



Anganwadi Survey Report “PURI” Municipal Area



HUMARA BACHPAN

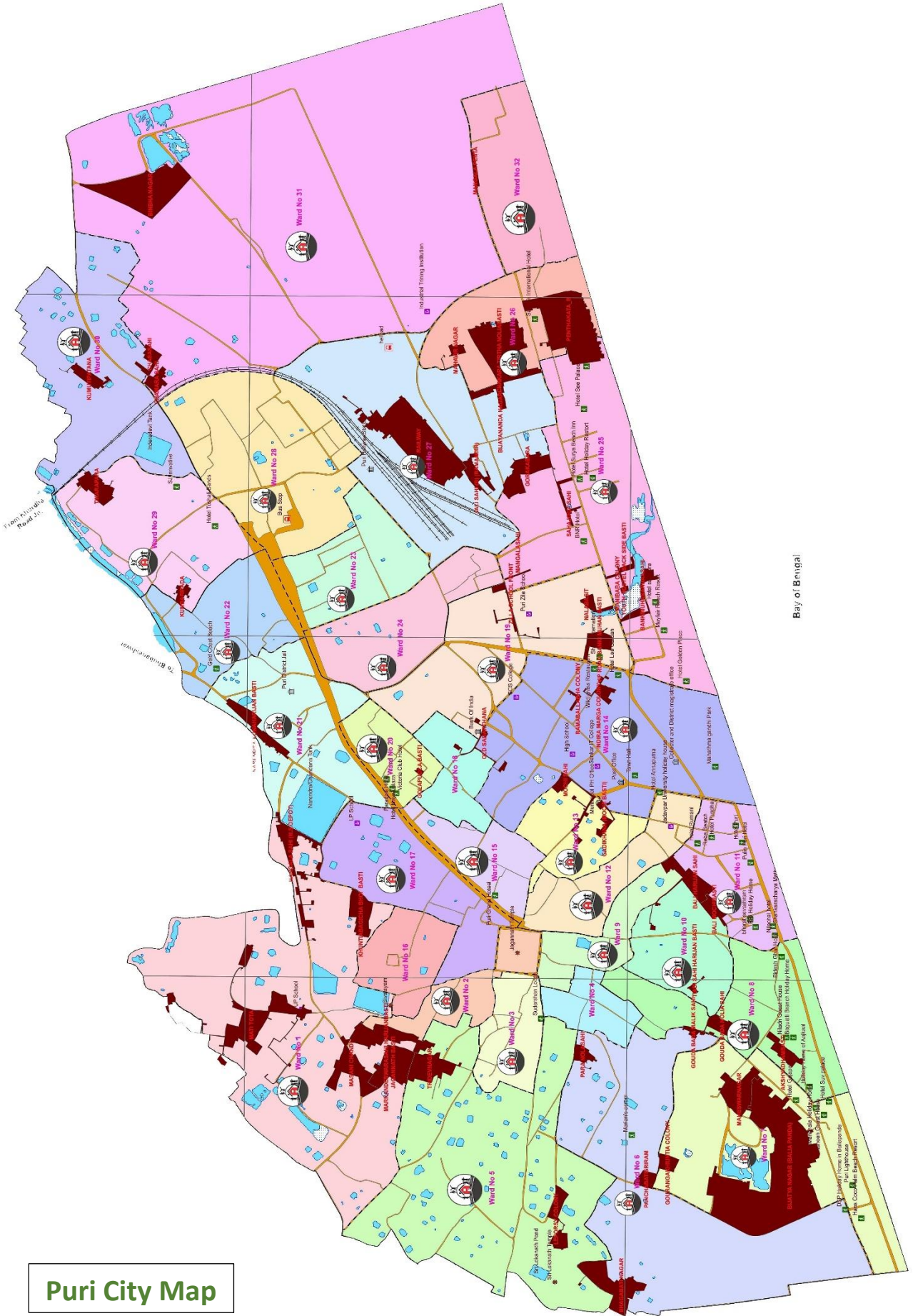
Humara Bachpan Trust

HIG-5 || BDA Duplex || Pokhariput || Bhubaneswar || 751020

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Puri City Map



Bay of Bnigal

Background of the Survey

The extremely severe cyclonic storm 'Fani' hit the coastal areas of Odisha on May 3rd 2019 causing widespread destruction including loss of lives, damage to houses, uprooting of trees, and destruction of infrastructure. The real consequences of a calamity became visible after it subsided. During and post disasters, it is always the vulnerable population such as children, elderly and people with disability who are at risk. Children in affected communities lost their belongings like books, clothes, toys, and other things that make up a normal day for them. The situations in their surroundings were such that it caused both physical and mental stress.

In such situation, the Anganwadi centres (AWCs) could be the single most appropriate homes for children, by offering immediate child care, emotional support, and a sense of normalcy. The centres could help meet the immediate needs of children and by playing an important role in fostering resiliency among them. Children of 3-6 years have the benefit of non-formal pre-school education through the institution of Anganwadi. The Anganwadi is the focal point for delivery of the entire package of child development services. Non-formal pre-school education is not to impart formal learning but to develop in the child desirable attitudes, values and behavior patterns. No attempt is made to achieve uniformity of teaching/learning procedure in the Anganwadi. There is flexibility and the child is encouraged and stimulated to grow at his own pace. It focuses on holistic development of the child and provides a stimulating environment for his/her physical, cognitive, and psychosocial development. The non-formal education thus establishes link with the elementary school so that the child moves from the Anganwadi to the school with the necessary emotional and mental preparation.

Non - formal pre-school education of the children between 3 to 6 years of age is one of the most important activities of AWW.

However, the cyclone not only devastated the Anganwadi infrastructures, but made it dysfunctional in most areas. The impact on Anganwadi workers (AWW) was also significant. Many of them have lost their homes and had no alternative accommodation, and therefore went to their relatives' houses.

In the process of rehabilitation and reconstruction of community infrastructure and services, it becomes pertinent to assess the present availability of the infrastructure, facilities, equipment and capacity building requirements of AWCs.

