE WORKER DIFFER ACROSS STATES

	Maharashtra	Chandigarh	Uttar Pradesh
Curriculum	No specific learning milestones defined; Follow activities in the E-Aakar book	No specific curriculum	No specific curriculum (as said by the AWW, but official timetable is available)
Role of Asha worker	Asha's are present in most AWC locations	Most AW locations do not have active ashas workers (till 2014 asha workers were present)	Asha's are present and active in some AWCs but they don't work closely with AWWs (no structured delegation of work)

EARLY INSIGHTS INTO POSSIBLE POLICY IMPLICATIONS

Need big push to extend AWC till 5pm (or the relevant 7-8 hours in a particular context) - could be through full-time AWW, 3rd part-time AWW etc. What could be quant data to make the lack of daycare non-enrolment case? Can we collect info on presence of grandparent/elder sibling, and see if that correlated with AWC attendance?

We should take an inventory of the typical materials in an anganwadi and what can be put there easily in standardised fashion - “model anganwadi” with very low cost. TLM workshops - in 2-3 days, AWW can create simple materials that kids can use as part of an AWC improvement push. We can also send ideas on this every couple of weeks on teacher groups.

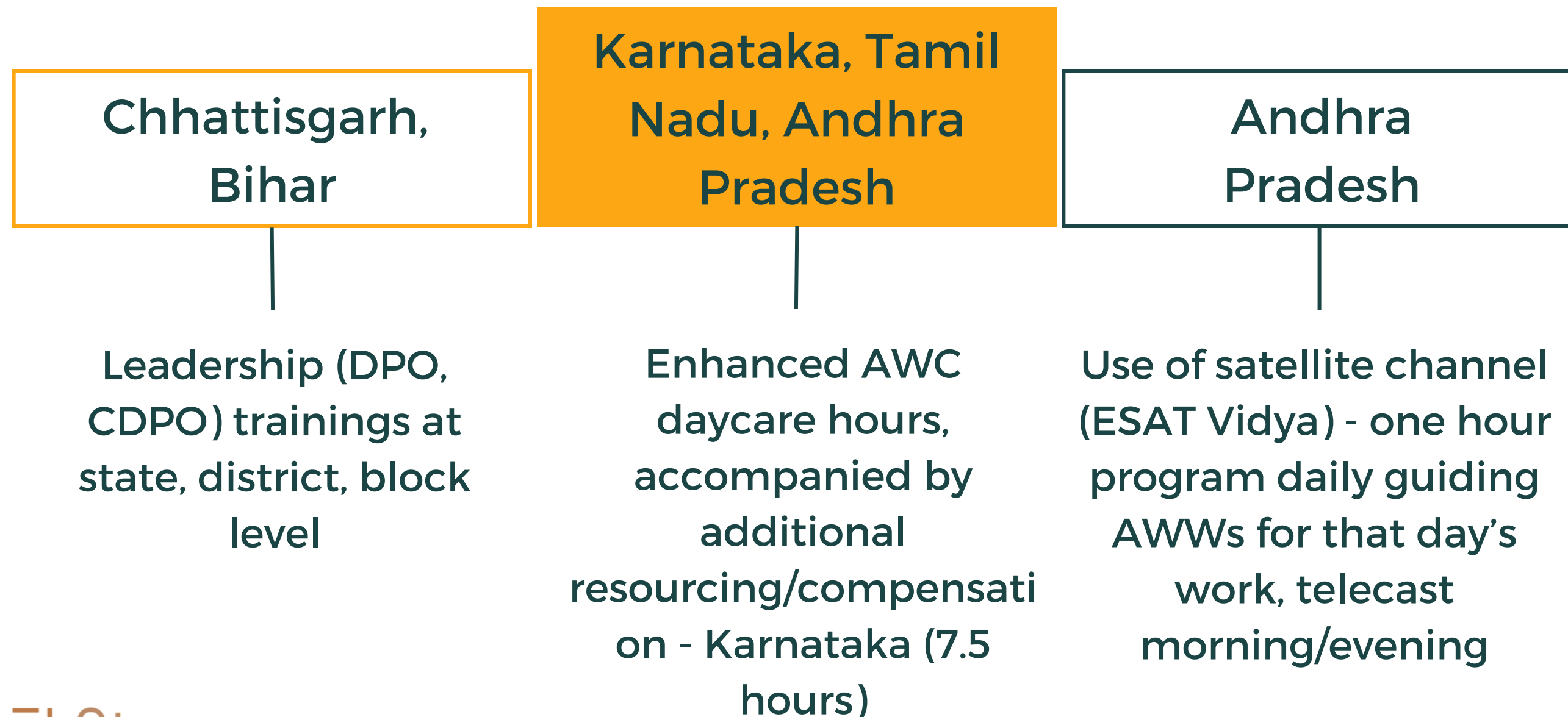
EARLY INSIGHTS INTO POSSIBLE POLICY IMPLICATIONS

Can we look up ISO certification more - if we can do this at national level, then can change system's perception of itself and external perception of it to a "learning center"

Perception improvement ideas:

