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Action for Ability Development and Inclusion
Formerly The Spastics Society of Northern India



Building Inclusive Anganwadis

**A collaborative project of
Action for Ability Development
and Inclusion and
HCL Foundation**

**Report on Physical Accessibility of
Anganwadi Centers
of Save the Children**

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Report on Physical Accessibility of Anganwadi Centers of Save the Children

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The project *“Building Inclusive Anganwadis”* aims to ensure access and equal opportunity to quality, inclusive ECCE services to all children including children with disabilities

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AADI Team

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Abbreviations

ICDS	Integrated Child Development Services
MWCD	Ministry of Women and Child Development
AWC	Anganwadi Centre
AWW	Anganwadi Workers
AADI	Action for Ability Development and Inclusion
ECCE	Early Childhood Children Education
IEC	Information Education and Communication

Executive Summary

Action for Ability, Development and Inclusion (AADI) collaborated with HCL foundation to initiate and implement an inclusive project “*Building Inclusive Anganwadis*”

About the Project: Building Inclusive Anganwadis

The project “*Building Inclusive Anganwadis*” aims to ensure access and equal opportunity to quality, inclusive ECCE services to all children including children with disabilities.

One of the components of the project was to assess the physical accessibility and provide recommendations to make Anganwadi Centres accessible and inclusive for all children including children with disabilities. This report in particular focuses on 11 AWCs of Bsrakh Block of GautumBudh Nagar, Uttar Pradesh of the ECCE partner organisation -Save the Children. The AWCs were selected by HCLF and the partner agency Save The Children.

A checklist titled ‘**Physical Accessibility Assessment Checklist for Anganwadi centres**’ in Hindi was developed by AADI for data collection and analysis.

The checklist covered different aspects of physical accessibility starting from the entrance, material, infrastructure and safety. The analysis of data was done in 8 categories which covered

- Profile of AWCs
- Entrances
- Physical Infrastructure
- Illumination and Ventilation
- Play & Learning Material and Furniture
- WASH
- Storage
- Safety and Hazards

Photographs were taken on site to complement the observations and information collected through the visits to the sites.

The data collected was analysed against statutory guidelines for accessible infrastructure. ‘Harmonized Guidelines and Space Standards for the Barrier-Free Built Environment for Persons with Disability and Elderly Persons’ published by

Ministry of Urban Development, Government of India, was the standard reference for the accessibility checklist.

Recommendations were given for each section to increase safety, accessibility and inclusion of children with disabilities in the 11AWCs.

Key observations include

- The existing infrastructure of AWCs does not follow the guidelines provided by Ministry of women and Child for AWCs. A urgent intervention is required as there is a compromise in terms of adequate space for children to move, play and be together; for storage; for purposes of cooking/keep cooked food in a safe and hygienic space; outdoor play , safety etc.
- The physical infrastructure also needs improvement in terms of its approach to multi purpose room, where the space was found to be uneven and unsafe for children; ramps where available were not according to standards laid down by Guidelines issued by Ministry of Urban Development
- Other areas of infrastructure were also inadequate in terms of safe and healthy spaces: – e.g. poor ventilation, damp walls, rough and sharp edges; rusty handles in some of eh AWCs.
- Safe and accessible toilets would need to be made available for both children and Anganwadi workers.
- Storage space and facilities were compromised in most AWCs.
- Some furniture was seen to be colourful and child friendly. This is not evenly maintained for all AWCs.

Some of the gaps observed could be because the AWCs were closed due to pandemic and were not in use. Many of the concerns raised are with a view to understand the existing space/facilities and suggest recommendations to develop AWCs into safe, accessible and learning spaces for all children including children with disabilities.

A combined discussion on the various issues raised between HCLF SPOCS, partner agency representatives and AADI team would help in analysing the concerns and plan for next steps before children start attending.

I. Background

According to the census 2011, there are 158 million children in the age group 0-6 years in India, and the ICDS scheme is catering to this group through Anganwadi centers located in different parts of the country.

Child development begins from the early childhood years when most of the physical, sensorimotor, social, emotional, language, and cognitive development happens. This is the stage when children are highly influenced by the environment and the people around them.

Early childhood care and education (ECCE) has the potential to promote growth of all children including children with disabilities into valuable human

resources beyond their gender, caste, religion and abilities. It plays a vital role in combating inequalities and promoting diversity and inclusion.

The Integrated Child Development Services (ICDS) Scheme, of the Government of India launched on 2nd October 1975 promotes ECCE as a crucial component in addition to its other services.



As per Census 2011, in the age group 0-6 years, there are 2.042 million children with disabilities that imply 1.24 % of the total children (0-6 years) have disability. The data also states that in the age group 0-6 years, 23% of the children with disabilities have hearing impairment, 30 % have visual impairment, 10% have difficulty in movement and 7% have multiple disabilities.

The target 4.2 of the Sustainable Development Goal – 4, that aims “ to ensure that all girls and boys have access to quality early childhood development, care and pre-

primary education so that they are ready for primary education”, cannot be achieved without including children with disabilities.

Inclusion in Anganwadi centers

Anganwadi centers are instrumental in the delivery of the Early Childhood Children Education (ECCE) programme country-wide, which is the world’s largest programme.

The Vision of ECCE Policy



‘to achieve holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful, and contextualised opportunities for laying foundation and attaining full potential’

The beneficiaries under the Integrated Child Development Scheme are children in the age group of 0-6 years, pregnant women, and lactating mother.

One of the key elements of an Inclusive Angawadi is the space in which the services ae housed. It is important that the built–up environment of AWCs be barrier-free and adapted to fulfil the needs of all children, including those of children with disabilities. A barrier free and accessible physical and learning environment will benefit all children regardless of age, gender, abilities and backgrounds. This is known as inclusive design or Universal Design, which benefits a wide crossection of people with diverse needs.

A universal design will specifically benefit children across disabilities mainly:

1. Mobility aid users
2. Children and People with visual impairment
3. Children and People with hearing impairment
4. People with difficulties in learning

5. Children and individuals with temporary assistive aids due to accidents or illness.

II. About the Project: Building Inclusive Anganwadis

The project “Building Inclusive Anganwadis’ was a year-long project initiated in January 2020 by AADI, in collaboration with HCL Foundation’s Uday program.

The overall emphasis of the project was to acknowledge diversity and promote inclusion through involving the stakeholders and service providers.

Objectives of the project:

Steps involved in developing evidence-based quality inclusive ECCE services:

- a) To increase physical access
- b) To enroll children with disabilities
- c) To provide an environment of learning and development for all children and specifically children with disabilities
- d) To develop support mechanisms for sustaining the project.

HCL Foundation’s two partner organisation - Save the Children and Cohesion Foundation Trust focused on the ECCE vertical of the HCL Uday project. These two organisations were working with the Anganwadi centres (AWCs) in Bisrakh, NOIDA, Uttar Pradesh. AADI worked with these two ECCE partner organisations to build their capacities for inclusion in their ongoing work through various ways.

One of the components was to conduct an accessibility audit of the AWCs and suggest recommendations for a barrier free environment.

This report in particular focuses on 11 AWCs of the ECCE partner organisation - Save the Children.

III. Objectives of Physical Accessibility Assessment Checklist of AWCs

A significant step towards improving accessibility for persons with disabilities was the development of physical accessibility checklist to assess the access to existing infrastructure and services and generate corresponding recommendations

The objectives are:

- Assess the availability and adequacy of infrastructures and facilities at AWCs.
- Analyse infrastructure and facilities of AWCs concerning barrier-free access for children and people with disabilities.
- Identify the gaps in infrastructure and facilities concerning barrier-free environments.
- Give suggestions/ recommendations to make AWCs barrier-free for persons with disabilities.

IV. Methodology

Coverage

In this report, 11 AWCs of Bisrakh Block of GautumBudh Nagar, Uttar Pradesh are included. These AWCs were selected by HCL Foundation for inclusion in the study.

The names of these Anganwadi Centers are given below:

1. Chejjarsi AWC No 1
2. KulesraiAWCNo. 2
3. Mangroli AWC No. 4
4. Sadarpur AWC No. 4
5. Nayabans AWC No- 5
6. Surajpur AWC. No.-7
7. ChauraSahadatpur, AWC No- 6
8. Lakhnawali AWC No-3
9. Chalera AWC No.7

10. Chaura Raghunathpuram AWC No.3
11. Rozayakubpur AWC 1

Tools for Data Collection

For assessment of Anganwadi Centers, AADI developed a '**Physical Accessibility Assessment Checklist for AWCs**' after thorough literature review, team discussions, and inputs from subject experts. 'Harmonized guidelines and space standards for the barrier-free built environment for Persons with Disability and elderly persons' publication of Ministry of Urban Development, Government of India has set the basic guidelines for accessibility checklists.

The checklist is in Hindi for the convenience of field investigators. A copy of the checklist is enclosed as Annexure I.

The checklist comprises 12 sections as mentioned below:

Section	A:	General observations of the investigator
Section	B:	Approach to Anganwadi Centre
Section	C:	Name board & Details regarding entrance gates
Section	D:	Multipurpose Room
Section	E:	Drinking water unit
Section	F:	Toilets
Section	G:	Play area
Section	H:	Corridors/passages/connecting spaces
Section	I:	Kitchen and meal area
Section	J:	Storage area
Section	K:	Medical Room/ Dispensary/ Emergency room in the premises
Section	L:	Other rooms

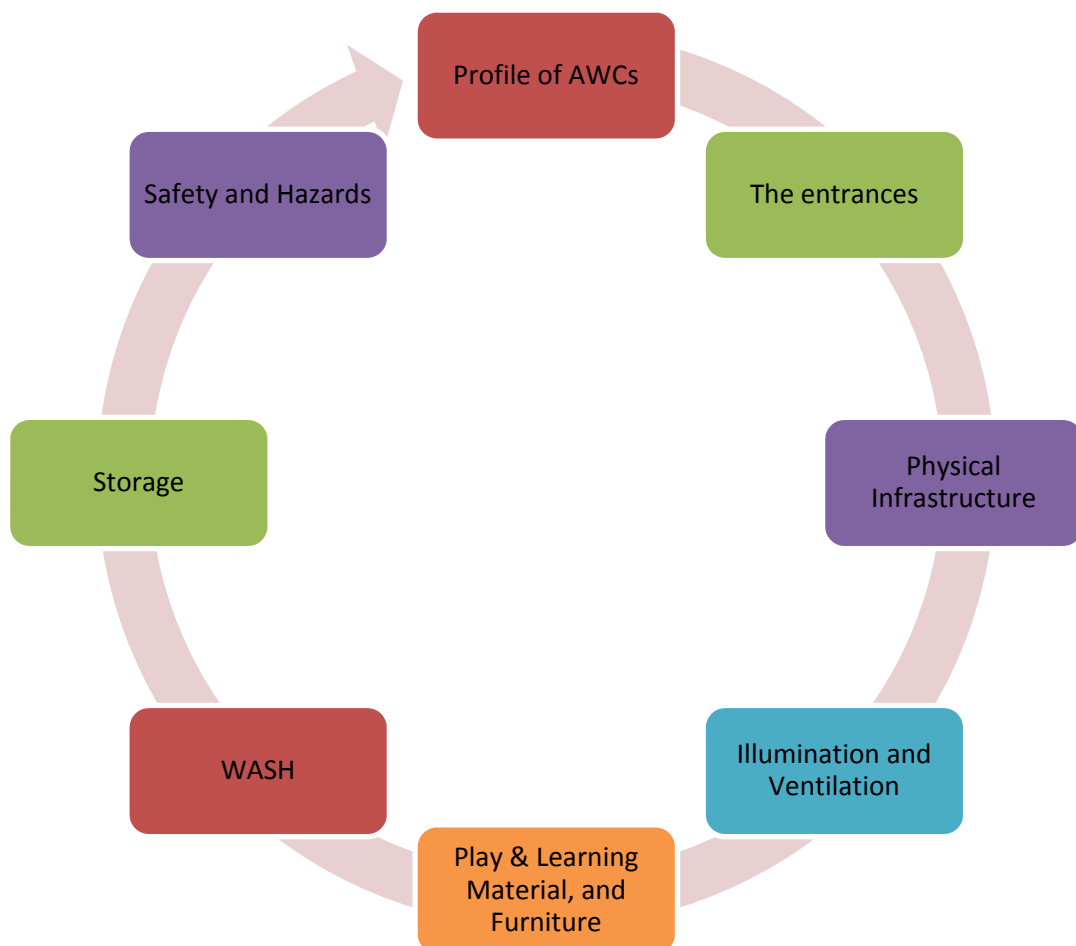
Process for Data Collection

For collecting the data, the staff of Save the Children was equipped with the physical accessibility assessment checklist. This was done through 4 days of training which included 2 days online and 2 days of field training. Each section of the checklist and its questions were explained to the staff so that staff understands the utilization of the checklist and its importance and hence data is collected consistently during visits to the AWCs. After training, staff of AADI and Save the Children together collected data based on the checklist from AWCs. The safety protocols of COVID 19 were

followed during data collection. Photographs were also taken to support the data being collected. The data was collected in Oct 2020. Due to Covid 19 pandemic, AWCs were not functional and children were not available.

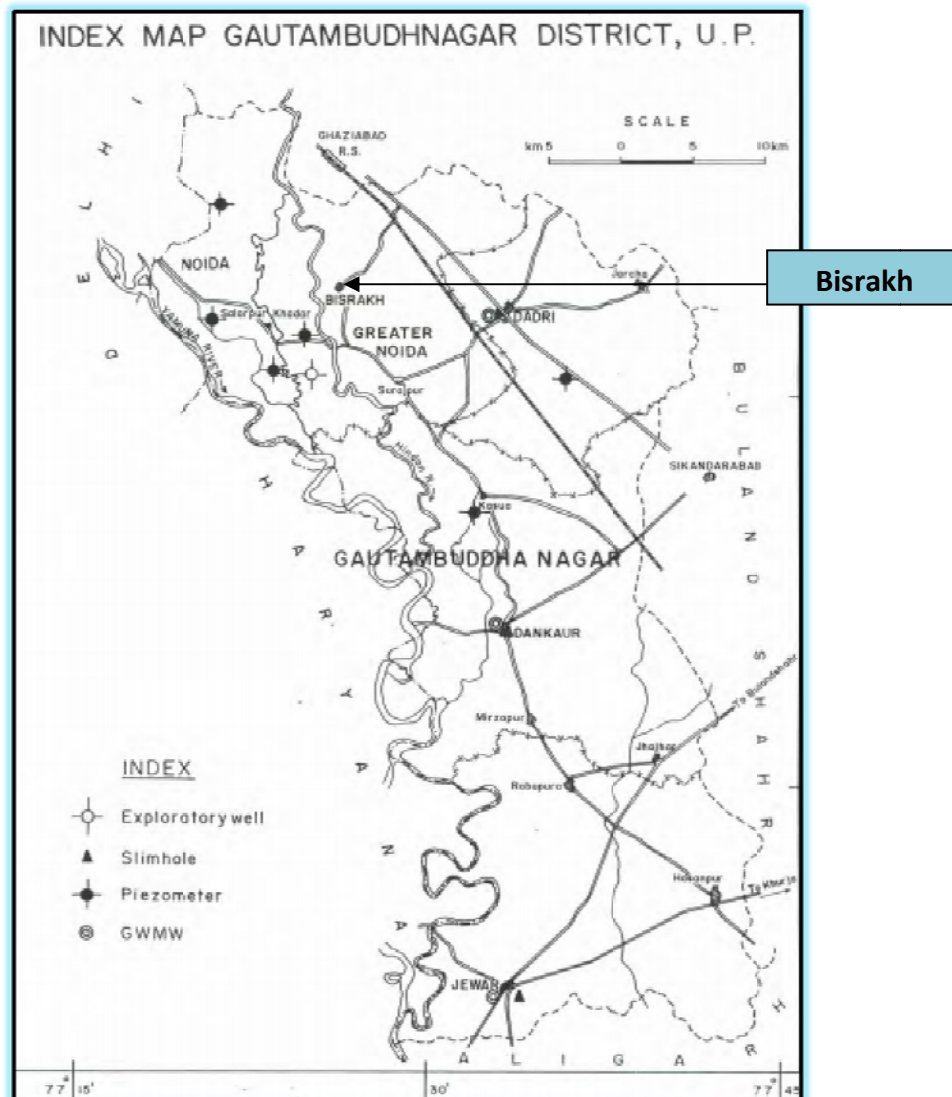
V. Data Interpretation and Analysis

The checklist covers different aspects through a wide range of questions. The data collected through the questionnaire is categorised into 8 categories mentioned below.



A. Profile of Anganwadi Centers

The report includes details of 11 AWCs that are located in block BisraKh, GautumBudh Nagar, Noida,Uttar Pradesh.



Source: District Brochure of GautumBudh Nagar, U.P ((A.A.P.: 2008-2009) by Dr. B.C. Joshi

As per a combined letter (dated July 20, 2017) from Secretary, Ministry of Women and Child Development and Secretary, Ministry of Human Resource Development, Government of India, to Chief Secretaries of all States, a request was made to examine the possibility of shifting the Anganwadi Centers to the

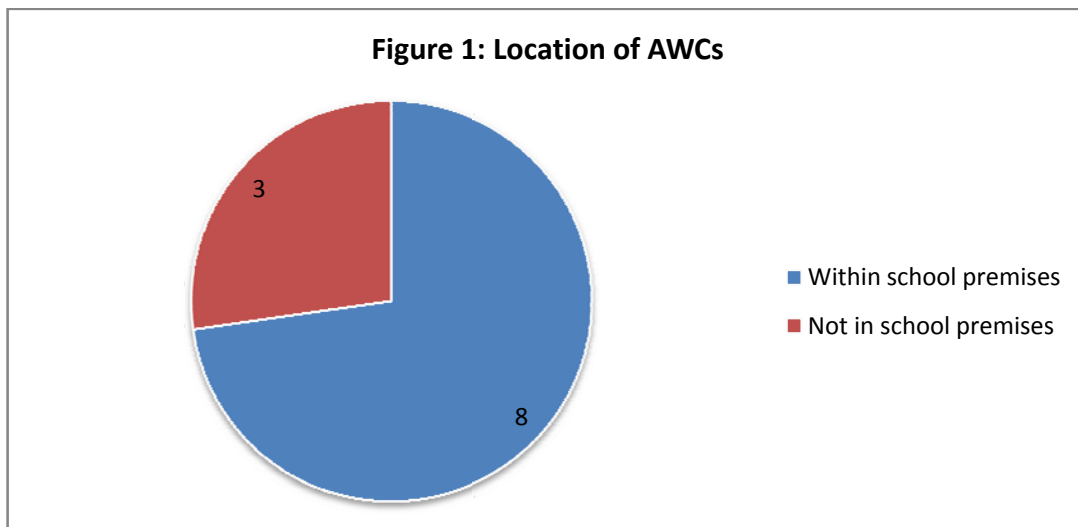
campuses of nearby primary schools located in the habitation of AWC's catchment to facilitate the transition of the children to the primary stage and to ensure universal enrolment.

This step was taken considering that the location of the AWCs within the premises of schools would facilitate child preparedness for going to school and help in increasing the efficacy of both the schemes.

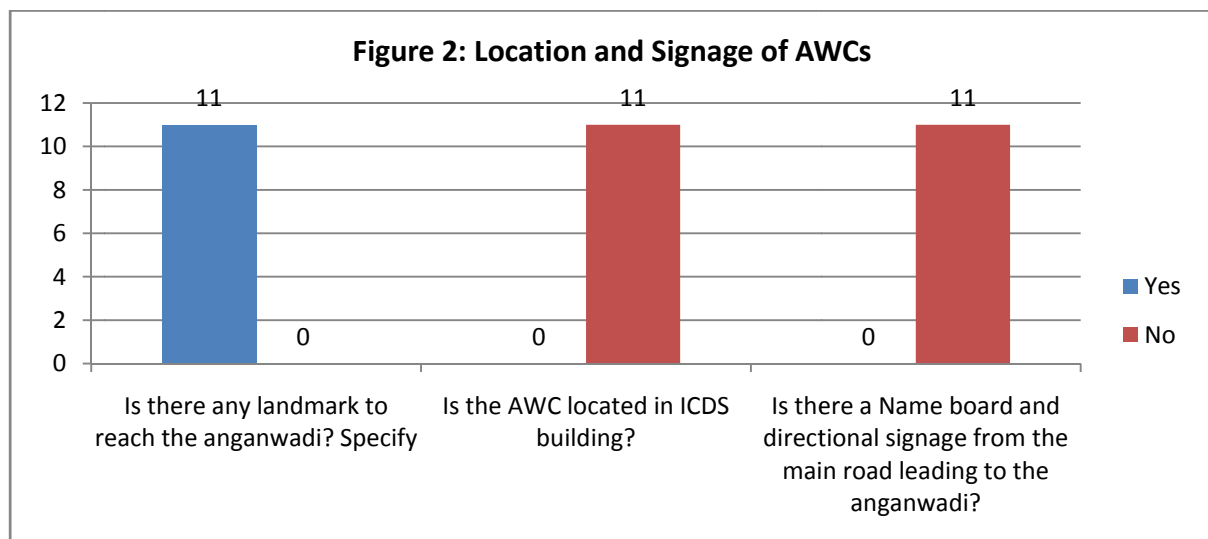
Table 1: Profile of AWCs

Name of AWC	Chejjar si AWC No 1	Kulesra iAWCN o. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. No-7	ChauraSah adatpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraR aghunath puram AWC No.3	Rozayak ubpur AWC 1	Total
Name of AW Worker	Poonam Devi	Nirmala Devi	Mithlesh	Kanta Devi	Anita	Anju	Pratima Sharma	Radha Sharma	Rajani Yadav	Laxmi Sharma	Manoj Bala,	
Location	Senior Secondary school, Chejjars	Kulesrai govern ment school	Governm nt Junior school, sector 168, Mangroli	Sadarpu junior school, sector 45 NOIDA	Public library, Nayabans	Primary school, Shaheed bhagat singh inter college, Surajpur	CauraSaha datpur primary school	Shiv Mandir, Lakhnawali	Adrash Primary School No.2, Chalera	Barat Ghar, ChauraRa ghnathp uram	Govt. Primary school,R ozayakub pur	
Is there any landmark to reach the Anganwadi? Specify	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
Is the AWC located in ICDS building?	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Is there a Name board and directional signage from the main road leading to the Anganwadi?	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11

Viewed under the above, the data in Table 1 shows that out of 11 AWCs, 8 are located in government schools. The other three are located in a temple, barat ghar, and the remaining one in a public library.



The findings also show that AWCs are using the already available physical infrastructure of the institutions where they are located as none of the AWCs are located in the ICDS buildings.



It is evident from the findings that none of the AWCs have name boards or directional signage which can lead people towards AWCs. Hence, people can reach AWCs through landmarks only. As schools, barat Ghar, public Library, or temples

are prominent places in the area; these themselves act as landmarks for AWCs. So, a person who knows the area can easily direct people towards AWCs, provided people know that AWCs are located within the premises of these institutions.

Other than this, AWCs do not have name boards even at the main gate of the premises within which they are located.

The visibility of anganwadi centres is not obvious and people have to rely on the local residents to reach the anganwadis.

The anganwadi centres- Lakhnawali, Nayabans, Sadarpur, and Chaura Raghunathpuram do not have any specified name boards or name written for the anganwadis anywhere in the premises or the building. The remaining Anganwadi centers also do not have name boards but the anganwadi names and numbers are either painted or hand written on a paper outside the multi-purpose room as shown in the photographs below.



Chejjarsi AWC No 1-Name written above the door of multipurpose room



Mangroli AWC No. 4- Name written on the door of multi-purpose room



Chalera AWC No.7- hand written name on a paper and pasted on the door of multi-purpose room



Rozayakubpur AWC 1-Only Anganwadi written above the door of Multi-purpose room



Surajpur AWC. No.-7- Only Anganwadi has written on the right side wall adjacent to the door of Multi-purpose room



ChauraSahadatpur, AWC No- 6- Name written on the door of multi-purpose room

It was also discovered during the field visit that more than one Anganwadi is being run at a few AWCs. This is an important finding as to the functioning of more than one AWC at one place might have its own consequences and can affect the smooth functioning of the Anganwadis. It might place an extra burden on the available infrastructure. Details of AWCs that are functioning independently and those that are functioning with other AWCs are given below.

Functioning pattern of AWCs

AWCs functioning individually

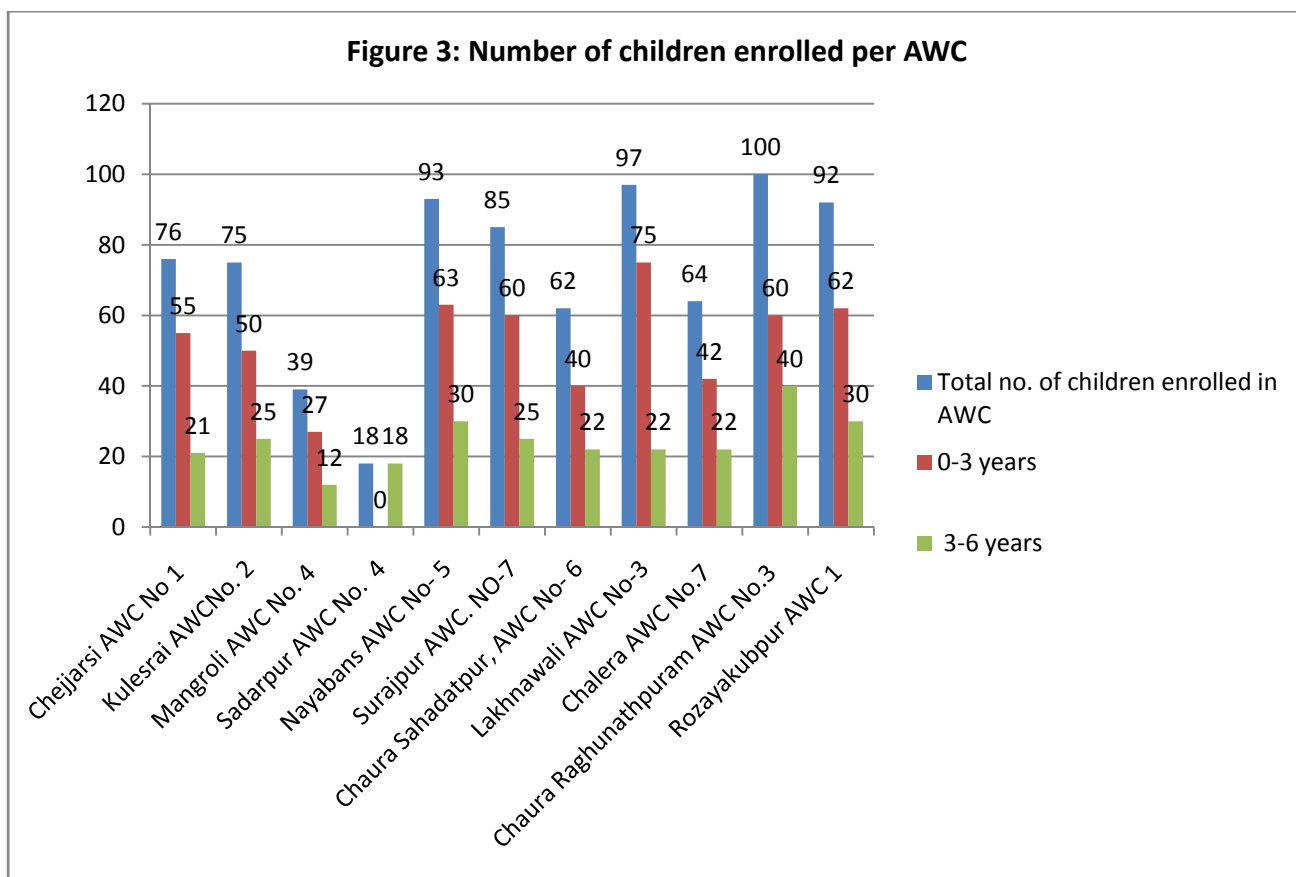
1. Chejjarsi AWC No 1
2. Kulesrai AWC No. 2
3. Nayabans AWC No- 5
4. Chalera AWC No.7
5. Chaura Raghunathpuram AWC No.3

More than one AWC functioning together

1. Mangroli AWC No. 4 - 2 AWCs
2. Sadarpur AWC No. 4 - 2 AWCs
3. Surajpur AWC No. 7- 3 AWCs
4. Chaura Sahadatpur AWC No.6 – 2 AWCs
5. Lakhnawali AWC No. 3– 2 AWCs
6. Rozayakubpur AWC No. 1 – 2 AWCs

Table 2: Demographic Details of AWCs

Name of AWC	Chejarsia AWC No 1	Kulesra iAWCN o. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. No-7	ChauraSaha datpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraR aghunath puram AWC No.3	Rozayak uppur AWC 1	Total
Total no. of children enrolled in AWC	76	75	39	18	93	85	62	97	64	100	92	801
· 0-3 years	55	50	27	0	63	60	40	75	42	60	62	534
· 3-6 years	21	25	12	18	30	25	22	22	22	40	30	267
No. of children with disabilities enrolled in AWC	0	0	0	0	0	0	0	0	0	0	0	0
· 0-3 years	0	0	0	0	0	0	0	0	0	0	0	0
· 3-6 years	0	0	0	0	0	0	0	0	0	0	0	0
How many children in 3-6 years attend sessions at AWC	21	23	12	15	25	15	15	17	16	30	20	209



The profile section also covers the enrolment of children for each AWC. The data in Table 2 shows that the total enrolment of children varies from 39 (Magroli AWC No.4) to 136 (ChauraRaghunathpuram AWC No. 3). The total number of enrolled children within the age group of 0-6 years for 11 AWCs is 801, out of which 534 belong to the age range 0-3 years and 267 belong to the age range of 3-6 years. This shows that the number of children enrolled under the age range of 0-3 years is more than children in the age range of 3-6 years for 10 AWCs. Sadarpur AWC No.4 is an exception as there is no enrolment in the 0-3 year's age range. The above findings are also expressed in figure 3.

