

An Evaluative Study Of Anganwadi Centers In Educational Zone Sopore District Baramullah-Kashmir

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Abstract : The present study was under taken to find out the number of angawadi centre, to study the enrollment on the basis of sex in the angawadi centers, to study the meals provided to the children in the angawadi centers-functioning in Educational Zone Sopore district Baramullah (Kashmir). The data for the present study has been collected with the help of information blank and on the basis of survey; the data was statistically analyzed on the basis of percentage. The study revealed that there are 210 angawadi centers on papers but functioning were only 208, there were 2373 boys and 2128 girls enrolled in these centers. Meals were provided to the children as per age from 6 months -1 year Dhaliya and biscuits, 2-3 years chana pulaw, matter pulaw and halwa, 3-6 years chana pulaw, matter pulaw, halwa and moong rice khicdhi.

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Key words: Aganwadi centers, enrollment, meals provided

Introduction

Educators and psychologists are agreed that more learning takes place during the first five years than at any period of life. It is during these formative years that character and personality are developed and basic attitude formed. The progress and prosperity of a nation is intimately related to the optimum growth and development of its children. The educational significance of this stage is increasingly being realized .Modern research have shown that early years of life are of great importance. It is a well known fact that the age 3-6 years is the most impressionable years. There is a great feeling that the prevailing educational backwardness of large section of our children is due to lack of proper educational environment in most homes and especially in villages that this can met by providing nursery education.

Children are the future generations of the nation. They are the beings on which a nation puts all its hopes. Although in many countries they do not constitute a big portion of the population. Yet in many developing countries including India, they constitute more than 40% of the population and about 20% are children under six years of age. It has been now realized very well that early years are a time of most rapid physical and mental growth and set the foundations for the later years. Childhood is the period when a child is susceptible and very responsive to the environmental influences which enhance and expand his development.

In pursuance of the national policy for child (1974) and recognizing that it is in early childhood that the foundation physical, psychological and social development are laid and that provisions of early

childhood services especially to the weaker and more vulnerable sections of the community will help to prevent or minimize the wastage arising from infant mortality, malnutrition and stagnation in schools. The govt. of India started the Integrated Child Development Services (ICDS) scheme in (1975) in 33 plot projects and expanded into 1300 (ICDS) projects after ten years in the country. At present there are more than 5614 ICDS projects in the country, benefiting more than 21.3 million children and more than 3.2 million mothers.

The ICDS program aims to deliver an integrated package of basic services to children less than six years of age, to pregnant women and to nursing mothers right in their own village or locations. An anganwadi is the focal point for the delivery of these services to children and mothers in their communities. An anganwadi normally covers a population of 1000 in both rural and urban areas and 700 in tribal areas. An anganwadi is run by a local anganwadi worker. She receives an honorarium and is assisted by a local women helper who also receives a small honorarium. Anganwadi workers organize supplementary nutrition, feeding for children under six, pregnant women and nursing mothers, giving health and nutrition education to mothers, making home visits for education of parents, particularly mothers and maintaining records of the village survey and submitting monthly progress reports.

Need and Importance of the present study

The development of a nation cannot be conceived without the full development of its human potential. It is in this very spirit that the govt. of India has clearly committed itself to investment in young

children as potential human resource. It has conceived and formulated plans and policies for the provision of basic services, inclusive of education, to young children. In place of a rather generic and global recognition of the worth of children, the govt. has acknowledged the need to make special policies and plans of action in favor of children. This recognition has led to the establishment of the department of women and child development within the ministry of Human Resource Development. India is one of the few nations that have a national policy for children. Keeping in the view the present scenario of early childhood education and status of the field as a whole, one needs to take a realistic and pragmatic view about the future directions in which early childhood education program and researches must move. The ICDS scheme envisages it is a flexible program, one which can be suitably modified whenever necessary. Even the organizational structure of the program, its goals and objectives may also undergo far reaching changes.

In the state of J&K, the first ICDS project was started in Kangan block in Srinagar district in 1975 on the experimental basis and now according to the latest data available, all the blocks of J&K state have been covered under the said scheme.