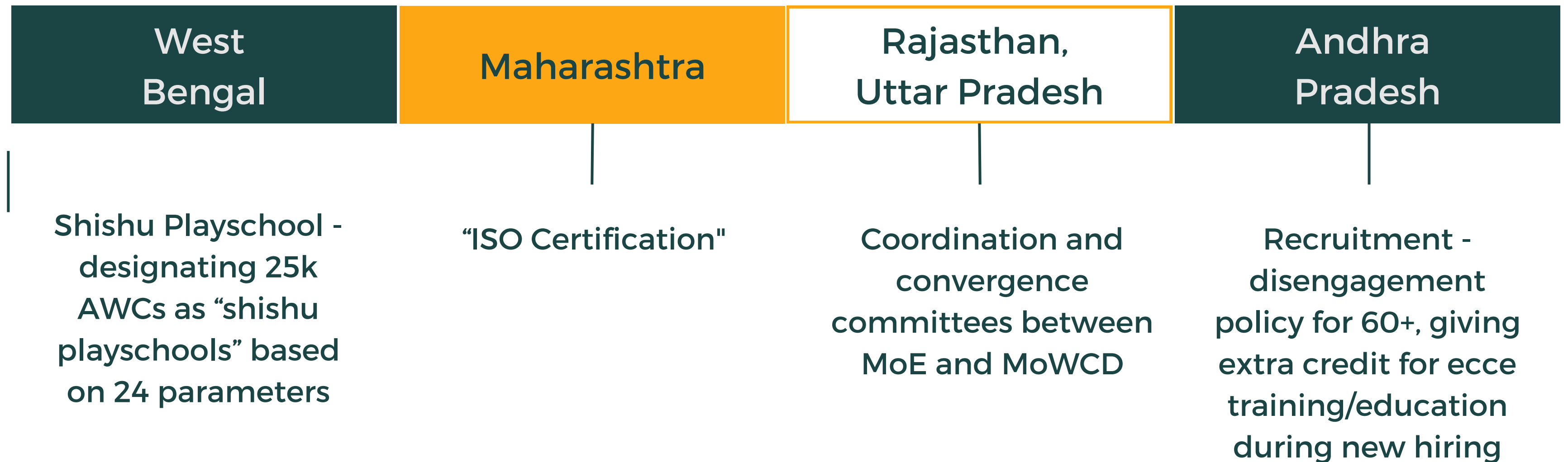
- a. Poshan Maah**
- b. Do preschool recognition currency for AWC and AWW in front of entire village**
- c. Have a big certificate for teacher outside the AWC.**

BEST PRACTICES ACROSS STATES [INSIGHTS FROM STUDY]

