Chapter VI

Major findings & Conclusion
**CHAPTER VI**

**Major Findings, Conclusion and Suggestions for Further Research**

This chapter is the sum-up of the major findings emerging from the study and makes recommendations for the improvement of the pre-school education component in the Integrated Child Development Services (ICDS). Though the conclusions and recommendations are drawn on the basis of the present study conducted on sample of 4 Integrated Child Development Services (ICDS), it is hoped that the relevance of the findings can be expanded to a wider canvas of all other Integrated Child Development Services (ICDS) projects. The major findings of the study are as follows.

The study shows that the supervisor's observation depends upon his/her experience age, attitude, relationships with the Anganwadis as well as with the beneficiaries.

Out of 4 Child Development Project Officers of the selected ICDS 2 Child Development Project Officers are in between 30-35 years of age, 1 Child Development Project Officer is in between 30-40 years of age, and remaining 1 Child Development Project Officer is in between 40 – 45 years of age. The study shows that all the Child Development Project Officers (CDPOs) are married. 50 per cent of the Child Development Project Officers responded
that they have completed post graduate degree in their specific subject, and rest 50 per cent of them are graduates. Thus, it appears that 50 per cent are post graduate degree holder and 50 percent are graduate degree holders in their specific subject.

It is known that out of 4 Child Development Project Officers of the selected ICDS projects, 2 Child Development Project Officers have more than 5 years experience and remaining 2 have more than 10 years experience. Thus it appears that 4 Child Development Project Officers are experienced and are run by ICDS project with some experience in their field. All 4 Child Development Project Officers have expressed that they have got support from local people to run Pre School for the improvement of the ICDS Programme. They also express their views that by showing film documentary, street drama, etc. about Pre School Education, the local villagers become more interested about the importance of Pre School Education, and they automatically send their children to the nearest Anganwadi Centre.

The study shows that 100 per cent Child Development Project Officers received Pre School Education training in ICDS Project.

It appears that there is age bar among the Pre School Education beneficiaries in the Anganwadi Centre. The age range of Pre School Education beneficiaries is 3 – 6 years.

Regarding the efforts made for the improvement of Pre School Education their expression is 100 per cent same. Child Development Project Officers
express their views that they used to visit Anganwadi Centres for assessing performance of the workers; they also extend the guidance to the Anganwadi worker as and when required at the time of their visiting period; and they opined that they keep close contact with the supervisors to discuss about the activities of the Anganwadi Centres with the supervisors and take necessary initiative for the development of Anganwadi. They also replied that they have close contact with the local public, and take proper steps according to the need of the country for the improvement of the Pre School Education activities.

The views of all the selected Child Development Project Officers under Cachar district are same. They suggest that before going to formal primary school children should be provided pre-school education and it is very much necessary to set up pre-schools on the basis of the formal set up. Children will acquire all round development in the Pre School Education. Child Development Project Officers are also opine that Pre School Education system reduces the incidence of school drop outs to formal school. They also viewed that Pre School Education is very much beneficial to the beneficiaries in the age group from 3 to 6 years of age.

All the Child Development Project Officers replied that they discuss with the supervisors about the activities relating to the physical development and social development of children in their meeting with them. And they also gave necessary guidance to the supervisors about such activities. Consequently the parents realize that their children would be benefited physically and
socially. And children also would feel very much interested about the activities which would bring their physical and social development. It would also help the children to come to the Anganwadi Centres regularly.

Child Development Project Officers under Cachar district express that they discuss with the community members for smooth functioning of Pre School Education. Their views in this regard are almost same. They expressed that they have discussed with community members because community people are well aware of their needs, demand etc. The Child Development Project Officers keep close contact with the community members for smooth functioning of the Pre School Education.

The Child Development Project Officers discusses about Pre School Education activity with the Supervisors of concerned project. And also invite monthly meeting of the supervisors for their progress of work of each circle along with the activities of each of the Anganwadi Centres.

It appears from the study that Child Development Project Officers (CDPOs) are happy with their job and expresses that their duties with development of society especially of the children. All the selected 4 of Child Development Project Officers put forth their suggestions for improvement of Pre School Education. But, their suggestions are not same. 2 of them express their suggestions that more Integrated Child Development Service (ICDS) materials should be supplied and those should be more interesting. Materials should be changed in the interval of previous supply, so that beneficiaries will learn interestingly and easily, and if item will be changed children will be more
curious and they will eagerly learn or play so that it will be more permanent of their mind.