Further, the data also indicates that there are no children with disabilities enrolled in any of the AWCs.

Main findings from AWC Profile section:

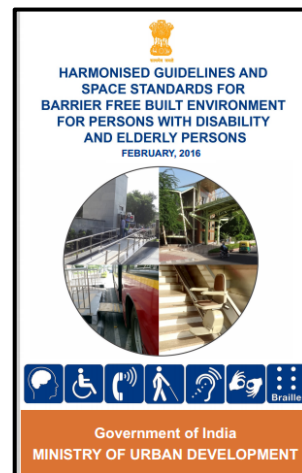
1. Eight out of 11 AWCs are located within the premises of Government schools as per the directives of MWCD and MHRD, Gol.
2. AWCs are presently using the already existing available infrastructure as made available to them within the organisations/institutions where these are located.
3. AWCs do not have any name boards in the geographical area or even at the main entrance of the premises where these are located that can guide people towards the center. Names of a few AWCs are written just outside the Multi-purpose room for identification of AWC.
4. There are a total of 801 children enrolled in 11 AWCs. The enrolment in 3-6 years is more than 0-6 years.
5. Out of 11 AWCs, in 6 centres two or more anganwadis are running parallel in the same physical space.
6. No children with disabilities are enrolled in any of the AWCs.

B. The Entrances

The entry doors are the first point of accessibility for getting inside premises and then to the building. The door's accessibility is not limited only to its being accessible for its pathway, door width, thresholds, surface and reach to door handles, it also includes the ease with which one can open the door. So, the door opening mechanism is also equally important.

Harmonised Guidelines and Space Standards for Barrier-Free Environment for Persons with

Disabilities' have given a detailed specification for making the gates/doors barrier-free.



GENERAL	
<ul style="list-style-type: none"> • Doorways should be levelled. • Door should not be too heavy to operate and should not require a force of more than 20 N to operate. • Automatic doors should have a push button system to open them. • All external doors should have warning blocks installed 300mm before entrances. 	
CLEAR WIDTH	THRESHOLDS
<ul style="list-style-type: none"> • The minimum clear opening of doorways should be 900mm, measured between the face of the door and the face of the door stop with the door open at 90° 	<ul style="list-style-type: none"> • There should be no thresholds. • If thresholds are unavoidable, they should not exceed 12 mm and those exceeding 5 mm should be levelled.
DOOR HARDWARE	DOOR HANDLES
<p>Operable devices such as handles, pulls, latches and locks should:-</p> <ul style="list-style-type: none"> • Be operable by one hand; • Not require fine finger control, tight grasping, pinching or twisting to operate; and • Be mounted at a height of 850 mm to 1100mm from the floor. • For easy identification by persons with visual impairment all door furniture should contrast visually with the surface of the door. 	<p>The following characteristics are recommended:</p> <ul style="list-style-type: none"> • Push-pull mechanisms that require no grasping; • Lever handles to be preferred on latched doors; • It is safer to use D shaped handles as they reduce the risk of catching on clothing, or injuring from the exposed lever end. • Doorknob is not recommended, as it does not provide adequate grip for persons with impaired hand functions

Through the physical accessibility assessment checklist the very first aspect that has been covered is to assess the accessibility of the entry gate and the pathway towards the facility.

As all AWCs are located in the premises of some other institution/organisation, therefore the entry gate to the premises of those institutions/ organisations is considered as the entry gate for AWCs too. Out of 11 AWCs, 7 AWCs have only one gate (used for both entry and exit) of the premises in which these AWCs are located. In 3 AWCs two gates are available in the premises and the remaining 1 AWC has 3 gates (refer to Table 3).

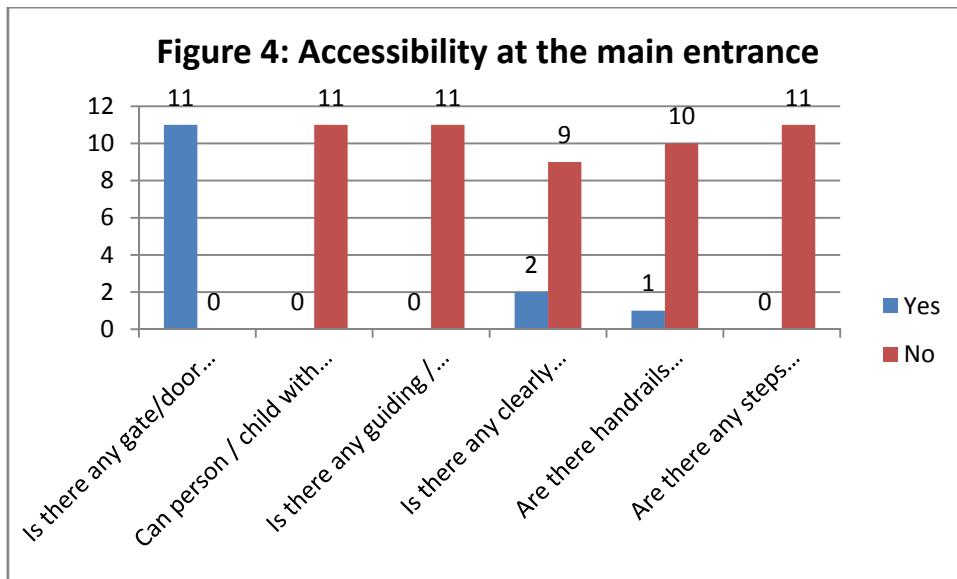
It was found that the width of the entry gates is large enough at all the AWCs. All the gates are swirl gates and open at 90 degrees as shown in the photographs. All the doors swing and open. Hence, these are suitable for wheelchair users also as far as width and opening space are taken into account.

However, the surface below the gates is uneven, stony, or muddy at different AWCs. Such surfaces are not suitable for mobility aid users. There are also no guiding or tactile strips for children and persons with disabilities.

The material/ hardware of the gates and their weight is a challenge in all AWCs. The gates are made up of iron and are very heavy which can not be easily operated by children (3- 6 years) including children with disabilities.

Table 3: Details of the Main entrance gate

Questions	Chejjarsi AWC No 1	Kulesraia WC No. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No-5	Surajpur AWC. No-7	ChauraSa hadatpur, AWC No-6	Lakhna wali AWC No-3	Chalera AWC No.7	ChauraRa ghunathp uram AWC No.3	Rozay akubpur AWC 1
Is there any gate/door to enter the premise? How many gates are there to enter the premises?	Y - 3	Y - 2	Y-1	Y-1	Y-1	Y - 2	Y-1	Y-1	Y- 2	Y-1	Y-1 N-0
Is there any ramp/ stairs/ swirl gate at the entrance?	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate	Swirl gate
Can person / child with disability easily operate all the gates? (Visual impairment, locomotor disability; orthopaedic disability)?	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Is the floor even outside the entrance? Kuchcha / pucca / paved / unpaved / tiled/ slippery/dry or others	Cemented, unpaved, stony	Cemented, uneven	Cemented, unpaved, stony	Cemented, unpaved, stony, uneven	Rough and uneven, cemented	From entry gate to passage, floor is kaccha then pucca.	Pucca	Uneven, cement tiled	Pucca with concrete	Pucca with concrete and non slippery	Muddy
Is there any guiding / tactile strip on the wall/floor?	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Is there any clearly identifiable, functional ramp available?	Y	Y	N	N	N	N	N	N	N	N	Y-2 N-9
Are handrails available? Unilateral/ Bilateral/ in the middle	N	Y	N	N	N	N	N	N	N	N	Y-1 N-10
Are there any steps to enter the Anganwadi centre?	N	N	N	N	N	N	N	N	N	N	Y-0 N-11



Main gate of Chejjarsi AWC No 1



Gate opening towards community

At Chejjarsi AWC No 1, there are 3 gates as depicted in the photographs above. The main gate is shown in the left side photograph and the right side photograph shows two gates that open towards the community. The larger gate remains closed and the smaller one is open for use. Most of the children use this gate to enter the premises as it connects to the community.



Main gate of Kulesra AWC No. 2



Gate opening towards community

At Kulesra AWC No. 2 also, there are two gates as depicted in photographs above, one main gate and the other one is backside gate opening towards the community. The main gate also consists of a small gate on the right side.



Main gate Chalera AWC No.7



Gate of ChauraRaghunathpuram AWC No.3

At Chalera AWC No.7 also, there are two gates, one large gate and a small gate adjacent to that as shown in the photograph above. Similarly, at ChauraRaghunathpuram AWC No.3, there are two gates adjacent to each other as shown in the photograph above.

At Surajpur AWC. No.-7, there is a primary school on the premises of Shaheed Bhagat Singh Inter collage, and AWC is located inside the school. There are two gates, one gate to enter the premise of Shaheed Bhagat Singh Inter collage and another gate to enter the premise of the primary school section.

At the entry gate, only two AWCs have a ramp (Chejjarsi AWC No 1 & Kulesra AWC No. 2). The details of the ramp are given in Table below and photographs are also shown below. The ramp at Chejjarsi AWC No. 1 has an uneven surface and wheelchair user can not get into it with ease. At Kulesra AWC No. 2, the ramp is made on both sides of the entry door but it is steep for children and any mobility aid users / wheelchair users. Handrails are also available at Kulesra AWC No.2 on the inside of the entry gate, but do not serve the purpose as they are not continuous and are broken.

Questions	Chejjarsi	Kulesra AWC No. 2
Is there any clearly identifiable, functional ramp available?	Yes	Yes
If yes, specify the following: Number of Ramps	1	2 (up and down at the entrance)
Is the ramp: Temporary / Permanent	Permanent	Permanent
Type of ramps (surface) wood/ cemented/ iron/ bricks/ tiled/ Mud	Cemented	Cemented
Measure: Height, width, length and gradient of the ramp (in mm)	Entrance ramp Height: 165.1 mm, Width : 4241.8 mm & Length : 1117.6 mm	Entrance ramp Height: 177.8 mm, Width : 4927.6 mm & Length : 1066.8 mm
Is there any clear space for Landing of ramps at both ends?	The landing space at entrance is good but when it connects to outside road , there is lot of uneven surface.	The landing space is alright but ramp is steep for wheelchair users

As per the Harmonised guidelines book, ramps shall be provided where the vertical rise is less than 150 mm and it should have slip-resistant surface. The ramp should not be steeper than 1:12; the flared sides should not be more than 1:10. The width should not be less than 900mm min. Though the width of the ramps is found to be above 900mm, the space of landing is not proper.



Ramp at Chejjarsi AWC No 1



Ramp at the entrance of Kulesrai AWC No. 2



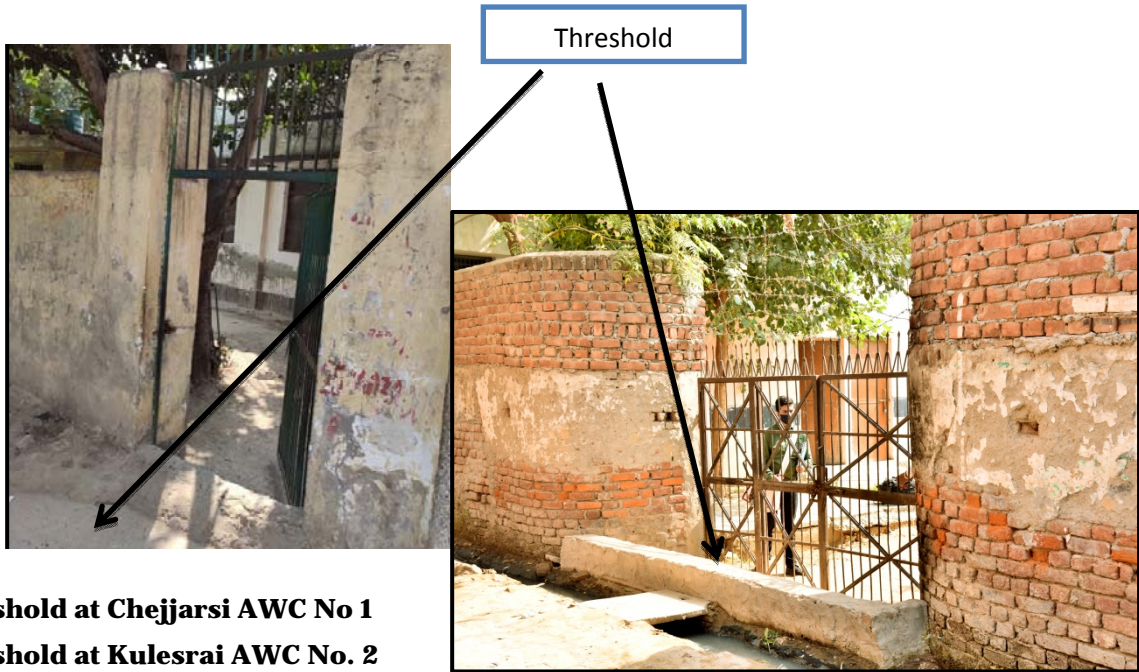
Handrail



Hand rail at Kulesra AWC No. 2

Out of the two anganwadis where there is a ramp, Kulesra has handrails after entering the gate of the premise of the anganwadicentre. There are hand rails on both the sides but are broken, not continuous and ends abruptly.

Another important aspect while identifying the suitability of gates for persons with disabilities is the threshold below the gate. The findings from 11 AWCs show that the ground below the gates is either uneven, made of concrete or has a threshold. So, to create a barrier-free environment, these will have to be leveled as per the guidelines.

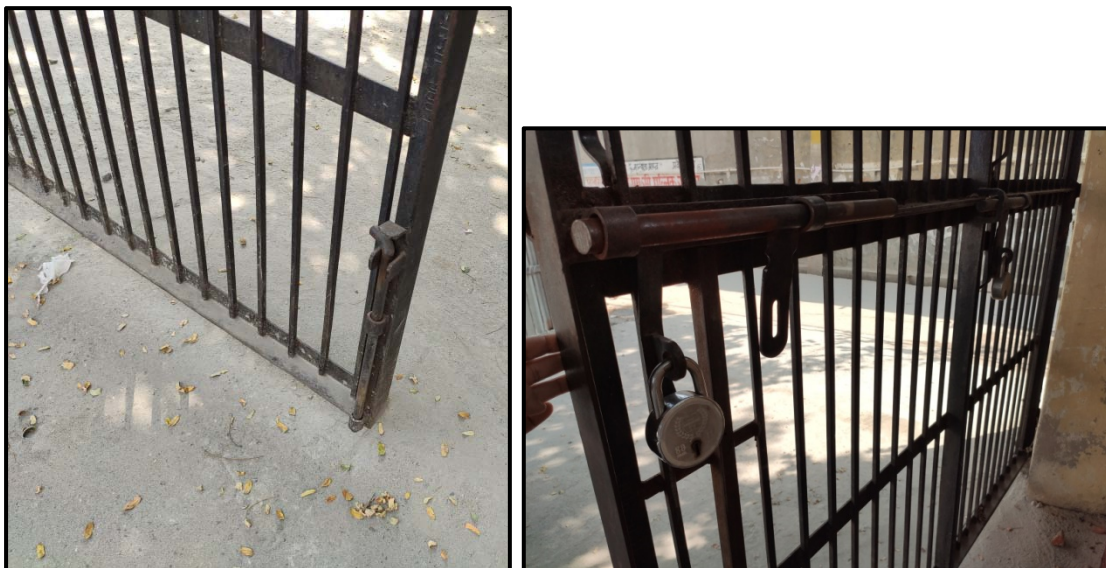


Threshold at Chejjarsi AWC No 1
Threshold at Kulesrai AWC No. 2

Table 4: Details of the Latch/Lock/Handle of the gates

Questions	Chejjarsi AWC No 1	Kulesrai AWC No. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. NO-7	ChauraSah adatpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraRagh unathpuram AWC No.3	Rozayaku bpur AWC 1
Presence, location & Measurement of the following (in foot / inch) from the floor:											
Latch/ lock/ handle (in mm)	Latch & Lock	Latch/ handle	Latch	Latch	Latch	-	Latch	Latch	Latch/Handle/Lo ck	Latch	Latch
Pull Bar/ Push Bar	-	-	-	-	-	-	-	-	-	-	-
Door stopper	-	-	-	-	-	-	-	-	-	-	-
Specify type of handle on the gate	C shape	C shape	-	-	-	-	-	C shape	C shape	-	-
Specify Type of Lock	Key Lock	-	-	Chain lock	Key lock	Y	N	-	Key lock	-	Chain lock
Specify type of latch	There are two types of latch- one vertical which blocks the gate with ground, another horizontal (middle of the gate)which is used to close the two doors together.	Horizontal latch is present in the middle of the gate. Handles are present above the latch.	Horizontal latch is present in the middle of the gate.	Horizontal latch is present in the middle of the gate	There are two types of latch- one vertical which blocks the gate with ground, another horizontal (middle of the gate) which is used to close the two doors together.	(Info not available) photos are also not available	There are two types of latch- one vertical blocks the gate with ground, another horizontal (middle of the gate) which is used to close the two doors together. There is a latch for the small door within the larger gate.	There are two types of latch- one vertical which blocks the gate with ground, another horizontal (middle of the gate) which is used to close the two doors together.	Horizontal latch is present in the middle of the gate	Horizontal latch is present in the middle of the gate	Horizontal latch is present in the middle of the gate

As observed from Table 4 above, the main gate of all AWCs has a latch; however, handle and lock & key is available only at a few AWCs. The table also shows that the latch is present in the middle of the gate. The latches and handles are made up of iron, which requires strength and strong grip control to operate the gate. Children including children with disabilities in the age group 3-6 years will find it difficult to operate the latches and handles. They will need assistance to open the gates for them.



Latches/Handles/ lock at Chejjarsi AWC No 1



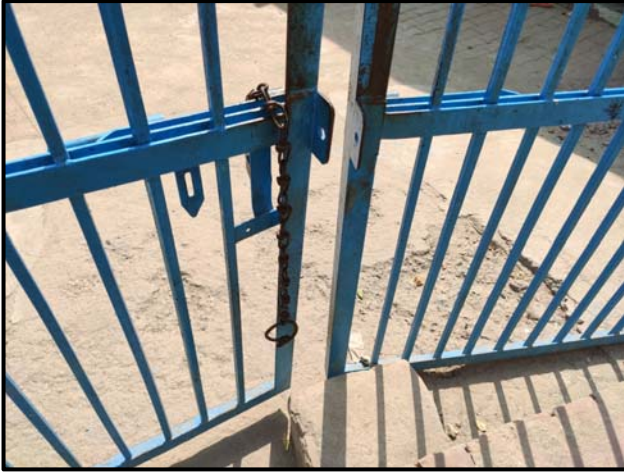
Handle

Latch

Latches/Handles at Kulesrai AWC No. 2



Latches/Handles at Mangroli AWC No. 4



Latches/Locks -Sadarpur AWC No. 4



Latches/Handles-Lakhnawali AWC No-3



Latches/Locks at Nayabans AWC No- 5



Latches/Locks at Rozayakubpur AWC 1

Pathway from main entrance to Multi-purpose room:

It was also observed that in most of the anganwadis the multipurpose room is located at a distance from the main entrance. Children have to walk a little long to reach the multipurpose room. In case of any emergency the distance might be a hazard. Anganwadi centres: Rozayakubpur, Surajpur, Lakhnawali, Mangroli and Kulesra are at quite a distance from the premises gate to walk for children in the age group 3-6 years and especially mobility aid users or children with disabilities.

Although the pathway/ passage is broad and allows two way commuting but it is not levelled and have its own disadvantages. It was observed that the two wheelers and four wheelers are parked in the way or near multipurpose room. Animals like cows and dogs were seen inside the campus, near the pathway or the drinking water pump at Rozayakubpur.

In some of the anganwadis people use this in between space for parking that remains unattended without any guard. This could be a potential hazard to children. A designated parking at a safe distance to avoid any accidents and mishappenings will be helpful.



Chalera AWC



Cauda Raghunathpur AWC



RozaYakubpur AWC



Lakhnawali AWC



Nayabans AWC



Mangroli AWC

Doors of Multi-purpose room

Other than the entry gate for the premises, the rooms of Anganwadi also need to be accessible. As all the activities for AWCs are taking place in the multi-purpose room, the door of it should be barrier free.

As indicated in Table 5 below, out of 11 AWCs, 7 AWCs have only one door, remaining 4 have two doors. The door measurement has been taken from all AWCs and it is found that the width of doors of 4 AWCs is less than 900 mm which is required for a barrier-free entry for wheelchair users. As these are the main gates of the Multi-purpose room, they are opening either in the corridor, open area, or towards the ground. Except for KulesraAWC No. 2, all AWC doors are single panel. The doors of all AWCs open towards inside.

There is free space available behind the doors that allow the doors to open properly. Out of 11, 9 AWCs doors can open at 90 degrees (as per Harmonised guidelines), remaining 2 can open at 80 degrees.

None of the AWCs have a door closer or door stoppers at the gate. Door closer and stoppers help protect children from injuries due to sudden closure of doors.

Table 5: Details of the doors of the Multi-purpose room

Questions	1	2	3	4	5	6	7	8	9	10	11
Number of doors in the room	ChejjarisAanganwadice nter No 1 , Pre primary school 1	KulesraiAanganwadicen ter No. 2 1	MangroliAanganwadice nter No. 4 1	SadarpurAanganwadice nter No. 4 1	Nayabans AWC No- 5 2 door. One is functional and other one is permanently closed.	Surajpur AWC. NO- 7, Surajpur 2 One door is used for entry and exit and another one is permanently closed.	ChauraSahadapur, AWC No- 6 1	Lakhnawali AWC No-3 2 door. One is functional and other one is permanently closed.	AWC No.7, Chalera 1	AWC No.3 , Baratghar block C, ChauraRaghunathpuram 1	AWC 1 Govt. Primary school, Rozayakubu 2 (One is closed)
Specify the connecting rooms with the doors	Opening in open area of the school ground	Outside open area	Corridor outside	this single door connects the corridor to the multi purpose room	Functional is opening in open ground of school, the closed one opens in library	Both open in corridor	Opens in passage	Functional is opening in open ground of school, the closed one opens in library	Opens in cooridor	Opens in play area	
Measurements of Entry Door											
Height (in mm)	2057.4	2133.6	2006.6	2006.6	2038.35	1930.4	-	2038.35	2006	1905	2070
Width (in mm)	965.2	939.8	1092.2	889	857.25	1187.45	-	857.25	952.5	863.6	914.4
Level difference at the door entrance/specify if any obstruction is present	There is a step that leads to entrance of multipurpose room/	The outer space of gate is higher while the inside space of the	There is a small cemented ramp that connects to the entrance	A threshold of 1 inches is present,	N	A small slope present. Height- 69.85mm Width-	N	N	25.4mm	139.7mm	N

	anganwadi gate	room is lower due to which one need to go down to enter the AWC. The door can open only inside. Picture given below.	door of the multipurpose room. Which has an inch of threshold when enters in room																	
Type of the door- single/double	Single	Double	Single	Single	Single	Single	Single	Single	Single	Single	Single	Single	Single	Single	single	Single	Single	Single	Single	Single
Opening of the door- sliding/swings out/swings in/automatic	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in	Swings in
Free space behind the open door (in mm)	25.4	38.1	38.1	25.4	203.2	50.8	120.65	203.2	203.2	203.2	50.8	120.65	203.2	203.2	Y	N	N	N	N	50.8
Mention angle of the open door (in degree)	90 degree	90 degree	90 degree	90 degree	80 degree	90 degree	90 Degree	80 degree	80 degree	80 degree	90 degree	90 Degree	80 degree	80 degree	80 degree	90 Degree	90 Degree	90 Degree	90 Degree	90 Degree
Presence of door closer- automatic/spring	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Type of handle on the door	C shape	C shape Photo not available	C shape	C shape	C shape	C shape	C Shape	C shape	C shape	C shape	C shape	C Shape	C shape	C shape	C shape	C shape	C shape	C shape	C shape	C shape
Size of handle (in mm)	101.6	101.6	152.4	101.6	139.7	190.5	50.8	139.7	139.7	139.7	190.5	50.8	139.7	139.7	76.2	88.9	88.9	88.9	88.9	88.9
Gap between door panel and the handle	25.4	25.4	25.4	25.4	44.45	Info not available	38.1	44.45	44.45	44.45	Info not available	38.1	44.45	44.45	Y	25.4	25.4	25.4	25.4	25.4

Height of handle from the floor (mm)	1041.4	889	1092.2	914.4	939.8	1155.7	977.9	939.8	1168.4	1244.6 inside 12.57.outside	1104.9mm
Presence of door stopper	N	N	N	N	N	N	N	N	N	N	N
Position of door stopper	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mention protrusion from the door	Nut-bolts are coming out at the backside of the gate.	NA	NA	NA	Broken sharp edges and protrusion from door panel.	Rough edges. Metal is rusted.	Lower end of the pane is damaged partially and sharp broken edges are present.	Broken sharp edges and protrusion from door panel.	N	Front latch lock system has sharp edges.	Sharp edges are coming from Door(1) due to termitte. This door remains closed.