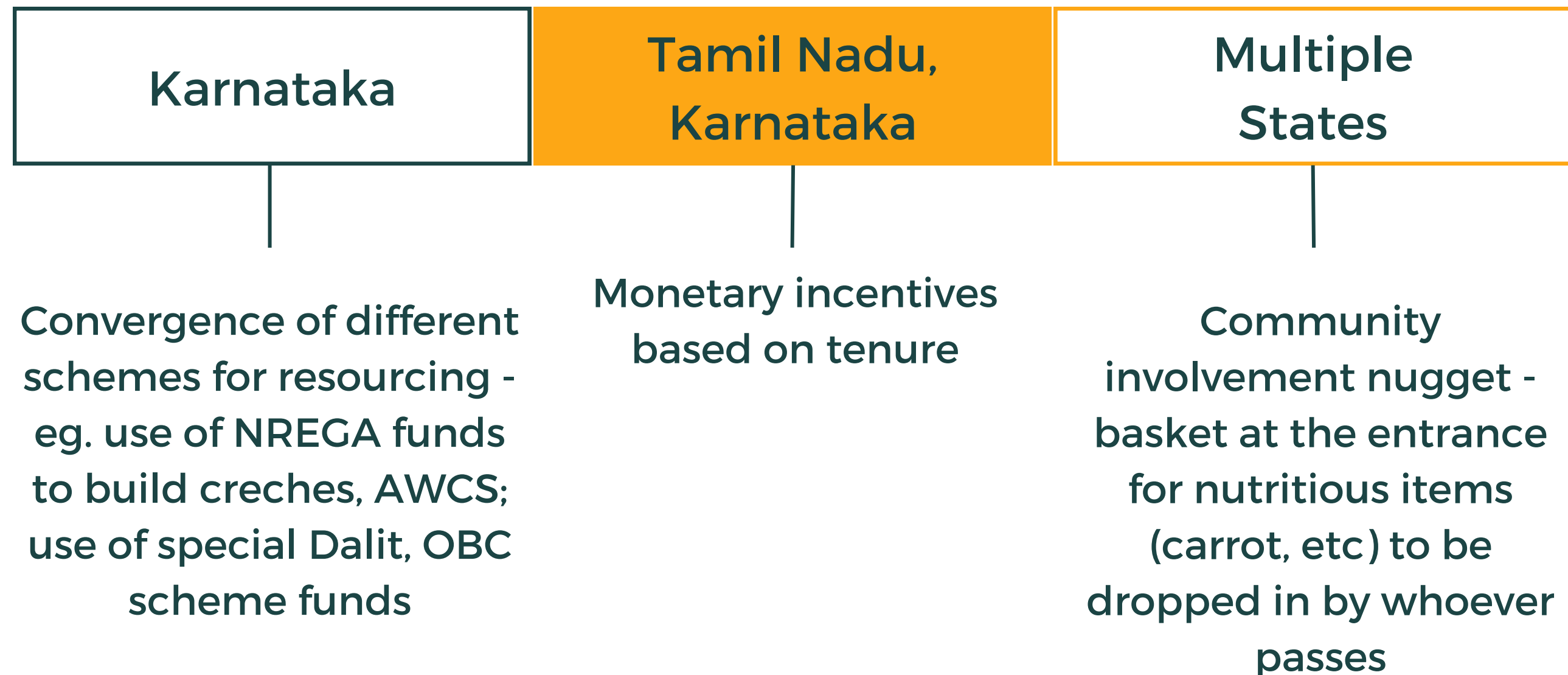


BEST PRACTICES ACROSS STATES

[INSIGHTS FROM STUDY]



BEST PRACTICES ACROSS STATES [INSIGHTS FROM STUDY]



OPEN QUESTIONS: SNAPSHOT OF DATA ON AWCs WE WILL COLLECT PAN-INDIA

J	Status of AWC facilities	
1	# of AWCs with kitchen on premise	
2	# of AWCs with closed bathroom facility on premise	
3	# of AWCs with any bathroom facility on premise	
4	# of AWCs on rent basis	
5	# of AWCs with permanent premise (govt/own building)	
6	Maximum rent allowance per AWC (per policy)	
7	Total rent allowance disbursed in year (across all AWCs)	
8	# of AWCs with pakka room	
9	# of AWCs with kaccha room	
10	List of learning materials centrally distributed to AWCs (if any)	
11	List of workbooks centrally distributed to AWCs (if any)	
12	Annual budget (per AWC) for infrastructure	
13	Annual budget (per AWC) for TLM	
K	Training infrastructure	
1	Number of state level training centers	
2	Number of districts with district level training centers / MLTCs	
3	Number of blocks with block level training centers / AWTCs	
4	Number of AWTCs across the state	
5	Number of MLTCs across the state	
6	Year in which last training on ECCE was held	
L	Working hours and Financial remuneration of AWCs	
1	Monthly salary fixed per AWW (INR)	