The study shows that 4 Integrated Child Development Services (ICDS) Projects in the Cachar district reveal that out of the 8 supervisors 2 of them belong to the age group of 35 – 40 years whereas 4 supervisors belong to the age group 41 – 45 years, thus it appears that the majority of the supervisors belong to middle age group that is 41 – 45, where as only one supervisor belongs to age group 46 – 50 years and remaining are belongs to 51 years and above. As per the eligibility to become the supervisor the 36 years of minimum age was considered for the job, it also reveals the majority of the supervisors are fully eligible to be the supervisor, thus, their age is suitable for performing the responsibility. Hence, their perceptions regarding the ICDS Programme are worth while; and in this study, the perceptions of 8 supervisors from the selected 4 of Integrated Child Development Services (ICDS) Project have been taken into consideration. Here, a brief analysis of the setting of Integrated Child Development Services (ICDS) is given first which would be followed by the analysis of the qualification and experience of the supervisors in relation to their age and working in the field.

So, it is clear that regarding their age they are almost in the middle age group people working as Supervisor in the selected projects. It appears that they have acquired good experience for working in the project.

The study reveals that majority of the supervisors are having more than 10 years of experience. Further, it reflects that all the 8 supervisors of these
projects are run by Integrated Child Development Services (ICDS) having experience in their field. It is also found that out of 8 supervisors from the selected Integrated Child Development Services (ICDS) Project, 6 supervisors have been appointed directly and 2 Supervisors have been promoted from the Anganwadi Workers.

All the supervisors are experienced in respect of Pre-School Education. Out of eight supervisors, four opine that the training on pre-school education is helpful to a great extent with another four opine that the training is helpful to some extent. The Supervisor visits in between 10 -15 Anganwadi Centres in these field per month. Further, it reflects that all 4 ICDS Project Supervisors visit the Anganwadi Centre every month.

The investigation shows that 80 per cent of the supervisors expressed their views that Anganwadi Workers have adequate knowledge about Pre-School Education to teach the beneficiaries. While 20 per cent of them express that Anganwadi Workers have not adequate knowledge about Pre School Education to teach the beneficiaries. Thus, it appears that majority of the Anganwadi Workers are having adequate knowledge about Pre-School Education. It also reflects that in the all selected Integrated Child Development Services (ICDS) project, the Anganwadi Workers teach the beneficiaries by having their adequate knowledge. The majority of the Supervisors stay with the Anganwadi Workers in the respective Anganwadi centres for 30 to 45 minutes at the time of their visiting period.
The Supervisors used to discuss with the local public when they visit Anganwadi Centres in their respective area. Further, it reflects that by the involvement of local public the Pre School Education activities reach to the beneficiaries of the locality.

The study comes out with the findings that most of the supervisors used to help in Pre School Education to the Anganwadi Workers by providing audiovisual aids about Pre School Education because by this method specially children easily learn and understand the content of learning. The Supervisors discuss with the Anganwadi Workers/ helpers and also advise and guide the Anganwadi Workers/ helpers at the time of their visit and in the circle meeting.

It also reveals that the cent per cent of the supervisors suggested for the improvement of the Integrated Child Development Services (ICDS) programme about Pre School Education. But, the suggestions of the supervisors are not same. Two of the Supervisors suggested that more material should be supplied, like nutritional food and other materials e.g., play materials, reading materials etc. and two of them suggested that Anganwadi Workers should be very active and sincere, another two of them suggested that local public should be involved in the programme and remaining two of them suggested that incentive and honorarium for good work will be increased to Anganwadi Worker and Anganwadi helpers.

It is seen that out of 53 Anganwadi Workers of the selected Integrated Child Development Services (ICDS), 10 are non-matriculate, 32 are matriculate, 8 are Higher Secondary passed, 2 are Graduate and remaining 1 is Post
Graduate degree holder. All the Anganwadi Workers have done Pre-School education training in Integrated Child Development Services (ICDS).

The study made it clear that the training of the Anganwadi Workers are useful for their works for the better development of the Pre-School education.

All the Anganwadi Workers replied that they feel that the different activities of Anganwadi help the children for their physical development and social development. The children physically fit as well as mentally developed, and grow social feelings and social relationship through these activities. Thus it appears that activities of physical development and social development help the children for their all round development, which ultimately also help for their future life.

Most of the Anganwadi workers from the selected ICDS projects perform some selected activities in their Anganwadi Centre for social development of the children. These are group games, group songs, explaining various social activities like doll playing, puppetry etc. for social relationships, driving, painting, clay work, music, singing, using simple musical instruments etc. these activities are also very helpful for children to grow their creativity, imagination etc.