Step



Door of Chejjarsi AWC No 1



Door of Rozayakubpur AWC 1



Door of SurajpurAWCNo.-7 Door of Nayabans AWC No- 5



Door of Chalera AWC No.7 Chaura Raghunathpuram AWC No.3



Door of Kulesra AWC No. 2

At Kulsera AWC, the base of the mutipurpose room has a step. Thisis very dangerous since the depth of the floor may not get gauged by young children.



Door of Mangroli AWC No. 4



Door of Sadarpur AWC No. 4

There is a ramp at the entrance of multi-purpose room at Mangroli measuring H-114.3mm, W-1016mm, L-406.4mm)



Door of Chaura Sahadatpur, AWC No- 6

There are very small steps at the entry door of AWC.



Door of Lakhnawali AWC No-3

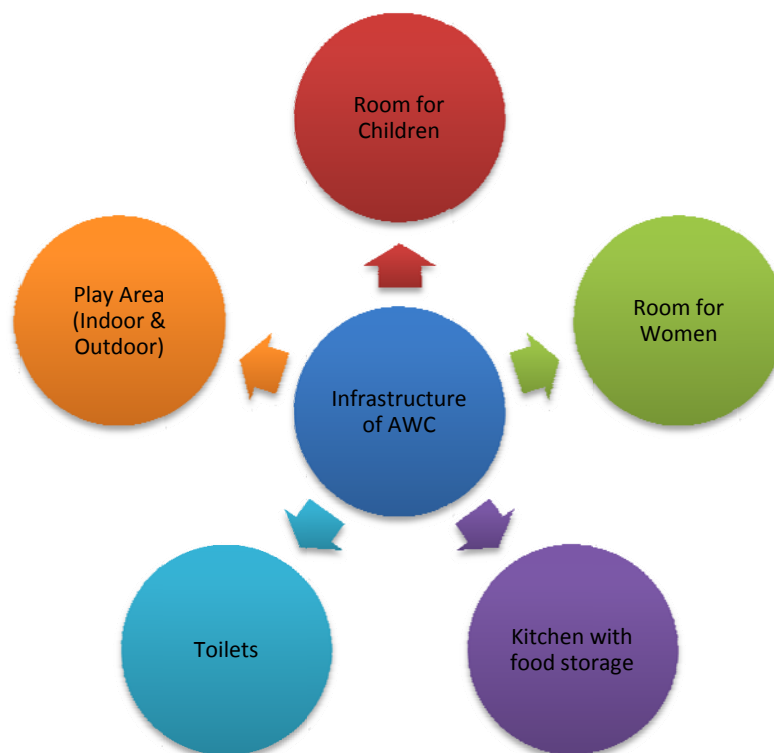
There are broad steps to enter AWC.

Main findings from the Entrance section:

1. The entrance gate of the main premises is also the entrance gate of Anganwadi centers. These are wide enough for mobility aid users.
2. The hindrances that Persons with Disabilities will face include uneven surfaces at the gate, thresholds, heavy gates, and latches.
3. For most of the AWCs, only one door for the multi-purpose room is available.
4. The doors of Multi-purpose rooms in 4 AWCs are not wide enough for wheelchair users. There are also steps at some of the AWCs that will restrict the entry of wheelchair users.
5. Hazards pertaining to Doors and entrance section are covered under section H: Safety & Hazards, refer to page no.100.

C. Physical Infrastructure

Anganwadi Centers are the focal points for the delivery ICDS scheme. To deliver parallel services of ICDS, AWCs require basic infrastructure. As per MWCD guidelines, the ***AWC should be child-friendly with all relevant infrastructures, separate sitting room for children/ women; separate kitchen, storage room for storing food items, child-friendly functional toilets and safe space for playing (indoor & outdoor activities) and space should be at least 600 sqft.***



In this report, the Physical infrastructure of AWCs has been analysed to cover two aspects – (1) to analyse the available infrastructure of AWCs in comparison with the infrastructure requirements as per the suggestive infrastructure of MWCD, and (2) to analyse the available infrastructure in terms of its accessibility for children and persons with disabilities. In addition to that, safety of the infrastructure has also been discussed.

The previous section of this report indicated that AWCs are presently using the already existing available infrastructure as made available to them within the organisations/institutions where these are located. The space made available to them is limited as all AWCs are having only one room that is being used as a Multi-purpose room. All activities under the ICDS are being implemented through this single multi-purpose room. They do not have adequate infrastructure in terms of separate sitting rooms for children, women/adolescents, separate kitchen, store for storing food items which are mentioned in MWCD guidelines.

Multi-Purpose Rooms

The Multi-purpose rooms of all the AWCs are located on the ground floor. In terms of accessibility, rooms on the ground floor are preferred for their easy approachability and accessibility by persons with disabilities. However, there are other factors, that determine its access such as the presence of thresholds, steps, non-functional ramps, uneven floor, proximity to road, traffic and parking etc that act as hindrances for children and persons with disabilities using mobility equipment.

The size of these multipurpose rooms varies as shown in Table 7 and figure 5 below. Out of 11 AWCs, The largest AWC is Rozayakubpur AWC 1 (594.9 sqft) and Surajpur AWC no.7 (502.9). Chejjarsi AWC No 1 (128.59 sqft.) is the smallest in terms of space availability, followed by Lakhnawali AWC No-3 (200.83 sqft). The available space of these two AWCs- Chejjarsi Aanganwadi center No 1 and Lakhnawali AWC No-3 is not sufficient for seating and play activities for a group of 30 children. It is also seen in the photographs .

In addition, Lakhnawali has two anganwadis running parallelly in the same physical space. Since there is only one multipurpose room in all 11 AWCs, the seating and mobility space becomes less than actual measurement as the space gets occupied by storage. This is even more so for 6 AWCs as parallel anganwadis run in the same physical space.

The seating space and mobility space within the multipurpose room is a crucial aspect facilitating learning and development of children



Seating space at Chejjarsi AWC No 1



Seating space at Lakhnawali AWC No-3



Seating space at Surajpur AWC



Seating space at Rozayakubpur AWC



Seating space at Chalera AWC



Seating space at Nayabans AWC

Table 6: Physical Infrastructure of AWCs

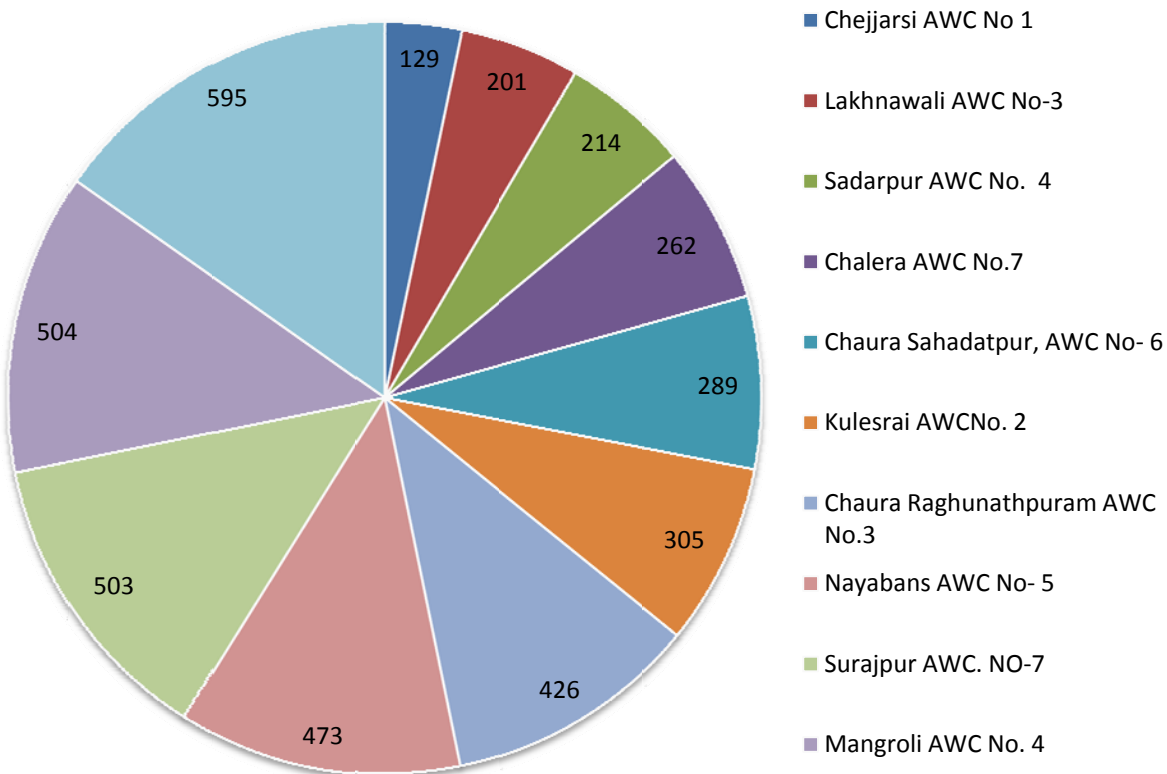
Name of AWC	Chejars i AWC No 1	Kulesrai AWC No. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. No-7	ChauraSahad atpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraRaghunathpuram AWC No.3	Rozayakubpur AWC 1	Total
Total Number of rooms available in the AWC (1/2/3/4/6/specify others)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	1 (Multi-purpose room)	
In which floor the anganwadi services in the centre run?	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	Ground Floor	
Walls- Mention Color of walls and usage of wall	Colorful wall with TLM	Black and white wall with TLM	White color with TLM	white color	Yellow colour wall with TLMs on wall and posters	White colour wall with TLM posters	Colour of wall is pink and roof is white. Colour is fading.	Wall colour yellow and roof colour white.	Colour of wall is off white and green with TL. Green coloured wall is used as blackboard by the children.	Colour of wall is green and peach with TLM	Colour of wall is white with TLM etc	
Condition of walls- muddy/ cemented/ tiled/ need repair/ smooth/ damp	Cemented but dampness at the lower side of the wall, paint is fading.	Cemented but lower side of walls are broken and color is fading.	cemented & little muddy but need repair	cemented & little muddy but need repair	Colour of wall and roof is fading damp present on both wall and roof.	Cemented wall, colour of both wall and roof is fading.	Cemented wall. Big size damp present at different point of wall and roof and need repair.	Cemented wall. Big size damp present at different point of wall and roof and need repair.	Cemented and smooth	Cemented and smooth	Cemented need repairing	
Floor type – Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy	Cemented, non-slippery	Cemented but need repair	cemented but need repair	cemented but need repair	Tile floor, non-slippery.	Cemented floor, non-slippery.	Cemented non-slippery	Tile, non-slippery.	Tiled and slippery	Tiled and slippery	Cemented and non-slippery	
Space for seating of 30 children/	N	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y-9 N-2

women																		
Indoor Activity space	N	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y-9 N-2

Table 7: Dimensions of multipurpose room.

S.No.	Questions	1	2	3	4	5	6	7	8	9	10	11
D.2	Measurements of multipurpose room: Height, Length & width (in ft.)	Chejjarsi AWC No 1	Kulesrai AWC No. 2	Mangroli AWC No. 4	Sadarpur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. NO-7	ChauraSaha datpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraRaghu nathpuram AWC No.3	Rozayakubpur AWC 1
	H	7.9	10.6	11.2	10.6	12.7	10.5	10.6	10.6	10.2	10.5	12
	L	16.7	16.4	26.0	13.1	24.4	19.8	22.4	15.1	16.2	26.2	30
	W	7.7	18.6	19.4	16.3	19.4	25.4	12.9	13.3	16.2	16.25	19.83
	L* W	128.59	305.04	504.4	213.53	473.36	502.92	288.96	200.83	262.44	425.75	594.9

Figure 5: Area (in sqft.) of Multi-purpose room per AWC



It must be noted that 6 AWCs are also sharing space with other AWCs. It not only includes sharing of space by children, butalso all furniture/equipment's/ration, etc placed in the same one room for 2 or more AWCs. For the inclusion of children with disabilities, there must be free space for mobility, adaptive furniture, etc,

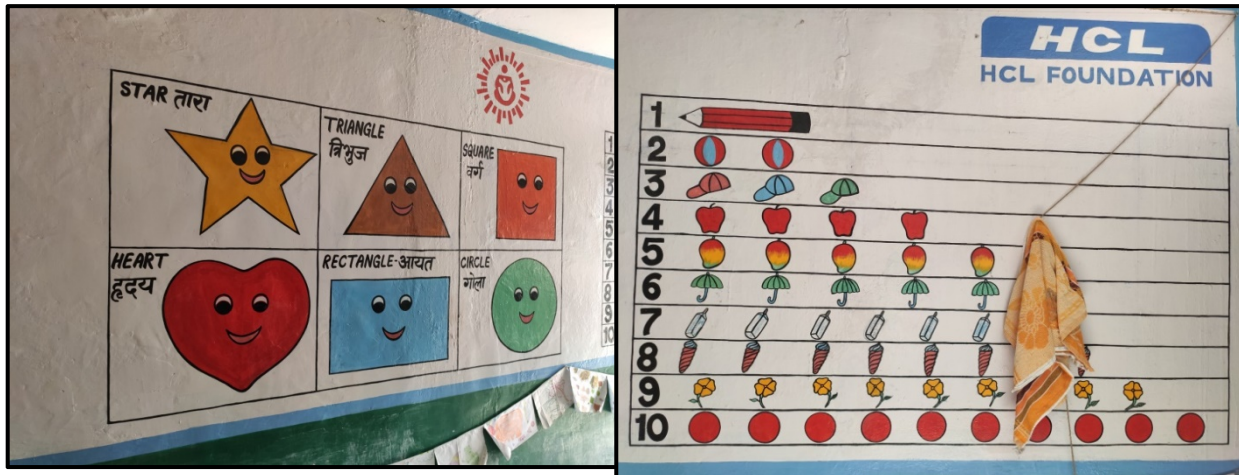
Walls of Multi-purpose room

Regarding the condition of the wall, it was found that all AWCs have cemented walls (refer to Table 6 above). The condition of the wall and paint is not good in AWCs except Chalera AWC No.7 and ChauraRaghunathpuram AWC No.3.

The walls of AWCs have different colors and various pictures and drawings as TLM, growth charts, information on vaccination,etc that are either painted or pasted on the walls. The walls on which TLMs are made are nicely painted but other walls are damaged, uneven, and have faded paints. There is also dampness on some of the

walls. Dampness and fading paints can cause respiratory problems among people using that room.

Illustrative photographs are given below to show the conditions of the wall.



दिनांक	पूरी मात्र में खाया गया	अर्धी मात्र में खाया गया	कुल मात्र में खाया गया	अवशेष मात्र में खाया गया	कुल मात्र में खाया गया
0	2.6	3.2	31	80.7	117.9
1	3.2	6.2	32	88.3	131.1
2	5.9	6.1	32	89.6	123.3
3	8.8	5.8	34	95.5	123.5
4	5	6.1	35	90.7	111.7
5	5.6	6.9	34	90.8	113.9
6	5.7	7.2	37	95.9	116
7	6	7.6	38	91.1	114.7
8	8.3	7.9	39	91.2	114.6
9	6.5	8.2	40	91.2	114.6
10	6.7	8.1	41	91.5	114.8
11	6.9	8.7	42	91.6	115
12	7	8.9	42	91.7	115.2
13	7.1	9.2	44	91.8	115.3
14	7.6	9.4	45	92	115.5
15	7.6	9.6	46	92.1	115.7
16	7.7	9.8	47	92.3	115.9
17	7.9	10	48	92.3	116.1
18	8.1	10.2	49	92.6	116.3
19	8.1	10.4	20	92.6	116.6
20	8.6	10.6	51	92.7	116.6
21	8.6	10.8	52	92.8	116.8
22	8.7	11.1	52	92.9	117
23	8.9	11.2	54	93	117.2
24	9	11.6	55	93.3	117.3
25	9.2	11.7	56	93.3	117.5
26	9.6	11.9	57	93.4	117.7
27	9.8	12.1	58	93.5	117.8
28	7.2	12.1	59	93.6	118
29	9.8	12.8	60	93.7	118.2
30	10	13.1			118.3

TLM and charts on walls of Chejjarsi AWC No 1



Dampness,
Faded paint

Condition of wall at Lakhnawali

Condition of wall at Sadarpur AWC No. 4



Dampness

Broken wall

Condition of wall at KulesraAWCNo. 2



Faded paint, uneven walls

Condition of wall at Mangroli AWC No. 4

Condition of wall at Nayabans AWC No.5

Condition of wall at Rozayakubpur



Faded paint



Dampness

Condition of wall at Surajpur AWC. No.-7

The Floor of Multi-purpose room

The floor of four AWCs is tiled and for other AWCs, it is cemented. The cemented floors are damaged and need repair. Chalera AWC No.7 & ChauraRaghunathpuram AWC No.3 floors are tiled and slippery which are dangerous for children. For children with disabilities using mobility aids, the floor needs to be smooth and non-slippery.



Cemented Flooring at ChauraSahadatpur, AWC No- 6



Tiled flooring at Nayabans AWC No- 5

Play Area

As per MWCD, the AWCs need to have space for play both inside and outside. However, findings suggest that there is no specified play area for outdoor activities. Chejjarsi AWC No.1, Sadarpur AWC No.4, and Kulesrai AWC No. 2, children play inside the multi-purpose room only. In most of the AWCs, children play in the area outside the AWCs which are either cemented or rough or are muddy and uneven. Both conditions are not suitable for children including children with disabilities. Some of the photographs are shown below for reference.

Name of AWC	Outside play area at AWCs
Mangroli AWC No. 4	

Chalera AWC No.7



**ChauraRaghunathpuram
AWC No.3**



Rozayakubpur AWC 1





**ChauraSahadatpur, AWC
No- 6**



Lakhnawali AWC No-3
Hall of the Barat Ghar is used as
play area



Nayabans AWC No- 5



Surajpur AWC. No.-7



In all the 11 AWCs covered under this study, there are no kitchen, medical rooms, or any other rooms.

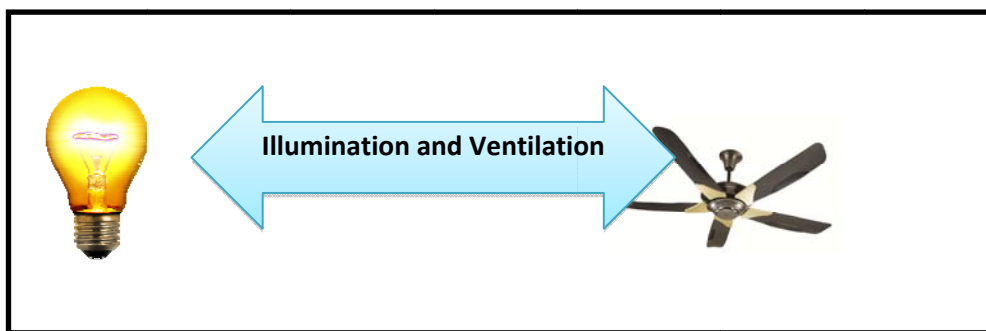
Main findings from the section on Physical Infrastructure:

1. AWCs have only one room which is used as a Multi-purpose room. There are no kitchen, medical rooms, and any other rooms for usage.
2. The Multi-purpose rooms are located on the ground floor which is good as its within easy reach of children and persons with disabilities.
3. The walls of the multi-purpose rooms are not conducive for children as the walls have dampness, paint is faded and is broken and rough.
4. No guiding tactile strips were present on the wall for children with visual impairment.
5. TLMS are painted or pasted on the walls for teaching children.
6. The texture of the floors are different at different AWCs. The preferred floor for Children with Disabilities is smooth and non-slippery.
7. No specified or designated play area is available for outdoor activities. However, the AWCs are using the area available outside the multipurpose room. It is observed that the outside area used for play is not suitable for children.
8. In most of the AWCs slides and swings are available for play.

D. Illumination and Ventilation

To conduct any learning activity in the AWCs like coloring, reading, writing, viewing, exploring and playing, etc sufficient lighting and temperature regulation becomes an important factor. For instance, excess heat and excess darkness can obstruct the learning process and affect children's health as well.

Low illumination is linked to slower reading, reduced concentration, poor posture, and long-term weakened vision. For illumination, natural lights are best during day time as they benefit the health and concentration of children. So, AWCs need to make maximum use of natural light that is available, with the addition of artificial light where it is necessary.



If natural light is not available then alternative solutions such as daylight bulbs and tubes can be used.

Along with good lighting, proper ventilation is equally important in multi-purpose rooms. An adequate number of doors and windows in classrooms will allow the circulation of fresh air. Ventilators will also be helpful in this respect. The ceiling ventilators work as outlets for impure air and floor ventilators bring in the fresh air. Besides, AWCs should have an adequate number of fans in working conditions to make summer heat and humidity during monsoons bearable.

Lighting in Multipurpose room

The multi-purpose rooms of most of the AWCs are not well lit. The light in the room is determined by two factors- the presence of an adequate number of windows and

the presence of electricity with an adequate number of functional tube lights and bulbs.

As far as windows are taken into account, there are two to seven windows in different AWCs (refer to Table 8). Windows play an important role in maintaining good lighting during day time.

Bulbs/tubelights are available at 5 AWCs- Sadarpur AWC No. 4, AWC. NO-7, Surajpur AWC. No.-7, Lakhnawali AWC No-3, Chalera, AWC No.7, Chaura Raghunathpuram AWC No.3 (refer to Table 9).

At Lakhnawali AWC No. 3 there is no provision of electricity and the anganwadi worker has arranged it temporarily to address the lighting in the centre. Chalera, AWC No.7, electricity and availability of bulbs/tubes help keep the room illuminated. At Chaura Raghunathpuram AWC No.3, there are 7 windows, and electricity along with bulb/tubes are available making the room well-lit.

At Chejjarsi AWC No 1, there is no electricity, one window is half-covered with posters and there is a wall behind the other window. Similarly, Kulesra AWC No. 2, Mangroli AWC No. 4, and Nayabans AWC No- 5 also do not have provision for electricity and windows are also not providing adequate lighting in the room. At Chaura Sahadatpur, AWC No- 6, and Rozayakubpur AWC 1 have the provision of electricity but there are no tube lights or bulbs available.

Sadarpur AWC No. 4 have electricity but lighting is not enough. At Surajpur AWC. No.-7, electricity and bulbs are available but these are not enough considering the size of the room. Surajpur AWC. No.-7 has four windows in total, out of four windows three windows open on the side and coincides with the mosque wall, two windows are permanently closed and one window is partially closed by the Mosque wall, remaining one window opens up inside the ground of the college and is completely open. At Chalera AWC No. 7 also, out of two windows, one window is permanently closed by display board as there is a toilet behind the wall.

Posters on window

Wall behind the window



Chejjarsi AWC No 1



Windows covered with display boards

Mangroli AWC No. 4

At Mangroli AWC No. 4 too, there is no electricity and windows are covered with display boards.

As far as specifications of windows are concerned, windows at all AWCs are fixed with grills. Only two AWC has a net on windows. Grills are important to protect the room from the entrance of any animal like monkeys or birds. Similarly, nets on windows help protect children against mosquitoes and bees. The windows are double panelled at 10 AWCs, only one AWC has four-panel windows.

Out of 11 AWC, windows of four AWCs open inwards which is a safety concern as children can get hit by the window doors while playing.

Some of the photographs of windows are added for reference.



Windows covered with net and damaged at ChauraSahadatpur

Window at Lakhnawali- Open without the panel and net



Window at Chalera- damaged due to rust

Table 8: Details of Windows of Multi-purpose room

Questions	ChejarsiAangan wadicer No 1 , Pre primary school	KulesraiAangan wadicer No. 2	MangroliAangan wadicer No. 4	SadarpurAangan wadicer No. 4	Nayab ans AWC No- 5	Suraj pur AWC. NO-7, Suraj pur	ChauraSah adampur, AWC No-6	Lakhn awali AWC No-3	AW C No.7 , Chal era	AWC No.3 , Baratghar block C, ChauraRaghu nathpuram	AWC 1 Govt. Primary school, Rozaya kubpu
Are the windows present? Number of windows	2	2(same size)	4 (Same size)	4 (same size)	3 (Same size)	4	4 (Same size)	2	2	7	3
Size of the window-height from floor, Length & width											
Height from floor (confusion on height) (in mm)	2247.9	1879.6	2057.4	2006.6	1187.45	584.2	876.3	863.6	787.4	660.4	787.4
Width (in mm)	812.8	1473.2	939.8	1790.7	1498.6	1219.2	1244.6	990.6	1206.5	1524	1206.5
Height from floor (in mm)	1917.7	-	-	-	-	1219.2	-	-	812.8	647.7	812.8
Width (in mm)	1193.8	-	-	-	-	1193.8	-	-	1206.5	736.6	1206.5
Type of windows-double/single/fixe/glass/netting screen	Fixed & have iron panel inside which doesn't move anymore. Net on the front window	Double window but need repairing	Fixed & have iron panel outside which doesn't move anymore	Fixed with iron rods & iron net.	Middle panel is fixed an both side panels	Double	Double window, has netting screen. Two windows net are damaged,	Double	Fixed	Fixed	Fixed



Windows at Chejjarsi AWC No 1



Windows at Kulesra AWC No. 2

At Kulesra AWC No. 2, there are two windows of the same size, and only a small portion of the middle area is open. The two side panels are closed. The distance between horizontal bars of the windows is wide enough to allow entry of any reptiles and rodents. The Kulesra Anganwadi is situated below low level(in a depression) so the lower edge of window and the ground level outside is almost equal and at times allows water to enter the AWC during heavy rains.



Windows at Sadarpur AWC No. 4

At Sadarpur AWC No. 4, the windows are parted and seems to have 3 segments per window. These segments in windows are covered with net and iron rods. The presence of horizontal & vertical iron rods and net inhibits entry of any reptiles, rodents and bees.