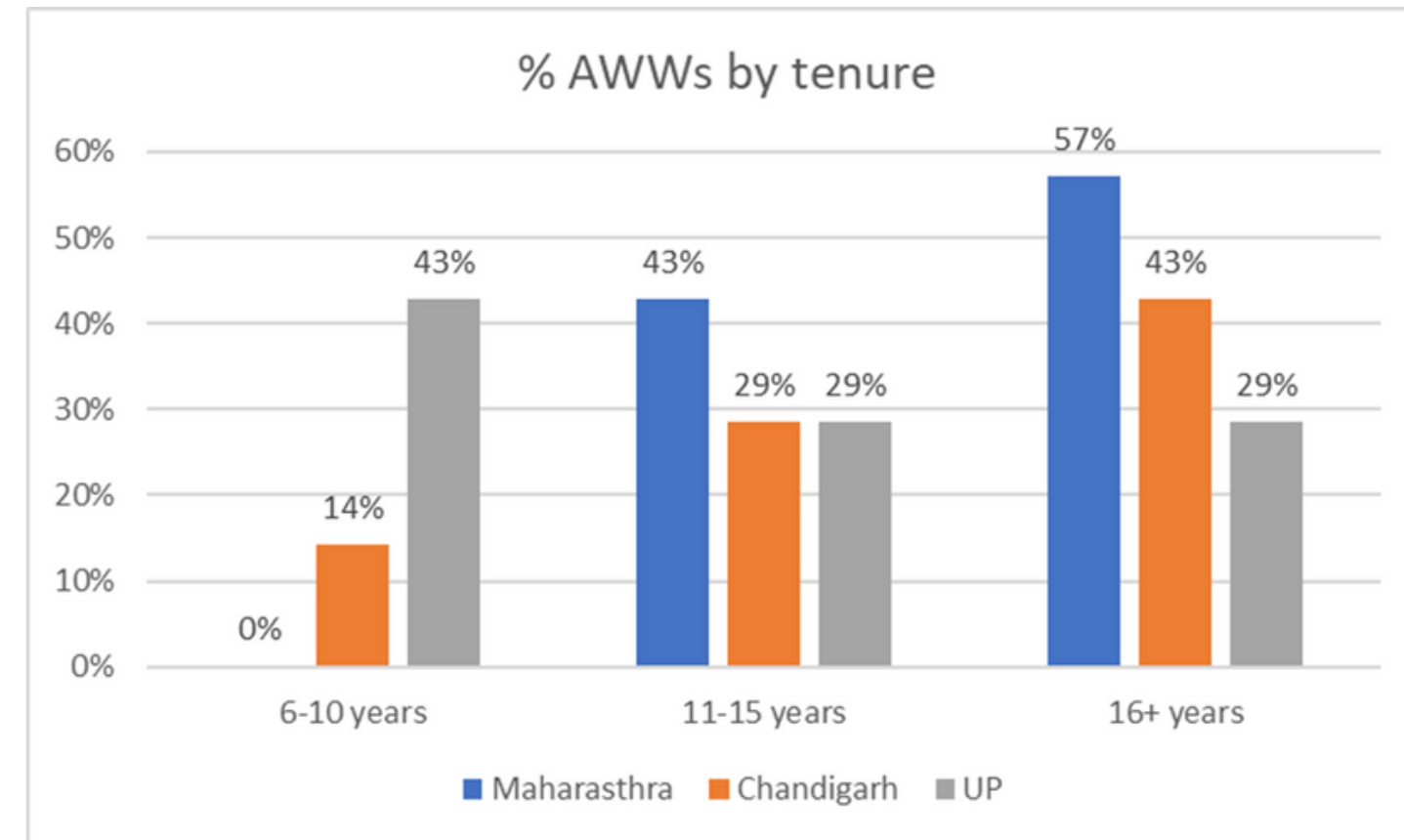
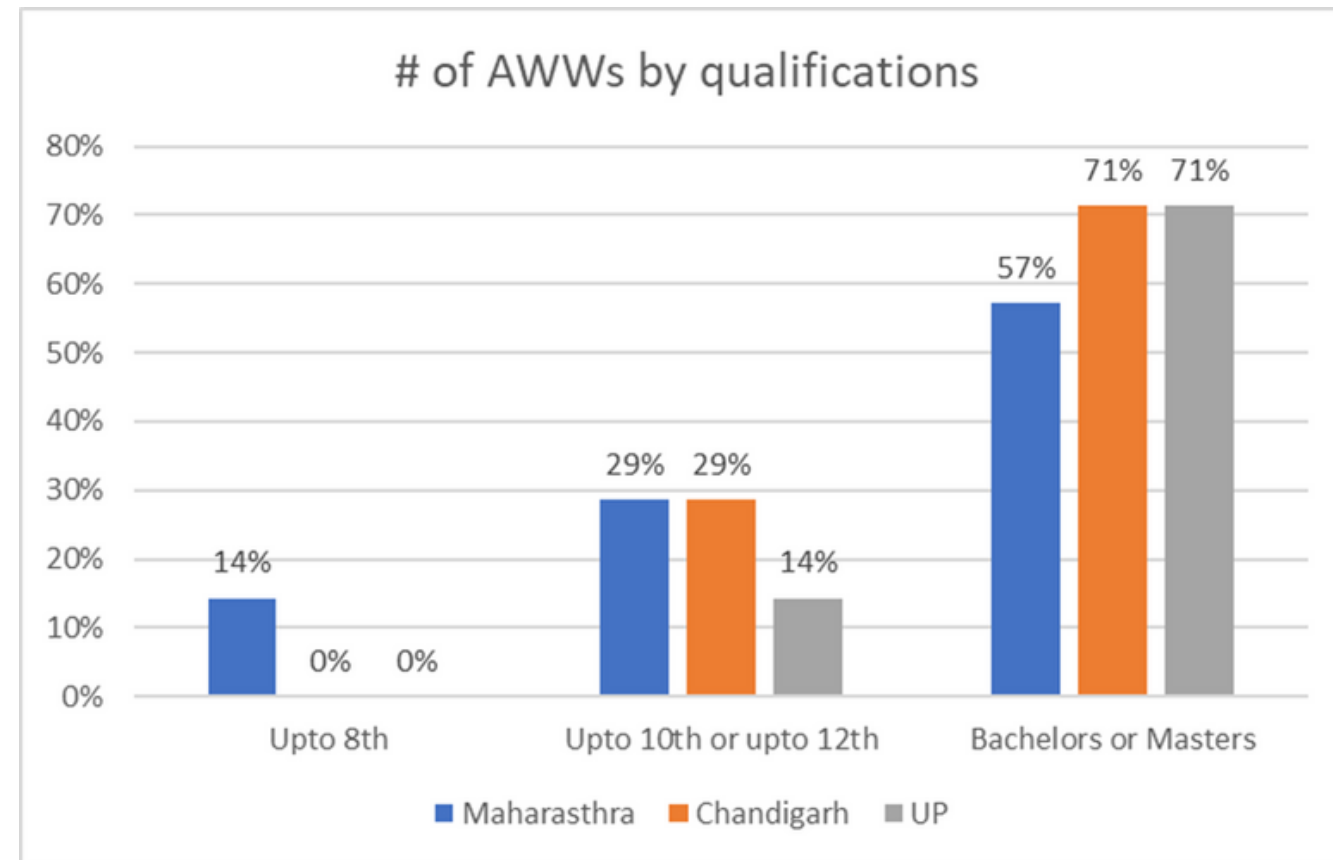
Data will be collected across the following themes:

1. Split by AWC types
2. Split by AWW and AWH qualifications and tenure.
3. Status on postings, AWC facilities, training infrastructure
4. AWC remuneration, working hours, phones and internet provisions
5. Supervisory roles
6. Child enrollment by age and gender
7. Curriculum and teaching resources across states

Examples of insights:

- Distance catered to by each AWCs (including compared to schools)
- Rural-urban split
- Qualifications split across states

