**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 desirous 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 Anganwadi centers, in educational zone sopore, district baramullah 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 is analyzed and understood.

**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 Baramullah. The initial step of the present study was to find out the number of Anganwadi centers in sopore block district Baramullah. 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 | Choora | 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 | Mymoona | 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 | Mymoona | 2 | 10 |
| 94 | Taliyaan-b | Rafiqa | 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 | Rafiqa | 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 | Rafiqa | 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 | Rafiqa | 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 masjd 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 | Rafiqa | 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 | Rafiqa | 14 | 11 |
| 185 | Chankhan A | Misra | 13 | 12 |
| 186 | Chankhan B | Taslima | 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 aweek) | 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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