Pre-existing challenges with ICDS functioning alongside the extensive damage to its infrastructure caused due to disaster has left young children in need of critical support to help ensure their immediate need and longer-term development.

Rationale of the survey

Puri city has 14 wards and 80 AWCs. While some temporary shelters were established to fill the gap, student and teacher kits distributed by district administration and voluntary organizations, Anganwadis' normal functioning is yet to commence. Though Anganwadi activities have started resuming in Anganwadi workers' houses, in the verandah of some buildings or in open space, the normal functioning can only be possible after the infrastructure is in place. Government has planned to reconstruct the damaged Anganwadi centers, before which a detailed analysis of the infrastructure availability and requirements had to be conducted.

The present survey aims to assess the facilities and services in the AWCs by the Anganwadi workers with regards to the norms laid down by Integrated Child development Service (ICDS) scheme in the aftermath of cyclone 'FANI', with special emphasis on children of 0–6 years of age.



Objectives of the survey

The survey was conducted in eighty AWCs of Puri municipal area with the following objectives:

- To assess the damages made to Anganwadi centres and facilities.
- To compare the facilities, infrastructure, functional equipment and tools available in the centres as per the ICDS norms required for early childhood care and education.
- To understand the constraints and challenges that AWWs face in imparting services effectively.
- To recommend the way forward for post cyclone restoration of AWCs.

Methodology

Humara Bachpan Trust (HBT), a national non-profit organization working with children, youth and women in difficult circumstances and having extensive experience on early childhood care and development work conducted this survey.

Sample size: It was decided to include all the AWCs available in Puri municipal area. Thus, a total of 80 AWCs under 14 municipal wards were covered.

Data collection: The survey questionnaire was prepared and discussed in consultation with District Social Welfare Officer (DSWO), Puri¹. Data was collected by HBT staff members and 32 community volunteers² who were oriented about the survey and expected outcomes. During visits, a pre-designed, pre-tested semi-structured performa was used to assess the adequacy of infrastructure, equipment and tools at each AWC. We also assessed whether the Anganwadi workers were aware of the services to be provided by them and were they actually providing these services. The questionnaires were standardized and pilot tested before data collection to ensure homogeneity of data. The principal investigator randomly checked the filled performas to check for the accuracy of data.

Data Analysis: The data were entered, tabulated and analyzed using Excel 2016 (<http://office.microsoft.com/en-us/excel>) Software. The data were regularly checked for any errors. Qualitative data were expressed as proportions and percentages and quantitative data were expressed in tabular structure.

Limitation of the Survey:

The major limitation of the survey was that a qualitative and quantitative assessment of the cause of the limitations identified in infrastructure and services provided was not assessed. The survey also did not undertake assessment of knowledge and practices of Anganwadi workers about the facility

The below table depicts the number of children in the studied area. In the studied area Penthakata-B community reported to have largest child population whereas Matitota community reported to have lowest population. In the category of 0-2.11 years of child population the number of male children exceeds the number of girl child in 36 communities. Whereas in the category of 3-6 years of children out of the 80 studied communities in 42 communities' number of male children is more than the girl child. However, taking the total 0-6 age group of population, the number of male children is less from the girl child.