OPEN QUESTIONS: AWW QUALIFICATIONS AND TENURES ARE TO BE EXPLORED AT A LARGER SCALE IN OUR QUANTITATIVE STUDY



1. 60-70% of the AWWs we interviewed had a Bachelors or a Masters degree. This statistic may fall with a larger scale/sample (given Karnataka only has 30% of AWWs who are graduates)
2. In Maharashtra, ~60% of the AWWs we interviewed had > 16 years of experience as an AWW
3. State-wise data is being collected to ascertain the distribution by qualifications and tenure
4. Anecdotal have heard of AWWs who pursue higher education while in tenure because of the baseline requirements as a supervisor



DEEP-DIVE : QUALITATIVE RESEARCH PHASE 1

SNAPSHOT OF A DAY AT THE AWC : DEDICATED TIME FOR EDUCATION IS MISSING WITH ERRATIC OVERLOAD OF OTHER TASKS, HELPER EFFECTIVELY A SUBSTITUTE IN MAHARASHTRA, CHANDIGARH



“What was your day’s schedule yesterday?”

हंजी, कल का बताती हू ! डेली एक जैसा नहीं चलेगा.

- पहले बच्चे लाये और प्रार्थना वगैरा हुआ .
- कल मम वास्तव में मेरे पास 1-2 लेडीज आए थी, की चल साथ चलते हैं नाम लिखवाने अंगणवाड़ी में. अगर पहली बार आ रहे हैं तोह उनको डॉक्यूमेंट के बारे में समझाना पढता है .
- ANM (auxillary nurse) की विजिट थी वैक्सीन के लिए.
- एडमिन का वर्क होने के बाद हम बच्चों के लिए या लेडिस के लिए फ्री होते हैं ।
- जैसे कभी कोई नहीं आया है तो सारा दिन हमारा बच्चों के लिए होता है.
- अब परसो पोलिओ ड्यूटी थी उसमें व्यस्त , ऐसे दिनो में हेल्पर कविता वगैरा करवा देती

SNAPSHOT OF A DAY AT THE AWC : TIME-USE TOOL IN QUANT, OBSERVATIONAL STUDIES TO SHOW DISTRIBUTION AT A LARGER SCALE



A few common daily events at the anganwadi :

- 1 Picking up kids** : AW Helpers pick up kids from their homes and bring them to the AWC. Started by ensuring children are present, taking attendance
- 2 Beginning the day** : AWWs do a song-like prayer with children, then seat them in a line or circle, check their hygiene, make them wash their hands. AW Helper helps kids use the toilet if they need to
- 3 Administrative work** : Activities on health such as recording of height and weight are undertaken. THR is allocated and distributed, AWWs manage 11 registers and entry in the Poshan tracker app

Extensive time-use tool (Karthik Muralidharan's) to be used in quant study

10 am - 12 pm reportedly for teaching; 12 noon - 2 pm ideally for home visits, admin work

SNAPSHOT OF A DAY AT THE AWC : TIME-USE TOOL IN QUANT, OBSERVATIONAL STUDIES TO SHOW DISTRIBUTION AT A LARGER SCALE



A few common daily events at the anganwadi :

- ④ **On education and children** : Time is spent on doing activities like poems, stories and other play-based activities with kids.
- ⑤ **On health** : Home visits are paid to pregnant mothers, sometimes AWCs accompany mothers to the hospital during a pregnancy, the Poshan tracker app is used to give advice to parents on their children's nutrition

Extensive time-use tool (Karthik Muralidharan's) to be used in quant study

10 am - 12 pm reportedly for teaching; 12 noon - 2 pm ideally for home visits, admin work

AWWS HAVE THE POTENTIAL TO BE THE BACKBONE OF EARLY CHILDHOOD EDUCATION IN INDIA, BUT ARE HELD BACK BY SEVERAL SYSTEMIC FAILURES



AWWs are women who are highly curious, eager to learn and resourceful in a resource poor environment

A subset of them, particularly younger AWWs have high educational qualifications and prior teaching experience. Their motivations range from monetary to intrinsic, with many aspiring to continue their career as an AWW or a Supervisor

AWWs can be important levers of improvement in early childhood education given instances of high intrinsic motivation to teach children, roots of pedagogy in play-based learning as opposed to rote learning and strong ties to the communities they serve - “More with Less”

They are held back by the lack of basic facilities and space, high split of responsibility across domains even outside of ECCE with low pay, no clear guidance on 0-6 education curriculum, need for training on teaching and digital devices, burden of administrative record maintenance with lower system-level push for time spent on education that keep them from spending the required time on education at the AWC

Prompts from AWWs across topics



'हाँ 2004 से ट्रेनिंग मिली थी, रिफ्रेशर ट्रेनिंग गतिविधि पे. और **यूट्यूब तोह है ही** - कुछ भी चाहिए तोह सर्च कर सकते हैं'

Training

On when their last training was

मैं शादी से पहले पढ़ाती थी। बच्चों को पढ़ाना, एक्टिविटी कराना मुझे बहुत अच्छा लगता है - मैं पढ़ाते वक्त पूरी बच्ची ही बन जाती हूँ।

Motivation

Why she likes to teach

मुझे "secure" लगा था जॉब। मुझे सिर्फ यह पता था की सरकार की तरफ से आंगनवाड़ी खुलेगी, छोटे छोटे बच्चों को पढ़ाना होगा। मुझे ये नहीं पता था की ये ये एक्स्ट्रा 20 काम होंगे।