Ventilation in AWCs

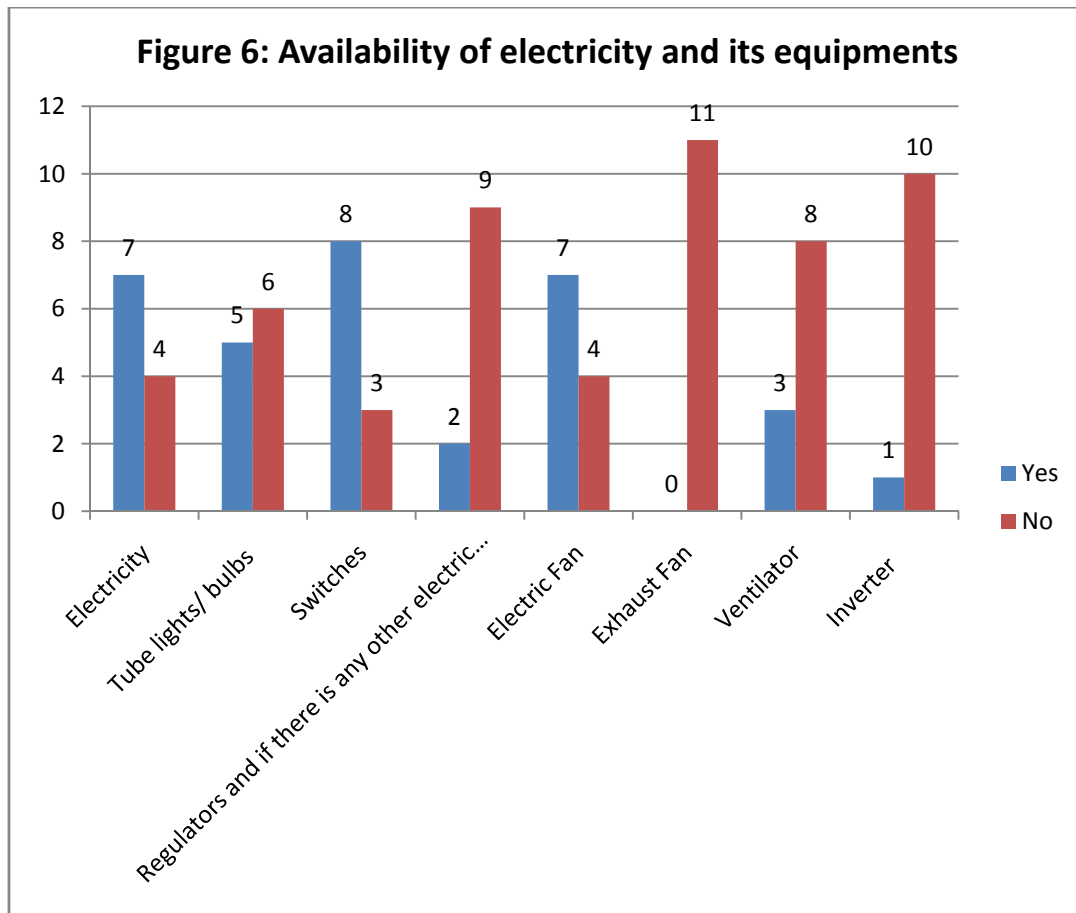
Ventilation is again determined by a sufficient number of windows and functional fans. Besides, ventilators and exhaust fans are also helpful in the outlet of bad air from the room.

Details of windows have already been covered in the above section of lighting. It was found that only 7 AWCs have fans. Nayabans AWC No- 5 is has only one fan and that too is not functional. ChauraSahadatpur, AWC No- 6 has two fans but only one is functional. Other AWCs having fans are functional. ChauraRaghunathpuram AWC No.3 has four fans, Surajpur AWC. NO-7 has three fans, Lakhnawali AWC No-3 and Rozayakubpur AWC 1 has two fans each. All of these are ceiling fans. As the fans are the height of the roof which is more than 10 feet, children will not be able to reach the fans and therefore there is no safety concern.

Ventilators are available at 3 AWCs, however, exhaust fans are not available anywhere.

Table 9: Details of facilities of electricity and its equipment's

Questions	Chejarsi AWC No 1	KulesraiAWCNo. 2	Mangroli AWC No. 4	Sadarapur AWC No. 4	Nayabans AWC No- 5	Surajpur AWC. NO-7	ChauraSahadatpur, AWC No- 6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraRaghunathpuram AWC No.3	Rozayakubpur AWC 1	Total
Electricity	N	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y-7 N-4
Tube lights/ bulbs	N	N	N	Y	N	Y-2 Bulbs	N	Y-1 Bulb	Y (2)	Y	N	Y-5 N-6
Switches	N	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y-8 N-3
Regulators and if there is any other electric point	N	N	N	N	N	N	N	N	Y	N	Y	Y-2 N-9
Electric Fan	N	N	N	Y	Y	Y	Y-2	N	Y	Y	Y-2	Y-7 N-4
Exhaust Fan	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Ventilator	N	N	N	N	Y	Y	N	N	N	Y	N	Y-3 N-8
Inverter	N	N	N	N	N	Y	N	N	N	N	N	Y-1 N-10



Switches are available at 8 AWCs, and to check its reach by children, measurements have also been noted down at the time of data collection. Accessibility of switchboards for children needs to be focussed. These should be out of reach of children to protect them from electric shock etc. The measurement is given below in Table 10. At Lakhnawali AWC No. 3, the socket is open which is a safety concern. At Mangroli AWC No. 4, one of the switch boards is located near the lower side of the wall and children can easily reach that.

Other than the above, regulators are available at 2 AWCs, and inverter at only 1 AWCs.

Table 10: Measurement of switches

Questions	Mangroli AWC No. 4	Sadar pur AWC No. 4	Surajpur AWC. No-7	ChauraSahadatpur, AWC No- 6	Lakhnawali AWC No-3	Chalera, AWC No.7	ChauraRaghunathpuram AWC No.3 ,	AWC 1 Rozayakubu, AWC 1
Number of switches	4 without electric supply	1 switch boards with no electric supply	Lower line 5 switches and one plug point	1	1	5 Switch and 1 Socket (open)	2 Switch board and 1 Socket	1 Switch and 1 Socket
Switches	1st switch board:1244.6-1320.8 mm, 2nd switch board : 1346.2-1524mm, 3rd switch board: 304.8-381mm, 4th switch board: 304.8-381 mm	switch board height from floor :1447.8mm	lower height-1473.2m m upper height-1498.6. Upper line one switch-lower height-1562.1m m, upper height-1587.5	Lower height 1701.8mm, upper height 1727.2	switch lower edge height is 1060.45 mm and upper height 1085.85m m	Height-1270-1333.5 mm from floor	Height-990.6-1054.1 mm from floor and 11switch and 1 socket height-1041.4-1117.6 mm from floor. Main board height form floor-1600.2 mm	Height-1612.9-1676.4 mm from floor

Photographs of switches at different AWCs are given below for reference:



Switchboards at Mangroli AWC No.



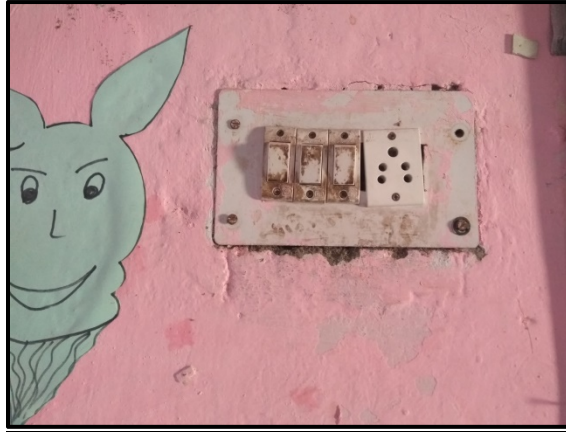
Switchboards at SadarpurAWC No. 4 Switchboards at Surajpur AWC No.7



Switchboards at Chalera ChauraRaghunathpuram AWC No. 3



Switch boards at Rozayakubpur AWC No.1



Switchboards at ChauraSahadatpur AWC No 6

Main findings from the section on illumination and ventilation section:

1. The rooms of AWCs are not well lit for various reasons such as:
 - Insufficient number of windows and tube lights/bulbs
 - Windows being closed with posters/display boards or adjacent walls
 - No provision of electricity.
2. Similarly, ventilation is affected in most of the AWCs. In the multi-purpose rooms :
 - No provision of electricity
 - No fans. if there is any it is neither safe nor functional.
 - In very few AWCs, adequate ventilation is available.
 - No exhaust fans are available.
3. Ventilation and illumination needs to be considered in reference to space available (size of room) and number of children seating inside the room.
4. The illumination is also important for children to see the displays and blackboards inside the room. It becomes all the more important for children with disabilities.
5. There are safety concerns related to switchboards as in some Anganwadi centers these are within reachable heights of children.

E. Play / Learning Materials, and Furniture

In developmentally appropriate ECCE programmes, the presence of play and learning materials has a very important role. Young children learn through play and by interacting with their immediate environment. We can make their environment stimulating by providing a range of developmentally appropriate play and learning materials to encourage inquisitiveness, imagination and promote a sound foundation for learning. Availability and accessibility to a variety of materials can support the child's holistic development which includes physical and motor skills, cognitive skills, language and communication skills, socio-emotional development, and creativity. Given the importance of play and play materials, ICDS has made a provision of a Pre-School Education Kit in Anganwadi centers, that includes a recommended list of play and learning activities.

PLAY AND LEARNING MATERIALS SHOULD BE

- ✚ Multi-purpose and multi-domain to foster holistic development — all domains such as sensory, fine and gross motor, cognitive, social, emotional, personal, and creativity need to be fostered.
- ✚ Safe for children (Non-toxic material and colours, smooth edges and large enough to prevent swallowing).
 - ✚ Durable and sturdy.
 - ✚ Culturally and environmentally appropriate.
 - ✚ Balanced to equip different activity corners.
- ✚ Easy to view. Posters and conversation charts should be placed at eye level for children.
- ✚ Adequate in quantity, with a variety of different materials available. There should not be too few, preventing all children from playing, nor too many, preventing children from learning to share, cooperate and wait for their turn.
- ✚ Easily accessible to children so that they can use and choose the material during free play and individual activities. They should be encouraged and expected to put away the material as part of their routine.

In terms of toys and teaching material, all AWCs have indoor and outdoor materials such as swings, toys, games, alphabet charts, fruit charts, etc. As AWCs are to be inclusive, it is equally important to include play and learning material for children with disabilities.



Play object-Nayabans AWC No- 5

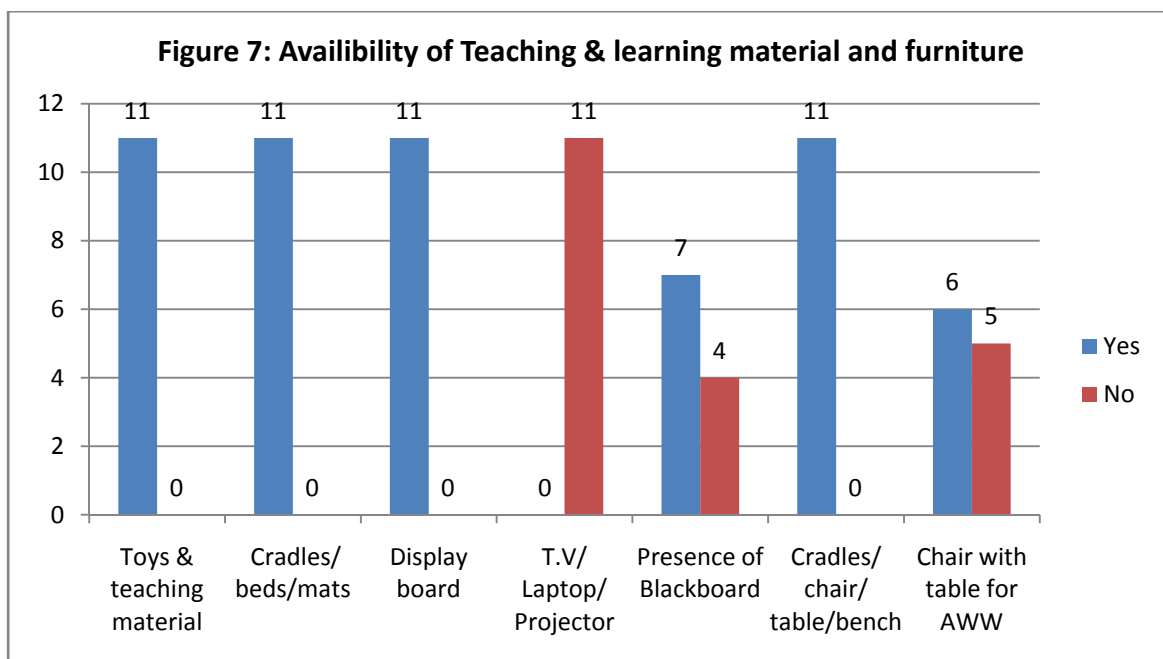
Book shelf - Mangroli AWC No. 4



Play objects at Lakhnawali AWC No-3

Table 11: Availability of Play and Learning material at AWCs

Questions	Chejjars i AWC No 1	Kulestra i AWC No. 2	Mangrol i AWC No. 4	Sadarpu r AWC No. 4	Nayaban s AWC No. 5	Surajpu r AWC. No.7	ChauraSahadatpur , AWC No. 6	Lakhnawal i AWC No. 3	Chaler a AWC No.7	ChauraRaghunathpura m AWC No.3	Rozayakubpu r AWC No.1	Total
Toys & teaching material	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
Cradles/ beds/mats	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
Display board	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
T.V/ Laptop/ Projector/speake r / Music system/ Mike-	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Presence of Blackboard (measure from floor height to the upper edge & lower edge). Mention type of blackboard.	N	Y	Y	Y	Y	Y	Y	Y	N	N	N	Y-7 N-4
Toys & teaching material	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
Cradles/ chair/ table/bench	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0
Chair with table for AWW	N	N	Y	Y	Y	Y	N	N	Y	Y	N	Y-6 N-5



For teaching purposes, one display board for each AWC is available. There are also more than one display boards in some AWCs as 2 or more AWCs are functioning in one room. These are padded boards on which craft works are displayed with the use of pins. In all AWCs, these are used by Anganwadi workers to display various fun and learning craftworks. In most of the Anganwadi centers these are located at a low height to allow children to use it.

Blackboards are also available at 7 AWCs. But the condition of these blackboards is not good as these are very old. Lakhnawali AWC No-3 has a hanging removable blackboard which is new.

The measurement of display boards and blackboards has been noted and is presented in Table 12. As children use display boards and blackboards for teaching purpose these need to be at a height which is easily approachable by children. Also, there shall be no object such as furniture, etc in front of the board (as visible in the photographs below) which can obstruct the reach of children including children with disabilities.

In all the AWCs colourful book stands at a lower height approachable to children of age group (3-6 years) is also available.

Items for digital teaching such as TV/Laptop/Projector are not available at any of the AWCs.



Display Board at Sadapur AWC No. 4

Lakhawali AWC No-3



Surajpur AWC. NO-7



Chhalera AWC No 7.



ChauraRaghunathpuram



Nayabans AWC No- 5



ChauraSahadatpur, AWC No- 6



Lakhnawali AWC No-3

Table 12: Measurements of Display boards and black boards

Questions	Chejjarsianwadcenter No 1 , Pre primary school	Kulesraianwadcenter No. 2	Mangrolianwadcenter No. 4	SadarpurAnanganwadcenter No. 4	Nayabans AWC No- 5	Surajpur AWC. No-7	ChauraSahadatpur, AWC No- 6	Lakhna wali AWC No-3	AWC No.7, Chal era	AWC No.3 , Baratghar block C, ChauraRaghunathpuram	AWC 1 Govt. Primary school, Rozayakubpu
Display board (in mm)	1 H- 927.1- 1854.2 mm W-965.2mm	1 H: 1193.8- 1930.4mm, W: 1435.1 mm	2 H: 977.9 – 1854.2 mm, W: 1219.2 mm (Same size)	2 H: 914.4 - 1270 mm, W: 1219.2 mm (Same size)	2 2 display board, one for each AWC, 1- Height from floor is 1092.2 mm 2- Height from floor is 844.55 mm. Size: W- 1212.85 mm H-908.05 mm	3 3 display board, one for each AWC.H -- 781.05 to 825.5 mm Size of Display board- W- 1212.85 mm H- 908.05 mm	2 Both the display board are placed on the left side wall of room horizontally at a height from floor- 1117.6 mm Size- W- 1212.85 mm H-908.05 mm-	1 Floor to display board H- 762 mm, W- 908.05 mm, W- 1212.85 mm	2 Display board Length - 1219.2 mm, Width- 914.4 mm, Height from floor- 787.4 mm	1 Display board Length- 1219.2 mm, Width- 914.4 mm, Width from floor- 927.1 mm	2 Display Length- 1219.2 mm, Width- 838.2 mm Both Display board are kept on floor behind the box and not functional
Presence of Blackboard (measure from floor height to the upper edge & lower edge). Mention type of blackboard. (Wall mounted/ folding) (in mm)	N	Y H: 1193.8 -1930.4 mm, W : 1435.1 mm	Y H: 838.2 -1854.2 mm, W : 1473.2 mm	Y H: 838.2 -1854.2 mm, W : 1473.2 mm	Y Floor to blackboard H- 641.35. Size: H-1130.3 mm, W- 2247.9 mm	Y Wall mounted blackboard . Size of black board- Floor to blackboard H-863.6, h-482.6 mm- W- 1231.9 mm	Y Floor to blackboard H- 825.5 mm, H- 1168.4 mm, W- 1765.3	Y 1 small size foldable which is hanging on wall. Height from floor- 990.6 mm, H- 736.6 mm W-501.65 mm	N	N	N

In terms of furniture for kids, all AWCs have five floor tables which have been provided by HCL Foundation through its ECCD partner organisation Save the Children. The tables are of the same size at all AWCs. The top of the floor table has different colors as shown in the photographs below. The measurement for the tables is:

Height	Width	Length
266.7-330.2 mm	622.3 mm	1028.7mm

These can be used easily by children as they are stable and have low height.. Considering the number of kids there is a requirement for more tables as it is not sufficient for 30 children. Had the tables been folding ones they would have occupied less space in the multi-purpose rooms.



Floor table for children at Chalera AWC No.7

At Mangroli AWC No. 4

For floor seating of children, all 11 AWCs have dari of the same size. Dari provides a protective and safety layer to children as they do not sit directly on the floor. Sitting on dari is more comfortable than sitting on floors. However, children enjoy a lot being on the floor as it gives them a larger space for movements, exploration and free play. The presence of dari in rooms can restrict the movement of mobility aid users. Measurement of Dari is as follows:

Width	Length
3429 mm	3429 mm

Anganwadi workers spend more than half of their day in the anganwadi centres. They need to perform multiple activities throughout the day and comfortable seating becomes very essential for them. The findings suggest that in some anganwadi centres, chairs are available for anganwadi workers.

Out of 11 AWCs, 6 AWCs - MangroliAanganwadicenter No. 4 , SadarpurAanganwadicenter No. 4,Nayabans AWC No- 5, Surajpur AWC. NO-7, Surajpur, AWC No.7, Chalera, AWC No.3 , Baratghar block C, ChauraRaghunathpuram- have chairs for anaganwadi worker. At MangroliAanganwadicenter No. 4, a table is also present.

However, there is a difference between the height of chair of anganwdi workers and children sitting on the floors. The chairs are not at the eyelevel of children.

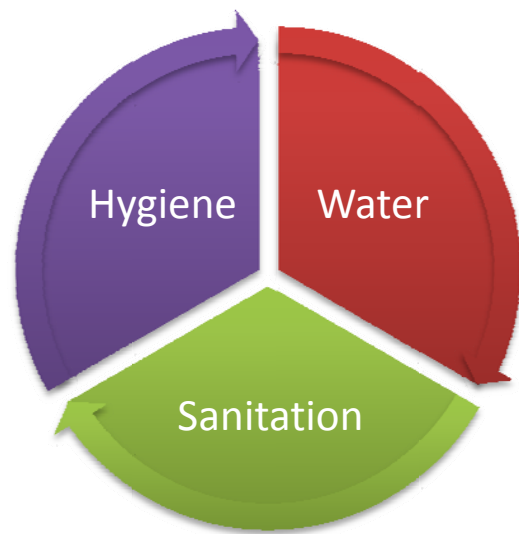
Since, the anganwadis were not functional soplacing and use of TLMs, play material and toys could not be assessed.

Main findings from the Play/ Learning materials, and furniture section:

1. Toys and teaching materials are available in all AWCs.
2. Display boards are available inside the multipurpose room and are placed at at a reachable heightfor children.
3. Blackboards are available in a few AWCs but are very old. As these are part of school infrastructure,the height of the blackboradsissuitable for children of class 1
4. Digital learning materials are very helpful for kids learning. These are not available at AWCs.
5. Furniture for kids includes five floor tables per AWC and a dari available for floor seating.
6. Furniture for Anganwadi worker is available only in a few AWCs.

F. Water, Sanitation and Hygiene (WASH)

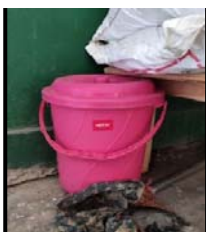
Growing up in a clean and safe environment is every child's right. Access to clean water, basic toilets, and good hygiene practices not only keeps children thriving, but also gives them a healthier start in life. AWCs are created for promoting good health among children since infancy, and therefore access to clean water, basic toilets, and good hygiene practices need to be practiced at AWCs to give children a healthier start in life.



The Annual report 2017-18 of Child Development of WCD mentions about two new components that are to be introduced at AWCs - a) construction of toilets in AWCs and b) Providing drinking water facilities in AWCs.

Drinking Water

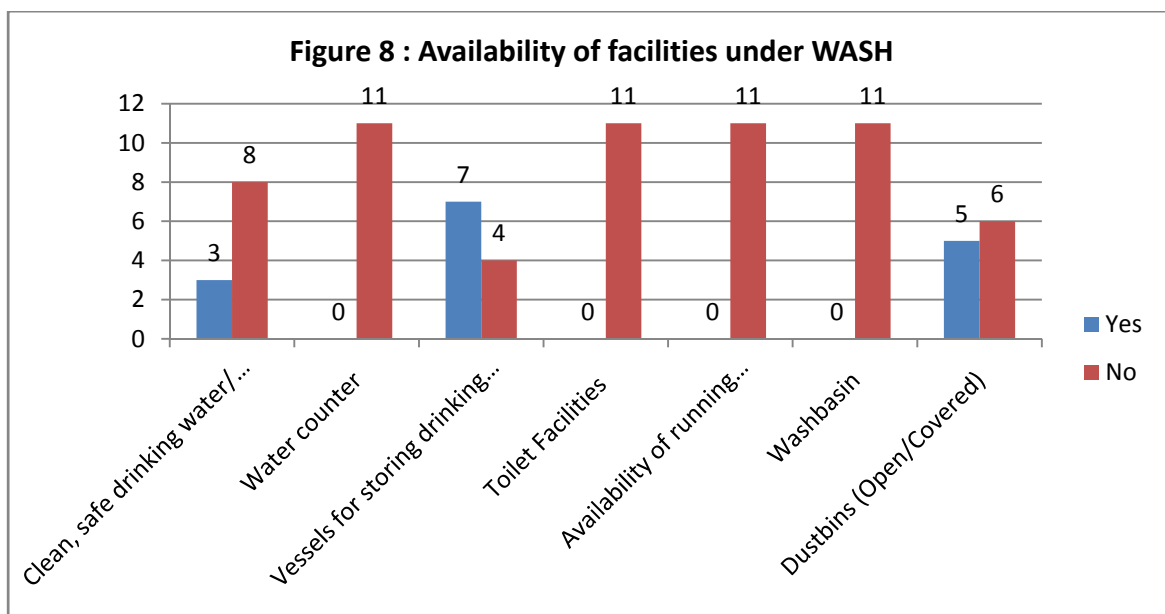
The findings from the study (depicted in Table 13) are not very encouraging as far as availability and storage of water is concerned. Clean, safe drinking water is available only at 3 AWCs (Nayabans AWC No- 5, Surajpur AWC No 7 and ChauraRaghunathpuram AWC No.3). This is supported by the fact that none of the AWCs have a water counter. Availability of vessels for storing water is reported in 7 AWCs, However, these are temporary arrangements such as a plastic bucket, iron bucket, camphor, used for keeping drinking water. Most children carry their water bottles.



Bucket used for keeping drinking water at Mangroli AWC

Table 13: Facilities related to WASH at AWCs

Questions	Chejarsi AWC No 1	KulesraiAWCNo. 2	Mangroli AWC No.4	Sadarpur AWC No. 4	Nayabans AWC No-5	Surajpur AWC. NO-7	ChauraSahadatpur, AWC No-6	Lakhnawali AWC No-3	Chalera AWC No.7	ChauraRaghunathpuram AWC No.3	Rozayakubpur AWC 1	Total
Clean, safe drinking water/ R.O	N	N	N	N	Y	Y	N	N	N	Y	N	Y-3 N-8
Water counter	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Vessels for storing drinking water	No	Yes Plastic bucket.	Yes Plastic bucket.	Yes huge iron bucket	Y Bucket	Y	N	Y 2 litre cold drink bottle.	N	Y Camphor	N	Y-7 N-4
Toilet Facilities	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Availability of running water/ soap / sanitizers and hand towel in toilets.	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Washbasin	N	N	N	N	N	N	N	N	N	N	N	Y-0 N-11
Dustbins (Open/Covered)	N	N	Y	Y	N	N	N	N	Y	Y	Y	Y-5 N-6



Toilets

The other main component of WASH is the availability of clean and hygienic toilets for children and Anganwadi workers. However, the findings indicate that no dedicated or assigned toilets are available in any of the AWCs.

In some of the AWCs, even if the toilet is available in the premise, for using it either permission is to be sought it is abandoned and not in a condition to use.

Washbasins

Hand-wash facility is also not available in AWCs. In the current situation of the COVID 19 pandemic, the importance of hand-wash has again come to the forefront. In such a scenario, the non-availability of facilities for hand wash is a major concern. Three AWCs have hand-wash units (Kulesra, Lakhnawali and Chajjersi) but these are not in use and are not functional.

Filling the hand wash units is difficult for anganwadi workers and they found it difficult to move them. They prefer a bucket and a mug instead of using the hand wash unit.



Hand wash Unit at Kulsera AWC



Handwash unit at Chejjarsi AWC

No proper dustbins are present in 5 AWCs. There are temporary arrangements such as using buckets, card-box, paint bucket, etc as dustbins. These are kept inside the multi-purpose room.

So, considering the WASH requirements, the findings suggest that facilities need to be created at all AWCs. As these facilities are almost absent, consideration needs to be made for persons with disabilities while designing and constructing these facilities.

Main findings from the WASH section:

1. There is no permanent facility for clean drinking water in any of the AWCs.
2. Toilets are not available for children and Anganwadi workers.
3. Wash-basin and hand-wash facilities (soap, towel, and sanitizer) are also not available.
4. Dustbins are arranged temporarily at some AWCs.

G. Storage

At Anganwadi centers various activities are performed and for that different kind of material, equipment's and food products are available that need proper storage at the centers.

Storage is required mainly for the following at AWCs:

- Storage for learning materials and toys
- Storage for food items
- Storage for equipment's such as weighing machine

Out of these, the storage for learning and play material need to be designed keeping in mind its easy accessibility by children and increasing safety and longevity of the materials. Also, inbuilt wall storage is good as there will be fewer chances of children being injured due to imbalance of almirah/racks, etc which are mostly made up of iron or wood. The edges of the storage are required to be smooth so that it does not hurt any child.