¹ Questionnaire attached as Annexure 1

² List of surveyors attached as Annexure 2

Survey Findings

Total no. of AWC Children									
SI No	AWC Name	Slum Name	0-2 Years 11 Months			3-6 years			
			Boys	Girls	Total	Boys	Girls	Total	
1	Ghoda Bajara	Ghoda Bajara	21	20	41	15	19	34	
2	Ghoda Bajara -B	Ghoda Bajara	19	27	46	25	19	44	
3	Mali sahi	Police Line school	40	41	81	43	41	84	
4	Penthakata -A	Near Petrlpump (k. Nalakania	73	668	141	61	57	118	
5	Penthakata -B	Penthakata Behera sahi	128	148	276	160	157	327	
6	Penthakata-C	Onkunala Barafh	88	87	175	85	85	170	
7	penthakata-D	Bapuji Barafh	100	98	198	132	133	165	
8	pethakata-E	Peda And Bundula Barafh	87	85	172	20	20	40	
9	penthakata-F	Dhoninageswora Rao Barafh	130	130	260	105	110	215	
10	penthakata	Mangala Patana Dhobakala	69	67	136	55	57	112	
11	naredra Kona Harijana Basti -A	Naredra Kona Harijana Basti	25	14	39	25	14	39	
12	Naredra Kona Harijana Basti -B	Naredra Kona Harijana Basti-B	32	29	61	19	35	54	
13	Kumundi Patana	Kumudi Patana	34	35	69	25	34	59	
14	Chasa Sahi	Chasa Sahi	30	41	71	43	44	87	
15	Munduli jaga Chakrar	Baseli Sahi	56	61	117	13	17	30	
16	Makendeswora -A	Harijana Basti	20	25	45	14	7	21	
17	Makende Swoaharijana Basti-B	Makende Swara Harija Nabsti	16	27	43	11	9	20	
18	Indra Maga Colony	Indra Maga colony	42	23	75	19	13	32	
19	Binoba naga ara	Binoba Nagara	49	43	92	36	32	68	
20	Balia Ghata	Balia Ghata	30	23	53	24	15	39	
21	Penthakata-H	Prasad Baraf	72	64	136	44	41	85	
22	Penthakata-I	Bandul Baraf	83	80	163	69	69	138	
23	Penthakata-J	Pampati Baraf	91	85	176	69	65	134	
24	Balinolia Sahi-A	Rankair Road	20	30	50	25	15	40	
25	Balinolia Sahi-B	Bada Sahi Middle Centre	40	47	87	20	30	50	
26	Balinolia Sahi-C	Sunur Sahi	20	25	45	18	21	39	
27	Balinolia Sahi-D	Ramaya Patnam	38	24	62	29	20	49	
28	Ramachandi Balikuda-A	Ramachandi Balikuda Sahi	40	30	70	20	30	50	
29	Ramachandi Balikuda-B	Ramachandi Balikuda Sahi	22	28	50	37	43	80	
30	Ramachandi Balikuda-C	Ramachandi Balikuda Sahi	33	26	65	47	43	90	
31	Dhaba Sahi AWC	Dhaba Sahi	44	42	86	47	43	90	
32	Mochi Sahi AWC	Mochi Sahi Badi Khana	33	30	63	57	65	122	
33	Ganamalla Sahi Harijan Basti	Ganamalla Sahi	48	50	98	15	14	29	
34	Ganamalla Sahi Harijan Basti	Khuntia Sahi	50	59	109	16	14	30	
35	Poda Kothi	Banki Muhan Nala Basti	15	29	44	7	10	17	
36	Srikhetra Colony AWC	Srikhetra Colony	41	49	90	65	65	130	
37	Nari Seba Sadan	Mati Mandap Sahi	30	40	70	15	25	40	
38	Kalakabar	Kalakabar	29	31	60	26	26	52	
39	Raghupati Nagar	Raghupati Nagar Bhoi Sahi	55	60	115	55	55	110	
40	Tridev Nagar	Tridev Nagar	59	81	140	15	20	35	
41	Bijaya Nagar A	Bijaya Nagar Balia Panda A	63	17	80	10	15	25	
42	Bijaya Nagar B	Bijaya Nagar Balia B	33	37	70	17	21	38	
43	Tiadisahi Harijan Basti	Tiadisahi Harijan Basti	78	61	139	47	64	111	
44	Pali	Jibaramji Pali	81	64	145	58	28	86	
45	Paranolia Sahi-B	Panchabati Nagar (Damodar Road)	42	33	75	36	45	81	
46	Bidhabashram Goudabada Sahi	Goudabada Sahi	130	110	240	28	49	77	
47	Golapaka Basti	Talanua Sahi	59	47	94	37	48	85	
48	Goudabada Nolia Sahi	Goudabada Nolia Sahi	65	64	129	40	35	75	
49	Chakratirtha Nua Sahi-C	Bijayananda Nagar	34	26	60	19	27	46	
50	Chitrakar Sahi	Ramchandi Sahi	50	52	102	34	36	70	
51	Chakratirtha Nua Sahi-B	Behera Sahi	96	134	230	73	66	139	
52	Hatiasala	Lokanath Road	54	56	110	16	19	35	
53	Gorakabar	Gorkabar	55	40	95	30	28	58	
54	Matiapada-A	Matiapada-A	28	33	61	32	24	56	
55	Kandhei Factory	Tota Mahabiri	17	13	30	22	18	40	
56	Matia Pada B	Matiapada-A	74	70	144	46	42	88	
57	Tikina Panda	Tikina Panda	69	79	148	52	37	89	
58	Kumbhara Pada	Kumbhara Pada	23	23	44	24	31	55	
59	Kumbharapada (B)	Kumbharapada	70	50	120	20	25	45	
60	Kumbharapada ©	Kumbhara Pada	95	70	165	117	83	200	
61	Talisahi Telugu Basti	Talisahi Telugubasti	24	5	29	32	44	76	
62	Jalji Sahi Ram Mandir	Jalisahi	56	44	100	39	26	65	
63	Mahadei Bihar	Bhoi Sahi Len	50	46	90	33	22	55	
64	Gokha Sahi	Gokha Sahi	32	25	57	22	35	57	
65	Chamara Sahi	Chamara Sahi	28	28	56	21	19	40	
66	Mangala Ghata	Mangala Ghata	35	45	80	27	43	70	
67	Matitota	Matitota Pradhan Sahi	20	15	36	9	9	18	
68	Bidhaba Ashram	Mahavir Sahi	24	33	57	16	17	33	
69	Narayani Chhaka	Narayani Chhaka	94	90	154	24	16	40	
70	Jagannath Balav	Jagannath Balav	37	36	73	29	38	67	
71	Akshshayadham	Akshshaya Dham	31	44	75	14	11	25	
72	Bati Harijan Basti	Bali Harijan	41	47	88	30	38	68	
73	Bali Mochi Sahi	Bali Mochi Sahi			56			46	
74	NS Depo Mangala Sahi	Mangalasahi	24	41	65	38	34	72	
75	Sworga Dwar	Sakrachajya Road	14	21	35	27	24	51	
76	Gajapati Nagar	Gajapati Nagar	35	35	70	50	50	100	
77	Paranolia Sahi(A)	Dhipa Sahi	30	24	54	25	35	60	
78	Charatritha Nuasahi (A)	Nua Sahi	49	46	95	29	32	61	
79	Abakash Lane	Abakash Lane	31	25	56	24	23	47	
80	Bagha Akhada	Bagha Akhada	50	53	103	42	43	85	
			Grand Total			7680	Grand Total		5803

Availability of Pre-school Kit

Regarding the availability of pre-school education kits, most of the AWW (66.7percent) affirmed that they have the pre-school kits in their centers; however, some (37.5 percent) of them informed that kits with them are not sufficient in numbers as they were supplied long time back. 50 centres have blackboards, 33 have wall paintings and 52 have posters available as learning materials though not in required quantity. Among playing materials for children 48 centres have some play items and toys, such as wooden toys and cutouts.

While asked about children's access to play, the AWC reported that children exhibit a broad range of differences in play interests and be involved in varied playing activities such as block building to musical, artistic, or dramatic play.

To develop learning skill among toddlers and young children, puzzle games are available in 42 centres.

Pictorial material is one among the learning material of pre-school kit as described in the ICDS norms for learning through play and meaningful activities in a developmental sequence. Among the surveyed centres, in 31 centres have charts, flash cards and pictures books are found in inadequate quantity. The print material is being used to enable kids in identifying birds and animals, fruits and vegetables and identifying colours and numbers/ days etc.

54 number of Anganwadi Workers reported of receiving special training about importance of non-formal education on the cognitive development of a child in early years.