Career

On what motivated them to join

"क्षेत्र के जो लाभारती जो हैं, वह बहुत रेस्पेक्ट करती हैं। वह यहीं सोचेंगी की मैम ही सही बोल रही है - की मैम ही परफेक्ट है"

Motivation

On respect from the beneficiaries

सर्कार हमारी सुनते ही नहीं है। विभाग समझते हैं की इधर से उधर दौड़ाते रहो, कोई रेस्पेक्ट नहीं है। मज़दूर जितना भी सैलरी नहीं मिलती है हमें।

Motivation

On lack of respect from the system

सुपरवाइजर मैडम ज्यादा तर हमे "report" के बारे में ही पूछते है। कुछ गलत हुआ या कुछ "data" और चाहिए तो बता देती हैं! बच्चे के बारे मे कभी कभी पूछ लेती है!

On administration

What the supervisor asks about

"पांच हजार रुपये में क्या होता है आज कल, आप बोलो हमें। हम आंगनवाड़ी का किराया भी हमारी सैलरी से दे रहे हैं"

Monetary remuneration

On possibility of savings

कोई दिन ऑफिस वाले रिपोर्ट मांग लेते हैं 11 बजे मैसेज (message) करके - तो उस वक्त बहुत स्ट्रेस(stress) हो जाता है पुरा एरिया(area) को देखते हुए लिखे गए हैं उसी दिन भेजना!! "

On stress

Anganwadi equipped as pre-school

"मैडम पेरेंट्स को अवेयर (aware) रखना, बच्चे के शिक्षा और उनका पोषण के बारे मेह उनको बताना हमारा सबसे इम्पोर्टेन्ट काम हैं"

Role of AWW

Most important

1

AWWS ARE WOMEN WHO ARE HIGHLY CURIOUS, RESOURCEFUL AND EAGER TO LEARN MORE ABOUT ECCE



Highly curious

- “We always try our best to teach and give our best, and we learn from wherever we can”
- “The diksha app in youtube that has come out, I look at activities in that and use them for children here, I also found the poems nice”
- “Where do you go when you need support on teaching?” AWW : “**Youtube, Google zindabad!**”

Eager to learn

- “Before Aakar we used to teach whatever we like with our own mind, for example one-two-three-four numbers. I used to teach using toys but now I use E Aakar activities.”
- “Some parents are particular about their children learning English. I don’t know it too well so I look it up on Google to learn and teach the child letters”
- “Whatever is new and interesting in YouTube, I watch. Starting from new recipes, teaching videos and to make something for children, all of it.”
- “We get energized and fresh while learning in trainings”

Resourceful

- “Whenever we are asked to make materials/TLM, we get ideas from Google and YouTube”
- “I painted the walls of the AW Centre on my own, used Youtube as my guide”

② MANY ARE MOTIVATED TO TEACH YOUNG CHILDREN AS WELL AS MOTIVATED BY THE PROSPECT OF HAVING THEIR OWN JOB

Motivated to have an independent, secured job

- "I'm happy to see that every morning I have a job, a purpose and something to do that day", "एक तो हाँ होता है की घर की जो परशानी होती है हम सारा भूल के अपना सारा ध्यान यहाँ लग जाता है"
- "बहुत अच्छी जॉब है हम लोगों की, महिलाओं के लिए बहुत अच्छी जॉब है। "secured" हूँ - और जगह में प्रॉब्लम हो सकती है लेकिन हम लोग महिला विभाग से जुड़े हुए हैं पूरे, सारी महिलाये हैं और हमें अच्छा लगता है।

Motivated to teach children

- "लगता है की हम किसको शिक्षा दे रहे हैं, किसी का फ्री में ही भला कर रहे हैं और अपने आपको भी बहुत अच्छा लगता है कि बच्चों के अभिभावक भी हमारा रेस्पेक्ट करते हैं | यह सब हमें अच्छा लगता है।
- "हम पूरी कोशिश करते हैं की और अच्छे से अच्छा हम पढाये"

② MANY ARE MOTIVATED TO TEACH YOUNG CHILDREN AS WELL AS MOTIVATED BY THE PROSPECT OF HAVING THEIR OWN JOB

Augment their family's disposable income

- 19/21 AWWs say that this is not their family's primary source of income
- "If our children ask us for something, like books or a phone we are able to buy it for them using the money we earn"

Motivated by social and community level recognition

- **What motivates you?** "The respect from the community makes us feel good"
- "All the parents nowadays have started feeling that we are teachers and started to send their kids. This trust helps us a lot and motivates us. Also, we are the point of contact for any problem like aadhar, bank they come to us for suggestions"
- **Desire for recognition** - AWWs remembered a few awards they had gotten over the last 10 years (eg. smart AWC). They remembered our "super teacher" award.

③ AWWs HAVE POTENTIAL TO BE EARLY CHILDHOOD EDUCATORS WITH MOTIVATION FROM TEACHING YOUNG CHILDREN AND ROOTS IN PLAY-BASED LEARNING

Intrinsic motivation to teach children

- 4/7 anganwadi workers in UP and 5/7 Chandigarh feel that teaching is the most important part of their work”
- “I feel very happy to be around children, when they are happy I feel happy ”
- “The children come here and learn, they call us ‘Madam Madam’. Even if we get angry at them they listen.”