Provision of services like ICDS are desirable in such rural areas and their practicability is equally essential. In order to find out the basic ailments one should go deep at the grass root level. This study is a modest effort to identify the functioning of

Sample

The total number of existing centers in the Sopore block of district Baramulla (Kashmir) has been taken as sample

S.no	Name of the ICDS project	No. of Angawadi centres
1	Sopore	210

All these Anganwadi centers were studied through survey method to check the functioning of these centers.

Tools

The data for the present investigation has been collected with the help of information schedule.

Procedure

The main focus of the present study was to evaluate the functioning of Anganwadi centers at Sopore block in district Baramulla. The initial step of the present study was to find out the number of

Anganwadi centers, in educational zone Sopore, district Baramulla Kashmir through an in-depth study of these centers. It is hopefully expected that this study will help to find out the various areas which need to be improved and thereby enabling the investigator to suggest various measures and changes to be brought about in the program for better performance of Anganwadi centers.

Objectives of the problem:-

1. To study the number of Anganwadi centers functioning in educational zone Sopore.
2. To study the enrollment on the basis of sex in the Anganwadi centers functioning in educational zone Sopore.
3. To study the meals provided to the children in these Anganwadi centers functioning in educational zone Sopore.

Methodology and Procedure

It is an established fact that scientific or empirical research is accomplished through a rigorous and systematic methodology. Research methodology involves the systematic and sequential procedures by which the researcher starts initially with the identification of the problem to its final conclusions. The purpose of the methodology is to carry on the research work in a scientific, valid, objective and logical manner. The method of research determines the tools and techniques by which the research problems are analyzed and understood.

Anganwadi centers in Sopore block district Baramulla. The functioning of Anganwadi centers were identified through an inter-related criterion through information of CDPO's. General information of Anganwadi centres was made available by using the Information schedule.

Statistical treatment

The data collected has been analyzed statistically by employing percentage statistics.

Analysis, Interpretation and Discussion

Analysis, interpretation and discussion of data mean to make the raw data meaningful or to draw some results from the data after the proper treatment. However valid, reliable and adequate- the data may not serve any worthwhile purpose unless they are carefully edited, systematically classified and tabulated, scientifically analyzed, intelligently interpreted and rationally concluded. Keeping in view the objectives of the present study, the data collection was analyzed by employing "percentage statistics".

Table 1.0: shows project wise distribution of anganwadi centers in sopore zone district Baramullah (Kashmir).

S.No.	Name of the ICDS project	No. of Existing centre's	No. of centre's functioning on papers	No. of centre's not functional	No. of centre's included in present study	Percentage of centre's included in present study
1	Sopore	208	210	2	208	100.0

Table 1.0 shows the number of anganwadi centers functioning in educational zone sopore. The ICDS project sopore having 210 anganwadi centers, where 208 are in functioning and two are not

functional. All the 208 functional anganwadi centers of sopore project were existing on papers and practically existed. 100% Anganwadi centre's of block sopore were included in the present study.

Table 1.1: showing name of anganwadi center, name of anganwadi worker, and enrolment (sex-wise) of sopore ICDS project of district Baramullah for the year 2011-2012.