Profile & Qualification of AWWs

The key functionary of ICDS scheme is the Anganwadi worker, an honorary worker who belongs to the community and caters to a population of ~1000 people each.

In congruence with the mandate of ICDS, the Anganwadi Workers (AWW) has to be recruited from the same slum/locality. Data from the survey shows that, out of the 80 AWWs contacted, 55no.s were found to be from the same community. In terms of educational qualifications, around one-third of the AWWs (16no) had completed higher secondary level while more than one-sixth (18 nos) had completed secondary education. Also, 45 numbers of the AWWs were either graduate or



above. Substantial proportions (43.75 percent) of the AWWs were found to have more than seven years of work experience.

Regular training to the AWWs play a key role as most of the AWW are less qualified. 8.21% of the surveyed AWWs responded that they have not received any refresher training or inductions.

Profile & Qualification of AWHs

Qualification of Anganwadi Helper (AWH) is a key indicator for better service delivery. However as per the guideline the AWH should also be from the same community. The data from the surveyed centres shows that, out of the 80 AWHs contacted, 56no.s were found to be from the community. In terms of educational qualifications, seven AWHs have completed higher secondary level while a substantial portion, 44 have completed secondary education. 22 AWHs have completed Middle School. There are two Anganwadi helpers in Jibaramachhipalli and Matiapada-A who have completed their graduation (+3). 23.75percent of the AWHs are found to have more 6 years of work experience.

Requirement of Multi-lingual preschool education

The current approach to delivering effective preschool education to children at Anganwadi centres is is given due emphasis. When children start learning languages, they learn their mother tongue being used at family. Anganwadi is the 2nd family where the child gets maximum exposure. In the pre-primary stage in the anganwadis near their settlements, if the mother tongue language and language of communication at AWC differs the children find themselves lost. The language used for instruction and communication seems to be strange for the child. The constraint flows on to the primary level too. Majority of these children drop out of school as they find it difficult to fully comprehend classroom teaching and the activities, or read the language and understand textbooks.

Hence mother tongue based early childhood education needs to be multi lingual and in the early pre-school education process at AWCs, the language of communication needs to be multilingual.

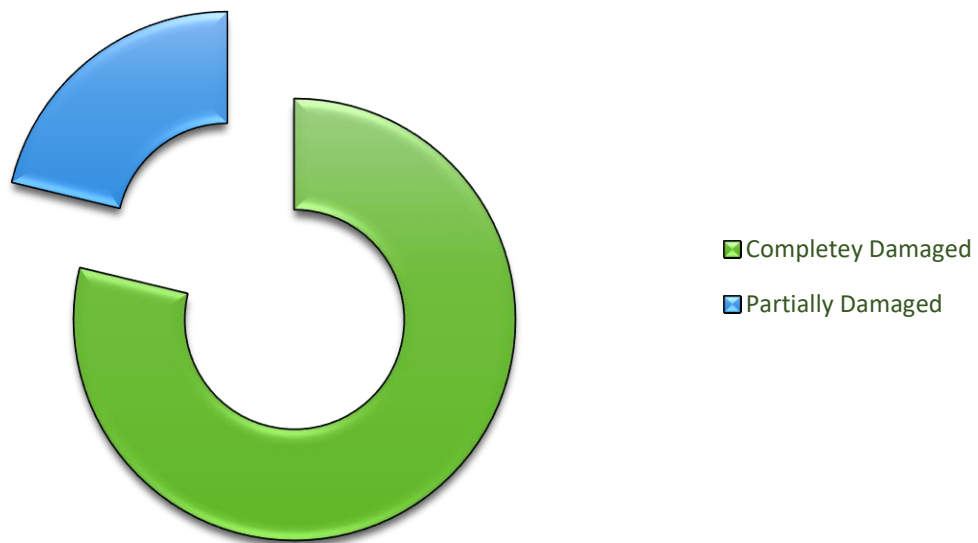
Out of surveyed population 1, 77,091 of eighty communities' more than 21 percent population are Telegu and 2.1 percent are Bengalis. Out of eighty surveyed communities, in 12 communities are Telegu populated whereas the language of communication is Odiya like other areas. Children face difficulties in understanding the language used by Anganwadi teachers.

The discussion with the AWWs of those centres gave us the impression that the reason for not conducting regular non formal education sessions and activities with children is the language barrier between the Anganwadi teacher and the children. Sometimes when some child's mother comes to drop her child to the centre, she does the interpretation between the AWW and the children.

Infrastructure

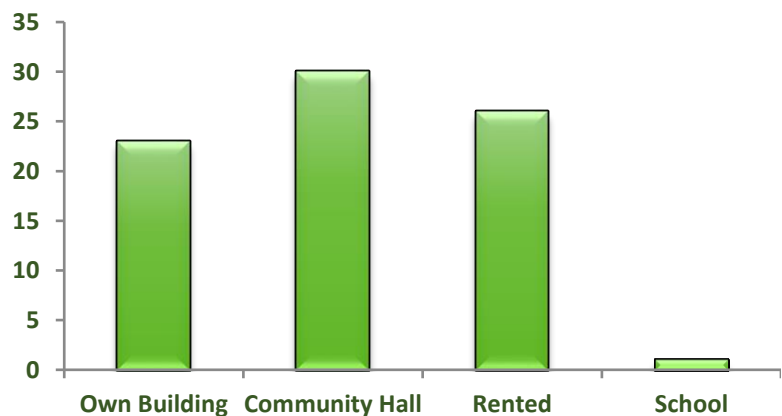
The first requirement for running an AWC is safe building with basic facilities like water facility, toilet facility, and space for outdoor game etc. However lack of infrastructure facilities in the AWCs is a known issue in the municipal area. The cyclone has brought significant damage to the anganwadi infrastructure. Out of 80 surveyed communities 63 anganwadi centres are completely damaged and the 17 centres are running in pucca buildings are partially damaged and needs repairing.