Roots in play-based learning

- 6/7 in Chandigarh, 5/7 in UP and 6/7 in Maharashtra mentioned play as one of their key methods of teaching “बच्चे तो मैम जयदातार भावगीत से easily सीखते हैं पर फिर भी जो ये हमे खेल खिलौने मिले है तो उनसे और जल्दी सीख पाता है
- “Children understand when we explain concepts practically and by play - for example to teach subtraction I use poems that are fun for children because that’s how they understand best “paanch choti chidiya kha rahi anaar, ek chidiya ud gayi, baki bachi chaar”



③ AWWWS HAVE POTENTIAL TO BE EARLY CHILDHOOD EDUCATORS WITH MOTIVATION FROM TEACHING YOUNG CHILDREN AND ROOTS IN PLAY-BASED LEARNING

Strong ties with children of the community

- “Since the time the mother is pregnant, we are tied to the family, till the child is of age 6”
- “Children learn from the method of love and affection. I try and create an environment for children to feel comfortable and playful”
- “All the parents nowadays have started feeling that we are teachers and started to send their kids. This trust helps us a lot and motivates us.”

④ BUT LOW GUIDANCE ON CURRICULUM, PEDAGOGY AND DAILY EDUCATION ACTIVITIES

No guidance on learning milestones across ages

- What do you teach children of ages 3,4,5? “It depends on the time we have that day and on the mood of children”, “Common answers include: “behaviour”, “color recognition”, “counting”, “poems and stories” “hygiene and cleanliness”, “ABCD””, “names of fruits”
- **Do you teach younger and older kids differently?** “We don’t have the space to deal with different ages differently, we teach them all together” “Older children we teach them to write, and they also help smaller children learn as they are with older ones”

Limited guidance on curriculum

- Do you follow a set curriculum? “अभी तक तो ऐसे नहीं है पर तैयार हो रहा है शायद स्कूल के साथ मिलकर”
- Chandigarh and UP do not have a set curriculum. Teachers decide what needs to be taught/when at the anganwadi/cluster level. Maharashtra has the E-Aakar timetable which is followed. Only 6% AWCs received special needs training (KN)

④ BUT LOW GUIDANCE ON CURRICULUM, PEDAGOGY AND DAILY EDUCATION ACTIVITIES

Low priority for education of younger children (< age 4)

- “Yes, for younger children we need to give easy activities, I used to teach older children like 4 to 6 year olds and Helper used to teach younger children.”
- “When the child is young first comes to the centre, he is shy and crying. We just teach him to sit and play with them”

⑤ AWWs ARE HINDERED BY LACK OF SPACE, HIGH ADMINISTRATIVE BURDEN AND HIGH SPLIT OF RESPONSIBILITIES, EVEN OUTSIDE OF ECCE

Lack of basic space and rent allowance

- Availability of space is a serious issue especially in urban areas. All AWCs are congested and with no place for children to sit comfortably.
- “हम तो यह है कि कमरा खुल्ला हो जिसमें बच्चे अच्छे से बैठ सकते हैं।”
- "Having AW kendras in community (shared) spaces are a huge issue, sometimes we have to face drunk men and they abuse us." [UP]

Lesser TLM availability and usage

- Some materials have been provided in Chandigarh, Maharashtra & UP, but only a few AWCs in UP (Meerut) report having used them (observed the toys locked up in a box because they were afraid of damage). Some do use the kits given : "जी जैसे थोड़ा TLM है हमारा और जो हमारे बच्चों को किट मिले हुए है उसको use कर लेते हैं"

⑤ AWWs ARE HINDERED BY LACK OF SPACE, HIGH ADMINISTRATIVE BURDEN AND HIGH SPLIT OF RESPONSIBILITIES, EVEN OUTSIDE OF ECCE

High and avoidable administrative load

- “After COVID, we do double/triple work, we also send all details through whatsapp and tracker while filling and maintaining all the registers”
- “We have now been asked to fill details in excel sheets, in addition to the Poshan Tracker and registers. We have no idea how to do this, so we are paying a data entry operator to fill in these details in excel.” **“Ma’am hum yeh excel sheets bharvane ke liye bahar paisa dete hai”**

Miscellaneous tasks outside of ECCE

- Most AWWs report being assigned several tasks ranging from polio duty, elections, surveys, immunization. “Random duties are assigned to us sometimes. Once we were asked to collect used bottles from homes (for recycling) to ensure separating of trash. We did all of that seriously too.”