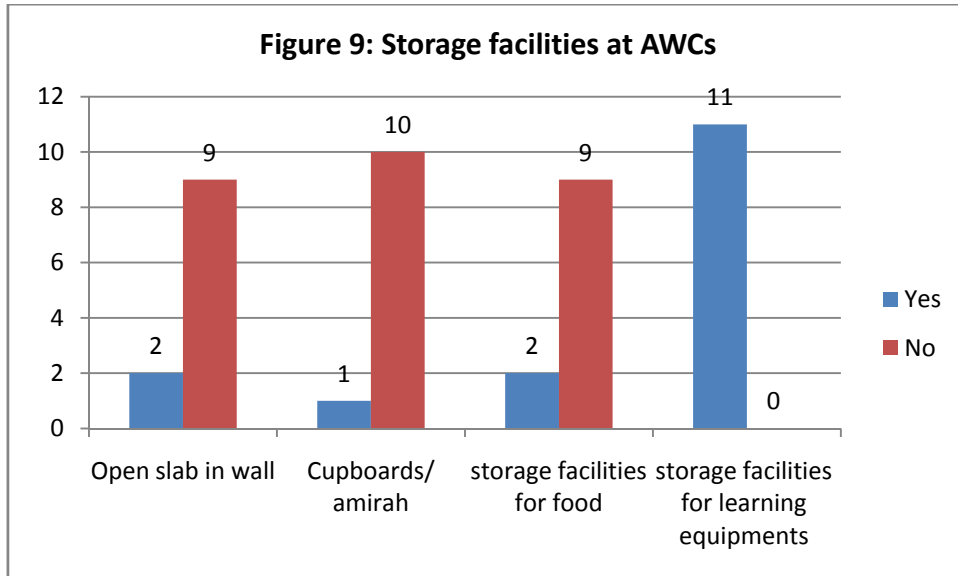
Food storage needs to be available ideally in the kitchen. As per MWCD operational guidelines for food safety and hygiene for supplementary nutrition under ICDS (2013), adequate space should be provided for the kitchen, it should be separate from activity/ classrooms, preferable located at a safe, but accessible distance.

Kitchen should be well ventilated and designed so that there is a separate storage facility with locks to check pilferage. Airtight containers need to be available to protect the food from any contamination/ pests etc. This is important as one of the important activities of AWCs is the distribution of meals to children for which kitchen or storage space is required.

Also, a storage facility for equipment such as a weighing machine is also required. Equipment used by Anganwadi centers are fragile, so these require to be kept at a place that is out of reach of children and the equipment is kept safely. As these are regular-use items, they need to be available within easy reach of the Anganwadi worker. Table 16 gives details of the storage facilities at AWCs.

Table 14: Availability of Storage facilities at AWCs.

Questions	Chejjars/Aanganwadice nter No 1 , Pre primary school	Kulesra/Aanganwadice nter No. 2	Mangroli Aanganwadice nter No. 4	Sadarpur/Aanganwadice nter No. 4	Nayabans AWC No-5	Surajpur AWC. No-7, Surajpur	Chaurasahadpur, AWC No- 6	Lakshnawali AWC No-3	AWC No.7, Chalera	AWC No.3 , Baratghar block C, Chauraraghu nathpuram	AWC 1 Govt. Primary school, Rozayakubpu	Total
Any open slab or inbuilt in wall	N	N	N	N	Y	N	N	N	N	Y	N	Y-2 N-9
Cupboards/A mirah	N	N	N	N	N	N	Y	N	N	N	N	Y-1 N-10
Storage facilities for food	N	N	N	Y	N	N	Y	N	N	N	N	Y-2 N-9
Storage facilities for learning equipment & play equipment's	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y-11 N-0



The findings from the study suggest that Anganwadi centers do not have many storage facilities available. Only two AWCs (Nayabans AWC No- 5 and ChauraRaghunathpuram AWC No.3) have open slabs in the multipurpose room as shown in the photographs below. Both are open and within the reach of children. These are good for keeping learning materials and toys for children. However, the edges of the slabs are not smooth and can cause injury to children.



Open slabs at Nayabans AWC No- 5



Slab at ChauraRaghunathpuram AWC No. 3

For storage of learning materials and toys, AWCs have been provided with a trunk box by STC. Photographs of trunks are shown below. These trunks help keep the learning materials and toys safe. However, these can not be accessed or opened

easily by children and children with disabilities with limited hand function.. So, as explained above, open slabs at an accessible height of children of age group 3-6 years are better suited for the storage of learning materials and toys.



Trunk box at Nayabans AWC No- 5



Trunk box at Lakhnawali AWC No-3



Trunk box- ChauraSahadatpur, AWC No- 6



**Trunk box-ChauraRaghunathpuram
AWC No.3**

Cupboards/almirah is available only at ChauraSahadatpur, AWC No- 6. As we see in the photograph below the almirah available at ChauraSahadatpur, AWC No- 6 is hazardous as it is made up of iron and is rusty, lacks balance and has sharp edges. If an almirah or cupboard is to be used in a multipurpose room that is within the reach of children, it should be made up of light material such as plastic and should have a strong base to prevent it from falling.



Almirah at ChauraSahadatpur, AWC No- 6

Regarding storage facilities for food, only Sadarpur AWC No. 4 has a cylindrical drum (refer to photograph) in which food is stored. It is kept in the multi-purpose room. In all other AWCs, food is being kept on the floor or children tables. As mentioned above, for proper food storage, MWCD guidelines provide a good reference.



Storage for food, Sadarpur AWC No. 4



Food kept on children's table, Mangroli AWC No. 4

Main findings from the Storage section:

1. Storage facility such as cupboards, almirah, etc are not available in most of the AWCs.
2. Food is being kept open in Multi-purpose rooms.
3. Play material and learning material is being kept in trunk boxes and are locked. These materials are not accessible to children especially children with disabilities.
4. The placement and position of almirahs, open slabs and trunks are of safety concern related to children.
5. There is no designated place for equipment such as a weighing machine, height measuring etc.

H. Safety and Hazards

Anganwadi Centers are catering to very small children (0-6 years). Children at this age are unaware of the hazards and can suffer due to various threats/dangers at the center. Therefore, safety measures need to be in place to deal with any situation.

Some important areas that are being covered through the checklist include:

- Hazards at the entrance gate of premises and within & around the premises
- Hazards within and around the multi-purpose room

It was observed and reported by anganwadi workers that in all the anganwadis first aid box is available and have a definite assigned corner for it. None of the anganwadis have fire extinguishers or provision of alternate measures in their surroundings.

Chejjarsi AWC No 1

Chejjarsi AWC No 1 is located within the campus of Senior Secondary school, Chejjarsi, and hence no separate boundary wall is present for AWC. Due to this, Anganwadi worker is required to be vigilant all the time to keep a check on the students. At the entrance, there is an open drain on both sides of the main gate. It is dangerous as children can fall in the drain. The road outside the gate has potholes which leads to water-logging. Besides, as the main gate remains open, it allows the entry of animals into the premises (refer to photograph below).



The entrance gates are made up of iron which is rusted (refer to photograph below) and can injure the hands of children.



After entering the premises, the ground is low levelled in comparison to the road. As a result, the premises experiences water logging during the rainy season. Any construction taking place within the premise also results in waterlogging. The distance between the entrance gate & the Anganwadi room is far considering accessibility for persons with disabilities. There is demarcated parking space and motorcycles get randomly parked on the pathway to AWC.



There is only one door of the Multi-purpose room. In a situation of emergency, it would be difficult to manage the exit of children in a safe manner. The door of the

multi-purpose room has big sized nut-bolts that can harm children. The floor of the AWC is broken at different places making it unsuitable and unsafe for learning and play activities for children (refer to photographs below).

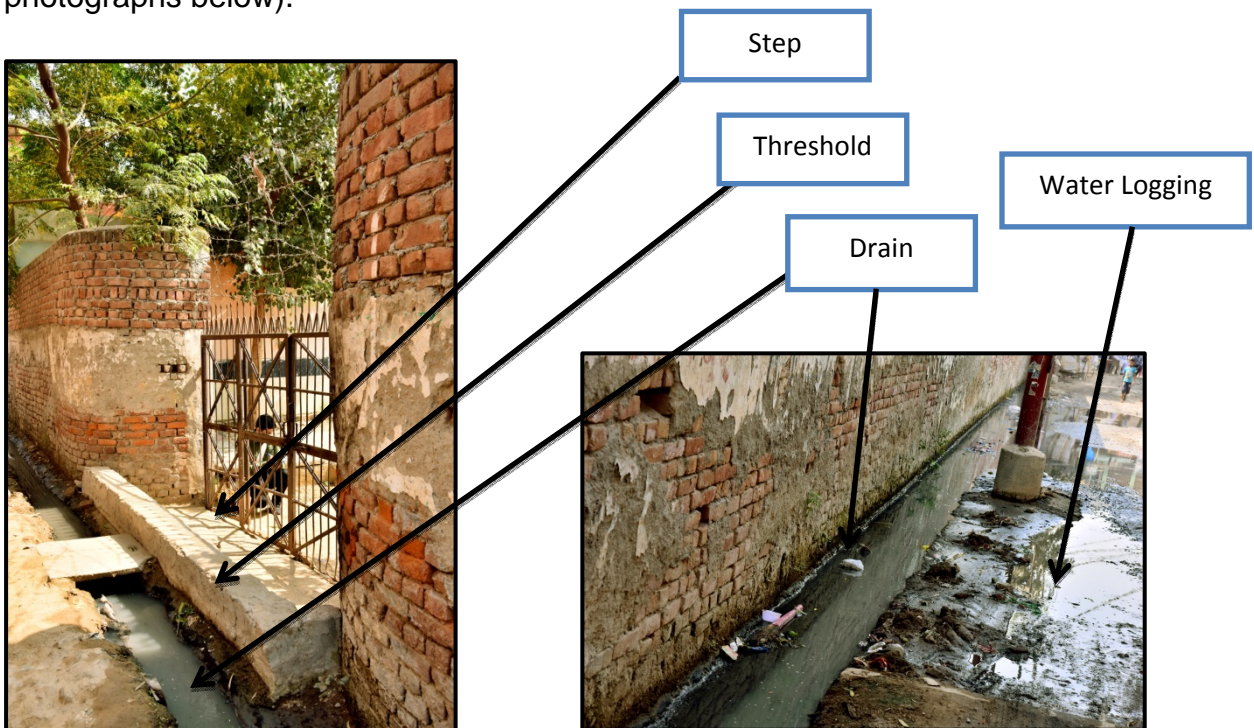


KulesraAWC No. 2

Kulesra AWC also does not have its boundary wall as it is located in the school. At the entrance, a steep ramp is present without handrails. There is also a big drain (uncovered) outside the gate (refer to photographs below).



The gate has a thick threshold and a step at the entry gate (community side). There is also the presence of an uncovered drain which gets water logged (refer to photographs below).



The entry door of AWCs has a shade above the door which is at a very low height. People with a height of 5.6 ft and above can get hit by it, if not careful (refer to photographs below).



Kulsera AWC also has only one door. In an emergency such as an earthquake, it maybe be difficult to rescue the students.

The condition of the multi-purpose room is not conducive to children. The room has damaged walls, rusted and broken windows, and the space in the room is filled with different items (refer to photographs below).



Mangroli AWC No. 4

The surface at the entry gate of the premises and the pathway towards Anganwadi center are not even and smooth making the movement of persons with disabilities using mobility aids difficult.



The entry door of the multi-purpose room is very small and doesn't allow easy use by wheelchair users (refer to photograph below). There are no handrails too. The door, latch, and lock are rusted (refer to photograph below). This Anganwadi center has only one door.



The walls and roof of the multi-purpose room have dampness all over (refer to photograph below). During data collection, the school principal raised concern over the bad condition of the AWC and pointed out that the AWC room is not suitable for running a center.



Sadarpur AWC No. 4

There is a thick threshold outside the entry gate of Sadarpur AWC No.4 that restricts entry of persons with disabilities. There is also an open drain, covered by iron grates, along the boundary wall of the premises. Iron grates Again, it would be difficult for a person with disability to use a walker or a stick to cross this iron grate.



A small cemented brick at the entry gate can go unnoticed and may cause people to trip and fall.



Brick

A ramp is present to help enter the corridor outside the multi-purpose room but is partly damaged. Flower pots kept around the ramp obstruct movement..



This AWC has only one door for the multi-purpose room. The entry to the Multi-purpose room is uneven. The door is broken on the inside (refer to the photographs below).



Nayabans AWC No- 5

At Nayabans AWC, the flooring at the main gate and passage towards AWC is concrete and uneven and has sharp edges (refer to the photographs below). Also, as the gate remains open, animals freely enter the premises.



Though two doors are available for the multi-purpose room of the AWC, one is permanently closed, so again in case of emergency, only one door is available for an exit. The space outside the entry door of the multi-purpose room is broken. The door itself is broken and rusted (refer to the photographs below).



There is a raised platform(refer to the photograph below) in the room and one needs to step up to reach the blackboard.This makes it inaccessible for children with Disabilities.The edge is rough and can hurt children There is open rusty box of iron with sharp edges and is at the height of children in the age group 3-6 years which is a potential hazard for all children.

The gate of multipurpose room does not have a stopper and a brick is placed to keep it open.



ChauraSahadatpur, AWC No- 6

At ChauraSahadatpur, at the entry gate, there is a damaged iron grate.



At the entry door of the multi-purpose room, uneven steps are present.

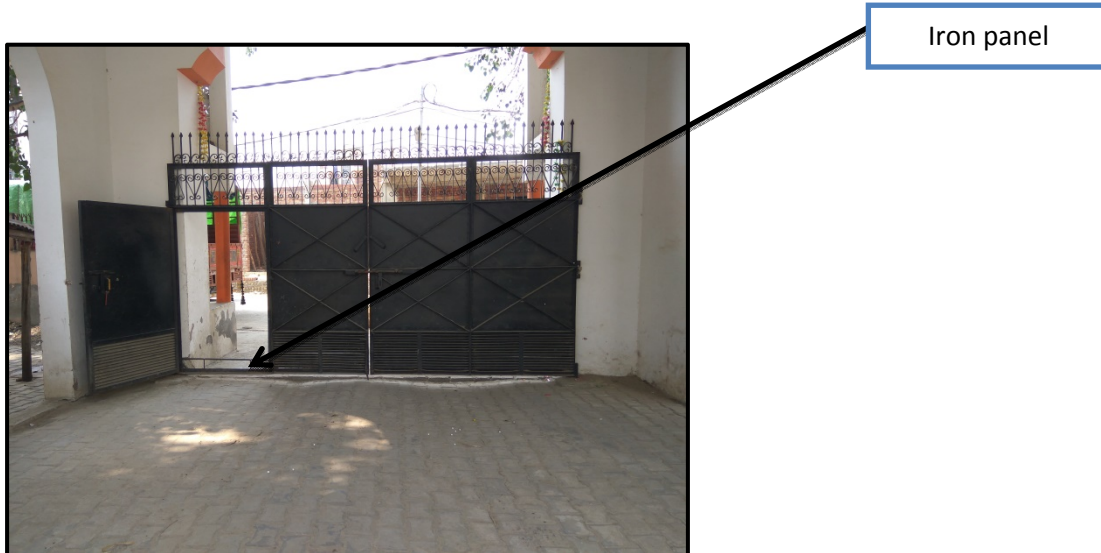


The door of the multi-purpose room is damaged at the bottom (refer to the photograph above). Walls have water seepage and the roof is damaged (refer to the photograph below).



Lakhnawali AWC No-3

The entry gate at Lakhnawaliis wide but remains closed. The adjacent small gate is used which has an iron panel at the bottom which obstructs movement.(refertothephotograph below).



The pathway towards AWC is uneven and muddy. And there are steps at the entry gate of AWC (refer to the photograph below).



Inside the multi-purpose room, the door and windows are broken (refer to the photographs below).



The roof and walls are not in a good condition (refer to the photographs below).



Chhalera, AWC No- 6

At Chalera, the entry gate has a path made of concrete with an iron grate (refer to the photographs below) to cover the drain. Iron grates are hazardous and not suitable for persons with disabilities.



Man-hole

Rusted windows with sharp edges

There is a covered man-hole (Refer to the photograph above) in the corridor outside the door of the multi-purpose room measuring 1 inch. People may trip over it or get hurt. The window of the room has got rusted due to which it has developed got sharp edges. The floor inside the room is tiled and slippery.

There is a difference of level between the floor of the corridor and the floor of the room which if not noticed by people can lead to injury.



ChauraRaghunathpuram AWC No.3

There is a road in front of Baratghar where the AWC is located which has heavy traffic. Vehicles are parked in front of the main entrance. A drain is also present in front of the main entrance and is not fully covered. It is partly covered with iron grates which are not suitable for persons with disabilities.

Outside the gate, there are two poles and the base of each has iron wedges (refer to the photographs below) that can hurt children.

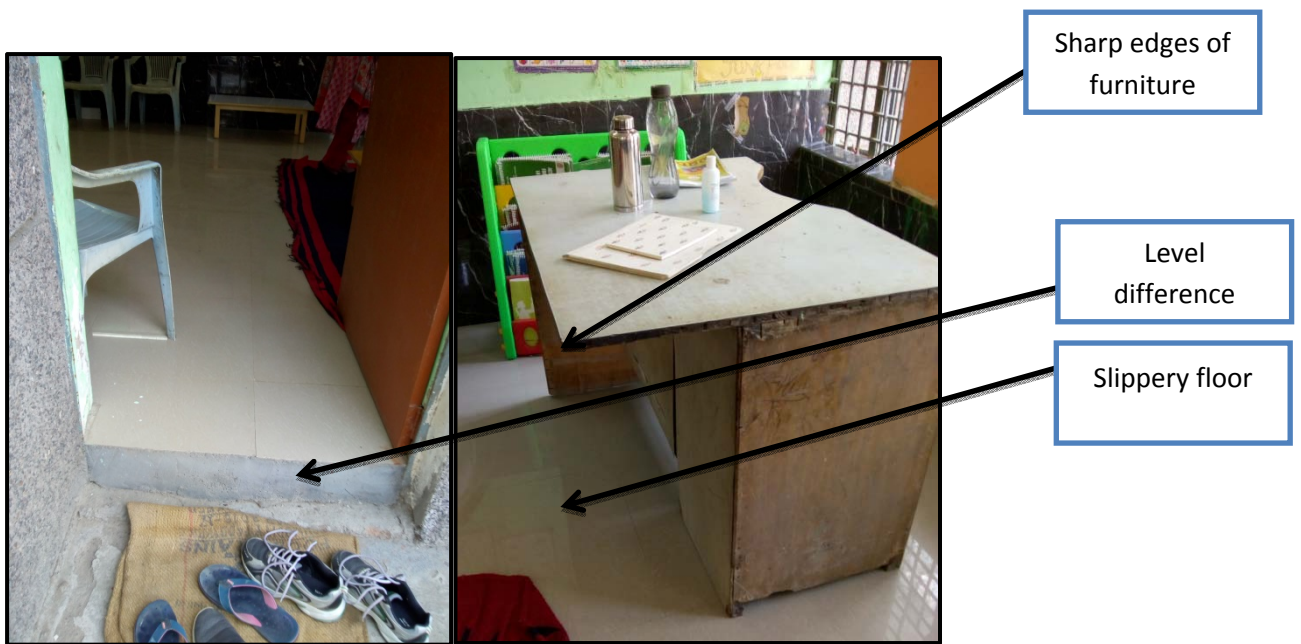


Iron pieces



Uncovered drain.

The floor of the multi-purpose room is tiled and slippery.



There is a difference of level of floor of the multi-purpose room. The table in the room has sharp edges. A combination of cement and stone slabs have been used to make place for storage. The stone slab has sharp edges.



Rozayakubpur AWC 1

There is a transformer just opposite the entry gate of Rozayakubpur AWC. The other hazard is a pond adjacent to the entry of the school (refer to photograph below).



Main gate at Rozayakubpur

Pond near Rozayakubpur AWC 1.

Pond



Transformer



The approach road to AWC is muddy and a long-distance is to be covered to reach Anganwadi. The floor surface is uneven with grass (refer to the photographs below). Animals also find an easy entry in the premises as the main entry gate remains open.



The outdoor space of AWC and the floor of the multi-purpose room are uneven (refer to the photographs below).



As reported by an Anganwadi worker, one of the fans of Rozayakubpur has fallen 2-3 times earlier and there is a risk that it may fall again. This is a major safety concern. The room has furniture for school children which have sharp edges.



Main findings from the section on Safety and Hazards:

- The main entrance gate of most of the AWCs is hazardous due to uneven surface, large heavy rusted gates, presence of thresholds, presence of drains etc.
- The pathway to AWCs is uneven and muddy at most of AWCs and can obstruction movement of mobility aid users.
- Most of the AWC rooms are not suitable for children as the walls and roofs are damaged and have water seepage.
- The doors and windows of the multi-purpose rooms are hazardous as these are old and rusted.
Most of the AWCs have only have one door.. In case of emergency one door is not sufficient.
- Wherever furniture/ almirah/ slabs are present, these have sharp edges.
- Emergency alarms and fire extinguishers are not available in any AWC.

VI. Recommendations

A. Profile of Anganwadi Centers

- To increase visibility of AWCs.
 - To increase the visibility of AWCs, name boards and signboards can be made on few main walls of the locality. The boards can have images of children including children with Disabilities playing, reading together to make people aware of the inclusive services at AWCs.
 - AWCs can have a name board on the outer wall of the premises in which they are located. The name board provides and establishes the identity of the existing structure. Radium embedded name boards will help attract the attention of people at night.
- To identify and enroll children with disabilities:
 - To identify children with disabilities, a survey shall be conducted in the catchment area of each AWC. Identified children with disabilities can be enrolled in AWCs.
 - Counselling of parents for the same will also be helpful.
 - Organising awareness-raising in the community (every month) regarding registration of all children including Children with Disability would also help in enrolment.
- To have spacious, safe and dedicated infrastructure at the anganwadis
 - Allotment of dedicated anganwadi centres to be promoted. In case this is not possible, the area of shared space needs to be sufficient to accommodate a large group of children. The space should be able to facilitate unrestricted, free, accessible and safe space for the movement of children and for smooth execution of activities at the anganwadi centres.

B. The Entrances

- To make entrance gate of the premises and entry gate of Multi-purpose room barrier-free
 - The surface below and around the gates shall be levelled for easy access for everyone.

- Thresholds need to be levelled.
- Ramps along with handrails are required to be constructed at the AWCs where steps are present. For already existing ramps it needs to be renovated as per guidelines. For measurements harmonised guidelines can be referred.
- To make the pathway accessible for children and persons with disabilities
 - A direction board/ signage for Anganwadi center needs to be placed inside the premises. As there is no separate boundary wall for AWCs, the pathway shall have tactile strips for accessibility of children with visual Impairment.
 - The pathway from the main entry to AWCs gate needs to be made smooth, pucca, and non-slippery.
 - The pathway needs to be levelled so that the water logging does not occur.
 - There shall be no hindrances such as trees, parking, or any other infrastructure on the pathway.
 - In the absence of demarcated parking spaces, most people park their cars at the main gate. This needs to be avoided.

C. Physical Infrastructure

- To make AWCs sustainable in terms of infrastructure
 - Attempts need to be made for building ICDS infrastructure for AWCs with all relevant infrastructures, separate sitting room for children/ women, separate kitchen, store for storing food items, child-friendly toilets, and space for playing children (indoor & outdoor activities), with all relevant infrastructures, separate sitting room for children/ women, separate kitchen, store for storing food items and child-friendly toilets, and space for playing children (indoor & outdoor activities).
 - Prefabricated material can be used for establishing the infrastructure.
 - Solar panels can be used for electricity and help run facilities.
 - The new infrastructure needs to be established as per the norms of government for barrier-free infrastructure.

- Any attempts to change the already available infrastructure to make it barrier-free should be treated as temporary as the infrastructure is not very safe and conducive to needs of children. Such infrastructure needs to be avoided for AWCs.

D. Illumination and Ventilation

- To increase illumination inside the multi-purpose room:
 - It is important to keep all the available windows and doors free from any posters/display boards etc so that natural light can be let in.
 - The windows need to be repaired so that they can be closed or opened whenever need.
 - Electricity is a must at all AWCs, so solar panels may be installed if connection is not available.
 - A sufficient number of tubelights/bulbs in functional condition need to be installed at AWCs.

- To increase ventilation inside Multi-purpose room
 - Windows need to be used for ventilation.
 - Sufficient number of fans need to be installed at AWCs. Their functioning needs to be checked from time to time.
 - Exhaust fans can be installed in upper window panels..

E. Play / Learning Materials and Furniture

- To make play/learning material inclusive
 - Specific play material or assistive devices for children with disabilities can be added to the existing collection.
 - Games and activities need to be planned keeping in mind the participation of all children. Games need to be played in inclusive manner.
 - Pre-School Education Kit for Anganwadi centers by MWCD can be used as a reference.

- TLMs for children need to promote inclusive learning.

Big pictures of animals, fruits, and vegetables can be painted on the wall at the eye level of children.

- To maximise the use of display boards and blackboards
 - Display boards, blackboards need to be placed at a height easily accessible by all children.
 - Blackboards need to be made available at AWCs where these are not available or are not in good condition. It should be placed at a height convenient for the age group of 3-6 years.
 - There should be no furniture or objects restricting the approach to display boards or blackboards.
 - Provision of digital learning can be made for AWCs.
- To provide child-friendly furniture
 - Furniture for children should be safe, smooth, conducive, accessible, and adaptable. Material used in the furniture should be easily washable, waterproof, non-toxic, non-slippery, smooth, facilitating the transition from one posture to another. (for e.g floor table with foam board/ dari/ small chairs & tables)
- To provide comfortable and durable furniture for AWWs
 - Furniture/seating for the use of Anganwadi workers needs to be arranged. These should not have sharp edges. The height of furniture for Anganwadi workers should be same as the height of furniture of children.

F. Water, Sanitation, and Hygiene (WASH)

- To have facilities of clean drinking at AWCs
 - Water connection needs to be made available at all AWCs
 - Water purifiers need to be installed keeping in mind easy reach by all children including children with disabilities.
 - Glasses in sufficient numbers need to be made available for use by children.
- To have hand wash facilities at all AWCs

- Running water needs to be arranged through proper water connection for hand-wash.
 - Wash Basin needs to be constructed keeping in mind easy reach by all children including Children with Disabilities.
 - The tap of the washbasin should be such that it can be easily opened and closed by children including children with disabilities.
 - Hand-wash/soap and towels need to be placed at each washbasin.
- To have toilets at all AWCs
 - Toilets need to be built at all AWCs for both children and AWWs.
 - Toilets need to be disabled-friendly as per the government guidelines for building barrier-free infrastructure.
 - To arrange dustbins for maintaining cleanliness
 - Low height and covered dustbins need to be kept at all AWCs.
 - Dustbins need to be kept at a corner of the Multi-purpose room. There should be no obstruction in way of its reach by children with disabilities.

G. Storage

- To arrange storage of food
 - Storage for food needs to be made separately, outside the Multi-purpose room.
 - Wherever possible kitchen shall be constructed with a storage facility for food.
 - The storage for food needs to avoid any contamination.
- To have proper storage for play/learning materials
 - Storage for play/ learning material needs to be such that it can be reached by all children.
 - The storage needs to be categorised and labelled such as play material, reading material/ art/craft material, etc so that these can easily be found by children.
 - Almirah or cupboards need to be safe for children to use.