State of Infrastructure



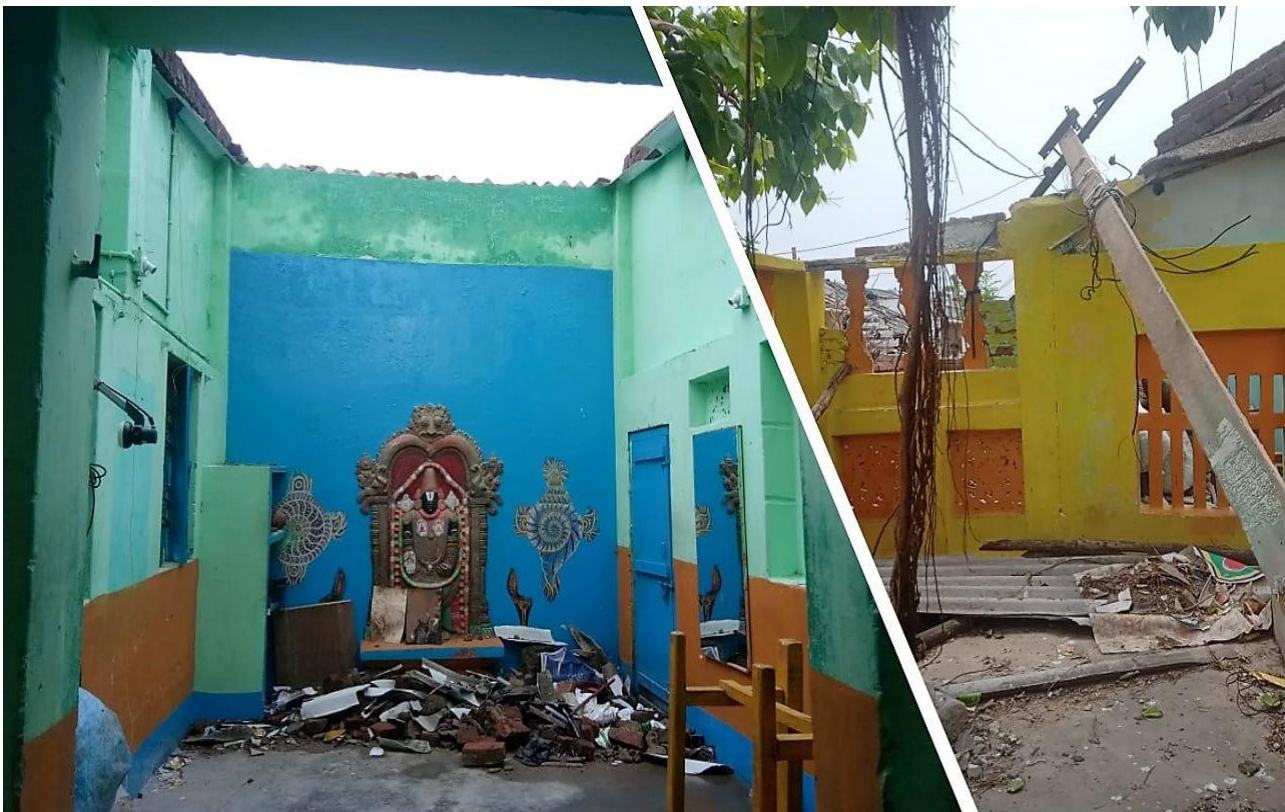
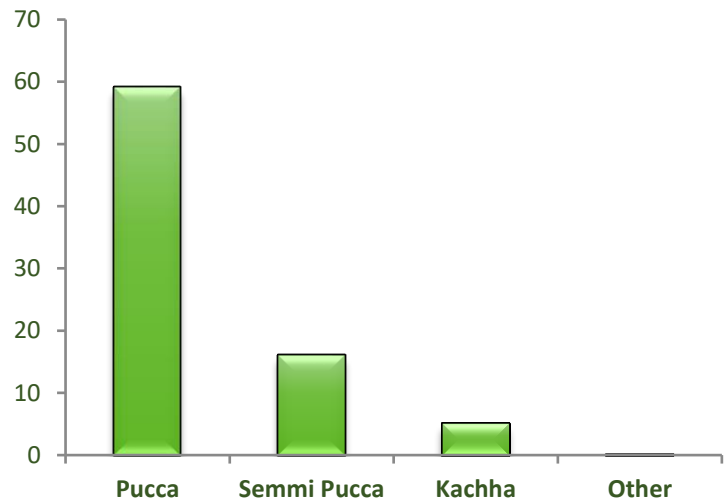
Ownership of the AWC center

It was observed that in many places Anganwadis did not have their own buildings. Only 23 of the total AWCs in the studied area have their own buildings where as 30 of the AWCs are running in the community buildings and 26 of them are running in the rented buildings. In Penthakata-F, Ghoda Bazar-A, Penthakata-I, the Anganwadi centres are running in the community halls and the halls are also used for temple purposes.



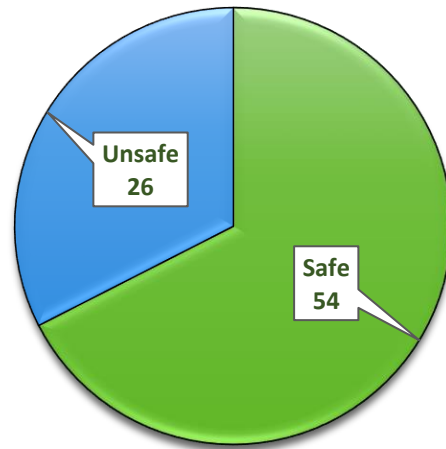
Type of Building

Type of Anganwadi buildings determine the safety and security of the children. As per the guidelines each AWC should be provided with a pucca building. So, whatever the ownership status of the building may be it should be a pucca building. However, in the studied municipal area of Puri it was found that out of 80 AWCs, 59 were running in pucca buildings and 16 centers in semi pucca buildings. However, centres used to run in Penthakata E, Penthakata I, Balinoliasahi, Mangala ghat and Jagannathbalava communities, the anganwadi infrastructures were found to be in bad condition and unsafe for children.