S.No.	Name of AWC	Name of AW worker	Enrolment of Boys	Enrolment of Girls
1	Hygam A	Firdousa	11	12
2	Hygam B	Saleema	10	05
3	Hygam C	Snobar	07	08
4	Hygam D	Shakeela	14	11
5	Pir mohala hygam	Shaqia ashraf	07	09
6	R. hygam	Shaheena	09	14
7	Alibagh	Haleema	14	11
8	Check Hygam	Masrat	14	11
9	Chootipora A	Sufiya	14	11
10	Chootipora B	Shaheena	06	06
11	Chootipora C	Ishrat	07	08
12	Chookipora	Tahira	10	15
13	Choor	Afroza	15	11
14	Bungdora	Shaheena	12	09
15	Pathukh A	Mubeena	13	17
16	Pathukh B	Rifat	10	05
17	Muqam A	Dilshada	09	11
18	Muqam B	Shaheena	19	04
19	Sangrama A	Shaheena	07	13
20	Sangrama B	Misra gulam	10	10
21	Sangrama C	Mehbooba	11	08
22	Sangrama D	Nahida	10	07
23	Sangrama E	Shabnum	11	14
24	Sangrama F	Roshan ara	13	09
25	Sangrama G	Sabreena	10	10
26	Nowpora A	Hajira	12	13
27	Nowpora B	Javida begum	14	12
28	Nowpora C	Farida begum	7	12
29	Nowpora D	Shazada	14	11
30	Kundan mla.	Dilshada	5	5
31	Noorabad	Saleema begum	5	10
32	Chan mla.	Raffia	12	15
33	Parray mla.	Meema parry	8	9
34	Madina mla.	Zahida begum	11	9
35	Tawheed colony	Sakeena bono	9	9
36	Tang mohalla	Shanaza bhat	9	8
37	Checkpora	Masrat	9	5
38	Green park	Sufiya	11	6
39	Nuchboni	Shaheena	9	9
40	Momin abad	Ishrat	11	9
41	Parray mohala	Tahira	9	9
42	Bagi remat	Afroza	8	7
43	Nehrepora-a	Mehmooda	12	13
44	Nehrepora -b	Afroza	11	11
45	Noorbagh -a	Dilshada	10	12
46	Noorbagh-b	Shabnam	14	13
47	Naikpore	Shazada	7	9
48	Muqdammla	Rohie	9	6

49	Badam bagh-a	Surya	11	9
50	Badam bagh-b	Firdousa	9	11
51	Badam bagh-c	Musrat	9	10
52	Ashpeer	Famida	8	9
53	Upper ashpeer	Mymoon	15	10
54	Hanji mola	Ruksana	7	12
55	Iqbal nagar	Naseema	4	4
56	Mazbug-a	Shakeela	15	11
57	Mazbud -b	Perveena	14	10
58	Check rdy khan	Muneera	15	14
59	Jageer-a	Nahida	10	10
60	Jageer-b	Nabla	13	12
61	Muslimpeer-a	Khalida	11	8
62	Kraltang-a	Khalida	11	14
63	Kraltang-b	Masooda	10	10
64	Kraltang-c	Tasleema	11	6
65	Khawgilgit-a	Nusrat	21	26
66	Khawgilgit-b	Khalida	18	17
67	Shahabad	Zahida	15	10
68	Baba yousf	Rihana	13	12
69	Mazbug-c	Shaziya	11	14
70	Mazbug-d	Surya	10	11
71	Mahraajpora	Rehana	11	14
72	Mahraajpora-b	Nuzhat	9	16
73	Mahraajpora-c	Abida	8	9
74	Mahraajpora-d	Ishrat	13	12
75	Chinkipora	Shabeena	11	14
76	Chinkipora-b	Gulshan	13	9
77	Beleocolny	Naseema	16	7
78	Gousia col	Naseema	14	11
79	Fasil abad	Dilshada	11	7
80	Naseer abad	Sameera	19	12
81	Aadi pora	Hanifa	12	13
82	Aadipora-b	Sammera	13	7
83	Aadipora-c	Tahira	11	9
84	Aadip bagh	Ruziya	4	12
85	Dawwod abad	Nazima	9	11
86	Peer mol	Farhat	10	15
87	Hanfiya col	Zihida	13	12
88	Gulabad	Meema	11	14
89	i.b col	Kulsuma	15	7
90	Shah abad	Rehana	4	5
91	Yaseen col	Hamida	11	9
92	Hyder col	Mudasira	11	4
93	Taliyaan	Mymoon	2	10
94	Taliyaan-b	Rafiq	8	4
95	Hajama	Misra	16	4
96	Syed sultan	Taslima	4	12
97	Kuboo moh	Shkeela	10	10
98	Ishpeer moh	Mehnaz	12	8
99	Takiyabal	Rubeena	16	10
100	Sheikh sahib	Parveena	16	12
101	Lablab sahib	Gulshah	12	10
102	Shalpora	Nusrat	10	10
103	Shalpora-b	Mubeena	8	12
104	Hartar	Musrat	16	9
105	Wandakpora	Arifa	20	6
106	Radigaam	Khalida	6	8
107	Hakhtang	Sameena	4	8
108	Aakhoonpora	Mutaza	14	12
109	Darambal	Rifat	14	10
110	Barambal-b	Asifa	4	2
111	Doobpora	Kulsuma	12	14
112	Asthan moh	Hajirah	10	14
113	Hajepora	Tahra	4	2
114	Rangi-a	Shmeema	11	16