H. Safety and Hazards

- To ensure safety of all children including children with disabilities at AWCs.
 - The main entrance gate needs to be made barrier-free and free from any hazard.
 - The pathway to AWCs needs to be levelled to make it smooth and non-slippery.
 - AWCs need to be established in disaster free buildings.
 - The doors and windows of the multi-purpose room need to be changed as per the requirement.
 - Emergency alarms and fire extinguisher needs to be made available at AWCs.
 - As there is only one gate at multi-purpose rooms in most of the AWCs, it is essential that training on evacuation during earthquake and fire shall be given to AWCs.
 - The AWCs whose multipurpose rooms have two gates should be kept open and free. The passage to and from the door should be clear without any obstruction.
 - Furniture in the room needs to be child-friendly.
 - First aid box alongwith the phone numbers of doctors, hospitals, PHCs/ CHCs near the AWCs should be pasted in bold letters inside the multipurpose room.
 - Phone numbers of fire station, ambulance, police station to be pasted inside the multipurpose room and the workers and children be aware about it.

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Checklist to assess approach and physical access of anganwadicentres

ऑंगनवाड़ी केंद्रों की सुगम पहुँच तथा भौतिक सुगमता के लिए चेकलिस्ट

This is a checklist to assess approach and the level of physical accessibility of persons/child with disabilities in an anganwadicentre (for children, adolescent and adult). This checklist comprises of 8 sections. Each section should have at least 10 photographs to cover various components. The responses in the tool are to be marked as in "Yes", "No" or "not applicable". Any specific observation can be marked under remarks section. Measurements are to be recorded as actuals. Towards the end of each section any specific comments or suggestions can be mentioned and if there are any suggestions on possible adaptations that can be mentioned under "Adaptations required".

यह एक चेकलिस्ट है जो कि ऑंगनवाड़ी केंद्र की सुगम पहुँच तथा भौतिक सुगमता के स्तर के (बच्चे, किशोर/किशोरी तथा वयस्क के लिए) आकलन/जानने के लिए है। यह चेकलिस्ट आठ भागों में विभाजित है। प्रत्येक भाग के विभिन्न घटकों के कम से कम दस फोटोग्राफ होने चाहिए। चेकलिस्ट में सभी प्रतिक्रियाओं को केवल 'हाँ', 'नहीं' तथा 'लागू नहीं है' में ही चिन्हित करना है। किसी भी विशिष्ट अवलोकन को टिप्पणी अनुभाग के तहत चिन्हित किया जा सकता है। माप को वास्तविक आँकड़ों के रूप में दर्ज किया जाना है। प्रत्येक अनुभाग के अंत में किसी भी विशिष्ट टिप्पणी या सुझावों का उल्लेख किया जा सकता है और यदि वहाँ संभावित बदलाव के लिए कोई सुझाव है तो उनका उल्लेख ' आवश्यक बदलाव/आवश्यक रूपान्तरण ' के तहत किया जा सकता है।

The objective of the checklist for anganwadicentres is meant to assess the existing facilities in the centre and suggest required alternatives to make it accessible for all. The checklist has been derived from Harmonised guidelines for space standards for barrier free built environment for persons with Disabilities and elderly persons, CPWD accessibility document and is based on ground realities and experiences of persons with disabilities. The checklist can be used for reference and to work out cost effective solutions for anganwadicentres. Se utpreit hai

ऑंगनवाड़ी केंद्रों के लिए चेकलिस्ट का उद्देश्य केंद्रों में मौजूद सुविधाओं का आकलन करना और सभी के लिए इसे सुगम बनाने के लिए आवश्यक विकल्पों का सुझाव देना है। यह चेकलिस्ट विकलांग व्यक्तियों की जमीनी वास्तविकताओं व अनुभवों पर आधारित है। साथ ही यह चेकलिस्ट हार्मोनाइज्ड दिशा-निर्देश और स्थल मानकों को विकलांग व्यक्तियों, वृद्ध व्यक्तियों के लिए बाधारहित वातावरण बनाने व केंद्रीय लोक निर्माण विभाग के दस्तावेजों से उत्प्रेरित है। चेकलिस्ट को संदर्भ के रूप में तथा ऑंगनवाड़ी केंद्रों के लिए लागत प्रभावी समाधानों को तैयार करने के लिए भी प्रयोग किया जा सकता है।

The physical accessibility assessment team should comprise of experts and representation from persons with disabilities while conducting assessment. Prior to field assessment, the physical accessibility assessment team shall go through 2 full days training to understand key areas of the checklist; steps to fill the responses and specific areas to be focused. While conducting field assessment, the physical accessibility team needs to carry camera, measuring tapes, pen, pencil, eraser, sharpener, paper, hardboard, first aid kit and other required materials as instructed during training. भौतिक सुगमता आकलन टीम में विशेषज्ञों तथा विकलांग व्यक्तियों का प्रतिनिधित्व, आकलन का आयोजन करते समय होना चाहिए। कार्यक्षेत्र में आकलन आयोजन करने से पहले आकलन टीम का दो दिन का पूर्ण कालिक प्रशिक्षण होना चाहिए। जिसमें उन्हें चेकलिस्ट के प्रमुख क्षेत्रों को समझने, प्रतिक्रियाओं को भरने तथा विशिष्ट क्षेत्रों पर ध्यान केंद्रित करने के लिए जानकारी दी जा सके। कार्यक्षेत्र में आकलन करते समय भौतिक सुगमता आकलन टीम कैमरा, मापने वाला फीता, पेन, पेंसिल, रबड़, कटर, पेपर, सख्त गत्ता, प्राथमिक चिकित्सा बक्सा और अन्य सामग्री जो कि प्रशिक्षण के निर्देशानुसार हों, अपने साथ रखें।

NOTE: Considering COVID-19 situation physical accessibility team should follow all standard precautions & measures stated by Government of India.

नोट : कोविड-१९ की स्थिति को ध्यान में रखते हुए भौतिक सुगमता आकलन टीम को भारत सरकार के द्वारा बताई गई सभी जरूरी सावधानियों तथा बचाव मानकों का पालन करना होगा।

Section A: General observation of the investigator-Investigator has to document their observation/views of the anganwadi considering accessibility as a prime concern. Investigators are requested to fill in the remarks and comments section in details. Rest sections cover different areas in detail.

अनुभाग १ : अन्वेषक को सुगमता को सर्वोपरि रखते हुए अपने अवलोकन/विचारों को दस्तावेज करना है। अन्वेषक से अनुरोध है कि वो टिप्पणियाँ तथा अन्य जानकारियों को विस्तार में भरें। बाकी अनुभागों में विभिन्न क्षेत्रों को विस्तार में भरना है।

Section B: Approach to anganwadicentre

अनुभाग २ : आँगनवाड़ी केंद्र तक पहुँच

Section C: Name board & Details regarding entrance gates

अनुभाग ३ : नाम पट्टिका व प्रवेश द्वार सम्बन्धित विस्तृत जानकारी

Section D: Multipurpose Room

अनुभाग ४ : बहुउद्देशीय कक्ष

Section E: Drinking water unit

अनुभाग ५ : पेयजल ईकाई

Section F: Toilets

अनुभाग ६ : शौचालय

Section G: Play area

अनुभाग ७ : खेल क्षेत्र

Section H: Corridors/ passages/ connecting spaces

अनुभाग ८ : गलियारा/रास्ता/ जोड़ने वाला स्थल/

Section I: Kitchen and meal area

अनुभाग ९ : रसोई तथा खाना खाने वाला क्षेत्र

Section J: Storage area

अनुभाग १०: भंडारण क्षेत्र

Section K: Medical Room/Dispensary/Emergency room

अनुभाग ११ : चिकित्सकीय कक्ष/औषधालय/आपातकाल कक्ष

Section L: Other rooms

अनुभाग १२ : अन्य कक्ष

Profile of Anganwadi Centre:

आँगनवाड़ी केंद्र की जानकारी



PHYSICAL ACCESSIBILITY CHECKLIST FOR ANGANWADI CENTRES



Name of Slum/ Mohalla/ Village:

स्लम/मौहल्ला/गॉव का नाम :

Gram Panchayat:

ग्राम पंचायत :

Block:

Teshil :

ब्लॉक :

तहसील :

District:

जिला :

Anganwadicentre name/ number (if any):

ऑंगनवाड़ी केंद्र का नाम/नम्बर (यदि कोई है तो):

Name of Anganwadi worker:

Contact no.

ऑंगनवाड़ी कार्यकर्ता का नाम :

सम्पर्क नम्बर :

Name of Anganwadi helper:

ऑंगनवाड़ी सहायिका का नाम :

Name of CDPO :

Name of ANM:

बाल विकास कार्यक्रम अधिकारी का नाम :

ए.एन.एम. का नाम :

Name of Partner organization:

सहयोगी संस्था का नाम :

Name of coordinator assigned for this anganwadi:

सहयोगी संस्था के प्रभारी समन्वयक का नाम :

Physical accessibility team:

Date:

भौतिक सुगमता टीम :

दिनांक :

Starting Time:

Time at completion:

कार्य आरंभ करने का समय :

कार्य समाप्त करने का समय :

S.No./ क्र. स.	Information/ जानकारी	Response/प्रतिक्रिया	Remarks /टिप्पणियाँ
1	What is the number of seats in AWCs for children? (Capacity of enrolment) अँगनवाड़ी केंद्र में बच्चों के लिए सीटों की संख्या क्या है ?(पंजीकरण क्षमता)		
2.	Total no. of children enrolled in AWC/ अँगनवाड़ी केंद्र में पंजीकृत बच्चों की कुल संख्या		
	· 0-3 years/ 0-3 वर्ष		
	· 3-6 years/ 3-6 वर्ष		
3.	No. of children with disability enrolled in AWC/ अँगनवाड़ी केंद्र में पंजीकृत विकलांग बच्चों की संख्या		
	· 0-3 years/ 0-3 वर्ष		
	· 3-6 years/ 3-6 वर्ष		
4.	How many children in 3-6 years attend sessions at AWC? (Average no.) अँगनवाड़ी केंद्र में 3-6 वर्ष के कितने बच्चे सेशन में उपस्थित होते हैं ?(औसत संख्या)		
5.	How many children in 3-6years of age came yesterday in the AWC (Exact No.) अँगनवाड़ी केंद्र में 3-6 वर्ष के कितने बच्चे कल उपस्थित थे ?(वास्तविक संख्या)	Not applicable due to COVID-19 कोविड-१९ के कारण लागू नहीं	
6.	Is the anganwadi clean /safe/ well lit/ well- ventilated/damp free? क्या अँगनवाड़ी साफ/सुरक्षित/ प्रकाशमय/हवादार /सीलन रहित है ?		
7.	Specify condition of Anganwadi- Pucca/ kuchcha/ semi pucca/needs repair अँगनवाड़ी केंद्र की स्थिति -पक्का/कच्चा /मरम्मत की आवश्यकता		
8.	Mention the potential hazards of Anaganwadicentre and major barriers to access. अँगनवाड़ी केंद्र में संभावित खतरा और सुगमता में प्रमुख बाधाएँ		

PART A- GENERAL OBSERVATION (put a tick mark on the multiple options)

S.No.		Yes	No	Not Applicable	Observation	Remarks/ additional info
	Approach & Location					
A.1	Is there any landmark to reach the anganwadi? Specify क्या आंगनवाड़ी तक पहुँचने के लिए कोई विशेष चिन्ह या विदित जगह लैंडमार्क के रूप में है?					
A.2	Is there a Name board and directional signage from the main road leading to the anganwadi? क्या आंगनवाड़ी की ओर जानेवाली मुख्य सड़क में कोई नाम का बोर्ड और दिशा संकेत/ निर्देश है ?					
A.3	Is the AWC located in ICDS building? Specify the location-ICDS building/ rented building Govt. school/ anganwadi worker's home/ Anganwadi helper's home/ Panchayat Bhawan/ others क्या आंगनवाड़ी आई सी डी एस भवन में स्थित है ?यदि नहीं तो किस प्रकार के भवन / किसके घर में/ किराये पर स्थित है ? लिखें ।					
	Entrance- gate & boundary					
A.5	Is there any gate/door to enter the premise? How many gates are there to enter the premises? क्या आंगनवाड़ी में प्रवेश करने के लिए कोई दरवाजा है? कुल कितने दरवाजे हैं ? लिखें ।					
A.6	Are there any common adjoining spaces without wall near the gate? क्या आंगनवाड़ी के दरवाजे के पास दिवार के बिना कोई लगा हुआ/ सटा हुआ स्थान है ?					

A.7	Does the anganwadi have a separate boundary wall? Permanent/ Temporary/without wall क्या आंगनवाड़ी की कोई अलग चारदीवारी /स्थायी / अस्थायी / बिना दिवार के					
A.8	If yes, what material is used (picket fence/ brick wall/ barbed wire/ bamboo sticks) यदि हाँ, तो किस सामग्री का उपयोग किया जाता है /पिकेट बाड़ / ईंटों की दिवार / कांटेदार तार / बांस की छड़ें					
A.9	Is there any ramp/ stairs/ swirl gate at the entrance? क्या प्रवेश द्वार पर कोई रैंप, सीढ़िया, घूमने वाला गेट है ?					
A.10	In which floor the anganwadi services in the centre run? आंगनवाड़ी किस तल पर स्थित है या कार्य कर रही है ?					
A.11	Total Number of rooms available in the AWC (1/2/3/ 4/6/specify others) आंगनवाड़ी में उपलब्ध कमरों कुल संख्या 1/2/3/4/ /6 अन्य उल्लेखित करें)					
A.12	Type of flooring in AWC (tiled/ cemented/ muddy/bricks/ covered with carpet) फर्श की स्थिति टाइलयुक्त / सीमेंटेड / कीचड़ / ईंटें / कालीन से ढकी हुई / कच्चा					
A.13	Are following facilities at AWC available for usage in ICDS/ ECCE activities: क्या आंगनवाड़ी पर आई सी डी सी / ई सी सी ई की सेवाओं और सुविधाओं की उपलब्धता है ?					
	Space for seating of 30 children/ women 30 बच्चों और महिलाओं के बैठने की जगह उल्लेखित करें)					
	Eating facilities/ vessels/ space/ furniture					

	भोजन की सुविधा / बर्तन / स्थान / फर्नीचर उल्लेखित करें)					
	Indoor Activity space अंदर गतिविधियों की लिए जगह					
	Examination room परीक्षा कक्ष					
	Counselling room परामर्श कक्ष					
	Kitchen/ Separate space for cooking रसोई / भोजन बनाने के लिए अलग स्थान					
	Storage facilities for food भोजन को रखने के लिए भंडारण					
	Storage facilities for learning equipment & play equipments सीखने और खेलने के उपकरणों को रखने के लिए भंडारण					
A.14	Is there any toilet available in anganwadicentre? क्या आंगनवाड़ी के सेन्टर में शौचालय उपलब्ध है ?					
	Are the toilets functional in the anganwadicentre? आंगनवाड़ी केन्द्र में शौचालय कार्यात्मक है?					
	Are these toilets accessible for person with disability? क्या यह शौचालय विकलांग व्यक्ति के लिए सुविधाजनक / अभिगम्य / सुलभ है					
	Total no. of toilets available. Location of toilets in premises (inside/outside) परिसर में शौचालय की संख्या और जगह (अंदर / बाहर)					
	Is it a common toilet or is there any toilet specifically for Male/ Female/PwDs? क्या विशेष रूप से पुरुष / महिला / विकलांग व्यक्ति के लिए कोई शौचालय है ? या यह एक सामान्य शौचालय है ?					
	Type of toilets शौचालय के प्रकार					
	· Indian style भारतीय शैली					

	<ul style="list-style-type: none"> Western style पश्चीमी शैली 					
	<ul style="list-style-type: none"> Any other(specify) कोई अन्य निर्दिष्ट करें 					
A.15	<p>Present Facilities available in AWCs आंगनवाड़ी में वर्तमान सुविधाएं की उपलब्धता</p>					
	<p>Electricity बिजली</p>					
	<p>Electric Fan बिजली का पंखा</p>					
	<p>Tube lights/ bulbs ट्यूब लाइट/बल्ब</p>					
	<p>Exhaust Fan निकास पंखे</p>					
	<p>Dustbins (Open/Covered) डस्टबिन खुला/ ढका हुआ</p>					
	<p>Clean, safe drinking water/ R.O स्वच्छ , सुरक्षित पीने का पानी/ आर ओ</p>					
	<p>Any other कोई अन्य</p>					
	<p>Availability of running water/ soap / sanitizers and hand towel in toilets. पानी की आपूर्ति नल के द्वारा/ साबुन/सैनिटाइज़र और हाथ पोंछने की तौलिया उपलब्ध है</p>					
	<p>Fire extinguisher अग्नि शमन यंत्र</p>					
A.16	<p>Availability of equipment in AWC आंगनवाड़ी में यंत्र उपलब्ध है</p>					
	<p>Medicine kit/ First aid box उपलब्ध है दवाई का बक्सा /प्राथमिक चिकित्सक का बक्सा उपलब्ध होना</p>					
	<p>Baby weighing scale बच्चे के वजन नापने का यंत्र</p>					
	<p>Cradles/ beds/mats पालने /बिस्तर/मटका</p>					
	<p>Vessels for cooking</p>					

	भोजन बनाने के लिए बर्तन					
	Vessels for storing drinking water पीने के पानी संग्रह के लिए बर्तन					
	Vessels for feeding खाना खाने के बर्तन					
	Indoor play equipment अंदर खेलने वाले उपकरण					
	Cupboards for children बच्चों के लिए अलमारी					
A.17	Specify Condition of following on basis of functionality, cleanliness and hygiene कार्यात्मकता और स्वच्छता के आधार पे निम्नलिखित को भरें।					
	Drinking water unit पेयजल इकाई					
	Toilets शौचालय					
	Multipurpose room बहुउद्देशीय कमरा					
	Kitchen रसोई					
	Storage area भण्डारण कक्ष					
A.18	Is there a parking space for local mobility aid/ two-wheeler inside the premises?					
A.19	Is there any fire emergency exits/Alternative way out in the anganwadi building in case of emergency? क्या आपातकाल के समय आंगनवाड़ी में कोई आपातकालीन निकास या वैकल्पिक रास्ता है?					
A.20	If so are the emergency exits /routes clearly marked with directional arrow signs? यदि हाँ, आपातकालीन निकास / रास्ता स्पष्ट रूप से दिशा संकेतों से दर्शाया गया है?					
A.21	Mention the potential hazards of AWC? Is there stray animals in the location/reptiles/any open drain/ pit/ garbage dump/ Dust/ noise/ any chemical/ others (then specify) क्या आंगनवाड़ी में कोई जानवर/सांप/					

	खुला नाला/ गड्ढा/ कूड़े के ढेर/ धूल रासायनिक पदार्थ या शोर अन्य /खतरे की संभावना है? (उल्लेख करें)					
A.22	if so what is the mechanism/provision of safety to protect children from the hazards. यदि ऐसा है तो बच्चों की सुरक्षा के लिए क्या प्रावधान हैं ?					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART B- APPROACH TO ANGANWADI (put a tick mark on the multiple options)

S.No.		Yes	No	Not Applicable	Measurement	Remarks/ additional info
B.1	Is the floor even outside the entrance? Kuchcha / pucca / paved / unpaved / tiled/ slippery/dry or others जमीन का प्रकार (सूखी / गीली/खुरदुरी/ सीमेंट / टाइल / कच्चा/पक्का /बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)					
B.2 (a)	Is the approach to anganwadi and entrance well lit? क्या आंगनवाड़ी तक पहुँचने के लिए रास्ता प्रकाशमय है?					
(b)	Is there any guiding / tactile strips on the wall/floor? क्या दीवार/फर्श पर कोई मार्गदर्शक पट्टियाँ हैं?					
B.3 (a)	Is there any clearly identifiable, functional ramp available? क्या कोई कार्यात्मक , स्पष्ट रूप से पहचान में आने वाला कोई रैंप उपलब्ध है?					With/ without signage
(b)	If yes, specify the following: Number of Ramps यदि हाँ तो निम्नलिखित जानकारी भरिये : रैंप की संख्या					
(c)	Is the ramp: Temporary / Permanent क्या रैंप स्थायी /अस्थायी है ?					
(d)	Type of ramps (surface) wood/ cemented/ iron/ bricks/ tiled/ Mud रैंप का प्रकार : लकड़ी का/ सीमेंट का/ लोहे का/ ईंट / टाइल /मिट्टी					
(e)	Measure: Height, width, length and gradient of the ramp रैंप का माप: लम्बाई, ऊंचाई, चौड़ाई, ढाल					
(f)	Is there any clear space for Landing of ramps at both ends? क्या दोनों सिरों पर रैंप की लैंडिंग के लिए स्पष्ट और बाधारहित स्थान है?					
B.4 (a)	Are there handrails available? Unilateral/ Bilateral/ in the middle क्या हैंड रेल उपलब्ध हैं? एकतरफा/दोतरफा/बीच में					Click the photograph
(b)	Measure handrails (height, length, width, circumference). हैंड रेल मापें : ऊंचाई, लम्बाई,चौड़ाई और परिधि					
(c)	Measure distance between different heights of handrails. दो हैंड रेल के ऊंचाई के बीच का अंतर मापें					
(d)	Material used for handrails (specify) हैंड रेल के लिए इस्तेमाल हुआ सामान (उल्लेख करें)					

B.5	Are there any steps available to enter the anganwadi centre? क्या आंगनवाड़ी में प्रवेश के लिए कोई सीढ़ी मौजूद है ?					
(a)	Mention number of steps & Measure the steps (height, width) सीढ़ी के चरणों की संख्या व उनकी माप (लम्बाई, चौड़ाई)					
(b)	Colour & texture of steps (tiled/ cemented/ muddy/ wooden blocks/ bricks) सीढ़ी के चरणों के रंग और उनकी बनावट (टाइल्ड/ सीमेंटेड/ लकड़ी/ मिट्टी /ईट/ अन्य					
(c)	Do the steps have a handrail? Continuous/ non- continuous क्या सीढ़ियों के साथ हैंड रेल मौजूद है? निरंतर / गैर निरंतर					
B.6 (a)	Are there any warning blocks/lightings/ braille plates or tactile strips on the handrails for emergency exits/ hazardous levels? क्या आपात कालीन निकास/ खतरनाक स्तरों के लिए हैंड रेल या अन्य जगहों पर कोई चेतावनी ब्लॉक/स्पर्श पट्टियां या ब्रेल प्लेट मौजूद है?					
(b)	Mention any hazard/ security issue or concerns related to approach of anganwadi, flooring, its steps, ramps, landing space & handrails आंगनवाड़ी तक पहुँचने, फर्श, सीढ़ियों, रैंप , लैंडिंग स्पेस , हैंड रेल से सम्बंधित बच्चों की सुरक्षा की दृष्टि से खतरों / चिंताओं का उल्लेख करें					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART C- NAME BOARD & DETAILS of ENTRANCE GATE: (put a tick mark on the multiple options)

S.No		Yes	No	Not Applicable	Measurement	Remarks/ additional info
C.1	Is there any name board available at the gate of anganwadi? क्या आंगनवाड़ी के दरवाजे पर नाम का कोई बोर्ड लगा है ?					
C.2	If yes, Measure the name board- Height, width, length यदि हाँ, तो नाम बोर्ड की ऊँचाई, चौड़ाई, लंबाई की माप लें					
C.3	Hanging/Projecting Sign नाम का बोर्ड लटकने वाला है या बाहर निकला हुआ					
C.4	Positioning of the sign (perpendicular/parallel or others) संकेत की स्थिति क्या है (सीधा / समानांतर या अन्य)					
C.5	Contrasting color viz the base plate color आधार प्लेट के रंग के विपरीत रंग (रंग लिखें) अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					Color of the letter & base plate color
C.6	Is the board visible? Measure the font size क्या बोर्ड दिख रहा है? अक्षर के आकार की माप करें					
	GATES दरवाजे					
C.7	Are there any gates/ doors available to enter the anganwadicentre? क्या आंगनवाड़ी में प्रवेश करने के लिए कोई दरवाजा है?					(School premise gate/ community centre/ Anganwadi gate/ others-specify)
C.8	Specify the number of gates (1/2/3/4/5others) कितने दरवाजे हैं बतायें १/२/३/४/५ अन्य Does the gate open towards road/ inside the AWC? क्या दरवाजा आंगनवाड़ी में अंदर की तरफ खुलता है या बहार सड़क की तरफ ?					

C.9	<p>Can person / child with disability easily operate all the gates? (Visual impairment, locomotor disability; orthopedic disability)? क्या विकलांग बच्चों / सदस्यों के लिए दरवाजे को आसानी से खोल सकन संभव है? (दृष्टि बाधित/ गतिशीलता सम्बंधित विकलांगता/ शारीरिक विकलांगता)</p>					
C.10	<p>Any potential hazard on the gate for children? Rusted/ edges/ pricking points/ damaged/ needs repair/ Barbed wiring / drums/ others specify दरवाजे से बच्चों को किसी तरह का कोई संभावित खतरा? जंग / नुकीले किनारे/ चुभने वाले / क्षतिग्रस्त / मरम्मत की आवश्यकता / कांटेदार तार / ड्रम / अन्य बताएं</p>					
C.11	<p>Specify Presence & location of gates. Measure all gates available (height, width, length) दरवाजों की स्थिति और स्थान बताएं। सभी दरवाजों की (ऊंचाई, चौड़ाई, लंबाई) को माप करें</p>					For gate 1: For gate 2 For gate 3
C.12	<p>Is the gate sliding, swing open, wicket etc. दरवाजा किस प्रकार का है- सरकाने वाला, धकेल कर खुलने वाला</p>					For gate 1: For gate 2 For gate 3
C.13	<p>Type of material used in the gate: Steel, fibre, plastic, cloth, iron, wood, others (specify) दरवाजा किस तरह की सामग्री से बना है : स्टील, फाइबर, प्लास्टिक, कपड़ा, लोहा, लकड़ी, अन्य (बताएं)</p>					For gate 1: For gate 2 For gate 3
C.14	<p>Any potential hazard on the material of gate? Barbed wiring/ rough edges/ others specify दरवाजे में प्रयोग की गयी सामग्री से किसी प्रकार का कोई संभावित खतरा? कांटेदार तारों / कठोर चुभने वाले किनारों / अन्य बताएं)</p>					
C.15	<p>Presence, location & Measurement of the following (in foot / inch) from the floor: निम्नलिखित वस्तुओं की उपलब्धता, स्थिति , और फर्श से दूरी की माप (फीट/ इंच में)करे.</p>					

	Latch/ lock/ handle कुंडी / ताला / दरवाजे का हत्था/ हैंडल				Height Length Width	Specify location (inside/ outside/ both sides) अंदर/ बाहर/ दोनों तरफ
	Pull Bar/ Push Bar धकेलना या खींचने के लिए प्रयोग की जाने वाली छड़ / डंडा				Height Length Width	Specify location (inside/ outside/ both sides) अंदर/ बाहर/ दोनों तरफ
	Door stopper				Height Length Width	Specify location (inside/ outside/ both sides) अंदर/ बाहर/ दोनों तरफ
C.16	Specify type of handle on the gate दरवाजे का हत्थे / हैंडल किस प्रकार का है ?					(click photographs)
	Specify Type of Lock ताला किस प्रकार का है?					
	Specify type of latch कुंडी किस प्रकार की है?					
C.17	Is there sufficient space for doors to open fully? क्या दरवाजे को पूरा खोलने के लिए पर्याप्त जगह है ?					
C.18	Ground near and below the gate (is the ground smooth/uneven/hump/ threshold/specify etc.) दरवाजे के पास और नीचे की ज़मीन (चिकनी / असमान / ऊबड़ खाबड़ / दहलीज / आदि है) बताएं					
C.19	Is the entrance well lit along with any guiding /color coded/ tactile strips on the wall/floor? Mention the height on the walls & width on the floor for tactile guiding strips. क्या आंगनवाड़ी तक पहुँचने के लिए रास्ता प्रकाशमय है? क्या दीवार/फर्श पर कोई मार्गदर्शक पट्टियां हैं?					
C.20	Are there any warning blocks/lightings/braille plates or tactile strips on the handrails for emergency exits/ hazardous levels? क्या आपात कालीन निकास/ खतरनाक स्तरों के लिए हैंड रेल या अन्य जगहों पर कोई चेतावनी ब्लॉक/स्पर्श पट्टियां या ब्रेल प्लेट मौजूद है?					