Safety of Buildings

Safety of a building is a very subjective in nature. To measure the safety of a building need technical skill. But some conclusion can also be drawn by observing the state of the building. Among the surveyed centers it was observed that 54 of the buildings are apparently safe whereas 26 AWCs are found to run in unsafe condition.

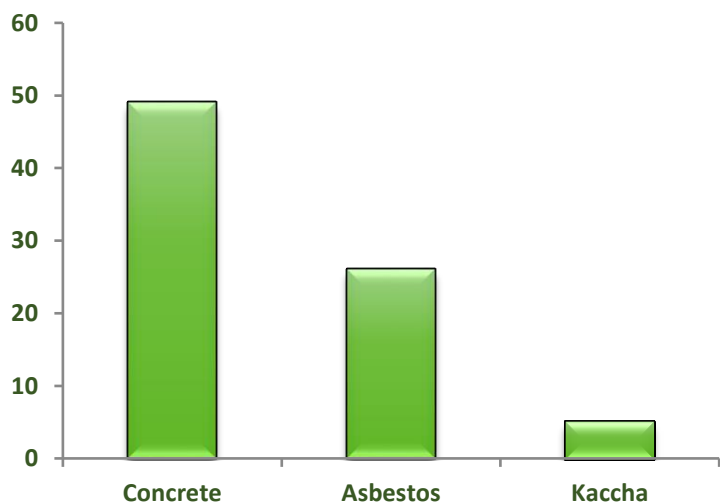


While comparing, the number of safe buildings with the number of pucca buildings it was found that there are 10 AWCs which are running in pucca building but the building are not safe. The following table is displaying the names of those 10 communities where the AWCs are found unsafe.

Name of Community	Pucca Building	Found Unsafe
GhadaBajara	Pucca	Unsafe
Near Petripump (k. Nalakanian)	Pucca	Unsafe
Dhoninageswora Rao Barafh	Pucca	Unsafe
PampatiBaraf	Pucca	Unsafe
RamayaPatnam	Pucca	Unsafe
DhabaSahi	Pucca	Unsafe
Srikhetra Colony	Pucca	Unsafe
TalisahiTelugubasti	Pucca	Unsafe
GokhaSahi	Pucca	Unsafe
Matitota Pradhan Sahi	Pucca	Unsafe

Type of Roof of the building

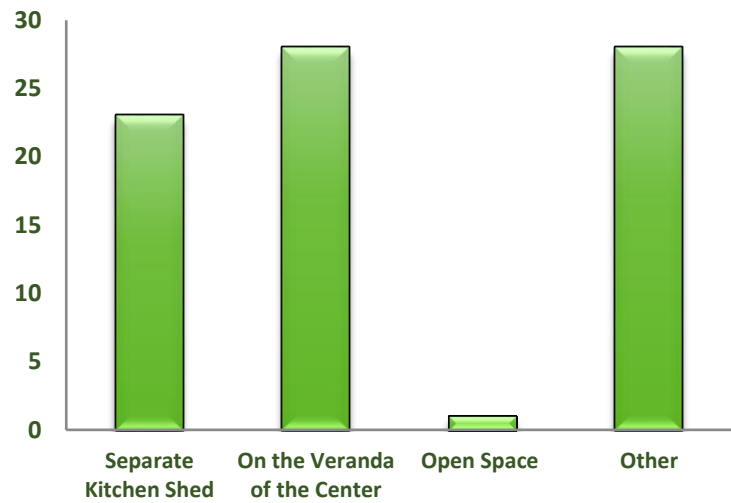
Only 49 of the AWCs have concrete roofs, 26 centres have asbestos roofs and the 5 centres running in kaccha houses and have tin roofing. However the cyclone has taken away many of the asbestos roofs and the houses are not in usable condition to run Anagnawadis there.



Availability of Kitchen shed

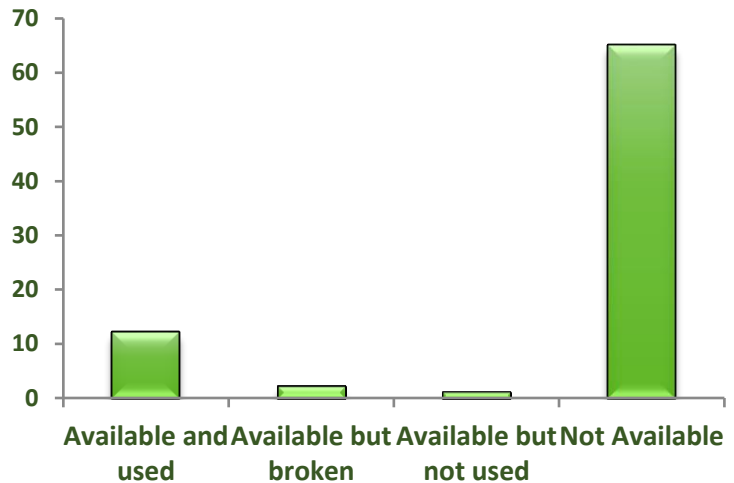
Provision of hot cooked meal is a vital component of supplementary nutrition programme under ICDS programme. So as per the guideline there should be separate kitchen shed for preparing the meal for children. Most of the interviewed Anganwadi workers and helpers said that there is no separate kitchen provision in their centres.

Among the surveyed centres, it was observed that in 23 of the AWCs have separate kitchen sheds whereas in 28 AWCs food is prepared in the verandahs of the centers. In Kumbharapada because of unavailability of kitchen space, food used to be cooked in open space by the Anganwadi helper.



Availability and use of toilet

Out of the 80 surveyed AWCs, toilets are not available in 65 centres. Only 12 centres have toilet facilities and are used. While observing the availability of water facility in the toilets it was found that most all the toilets are connected with water. In the 65 centres, where there is no toilet, children go out. If they get the urge of toileting, the Anganwadi helpers takes them back to their houses.