⑥ THEY ARE UNDER-APPRECIATED BY THE SYSTEM, AND HAVE NO SCOPE FOR REGULAR PROMOTIONS

Low pay and low scope of upward mobility

- AWWs also usually have to wait for decades before being promoted to a lady supervisor (if they meet the requirements)
- “प्रमोशन चाहिए, इसमें अब तक कोई प्रोग्रेस नहीं क्योंकि एजुकेशन कम हुआ है, तोह सुपरवाइजर के लिए अप्लाई नहीं कर सकते” (teacher who has taught for 10+ years)
- **“I think there should be a promotion, madam. There should be a slight increase in our honorarium, madam.”**

Limited or ineffective digital literacy trainings

- 19/21 AWWs learnt to use digital devices and apps like WhatsApp/YouTube from their children/family members.
- Who taught you how to use Whatsapp? “मेरी गुड़िया ने सिखाया है “
- “Bade group wale trainings mein hume utna samajh nahi ata hai” (heard in FGDs)

⑥ THEY ARE UNDER-APPRECIATED BY THE SYSTEM, AND HAVE NO SCOPE FOR REGULAR PROMOTIONS

**Under-appreciated by
a system that
overburdens them**

- Supervisors/officials are helpful but are rarely reported to appreciate AWW for any achievement or work in education
- "Mostly ma'am reports ya record dene hote hai tab message ata hai ya kuch errors hua toh usi pe baat hoti hai"
- "Madam ke saath baccho ke shiksha ke upar itna nhi hota hai bas register work hi hota hai"
- "Communities sometimes pester about why ration isn't available but it is not our fault, the government doesn't provide regularly" (lack of systemic provisions for ration/ food breaks trust of the community, leads to AWW being blamed/ underappreciated.)
- **Only 13% AWCs have supportive supervision (KN)**

AWWS HAVE A RELATIONSHIP WITH THE MOTHERS OF THE COMMUNITY AND RECEIVE SPECIFIC DEMANDS ON WRITING AND ENGLISH

AWW feedback on parents

- Most anganwadi workers tell us that at least 40-50% of the enrolled parents can be considered somewhat active.
- They are more "**saksham**" now as compared to some years ago - more aware and educated; "**mauhaal/environment**" is better.

Stronger relationship with mothers

- Most anganwadi workers have a relationship with the mothers of the child but the father's involvement is very low. AWWs also don't comfortably contact their fathers regularly or call them for meetings.

AWWS HAVE A RELATIONSHIP WITH THE MOTHERS OF THE COMMUNITY AND RECEIVE SPECIFIC DEMANDS ON WRITING AND ENGLISH

Needs & Focus: Writing

- “Children need both nutrition and education. But today's parents emphasize education, for nutrition they can take care at home. They force a three-year-old to write and if he can't write, they ask why he can't write. So I tell them not to force them. In home visits we tell them that try to teach children with the help of play. And so the baby does not fall into malnutrition. That's how we tell them, but they're more focused on writing.”

Needs & Focus: English

- “Anything new I need to learn I just open Youtube or Google. Some parents want me to teach their son in a particular way - they want English language to be taught. So I used Google to learn new things and teach him.”

THE AW HELPER : AN OPPORTUNITY TO UTILISE THE CADRE IN ECCE

Current roles include cleaning, dropping and picking up children, assisting the AWW in her visits

Many Helpers also help teach children, especially younger ones

- “Whatever ma’am says we do it, for example we go on home visits with the Worker, if there are pregnant women we go and get them to the Centre. We do the cleaning, put out the mats and charts”
- “We go to pick up the kids from their homes and bring them to the Centre. Apart from this we do the cleaning of the Centre, help children use the toilet and help them settle down”
- “Coming early to the anganwadi, cleaning up the anganwadi, picking up the kids from their home, going a prayer and then some activities with the kids”
- “हा जो चार्टों पे लगा है “A for apple”, “अ से अनार” ये सारा कुछ है। गिनती वगैरा सब कुछ करते हैं”
- “What do you teach kids?” “We teach the kids things like doing yoga, doing the prayer, doing activities with the AW Worker and the children like teaching kids fruit names like “anaar”, “apple””

THE AW HELPER : AN OPPORTUNITY TO UTILISE THE CADRE IN ECCE

**Tenures are 5-30 years
but with no upskilling
or training**

- When was the last training? : “2003 में बच्चों के बारे में बताने में ट्रेनिंग हुई थी”, “No training in edu - last training was 7-8 years ago”

**AWWs believe their
workers can be
upskilled**

- UP : 5/7 AWCs tell us that their helpers teach children or conduct poems when they are not available, but 4/4 believe that they would not be able to maintain registers or do more.
- “Yes, re-training will enable them to teach better.”

FGDS: PRELIMINARY INSIGHTS (CONSENSUS OF MOST GROUPS)



**What are your opinions
on a full-time
anganwadi?**

- “Children wouldn’t be able to sit for so long and logistically this is impossible even if we agree”
“Bache so jate h, unko cheeze chahiye hota h” “We can’t manage them for long they keep crying”
- “We need to take care of our homes and children too”

**What more can the
helper do?**

- “Helpers should be provided training for teaching at least basics”
- “Most would not be able to do complex tasks like registers but they can be trained for more” “We trained them on how to use a signature as well for older helpers”

FGDS: PRELIMINARY INSIGHTS (CONSENSUS OF MOST GROUPS)



What more can the ASHA worker do?

- “Health department should take care of health work and not give us extra work- ASHAs can be completely responsible for things like immunization/referral/pregnant women (pre and postnatal care)/polio/survey duty etc ”

What kind of trainings do you want?

- “Some of our trainings are on high level/complex topics that might not be practically possible to emulate at the centre considering the space and time we have” (e.g we had training on building learning corners for each skill)
- “We need simple trainings and simple activities to do.”

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