C.21	Area around the gate (inside and outside) well illuminated प्रवेश द्वार के आस पास पर्याप्त रोशनी है (अंदर/ बाहर)					
C.22	Presence of door bell (Auditory beeper) and Visibility of signs/markings etc. दरवाजे पर घंटी की उपलब्धता है (सुनने वाली) तथा घंटी के लिए चिह्न/ निशान नज़र आ रहा है					
C.23	Approach to room from the gate of AWC? Define. Any hazards/ Barriers, then describe क्या आंगनवाड़ी के द्वार से कमरे तक पहुँच सुगम है? किसी प्रकार का खतरा /बाधा हो तो उसका उल्लेख करें					Click photographs

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART D- MULTIPURPOSE ROOM (put a tick mark on the multiple options)

S.No		Yes	No	Not Appli cable	Measurement	Remarks/ additional info
D.1	Is there any multipurpose room available? क्या कोई बहुउद्देशीय कमरा उपलब्ध है?					
D.2	Measurements of multipurpose room: Height, Length & width बहुउद्देशीय कमरे का माप: लंबाई, चौड़ाई, ऊंचाई					
D.3	Is the room well lit, clean and safe? क्या कमरा साफ, हवादार और अच्छी तरह से रोशन है?					
D.5	Measure the height, width, length, number and location for the following निम्नलिखित सभी का स्थान, संख्या, लंबाई, चौड़ाई, ऊंचाई मापें					Can use extra sheet to write the responses
a)	Cradles/ chair/ table/bench- बेंच / मेज / कुर्सी / बग्गी					
b)	Chair with table for AWW & Chair with table for children- आंगनवाड़ी कार्यकर्ता और बच्चों के लिए के लिए कुर्सी और मेज					
c)	Mattress/ Dari- चटाई / दरियाँ					
d)	Fan- पंखे					
e)	Switches- बिजली के स्विच					
f)	Regulators and if there is any other electric point- पंखे के रेगुलेटर और यदि कोई और बिजली के स्विच / प्वाइंट					
g)	Bulbs/ Tube light- बल्ब, ट्यूब लाइट, इन्वर्टर					
h)	Inverter इन्वर्टर					
i)	Display board- डिस्प्ले / प्रदर्शन बोर्ड					
j)	T.V/ Laptop/ Projector/speaker / Music system/ Mike- टी वी / लैपटॉप / प्रोजेक्टर / स्पीकर / म्यूजिक सिस्टम / माइक					
k)	Presence of Blackboard (measure from floor height to the upper edge & lower edge). Mention type of blackboard. (Wall mounted/ folding) ब्लैक बोर्ड / व्हाइट बोर्ड (ब्लैक बोर्ड के निचले किनारे और ऊपरी किनारे की फर्श से ऊंचाई) ब्लैक बोर्ड का प्रकार (दीवार में बनी हुई/ स्वतन्त्र रूप से खड़ी हुई / दीवार पर लटकी या लगी हुई)					
l)	Any open slab or inbuilt in wall कोई खुला स्लैब या दीवार के अंदर बना हुआ					
m)	Water counter- पेयजल इकाई					

n)	Feeding utensils & any vessels -खाने के बर्तन					
o)	Storage for ration- Almirah/ vessel खादय पदार्थ के लिए भण्डार- अलमारी / बर्तन					
p)	Ventilator-- रोशनदान					
q)	Exhaust fan- एग्जॉस्ट पंखा/ हवा निकासी पंखा					
r)	Fire extinguisher- अग्नि शमन यन्त्र					
s)	Toys & teaching material- खिलौने / अध्यापन सामग्री					
D.5 (a)	Walls- Mention Color of walls and usage of wall (have posters/information material/ blank/ dynamic) दीवार के रंग -मिट्टी /पोस्टर्स / सूचना सामग्री					
(b)	Condition of walls- muddy/ cemented/ tiled/ need repair/ smooth/ damp दीवार की स्थिति- (मिट्टी/ सीमेंट / टाइल / बराबर है/ लकड़ी का/ पत्थर वाला/ मिट्टी / सीलन भरा / अन्य)					
D.6	Floor type – Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन का प्रकार (सूखी /गीली/खुरदुरी/ सीमेंट / टाइल / कच्चा/पक्का / बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)					
D.7	Is the room well lit along with any guiding /color coded/ tactile strips on the wall/floor? Mention the height of the tactile guiding strips on the walls & width on the floor (if present) क्या कमरा अच्छी तरह से रोशनदार/मार्गदर्शक/रंग/स्पर्श पट्टियों के साथ है? दीवार के ऊपर स्पर्श पट्टियों की ऊंचाई और फर्श के ऊपर की चौड़ाई					
D.8	Are there any obstacles in the room restricting free play of children? क्या कमरे के अंदर किसी सामान से बच्चों के खेलने या घूमने की जगह में बाधा उत्पन्न हो रही है?					
D.9	Are there any risky edges/ corners? Are there any hazardous things available in the room? क्या कमरे के अंदर कोई खतरे वाला कोना/सामान हैं ?					
D.10	Signages- Presence of directional/ spot signage संकेत चिन्ह/ दिशा चिन्ह की उपस्थिति					
a)	Measure the signage. Signage Projecting/hanging/ fixed on wall/ painted on wall संकेत चिन्ह का आकार (लम्बाई x चौड़ाई) संकेत चिन्ह दीवार पर लगे हुए हैं / लटके हैं					
b)	Contrasting color viz the base plate color; Measure font size of the letters आधार प्लेट के रंग के विपरीत रंग (रंग लिखें)					

	अक्षरों के आकर को मापें (लम्बाई, चौड़ाई)					
D.11	Doors दरवाजे					
a)	Number of doors in the room कमरे में दरवाजों की संख्या					
b)	Specify the connecting rooms with the doors दरवाजे से जुड़े कमरों का उल्लेख करें					
c)	Measurements of Door दरवाजे की माप					
	· Height ऊंचाई					
	· Width चौड़ाई					
d)	Level difference at the door entrance/specify if any obstruction is present प्रवेश द्वार और फर्श के स्तर में अंतर / यदि कोई बाधा मौजूद है तो उल्लेख करें					
e)	Type of the door-single/double दरवाजे का प्रकार-					
f)	Opening of the door-sliding/swings out/swings in/automatic दरवाजे का खुलना / खिसकाकर / बाहर की तरफ/ अन्दर की तरफ स्वचालित					
g)	Free space behind the open door खुले दरवाजे के पीछे खाली स्थान					
h)	Mention angle of the open door दरवाजे को खोलने का कोण					
i)	Presence of door closer-automatic/spring दरवाजा बन्द करने के लिए -स्वचालित / स्प्रिंग है					
j)	Type of handle on the door दरवाजे पर लगे हैंडल का प्रकार					
k)	Size of handle हैंडल का आकार					
l)	Gap between door panel and the handle दरवाजे के पैनल और हैंडल के बीच की दूरी					
m)	Height of handle from the floor फर्श से हैंडल की ऊंचाई					
n)	Presence of door stopper दरवाजा को रोकने वाले डाट है					
o)	Position of door stopper दरवाजा को रोकने वाले डाट की स्थिति					
p)	Mention protrusion from the door दरवाजे से बाहर निकले हुए हिस्से का उल्लेख करें					
D.12	Are the windows present? Number of windows कमरे में खिड़कियों की संख्या					
a)	Size of the window-height from floor, Length & width खिड़की का आकार- लंबाई व चौड़ाई और फर्श से ऊंचाई					
b)	Type of windows-double/single/fixed/glass/netting screen					

	खिड़कियों के प्रकार- / सिंगल / डबल / स्थायी / शीशे वाली / जाली वाली					
c)	Opening mechanism of the window- Position of handle/latch/kundi खिड़की को खोलने- बन्द करने के लिए- हैंडल / सितकनी / कुण्डी					
d)	Windows opening outward/inward/sliding खिड़की बाहर / अंदर/ खिसकाकर खुलती है					
e)	Window panels-single/double खिड़की के पल्ले - एक / दो					
f)	Presence of grill on the window खिड़की पर जाली है					
D.13	Presence of dustbin & its location. Operating mechanism of the waste bin-open/closed/ pedal/flip top /etc. क्या कूड़ेदान है? क्या कूड़ेदान खुला है / फ्लिप टॉप/ हाथ से ढक्कन खोलकर या पैर से संचालित होने वाला है?					
D.14	Seating arrangement for children- U shape, V shape, theatre style etc. बैठने की व्यवस्था- यू आकार, वी आकार, थिएटर शैली में, आदि					
a)	Seating- chair-table/mattress/ dari /any other कक्षा में बैठने के लिए (डेस्क / बेंच / मैट / दरी)					
b)	Seating suitable for interaction among children-anganwadi worker and peers (define) आँगनवाड़ी कार्यकर्ता -बच्चों, बच्चों और उन के साथियों के आपस में बातचीत करने के लिए बैठने का उचित स्थान का उल्लेख करें					
D.15	Cupboard/ Almirah- अलमारी					
a)	Number of cupboards/ Almirah अलमारी की संख्या					
b)	Built-into the wall/free standing/wall mounted/ temporary अलमारी स्थायी /अस्थायी/ दीवार में बनी हुई /					
c)	Width, Height and depth of the cupboard अलमारी की लम्बाई, चौड़ाई और गहराई मापें					
d)	Opening mechanism of the cupboard, slide/push/pull अलमारी खोलने का तरीका खिसका कर /धकेलकर/ खींच कर					
D.16	Any other furniture(specify) कोई अन्य फर्नीचर					
D.17	Display Board/ Information board सूचना पट / डिस्प्ले बोर्ड					

a)	Is there any display board present in the room? क्या कमरे में कोई डिस्प्ले बोर्ड मौजूद है ?					
b)	Measure and mention dimensions of the board सूचना पट / डिस्प्ले बोर्ड को मापें (लम्बाई, ऊंचाई, चौड़ाई)					
c)	Height of the lower edge of the display board from the floor surface सूचना पट / डिस्प्ले बोर्ड के ऊपरी छोर की जमीन की सतह से ऊंचाई का माप					
d)	Height of the upper edge of the display board from the floor डिस्प्ले बोर्ड के निचले छोर की जमीन की सतह से ऊंचाई का माप					
e)	Location and number of display boards सूचना पट / डिस्प्ले बोर्ड की संख्या और उसकी जगह					
f)	Wall mounted or free standing दिवार में बना हुआ / अलग से खड़ा हुआ					
g)	Type of display board-straw, padded and others (effort needed to insert a thumb pin into the board) सूचना पट / डिस्प्ले बोर्ड का प्रकार - गत्ते वाला / गद्देदार / सख्त/ अन्य					
h)	Condition of display boards सूचना पट / डिस्प्ले बोर्ड की स्थिति					
i)	Material (thumb pin/tack etc.) used to fasten items to the display board सूचना पट / डिस्प्ले बोर्ड के ऊपर सामान लगाने के लिए अंगूठे से दबाने वाली कील / चिपकाने वाली / अन्य					
D.18	Are there any obstruction/ hazards/ safety compromising things available in the room? क्या कमरे में किसी प्रकार की खतरनाक बाधा या अवरोध बच्चों की सुरक्षा के लिहाज से मौजूद है?					
D.19	Is there any emergency alarm available? क्या कोई आपातकालीन अलार्म है?					
D.20	Is it near the reach of children and children with disability? क्या अलार्म बच्चों / विकलांग बच्चों की पहुँच में है?					
D.21	Is there any demarcated Emergency Exit/ any alternative? क्या आपातकाल के समय के लिए कोई आपातकालीन निकास या वैकल्पिक रास्ता है?					

Comments/ Suggestions:

सुझाव/ टिप्पणी:

Adaptations required:

आवश्यक रूपांतरण / बदलाव

PART E- DRINKING WATER UNIT (put a tick mark on the multiple options)

S.No.		Yes	No	Not Appli cable	Measurement	Remarks/ additional info
E.1 (a)	Is there any provision for drinking water unit in anganwadi? क्या पेयजल इकाई की उपलब्धता है?					Photograph required
(b)	Specify the location for drinking water unit (inside the room/ outside/ in shade/open/ others) पेयजल इकाई (नल/ घड़ा /हैंडपम्प /मयूर जग/बाल्टी) का स्थान कहाँ है? आंगनवाड़ी परिसर के अंदर है / बाहर?					Photograph required
E.2	What is the provision for drinking water unit- vessel/ water cooler/camphor/ bucket/ mayurjug/ handpump/ tap/ others? Specify the Numbers पेयजल इकाई किस प्रकार की है? नल/ घड़ा /हैंडपम्प /मयूर जग/बाल्टी पेयजल इकाई की संख्या - (नल/ घड़ा /हैंडपम्प /मयूर जग/बाल्टी)					
a)	Is there any gate/ door available to reach the drinking water unit? क्या पेयजल इकाई तक पहुँचने के लिए कोई दरवाजा मौजूद है ?					Photograph required
b)	If yes, measure door size and its fixtures (height, length, width) यदि हाँ , तो दरवाजे की ऊंचाई, लम्बाई, चौड़ाई की माप के साथ उसके जोड़, लॉक, हैंडल को भी मापें					
c)	Is there any corridor/ passage to reach drinking water unit? If yes, Measure the size of corridor (length, height & width) क्या पेयजल इकाई तक पहुँचने के लिए कोई दरवाजा या गलियारा मौजूद है ? यदि हाँ , तो गलियारे की ऊंचाई, लम्बाई, चौड़ाई मापें					Photograph required
E.3	Is the drinking water unit provision in anganwadi? क्या पेयजल इकाई:					
	Functional क्रियाशील है					
	Hygienic स्वच्छ है					
	Reachable to all children सभी बच्चों की पहुँच में है					
	Reachable to children with disability विकलांग बच्चों की पहुँच में है					
E.4	पेयजल इकाई तक जाने का रास्ता सभी बच्चों खासकर विकलांग बच्चों के लिए सुगम है?					

E.5 (a)	Height of drinking water unit from the floor जमीन से पेयजल इकाई तक की दूरी					
b)	Is the floor space obstacle free in front of drinking water unit क्या पेयजल इकाई के सामने के सामने कोई अवरोध खाली है?					Photograph required
c)	Floor type in front of water unit- slippery/ rough/ wet/ dry/ smooth/ kaccha / pucca/ cemented/ tiled/ bricks/ muddy जमीन का प्रकार (सूखी /गीली/(खुरदुरी/ सीमेंट / टाइल / कच्चा/बराबर है/ फिसलने वाली/ अन्य) लकड़ी का/ पत्थर वाला/ अन्य)					
d)	Is there any provision and placement of water glasses/ adapted glasses? क्या कोई गिलास किसी प्रकार से विकलांग बच्चे के इस्तेमाल के हिसाब से बना है?					Photograph required
e)	Material of water glasses (Paper/ steel/ glass/ plastic/others specify) पीने के पानी के गिलास किस चीज के बने हैं (पेपर/ स्टील/प्लास्टिक/ कांच/ अन्य)					
f)	Type of tap-spindle/push/sensor/long handle नल का प्रकार (घुमाने वाला/ दबाने वाला/ सेंसर /लम्बी हैंडल वाला)					Photograph required
E.6	Is there any drinking water signage available? If yes, Measure the signage. क्या पेयजल इकाई का कोई चिन्ह या संकेत है?					Photograph required
E.7	Is there any provision and placement of dustbin/ wastebin. Measure height, width and depth of dustbin (in inches/foot) क्या कूड़ेदान की कोई व्यवस्था है?					Photograph required
E.8	Operating mechanism of the waste bin-pedal, flip top etc. क्या कूड़ेदान खुला है / फ्लिप टॉप/ हाथ से ढक्कन खोलकर या पैर से संचालित होने वाला है?					
E.9	Provision of Disposing off –remaining / unused water/ drainage system क्या पेयजल इकाई के पास कोई नाली है जिस से गिरा हुआ पानी निकलने के लिए कोई सुविधा है?					Photograph required
E.10	Is there any electricity usage for filling/ cooling water unit? क्या पेयजल इकाई को ठंडा करने या उसे भरने में बिजली का प्रयोग होता है?					
E.11	Are there any hazards/ obstacles in the location of drinking water unit or in its approach? If yes, Mention. क्या पेयजल इकाई या उस तक पहुँचने में कोई बाधा या खतरा है? यदि हाँ , तो उल्लेख करें					



Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART F- TOILETS (put a tick mark in the multiple options)

S.No		Yes	No	Not Applicable	Measurement /observation	Remarks/ additional info
F.1(a)	Signages- Presence of directional/ spot signage संकेत चिन्ह/ दिशा चिन्ह की उपस्थिति					
(b)	Measure the signage. Signage Projecting/hanging/ fixed on wall/ painted on wall संकेत चिन्ह का आकार (लम्बाई x चौड़ाई) संकेत चिन्ह दीवार पर लगे हुए हैं / लटके हैं					
(c)	Contrasting color viz the base plate color; Measure font size of the letters आधार प्लेट के रंग के विपरीत रंग (रंग लिखें) अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					
F.2 (a)	Is there any toilet facility in AWCs क्या आँगनवाड़ी में कोई शौचालय की सुविधा है?					
(b)	Is the structure permanent/ temporary? क्या संरचना स्थायी / अस्थायी है?					
(c)	Is the toilet completely covered from all sides including roof? क्या शौचालय पूरी तरह से छत सहित सभी तरफ से चारदीवार में घेरा है?					
F.3	What are the total no.of toilets? Measure the size of the toilet (length, width and height) कुल कितने शौचालय हैं?					
F.4	What type of commode is there (Indian/western) किस प्रकार का टॉयलेट सीट है ? (इंडियन / इंग्लिश सीट)					
F.4	Is there Soap and running water availability क्या साबुन और पानी की उपलब्धता है?					
F.5	Cleanliness					

	क्या स्वच्छता है?					
F.6	Is there any shelf available? (Wall mounted/ fixed/ in built etc) Measure size क्या कोई शेल्फ मौजूद है? यदि हाँ तो उसका माप लें (लम्बाई, चौड़ाई, गहराई, ऊंचाई)					
F.7	Doors दरवाजे					
a)	Type of the door-single/double दरवाजे का प्रकार सिंगल / डबल					
b)	Measure Height of the door. Is there any opening at the lower end/upper end/or any alternate appearance on the door? दरवाजे की ऊँचाई+ क्या दरवाजे पर निचले छोर / ऊपरी छोर पर खुला या टूटा हुआ है					
c)	Width of the door दरवाजे की चौड़ाई					
d)	Material used in the door दरवाजे में प्रयुक्त सामग्री					
e)	Opening of the door-sliding/swings out/swings in/automatic दरवाजा खुलने का तरीका -खिसकने वाला/ बाहर / अंदर खुलने वाला/ स्वचालित					
f)	Presence of pull-bar /push bar/ handle क्षैतिज खींचने वाली बार की उपस्थिति					
g)	Pull bar / push bar/ handle- Height (from the floor) & width खींचने वाली बार की- ऊँचाई (फर्श से) और चौड़ाई					
h)	Size and shape of pull bar खींचने वाली बार का आकार और आकृति					
i)	Mention the side of pull-bar (outside/ inside of the door panel/ both sides) खींचने वाली बार के किनारे का उल्लेख करे (दरवाजे के पैनल के बाहर / अंदर)					
j)	Presence of door closer-automatic, spring दरवाजा बंद होना- स्वचालित, स्प्रिंग की उपस्थिति					
k)	Type of handle on the door दरवाजे पर हैंडल का प्रकार					
l)	Handle present outside/ inside/both दरवाजे पर हैंडल बाहर / अंदर / दोनों तरफ					

	मौजूद					
m)	Size and shape of handle हैंडल का आकार और आकृति					
n)	Gap between door panel and the handle दरवाजे के पैनल और हैंडल के बीच गैप					
o)	Height of handle from the floor ज़मीन से हैंडल की ऊंचाई					
p)	Type of latch on the door दरवाजे पर कुंडी का प्रकार					
q)	Position of Latch/ fastenings on the door दरवाजे पर कुंडी / कुण्डी को बंद करने की स्थिति					
r)	Presence of door stopper दरवाजे को रोकने वाले स्टॉपर की उपस्थिति					
s)	Position of door stopper दरवाजे को रोकने वाले स्टॉपर की स्थिति					
t)	Mention protrusion from the door दरवाजे से उभार का उल्लेख करें					
u)	Door releasable from outside when locked from inside (under any emergency situation) अंदर से बंद होने पर दरवाजा को बाहर से खोलना (किसी भी आपातकालीन स्थिति के तहत)					
F.8	Walls दीवार					
a)	Color of the walls (Dark/ light)- specify the color दीवारों का रंग (गहरा / हल्का)					
b)	Condition of the walls(Plaster/ paint/brick/kuccha/pucca) दीवारों की हालत (प्लास्टर / पेंट / ईट / कच्ची / पक्की)					
F.10	Floor TYPE- (cemented/tiled/stone floor/kutchra) जमीन / फर्श की बनावट (सीमेंटेड / टाइलों / पत्थर के फर्श / कच्चा)					
a)	Texture of the floor when DRY (rough/smooth/plain/slippy) सूखे होने पर फर्श की बनावट (खुरदरी / चिकनी / समतल / फिसलन)					
b)	Texture of the floor when WET (rough/smooth/plain/slippy) गीला होने पर फर्श की बनावट (खुरदरी / चिकनी / समतल / फिसलन)					

c)	Level difference at the door entrance/any obstruction /प्रवेश द्वार पर स्तर में अंतर / कोई बाधा					
d)	Location of electric switches (outside or inside washroom) इलेक्ट्रिक/बिजली के स्विच का स्थान (वाशरूम के बाहर या अंदर)					
e)	Height of switchboard/switches स्विचबोर्ड / स्विच की ऊँचाई					
f)	Type of electric switches इलेक्ट्रिक/बिजली के स्विच का प्रकार					
g)	Number of switches स्विच की संख्या					
h)	Exhaust fan/Regulator of fan/Availability of geyser/ Other electric points in the washroom निकास पंखा/पंखे का रेगुलेटर/गीजर की उपलब्धता/वाशरूम में अन्य इलेक्ट्रिक पॉइंट					
l)	Sufficient lighting- outside/ inside the washroom/individual toilet cubicle/urinals in the washroom वाशरूम के बाहर /अंदर /व्यक्तिगत टॉयलेट क्यूबिकल / यूनिट्स में पर्याप्त प्रकाश व्यवस्था					
F.11. a)	Individual Toilet Cubicle (Measure size of cubicle- length, width & height) एक व्यक्ति के लिए शौचालय कक्ष- (मापें -लम्बाई, चौड़ाई , ऊँचाई)					
b)	Is there any cubicle toilet present? If yes, then fill the following till F.17 यदि क्यूबिकल टॉयलेट मौजूद है तो F 17 तक भरें					
F.12 a)	Signage present, size & location संकेत चिन्ह की उपस्थिति, स्थिति और आकार					
b)	Signages- Presence of directional/ spot signage संकेत चिन्ह की उपस्थिति					
c)	Measure the signage. Signage Projecting/hanging/ fixed on wall/ painted on wall संकेत चिन्ह का आकार (लम्बाई x चौड़ाई) संकेत चिन्ह दीवार पर लगे हुए हैं / लटके हैं/बाहर की तरफ निकले हैं					
d)	Contrasting color viz the base plate color; Measure font size of the letters आधार प्लेट के रंग के विपरीत रंग (रंग लिखें) अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					

F.13	Door दरवाज़ा					
a)	Type of the door-single/double दरवाजे का प्रकार सिंगल / डबल					
b)	Opening of the door-sliding/swings out/swings in/automatic दरवाज़ा खुलने का तरीका -खिसकने वाला/ बाहर / अंदर खुलने वाला/ स्वचालित					
c)	Presence of horizontal pull-bar क्षैतिज खींचने वाली बार की उपस्थिति					
d)	Presence of door closer-automatic, spring दरवाज़ा बंद होना- स्वचालित, स्प्रिंग की उपस्थिति					
e)	Type of handle on the door दरवाजे पर हैंडल का प्रकार					
f)	Size of handle हैंडल का आकार					
g)	Gap between door panel and the handle दरवाजे के पैनल और हैंडल के बीच गैप					
h)	Height of handle from the floor ज़मीन से हैंडल की ऊंचाई					
i)	Presence of door stopper दरवाजे को रोकने वाले स्टॉपर की उपस्थिति					
j)	Position of door stopper दरवाजे को रोकने वाले स्टॉपर की स्थिति					
k)	Mention protrusion from the door दरवाजे से उभार का उल्लेख करें					
l)	Door releasable from outside when locked from inside (under any emergency situation) अंदर से बंद होने पर दरवाजा को बाहर से खोलना (किसी भी आपातकालीन स्थिति के तहत)					
m)	Internal dimensions of the toilet cubicle टॉयलेट क्यूबिकल के आंतरिक आयाम					
F.14	Walls दीवार					
a)	Color of the walls (Dark/ light)- specify the color दीवारों का रंग (गहरा / हल्का)					
b)	Condition of the walls(Plaster/ paint/brick/kuccha/pucca) दीवारों की हालत (प्लास्टर / पेंट / ईट / कच्ची / पक्की)					