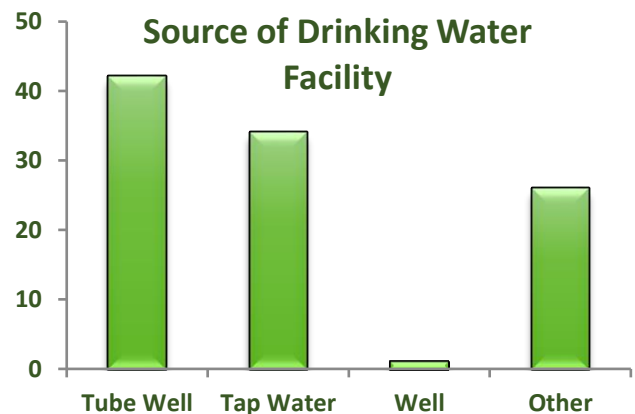
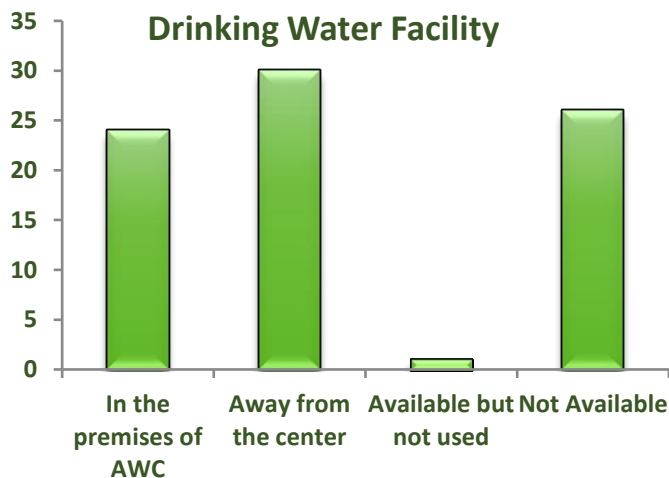
Availability of Drinking water facility

For drinking water facility, following three parameters were taken into consideration:

- Availability in the premises
- Available but away from the center
- Unavailable

It was observed that about 24 of the centers have water facility in the premises of the center where as in 30 of the center water facility is away from the center. In 26 centres there is no source of drinking water. The Anganwadi helpers sometimes have to walk to nearby communities to fetch water in buckets. However, the water is not suitable for drinking purpose.

42 of the centers are depending upon tube well for drinking water whereas 34 of the centers are using tap water, 1 of the center in Tikarpada, the Anganwadi uses water from the nearby well.



Recommendation and Conclusion

The intention behind the Anganwadi survey is to take stock of the situation post cyclone Fani and to reconstruct in a sustainable child friendly manner. By offering child-centered care, emotional support, and a sense of normalcy, the Anganwadi centres could help children and their parents return to normalcy as well as cater to the requirements of early childhood care and development. From the survey, following recommendations are made:

Reconstruct quality Anganwadi centres: The survey observed damages and unavailability of child friendly infrastructure of the Anganwadi centres. The unsafe conditions of the centres and lack of basic amenities are highlighted in the survey findings, which need urgent attention of district administration. The fact that the deficiency and inadequacy in terms of infrastructure and facilities is not limited to post disaster period only and this calls for an urgent need to do construction and repair work at the centres so as to build child friendly model Anganwadis with access to all facilities and amenities.

An Anganwadi centre should have space for children and women to sit, child friendly toilets, drinking water facilities, separate kitchen, provision of storage for food items and space for playing. As per ICDS guidelines, the minimum size required to build an Anganwadi Centre is 600 sq. (56 sq.m) of suitably constructed covered space. Since Puri is prone to cyclones and floods, it is recommended to design and build the Anganwadis to withstand the natural disasters. The building designs should take advantage of the natural sea breeze and sunlight. It is important to regulate the entry and exit of outsiders into the Anganwadi premises. Children should be given freedom of movement as much as possible while ensuring their safety by proper building design. The WCD department and District Administration should adopt or refer to the BALA framework for construction.³

Availability of Teaching Learning Materials: There is also a need to fulfill the short fall of tools and equipment of preschool education component. Standardised teaching learning materials need to be provided to ensure impart of quality learning. Multi lingual teaching and learning materials need to be also provided to the centres.

Capacity building of AWWs: The services, tools and knowledge of Anganwadi workers towards providing preschool education as ICDS's commitment to promote every child's inherent potential in early years was also surveyed.

Anganwadi workers need to be trained regularly and their knowledge updated from time to time followed by timely quality assurance of services. The Anganwadi teachers' have to be trained in multi lingual preschool education and the teaching and reading materials should also include languages other than Odiya for non-odiya children as it was found there were many centres with Telegu children.

The first 1000 days of a child are very important for brain, cognitive, physical, emotional and social development. Anganwadi centres should provide an enabling child friendly learning environment and not just be used as feeding centres.

³ Attached with this document

Photos Capture During the Survey



Pentha Katha A



Pentha Katha A



Ramachandi Balikuda A



Ramachandi Balikuda A



AWC Survey at Penthakha E



Gorakbar

Photos Capture During the Survey



Penthakha I



NS Dipo



Penthakha C



Penthakha I



Pentakatha J



Pentakatha C

Annexure - I

Baseline Survey on AWCs in Puri Municipal Area

Questionnaire for AWC

Date: _____

Sl. NO. _____

A. General Information

1. Name of the AWC _____	Code _____
2. Slum Name _____	
Ward No _____	District _____ Puri _____
3. Date of Opening of the centre _____	
4. No of extra slums/ Covered under AWC _____	
5. Name and Distance (In km.) of the extra Slum / ward-	
a) Name _____	Distance _____
b) Name _____	Distance _____
c) Name _____	Distance _____
d) Name _____	Distance _____
6. Total Population of the AWC covered slum / ward _____	
7. Name of the ICDS Project _____	