115	Rangi-b	Mehbooba	11	15
116	Rangi-c	Fatima	6	18
117	Trumgund-a	Mehbooba	7	18
118	Trumgund-b	Tanveera	14	16
119	Bulgaam-a	Mudasira	11	9
120	Bulgaam-b	Mymoona	11	9
121	Bulgaam-c	Rafiq	8	6
122	Bulgaam-d	Misra	8	8
123	Bulgaam-e	Taslima	12	10
124	Bulgaam-f	Shkeela	10	6
125	Daria-a	Mubeena	8	7
126	Daria-b	Shaheena	8	7
127	Pethseer -a	Hameeda	11	5
128	Pethseer-b	Sheena	15	10
129	Pethseer-c	Rafiq	7	18
130	Pethseer-d	Shbnum	4	12
131	Manzseer-a	Arifa	5	16
132	Manzseer-b	Shkeela	10	7
133	Manzseer-c	Sabreena	17	8
134	Gurseer	Nuzhat	7	19
135	Gurseer-b	Ifhat	11	7
136	Model town a	Rafiq	15	10
137	Model town B	Misra	13	12
138	Model town C	Taslima	19	18
139	Qaderia col.	Shkeela	10	15
140	Shalimar col.	Mehnaz	10	12
141	Sadiq col.	Rubeena	8	3
142	New col. A	Parveena	7	12
143	New col. B	Gulshah	14	12
144	New col. C	Nusrat	13	15
145	Humilina A	Mubeena	13	12
146	Humilina B	Musrat	12	13
147	Tawheed bagh A	Arifa	14	10
148	Tawheed bagh B	Khalida	27	27
149	Mumkak A	Sameena	11	13
150	Mumkak B	Mutaza	13	14
151	Badsha masjid A	Rifat	18	19
152	Badsha masjid B	Asifa	11	13
153	Sangrampora A	Kulsuma	13	12
154	Sangrampora B	Mehnaz	11	11
155	Khushall mutu	Rubeena	6	11
156	Tulibal A	Parveena	13	11
157	Tulibal B	Gulshah	15	11
158	Lalad A	Nusrat	13	7
159	Lalad B	Shmeema	13	11
160	Lalad C	Mehbooba	8	10
161	Lalad D	Fatima	12	13
162	Pankispora	Mehbooba	11	11
163	Amargrah A	Tanveera	12	11
164	Amargrah B	Mudasira	11	10
165	Amargrah C	Mymoona	13	10
166	Amargrah D	Rafiq	10	12
167	Naseem bagh A	Misra	13	12
168	Naseem bagh B	Taslima	10	13
169	Krankshivan A	Shkeela	14	11
170	Krankshivan B	Nuzhat	12	13
171	Krankshivan C	Abida	15	10
172	Krankshivan D	Ishrat	15	10
173	Batpora	Shabeena	13	12
174	Takiyabal	Gulshan	12	13
175	Wagub A	Naseema	15	9
176	Wagub B	Naseema	14	10
177	Wooder	Dilshada	8	14
178	Panzipora	Rubeena	12	13
179	Gundpora	Parveena	14	11
180	Panzipora A	Gulshah	10	15