F.15 a)	Floor TYPE- (cemented/tiled/stone floor/kutchra) जमीन /फर्श की बनावट (सीमेंटेड / टाइलों / पत्थर के फर्श / कच्चा)					
b)	Texture of the floor when DRY (rough/smooth/plain/slippery) सूखे होने पर फर्श की बनावट (खुरदरी / चिकनी / समतल / फिसलन)					
c)	Texture of the floor when WET (rough/smooth/plain/slippery) गीला होने पर फर्श की बनावट (खुरदरी / चिकनी / समतल / फिसलन)					
F.16	Level difference at the door entrance/any obstruction /प्रवेश द्वार पर स्तर में अंतर / कोई बाधा					
F.17	Adequate color and tonal contrast between the fixtures, walls and the flooring दीवार , जमीन/फर्श , जोड़ों में पर्याप्त रंग और विपरीत रंग					
F.18	Toilet type (Mention -Indian or Western or both) Measure size of the toilets टॉयलेट का प्रकार - भारतीय शैली/ पश्चिमी शैली और उसका नाप (लम्बाई, चौड़ाई , ऊंचाई)					
	Measure distance of seat from all sides दीवार के सभी तरफ से सीट की दूरी का माप					
a)	Color contrast between Indian toilet seat and the floor शौचालय में भारतीय पद्धति के कमोड /इंडियन टॉयलेट सीट और फर्श के रंग में अंतर					
b)	Seat size as per the size of children? टॉयलेट सीट का आकर बच्चे के अनुसार					
c)	Is there any step present inside the toilet to reach the Indian commode? क्या इंडियन टॉयलेट में कमोड तक जाने के लिए भी कोई सीढ़ी / ऊंचाई है?					
d)	Boundary of the Indian toilet seat highlighted with a contrasting color क्या इंडियन टॉयलेट सीट की परिधि को विषम रंग से दिखाया गया है					
e)	Presence of a tap and water mug or/and a hand washer नल, पानी, मग या हैंड शावर की उपस्थिति					
f)	Type of tap-spindle/push/sensor/long handle नल का प्रकार (घुमाने वाला/ दबाने वाला/ सेंसर /लम्बी हैंडल वाला)					

g)	Easy to operate flushing mechanism- push lever, pull chain, lever, using bucket चलाने में आसान फ्लश -खींचने वाला लीवर ,दबाने वाला लीवर /बाल्टी से पानी डालने की व्यवस्था					
h)	Position &Height of flushing mechanism फ्लश की स्थिति व उसकी ऊंचाई					
i)	Indian pot with jet washer/ hand washer भारतीय शैली के कमोड में जेट वॉशर / हैंड वॉशर की उपस्थिति					
F.19 a)	Height of the Western toilet seat पाश्चात्य कमोड की सीट की ऊंचाई					
b)	Presence of a tap and water नल, पानी की उपस्थिति					
c)	Type of tap-spindle/push/sensor/long handle नल का प्रकार (घुमाने वाला/ दबाने वाला/ सेंसर /लम्बी हैंडल वाला)					
d)	Presence of a jet washer जेट वॉशर की उपस्थिति					
e)	Type of knob/valve to operate jet washer जेट वॉशर के नलके का प्रकार					
f)	Direction of knob/valve-right/leftजेट वॉशर के नलके को घुमाने की दिशा -दाहिने या बाएं / क्लॉक वाइज या एंटी क्लॉक वाइज					
g)	Height of knob/valve from the floor जेट वॉशर के नलके की ऊंचाई					
h)	Presence of a hand washer हैंड शावर की उपस्थिति					
i)	Type of knob/valve to operate hand washer हैंड शावर के नलके का प्रकार					
j)	Presence of Toilet paper dispenser टॉयलेट पेपर की उपस्थिति					
k)	Position of Toilet paper dispenser टॉयलेट पेपर की जगह/ स्थिति					
l)	Easy to operate flushing mechanism- push lever, pull chain, twist lever चलाने में आसान फ्लश -खींचने वाला लीवर ,दबाने वाला लीवर /बाल्टी से पानी डालने की व्यवस्था					
m)	Position of lever-back, side-left/right लीवर की जगह - पीछे, दाहिने या बाएं					
n)	Grab bars placed on both sides of the toilet seat टॉयलेट सीट के दोनों तरफ हाथ से पकड़ने वाली					

	बार की उपस्थिति					
o)	Non-slippery grab bars चिकनाई रहित हाथ से पकड़ने वाली बार की उपस्थिति					
p)	Urine bottle available and placement of urine bottle यूरिन /पेशाब की बोतल की उपलब्धता और उसकी स्थिति					
q)	Towel rail present & positioned हाथ पोछने के तौलिये के लिए रेलिंग और उसकी जगह					
F.20 a)	Presence of dustbin / waste bin (inside/outside the toilet). Measure height width depth and its position in the toilet. कूड़ेदान की उपलब्धता और जगह (अंदर/ बाहर). कूड़ेदान का माप- लम्बाई, चौड़ाई और गहराई					
b)	Operating mechanism of the waste bin-pedal, flip top etc. क्या कूड़ेदान खुला है / फ्लिप टॉप/ हाथ से ढक्कन खोलकर या पैर से संचालित होने वाला है?					
F.21	Soap dispenser presence & position. Measure the placement of soap dispenser from the floor. साबुन को रखने की जगह, जमीन से कितनी ऊंचाई पे?					
F.22	Emergency alarm cum call switch within easy reach on the wall near the toilet seat-audio-visual (Flashing light) क्या कोई आपातकालीन अलार्म टॉयलेट सीट से पहुँच में है? (सुनाई/दिखाई देने वाला)					
F.23	Urinal मूत्रालय/ यूरिनल					
a)	Type of urinal-stall type/wall hung यूरिनल /मूत्रालय का प्रकार- दीवार में लगा हुआ/ अलग से निकला हुआ					
b)	Height of the urinal जमीन से मूत्रालय की ऊंचाई					
c)	Presence of grab bars-Front/side सामने /किनारे (दाहिने या बाएं)					
d)	Clear floor space in front of the urinal to allow forward approach मूत्रालय में के सामने फर्श की जगह बिना किसी अवरोध के					

e)	Presence of Urinal shield यूरिनल शील्ड की उपस्थिति					
f)	Easy to operate flushing mechanism- push lever, pull chain, lever, using bucket चलाने में आसान फ्लश -खींचने वाला लीवर ,दबाने वाला लीवर /बाल्टी से पानी डालने की व्यवस्था					
g)	Location of urinal flush control यूरिनल / मूत्रालय के फ्लश कण्ट्रोल की जगह					
F.24	Washbasin and its location (outside/inside the toilet) वाशबेसिन की उपस्थिति- टॉयलेट के अंदर/ बाहर					
a)	Measure dimensions of the wash basin (size- length, width, height) वाशबेसिन का नाप- लम्बाई, चौड़ाई , ऊंचाई					
b)	Washbasin mounted on wall/ fixed /temporary/ functional वाशबेसिन दीवार में लगा हुआ या अलग से खड़ा वाशबेसिन /कार्यात्मक/स्थायी/ अस्थायी					
c)	Presence of towel hanger. Measure the height from floor & its location हाथ पोंछने के तौलिये के लिए रेलिंग और उसकी जगह और उसकी नाप					
d)	Clear floor space / obstruction to reach the washbasin वाशबेसिन तक पहुँचने का रास्ता बाधा रहित					
e)	Light over the washbasin वाश बेसिन के ऊपर प्रकाश					
f)	Mirror tilted at an angle of 30° वाशबेसिन के ऊपर शीशा ३० डिग्री के कोण पे					
g)	Well-drained toilet अच्छी तरह से सूखा टॉयलेट					
h)	Presence of dustbin, measure height width depth and its position in the toilet. कूड़ेदान की उपलब्धता और जगह (अंदर/ बाहर). कूड़ेदान का माप- लम्बाई, चौड़ाई और गहराई					
i)	Operating mechanism of the waste bin- pedal, flip top etc. क्या कूड़ेदान खुला है / फ्लिप टॉप/ हाथ से ढक्कन खोलकर या पैर से संचालित होने वाला है?					
j)	Any hazards/open switches/ open wiring/ knob with edges/ any other risk points available in toilet? Mention. शौचालय में किसी भी प्रकार के खतरे का उल्लेख करें (खुली बिजली की तारें/ टूटे स्विच/ नुकीले /धारदार हैंडल/ अन्य)					

Comments/ Suggestions:
सुझाव/ टिप्पणी :
Adaptations required:
आवश्यक रूपांतरण /बदलाव
PART G- PLAY AREA (put a tick mark in the multiple options)

S.No		Yes	No	Not Applicable	Measurement	Remarks/ additional info
G.1 (a)	Is there any designated play area? क्या खेलने की कोई निश्चित जगह है?					
(b)	Is it part of AWC/ school/ Panchayat bhawan / House/ any other (specify) क्या वो आंगनवाड़ी / स्कूल/ पंचायत भवन /घर का हिस्सा है?					
G.2	Location of play area: Inside the room/ Outside the Anganwadi centre खेलने की जगह / स्थान कहाँ पर है? कमरे के अंदर /कमरे के बाहर/आंगन में/ आंगनवाड़ के बाहर					
G.3 (a)	Inside the room: Measure room size कमरे के अंदर का नाप (ऊंचाई, लम्बाई, चौड़ाई)				Length Height Width	
b)	Floor type - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन की बनावट (खुरदरी / चिकनी / समतल / फिसलन/सीमेंट / टाइल / कच्चा/ लकड़ी का/ मिट्टी/ कालीन /दरी/ पत्थर वाला)					
c)	Are there any obstacles in the room restricting free play of children? क्या कमरे के अंदर किसी सामान से बच्चों के खेलने या घूमने की जगह में बाधा उत्पन्न हो रही है?					List:
d)	Are there any risky edges/ corners or any hazardous things available in the room?					List hazards:

	क्या कमरे के अंदर कोई खतरे वाला कोना/सामान हैं ?					
G.4 a)	For play area/ open aangan outside the AWC – Measurement बाहरी खेलने का स्थान- मापें				Length Height Width	
b)	Is there any fencing or boundary wall available to determine the area? Measurement & type of boundary. क्या बाहरी खेल के स्थान में किसी प्रकार का घेरा या दीवार उसका क्षेत्रफल निर्धारित करती है? घेराव के प्रकार को बताएं और उसकी ऊंचाई और लम्बाई मापें				Length Height Width	
c)	Is approach to the play area accessible and safe for children? क्या बाहरी खेलने के स्थान तक जाने का रास्ता सुरक्षित और सुगम है ?					
d)	Is there any open drain/ hole/hazardous thing anywhere in the / near the play area? क्या रास्ते में कोई खुला नाला/नाली/गड्ढा /खतरे वाली बात है?					Specify:
e)	Are there any doors/ passage/ stair/corridor/ ramp/ steps to reach the place? क्या खेलने के स्थान तक जाने के लिए कोई गलियारा/ सीढ़ी/ रैंप आदि है ?					
f)	If yes, specify doors, handrails, ramps and steps in detail. (Measurement) यदि हाँ , तो दरवाजे, गलियारे, रैंप, सीढ़ी, स्टेप. हैंड रेल को भी मापें					Click photographs
g)	Floor type - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन की बनावट (खुरदरी / चिकनी / समतल / फिसलन/सीमेंट / टाइल / कच्चा/ लकड़ी का/ मिट्टी/ कालीन /दरी/ पत्थर वाला)					
G.5 a)	Are there any articles for play available? क्या खेलने का कोई सामान उपलब्ध है?					
b)	Mention the location and approach of play articles with respect to children aged; अगर हाँ तो उसकी जगह और उस तक बच्चों की पहुँच क्या सुगम है?					
	· 0-3 years 0-३ वर्ष					
	· 3-6 years 0-६ वर्ष					
G.6	Are swings available?					Photographs required

	क्या झूले उपलब्ध हैं? List types of swings and material used झूलों के प्रकार और किस सामन के प्रयोग से बना है उसकी सूची बनाएं					
	Mention the safety measures used. झूलों को सुरक्षित बनाने के लिए क्या प्रयास किये गए हैं/ मापदंड बनाये गए हैं? Accessibility of swings for children with disabilities क्या विकलांग बच्चों के लिए झूले सुगम हैं?					Photographs required
G.7						
G.8	Any obstacles in approach to the playground area क्या खेलने के स्थान तक पहुँचने में रास्ते में कोई बाधा या कठिनाई है?					Photographs required
G.9	Any obstacles with in the playground area (eg, trees, benches in the playground, pots etc.) क्या खेलने के स्थान में कोई पौधे/ बेंच/ पेड़ मौजूद हैं?					Photographs required
G.10	Any hazardous plants/ material /trees/ garbage dumps/others then specify? क्या कोई नुकसान देने वाले पेड़ /पौधे / कूड़े का ढेर, मौजूद हैं?					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART H- CORRIDORS/ PASSAGES/ CONNECTING SPACES (put a tick mark in the multiple options)

S.No.		Y e s	No	Not Appli cable	Measuremen t	Remarks/ additional info
H.1	CORRIDORS/ PASSAGES/PATHWAYS गलियारा/ पगडण्डी / रास्ता					
a)	Measure Length, height & width of corridor गलियारे का माप ऊंचाई, लम्बाई, चौड़ाई					
b)	Illumination throughout the corridor क्या पूरे गलियारे में अच्छे से प्रकाश है ?					
c)	Any *blind spots present in the corridor (*corners/turns) क्या गलियारे में कोई अँधा मोड़ है?					
H.2	Signages					
a)	Presence of directional/ spot signage संकेत चिन्ह/ दिशा चिन्ह की उपस्थिति					
b)	Measure the signage. Signage Projecting/hanging/ fixed on wall/ painted on wall संकेत चिन्ह का आकार (लम्बाई x चौड़ाई) संकेत चिन्ह दीवार पर लगे हुए हैं / लटके हैं/बाहर की तरफ निकले हैं /					
c)	Contrasting color viz the base plate color आधार प्लेट के रंग के विपरीत रंग (रंग लिखें) अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					
d)	Is the board visible? Measure the font size क्या बोर्ड दिखायी दे रहा है? अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					
H.3	Floor type - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन का प्रकार (सूखी /गीली/खुरदुरी/ सीमेंट /					

	टाइल / कच्चा/बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)				
H.4	Obstructions in the corridor (any material/equipment on the floor and anything hanging/protruding) गलियारे में रुकावट/बाधा (कोई भी सामान /उपकरण/फैला हुआ या लटका हुआ)				
H.5	Opening of the room doors in the corridor-sliding/swings out/swings in/automatic दरवाजे का खुलना / खिसकाकर / बाहर की तरफ/ अन्दर की तरफ स्वचालित				
H.6	Level difference between the floor of the corridor and entrance गलियारे के फर्श और प्रवेश द्वार के फर्श के स्तर में अंतर				
H.7	Presence of Switch board / switches. Measure height from the floor स्विच बोर्ड/स्विच की उपस्थिति स्विच के ऊंचाई का माप- फर्श से ऊपरी सीमा तक				
H.8.	Are the switch points closed and safety measure has been taken? क्या सभी स्विच पॉइंट बंद व सुरक्षित हैं?				
H.9	Handrails-				
a)	Are handrails present? Measure eight, length, width, circumference क्या हैंड रेल उपलब्ध हैं? हैंड रेल मापें : ऊंचाई, लम्बाई, चौड़ाई और परिधि				
b)	Are handrails continuous/ non-continuous/ bilateral/ unilateral/ in the middle/ painted in contrasting colors क्या हैंड रेल उपलब्ध हैं? एकतरफा/दोतरफा/बीच में/विपरीत रंगों में				
c)	Measure the space between the handrail and the wall दो हैंड रेल के ऊंचाई के बीच का अंतर मापें				
d)	Easy to grip handrails & Railings securely attached हैंड रेल को पकड़ना आसान है. रेलिंग सुरक्षित तरीके से जुड़ी हुई				
e)	The endings of the handrail grouted into the ground or- turned downwards रेलिंग के सिरे ज़मीन में धंसे हुए हैं या अंदर की तरफ मुड़े हुए हैं				
H.10	Steps:				
a)	Are steps present? Number of steps सीढ़ी की उपस्थिति और उनकी संख्या				
b)	Location of stairs				

	सीढ़ियों का स्थान					
c)	Measure: height, width and depth of stairs सीढ़ी के चरणों की माप (लम्बाई, चौड़ाई, गहराई)					
d)	Floor type of steps - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन का प्रकार (सूखी /गीली/खुरदुरी/ सीमेंट / टाइल / कच्चा/बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)					
e)	Leveled platform at top and bottom of staircase सीढ़ी के ऊपर और नीचे बराबर की ज़मीन है					
f)	Landing located after the stairs cover a level difference सीढ़ियों के अंत में सुरक्षित उतरने की जगह					
f)	Warning blocks installed at the beginning and end of all flights/ramps/doors सभी रैंप/दरवाज़ों/सीढ़ियों के शुरुआत और अंत में चेतावनी ब्लॉक की उपस्थिति					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART I-KITCHEN AREA AND MEAL AREA (put a tick mark in the multiple options)

S.No.		Yes	No	Not Applicable	Measurement	Remarks/ additional info
I.1 a)	Measure the signage. Signage Projecting/hanging/ fixed on wall/ painted on wall. संकेत चिन्ह का आकार (लम्बाई x चौड़ाई) संकेत चिन्ह दीवार पर लगे हुए हैं / लटके हैं/बाहर की तरफ निकले हैं /					
b)	Contrasting color viz the base plate color; Measure font size of the letters आधार प्लेट के रंग के विपरीत रंग (रंग लिखें) अक्षरों के आकार को मापें (लम्बाई, चौड़ाई)					
I.2	Is there any designated cooking place/ kitchen in the anganwadi? क्या आँगनवाड़ी में खाना पकाने/ रसोई का कोई निश्चित स्थान है?					
I.3	Is the kitchen in open area? क्या रसोई खुली जगह पर है?					
I.5	Is the cooking area guarded to protect entry of children in the cooking place? क्या खाना पकाने के स्थान में बच्चों की सुरक्षा के लिए उनके प्रवेश को रोकने के लिए कोई सुरक्षा इंतजाम हैं?					
I.6	Is the kitchen inside the anganwadi premise in a room? If yes, then answer the questions below क्या रसोई आँगनवाड़ी के अंदर एक कमरे में है? यदि हाँ तो निम्नलिखित का उत्तर दें					
I.7	Is cooking happening inside the room? क्या खाना कमरे के अंदर पकाया जा रहा है?					
I.8.a)	Measurement of the room- Length, Breadth and height of the room कमरे की ऊंचाई, लम्बाई, चौड़ाई की माप					
b)	Write the details measurement of door, window, ventilator (height, width, length)					

	opening inward/outward/sliding दरवाजे , खिड़की, रौशनदान की ऊंचाई, लम्बाई, चौड़ाई की माप के साथ उसके जोड़, लॉक, हैंडल को भी मापें					
c)	Floor type of steps - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy जमीन का प्रकार (सूखी /गीली/खुरदुरी/ सीमेंट / टाइल / कच्चा/बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)					
I.9.a)	Are there any slabs available? क्या रसोई में कोई स्लैब उपलब्ध है?					
b)	If so measurement of the slab-height, width यदि हाँ तो उसकी जगह और उसका माप लें- लम्बाई, चौड़ाई,					
c)	Where the food is being cooked on ground or on slab? क्या खाना पकाने के लिए स्लैब का प्रयोग किया जाता है ?					
I.10	What is the fuel used while cooking? Gas/ wood/ coal/ dung cake / others खाना पकाने के लिए किस ईंधन का प्रयोग किया जाता है? (गैस सिलिंडर/ कोयला/ उपला/ लकड़ी के गुटके/ भूसा)					
I.11	Is proper disposing off used fuel items happening? क्या ईंधन के इस्तेमाल के बाद उसे सुरक्षित तरीके से हटाया जा रहा है?					
I.12	Are there any hazardous objects and place near the cooking area? Gas/ kerosene/ fire/ water tanks etc. क्या खाना पकाने वाली जगह पे कोई ज्वलनशील सामग्री मौजूद है? गैस/ केरोसिन /आग / टैंक/ भूसे का ढेर/ खुला तार आदि					
I.14	Is there any safety measures being taken while cooking? Do you keep water/ sand nearby while cooking to manage any emergency burn? क्या खाना पकाते समय आग लगने पर उस से बचाव का कोई प्रावधान है? अग्निशामक/ रेत/ पानी से भरी बाल्टी आदि					
I.15	Is there any fire extinguisher available for handling any emergency? क्या अग्निशामक की उपलब्धता है?					
I.16	Is there any exhaust available? क्या एग्जॉस्ट /हवा निकास के लिए पंखा मौजूद है?					
I.17	Illumination, Sufficient Illumination in the room क्या कमरे में पूरी रौशनी है?					

I.19	Seating area-what is used while seating? Chair- tables / durries/ adapted furniture खाना खाते समय बैठने का स्थान और व्यवस्था- कुर्सी और मेज/ दरी/ चटाई/विकलांग बच्चे के अनुसार फर्नीचर					
I.20	Are there any vessels for cooking & eating? Material used for vessels/ utensils क्या खाना खाने और पकने के लिए बर्तन मौजूद हैं ? बर्तनों की धातु का उल्लेख करें					
I.21	Describe eating utensils used by children बच्चों के खाने के बर्तनों का उल्लेख करें. क्या वो सभी बच्चों की पहुँच में हैं?					
I.22	Is there any adapted utensil for eating/ serving food? क्या विकलांग बच्चे की सुविधा के अनुसार किसी प्रकार का बर्तनों में बदलाव किया है?					
I.23	Disposal of waste / remaining food items within the premise or outside बचे हुए खाने या खराब खाने को निष्कासित करने की व्यवस्था- आंगनवाड़ी के अंदर / बाहर					
I.24	Waste Bin-Operating mechanism of the waste bin-pedal, flip top etc. क्या कूड़ेदान उपलब्ध है? कूड़ेदान का प्रकार- खुला है / फ्लिप टॉप/ हाथ से ढक्कन खोलकर या पैर से संचालित होने वाला है?					
I.25	Washing of the used utensils बर्तन धोने की व्यवस्था					
I.26	Is there any provision of hand washing before eating food? If so, is it accessible to young children? क्या आंगनवाड़ी में खाना खाने से पहले हाथ धोने के लिए कोई सुविधा है? यदि हाँ तो क्या वो बच्चों की पहुँच में है?					
I.27	Is there any availability of helper/ anganwadi worker / caregiver during meal sessions? क्या बच्चों के भोजन सत्र के दौरान आंगनवाड़ी कार्यकर्ता/ सहायक /देखभाल करने वाले मौजूद होते हैं?					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PARTJ-STORAGE AREA (put a tick mark in the multiple options)

S.No.		Yes	No	Not Applicable	Measurement	Remarks/ additional info
J.1	Is there any place for storage? क्या भण्डारण के लिए कोई जगह है?					
J.2.a)	Location of storage भण्डारण कहाँ स्थित है?					
b)	Inside the anganwadi आंगनवाड़ी के अंदर					
	Outside the anganwadi आंगनवाड़ी के बाहर					
J.3.a)	Measure size of room कमरे की माप					
b)	Length लम्बाई,					
c)	Width चौड़ाई					
d)	Height ऊंचाई,					
J.4	Write the details measurement of door, window & its fixtures (height, width, length) दरवाज़े की ऊंचाई, लम्बाई, चौड़ाई की माप के साथ उसके जोड़, लॉक, हैंडल को भी मापें					
J.5.a)	What is the purpose of storage room? Describe भण्डारण कक्ष का उद्देश्य क्या है?					
b)	Food items					
c)	Play material खेल सामग्री रखना					
d)	Reading material					
e)	Fuel (Cylinder/ coal/ cow dung/ wood blocks) ईंधन (गैस सिलिंडर/ कोयला/ उपला/ लकड़ी के गुटके/ भूसा)					
f)	Others (Specify) अन्य					
J.6.	Are there any slabs available? कमरे के अंदर कोई स्लैब उपस्थिति है?					
	Measure- ऊंचाई और लम्बाई मापें					
	Height ऊंचाई					
	Width चौड़ाई					

J.7	Floor type of steps - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy Floor जमीन का प्रकार (सूखी /गीली/खुरदुरी/ सीमेंट / टाइल / कच्चा/बराबर है/ फिसलने वाली/ लकड़ी का/ पत्थर वाला/मिट्टी /अन्य)					
J.8	Obstructions in the room (any material/equipment on the floor and anything hanging/protruding) कमरे में रुकावट/बाधा (कोई भी सामान /उपकरण/फैला हुआ या लटका हुआ)					
J.9	Is the room safe for children? Are there any hazards compromising safety of children- health hazards related to storage of material? क्या भण्डारण का कमरा बच्चों के लिए सुरक्षित है? क्या बच्चों को स्वस्थ सम्बन्धी खतरा हो सकता है?					Rodents/ snake/ lizards/ poisonous insects/ etc
J.10.a)	Illumination- Illumination inside the room- difference between the external and internal illumination-too low/too bright					
b)	Number of bulbs/tube lights in the room (mention Fluorescent/CFL/LED/) बल्ब, ट्यूब लाइट/ सी एफ अल की संख्या					
c)	Number of fans पंखे की संख्या					
d)	Location, height, type of electric switches स्विच बोर्ड/स्विच की उपस्थिति स्विच के लम्बाई, चौड़ाई, ऊंचाई का माप- फर्श से ऊपरी सीमा तक					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART K- MEDICAL ROOM/DISPENSARY/EMERGENCY ROOM IN THE PREMISES (put a tick mark in the multiple options)

S.No.	MEDICAL ROOM	Yes	No	Not Applicable	Measurement	Remarks/ additional info
K.1.a	Presence of spot signage & directional signage संकेत चिन्ह/ दिशा चिन्ह की उपस्थिति					
K.2.a	Size of the room- Length, Breadth and height of the room कमरे का माप-ऊंचाई, लम्बाई, चौड़ाई					
	Write the detailed measurement of door, window & its fixtures (height, width, length) कमरे के दरवाजे, खिड़की, उसके जोड़, लॉक, हैंडल को भी मापें : ऊंचाई, लम्बाई, चौड़ाई					
K.2.b	Floor type - Slippery/ rough/ wet/ dry/ smooth/ kaccha/pucca/ cemented/ tiled/ bricks/ muddy Floor जमीन की बनावट (खुरदरी / चिकनी / समतल / फिसलन/सीमेंट / टाइल / कच्चा/ लकड़ी का/ मिट्टी/ कालीन /दरी/ पत्थर वाला)					
K.3.a)	Is there any shelf/cabinet assigned to keep the equipment/first aid kit/medicine/any other items related to medical emergency? क्या प्राथमिक चिकित्सा किट/ उपकरण/दवा/आपातकाल से सम्बंधित सामानों को रखने के लिए कोई शेल्फ/ अलमारी / कैबिनेट दी गयी है?					
b)	Measurement of the cabinet/shelf अलमारी / शेल्फ की माप (लम्बाई, चौड़ाई, गहराई)					
K.4.a)	Availability of weighing Scale- Is weighing scale's information clearly visible and accessible? क्या बच्चों के वजन मापने के स्केल की उपलब्धता है? क्या वजन का नाप साफ़					

	दिखाई दे रहा है?					
b)	Is it safe for use? maintained well without any sharp edges/rust etc? क्या यह उपयोग के लिए सुरक्षित है? क्या जंग /नुकीले / धारदार कोने मौजूद हैं ?					
K.5.	Placement of charts of weight and height, head circumference, displayed clearly and visibly बच्चे की वजन और ऊंचाई का चार्ट, सर और हाथ की परिधि का चार्ट स्पष्ट रूप से प्रदर्शित किया है					
K.6	Presence of medical bed in the room- height/ width/ length कमरे में जांच/चिकित्सा के लिए बिस्तर की उपस्थिति ? बिस्तर का माप-लम्बाई, चौड़ाई , ऊंचाई					
K.7	Display board- height from the floor/visibility डिस्प्ले बोर्ड की उपस्थिति और उसकी ऊंचाई, लम्बाई, चौड़ाई को नापें.					
K.8	Is there any hazard/barrier in the room क्या कमरे में किसी प्रकार की खतरनाक बाधा या अवरोध मौजूद है?					

Comments/ Suggestions:

सुझाव/ टिप्पणी :

Adaptations required:

आवश्यक रूपांतरण /बदलाव

PART L- ANY OTHER ROOM (IF ANY,FILL IT AS PER MULTIPURPOSE ROOM)

S.No.	Yes	No	Not applicable	Measurement	Standardised measurement	Remarks/ additional info

Comments/ Suggestions:

Adaptations required:

SECTION WISE ANALYSIS

S.No.	Section / Areas	Identified gaps	Recommendations



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