B. Demographic Information

B.1: Child Population in the catchment Area

No of children (0-2 years 11 months) in the locality (Slum)											
Total	Boys	Girls	SC			ST			Gen		
			Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls

No of children (3-6 years) in the locality (Slum)											
Total	Boys	Girls	SC			ST			Gen		
			Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls

Note: SC - Scheduled caste, ST - Scheduled Tribe, Gen - General

B.2: Child Population in the AWC

No of Children (0-2 years 11 months) enrolled in AWC											
Total	Boys	Girls	SC			ST			Gen		
			Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls

No of children (0-2 years 11 months) AWC (Out of enrolled)											
Total	Boys	Girls	SC			ST			Gen		
			Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls

Baseline Survey on AWCs in Puri Municipal Area

D: Information on AWH

1. Name of the AWH: _____	
2. Age: _____	3. Category: ST/ SC/ GEN / Other.
4. Mother Tongue _____ Other languages known to AWH _____	
5. Date of Joining _____	
6. Qualification: Illiterate <input type="checkbox"/> Primary School (Up to Class 5) <input type="checkbox"/>	
Middle School (Class 6 to Class 8) <input type="checkbox"/> Secondary School (Class 9 to Class 10) <input type="checkbox"/>	
Higher Secondary school <input type="checkbox"/> Graduation <input type="checkbox"/> Post Graduation <input type="checkbox"/>	
7. Name of the slum the AWH lives in :	
The slum where the centre is located <input type="checkbox"/> Other Place <input type="checkbox"/>	
Distance from the centre <input type="checkbox"/> Mode of communication: Walking <input type="checkbox"/> Cycle <input type="checkbox"/> other <input type="checkbox"/>	
8. Does the AWH bring children from home to centre and centre to home? Yes <input type="checkbox"/> No <input type="checkbox"/>	
If Yes, All children <input type="checkbox"/> some children <input type="checkbox"/>	
If some children, please mention reason(s) for not attending the all	

E. Language of the Children and medium of Interaction at the centre

E.1: Language of the Children

Sl. No	No of Children based on their mother tongue	Mother tongue	Types of language children interact with each other
1			
2			
3			

E.2: List of Teacher Learning Material and Teacher learning equipment available in the centre

Material	Description of the material (Purpose, use and language if any)	Quantity	Remark (Quality / quantity of the material)
Black Board			
Wall Painting			

Baseline Survey on AWCs in Puri Municipal Area

Poster/Chart							
Toys							
Puzzle							
Abacus							
Activity book	No of activity book 1	Distributed to the children 3-4 age	No of activity Book 2	Distributed to the children 4-6 age	Language of the Book		
Pencil							
Coloring Material							
Accessories for drawing							
Drawing Paper							
Others							

F. Infrastructure Facility at AWC

1. Ownership of the AWC center

- | | | | |
|------------------------|--------------------------|--------------------|--------------------------|
| a) Own Building | <input type="checkbox"/> | c) Rented Building | <input type="checkbox"/> |
| b) Community hall/Club | <input type="checkbox"/> | d) School Building | <input type="checkbox"/> |

2. Type of Building

- | | | | |
|--------------|--------------------------|-----------|--------------------------|
| a) Pucca | <input type="checkbox"/> | c) Kachha | <input type="checkbox"/> |
| b) Semipucca | <input type="checkbox"/> | d) Other | <input type="checkbox"/> |

Annexure – II

Sl no	Name of the Surveyors	Education	Contact no	Name of the community
1	Rashmita Jena	Intermediate	7787956537	Bhagavati Nagar
2	Sila Das	10 th pass	7381331691	Bhagavati Nagar
3	SujataSahoo	+3	9853011369	Tridevi Nagar
4	Laxmipriya Deo	Graduation continue	7605906655	Gaudabada Sahi
5	Sumitra Pattanaik	Graduate	9114046785	Goudabada Sahi
6	Puja Das	Intermediate	8594959048	Jagannath Ballav
7	Jayashree Sahoo	Intermediate	8594959048	Jagannath Ballav
8	G. Satya	10 th	8093439331	Gangadevi Ballav Sahi
9	G. Rajmatta	10 th	8480941977	Penthakata-1
10	G. Subuna	Intermediate	8984499502	Penthakata-2
11	V. Dibya	Intermediate	9348110041	Penthakata-2
12	Bhabani Behera	10 th	7873965236	Harachandi Sahi
13	Snehalata Sahoo	10 th	7873965236	Harachandi Sahi
14	Sarmista Pradhan	10 th		Harachandi Sahi
15	Sephali Barik	Intermediate	7735542663	Matarini Sahi
16	Bijayalaxmi Reddy	Intermediate	9090129025	Biju Nagar
17	Gayatri Nayak	9 th	9583895505	Matarini Sahi
18	Devaki Reddy	Intermediate	7064272473	Biju Nagar
19	Sunayana Behera	Intermediate	7381090849	Dhobakhala(budan)
20	Santoshi Maharana	Intermediate	7894171271	Dhobakhala(budan)
21	Deepanjali Behera	10 th	9337610741	City Nuasahi
22	Chinmayee Behera	Graduate	7683863765	City Nuasahi
23	Anuradha Behera	Graduate	7327882406	Youth Hostel Sahi
25	Puja Behera	10 th	7327882406	Youth Hostel Sahi
26	Laxmiprya Sahoo	Intermediate	6370290791	Bijaya Nagar
27	Rati Nayak	10 th	6370290715	Bijaya Nagar
28	Kisimita Sahoo	10 th	9040275732	Bhdhimaasahi
29	Sasmita Mishra	8 th	9040206570	Bhdhimaasahi
30	Roji Baral	10 th	6371115210	Youth hostel basti
31	Rakhi Baral	10 th	9776092292	Youth hostel basti
32	Smrutisudha Moharana	Graduate	9090728267	Budan Tarini Basti



HUMARA BACHPAN

Contact info: info@humarabachpan.org

HIG-5 || BDA Duplex || Pokhariput || Bhubaneswar – 751020 || Odisha

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