181	Panzipora B	Nusrat	141	11
182	Manipora	Rubeena	12	8
183	Dogultang	Afroza	11	14
184	Bagi islam	Rafiq	14	11
185	Chankhan A	Misra	13	12
186	Chankhan B	Taslina	11	14
187	Sofi hamam	Shkeela	15	8
188	Now hamam	Mehnaz	8	10
189	Unto hamam	Rubeena	3	7
190	Khanqah	Arifa	7	8
191	Jamia qadeem	Khalida	14	11
192	Hathi shah	Sameena	9	6
193	Nigli A	Mutaza	13	12
194	Nigli B	Rifat	11	14
195	Nigli C	Asifa	14	9
196	Nigli D	Kulsuma	14	10
197	Shair col. A	Hajirah	14	11
198	Shair col. B	Tahra	12	12
199	Shair col. C	Shmeema	13	10
200	Shair col. D	Parveena	15	10
201	Nei basti	Gulshah	11	9
202	Hanjipora	Nusrat	4	10
203	Astan moh.	Mubeena	16	10
204	Kundal moh.	Musrat	12	6
205	Tarzoo A	Arifa	10	10
206	Tarzoo B	Khalida	8	10
207	Tarzoo C	Rifat ara	16	11
208	Amberpora	Khalida	16	10
	TOTAL		2373	2128

Table 1.1 indicates that 4501 children of the age group (3-6) years were on rolls in all the Anganwadi centers for non formal education of sopore block district Baramullah for the year 2011-2012. Out of

these enrolled children 2373 were boys and 2128 were girls. An overview of the table indicates that boys were more on rolls than girls in sopore ICDS project.

Table 2.0 shows the Meals provided to anganwadi children at sopore block district Baramulla.

S.no.	6 months-1 year		3-6 years	
1	Dhaliya (three days in a week)	Dhaliya -15 gm Skimmed milk-08 gm Sugar -10 gm	Chana pulaw (two days in a week)	Channa -40 gm Rice -25 gm E. oil -10gm Salt - 03gm Haldi -01
2	Biscuits (three days in a week)	One biscuit pack to each child	Matter pulaw (one days in a week)	Peas -30 gm Rice -50 gm E. oil -10gm Salt -03gm Haldi -01
	2-3 years		Halwa (one days in a week)	Suji -50gm S. oil -15gm Sugar -45
3	Chana pulaw (two days in a week)	Channa -40 gm Rice -25 gm E. oil -10gm Salt -03gm Haldi -01	Moong rice khichidi (two days in a week)	moong -40 gm Rice -25 gm E. oil -10gm Salt - 03gm Haldi -01
4	Matter pulaw (two days in a week)	Peas -30 gm Rice -50 gm E. oil -10gm Salt -03gm Haldi -01		
5	Halwa (two days in a week)	Suji -50gm S. oil -15gm Sugar -45		

The above table depicts that in age group of 6 month to 1 year anganwadi centers provide daliya 3 days in a week and biscuit packs three days in a week. For 2 to 3 years chana pulaw 2 days in a week, matter pulaw two days in a week, halwa two days in a week. For 3-6 years chana pulaw 2 days in a week, matter pulaw one days in a week, halwa one days in a week and moong rice khiuchidi two days in a week.

Summary, Conclusions and Suggestions

As mentioned earlier, the present study was designed to find out the anganwadi centers actually functioning in sopore block of district Baramulla, the enrolment on basis of sex in each Anganwadi and Meals provided were identified on the basis of the information provided by CDPO's and parents . On the basis of analysis, interpretation of the data and discussion of the results, the following conclusions were drawn.

1. 208 AWC's are functioning in sopore block of the district Baramulla .
2. In total there were 4501 children in the age group (3-6) years on rolls in the anganwadi workers of sopore block. Out of these 2373 (52.73)% were boys and 2128 (47.27)% were girls.
3. Mostly the anganwadi centers were located in private buildings without any facility of a separate kitchen.
4. The centres were found to be unhygienic and without any play fields in most of the cases.
5. Supply of materials was not full but regular in sopore project in the district Baramulla.

Suggestion for further research

On the basis of the experience and insight gained by the present investigator, it is suggested that further research may be carried out on the following lines:-

1. This study may be undertaken in respect of other blocks of the district also.
2. A study of perceptions of parents , and Anganwadi workers may be studied in depth
3. A follow-up study of beneficiaries of Anganwadi program may be undertaken.
4. Role and function of trained and untrained anganwadi workers may also be studied.

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