From the selected Integrated Child Development Service (ICDS) projects, all the Anganwadi Workers perform some specific activities for physical development of the children. They organize out door activities and indoor activities for promoting physical growth and development and coordination of
large and finer muscles of the children. Outdoor play activities like running, climbing, catching, hopping, dancing, putting, pushing, rhythmical exercise etc. also practiced. These activities promote the development of larger muscles of the child and indoor activities like paper cutting, drawing, arranging beads in rows, clay modeling, tearing and pasting etc. help in development of finer muscles of the child.

All the Anganwadi Workers from the selected ICDS projects express their views that the Government supplies the materials/aids to the Anganwadi centre for physical and social development of the children through the Child Development Project Officer of Integrated Child Development Service (ICDS) office and accordingly those are distributed to the Anganwadi Workers for the beneficiaries. The Government mainly supplies the materials/aids are like skipping, ring and net, ball, ludo, puzzle games, counting, drawing materials etc.

The study reveals that cent per cent Anganwadi Workers follow time table in Pre School Education. But out of 53 Anganwadi Workers of the selected ICDS Projects 40 of Anganwadi Workers' time table is same. They expressed their views that they start their activities in Anganwadi Centres in between 6.45 am to 7.00 am and continue upto 10 am during summer session and in between 7 am to 7.15 am upto 10 am during winter. Anganwadi Workers also express that after teaching hour they do other activities, such as record keeping, immunization, health check up, home visit etc. It appears that they used to work as per the guideline of the higher authority.
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Some Anganwadi Workers expressed that their time table is slightly different from others and they prepare their time table as per the local public convenience. In some of the Muslim areas, Anganwadi Centres generally start their activities from 9 am to 12 am, because children firstly attend Madrasa for Islamic education and after that parents send their children to the Anganwadi Centres for Pre School Education, and some of the Anganwadi Centres used to be opened from 8 am to 11 am as per the local public arrangement.

The majority of the Anganwadi Workers expressed that they are doing their duties without any difficulty for carrying out Pre School Education activities. Some Anganwadi Workers of the selected ICDS Projects expressed that they are facing some difficulties in carrying out Pre School Education activities.

Anganwadi Workers expressed that supervisors help them a lot in Pre School Education activities which are extended to the beneficiaries. They further expressed that the supervisors guide them to create the good environment in the Centre, so that children will be interested to attend the Pre School Education activities. They also told that Supervisors always advise and helped them in various ways and guide them as and when required. Thus, it appears that Government supplies the necessary materials through ICDS projects for the children (3 – 6) years for Pre School Education activities.

It appears that majority of the Anganwadi Workers impart the Pre School Education by use of audio-visual aids, and very less number Anganwadi Workers impart the Pre School Education by playing games (Indoor and
Outdoor). But the play related a teaching strategies like, teaching through action, teaching through laughing, etc. constitute the significant part of pre-school teaching strategies and these provide a lot of joy and happiness to the persons in the process of learning.

The study shows that out of 53 Anganwadi Workers of the selected Integrated Child Development Service (ICDS) projects, 13 Workers have been working in Anganwadi in between 5 to 10 years, 33 Workers have been working in Anganwadi between 11 to 15 years and 7 Workers have been working in Anganwadi in between 16 to 20 years.

It also shows that out of 53 Anganwadi Workers of the selected Integrated Child Development Service (ICDS) projects, 35 of Anganwadi Workers express that sufficient Integrated Child Development Service (ICDS) materials, play materials and educational materials are supplied to the Anganwadi centres, and some modifications are required in the items for creating interest among the children which can help the children to learn easily and interestingly. They also expressed that their honorarium may be increased for giving better service to the ICDS projects. 13 Anganwadi Workers suggested that in the end of Pre School Education, a certificate needs to be issued to the child regarding the completion of the Pre School Education, so that, parents will be encouraged and it may help the child to take admission in a good school and they also viewed that the local people/parents of the child should keep close contact with the Anganwadi Centre. Remaining 5 Anganwadi Workers suggested that supervisors should
be more co-operative with them and should contact them frequently and also suggested that some incentives are to be given to some Anganwadi Workers for good performance in their field.

It appears that out of 53 parents of the selected ICDS projects, 20 numbers of parents age are in between 25 to 30, 13 parents are in between 31-35, 10 parents are in between 36-40, 5 are in between 41-45, 3 are in between 46-50 and remaining 2 parents age are in between 51-55.

It also appears that out of 53 numbers of parents from the selected 4 ICDS projects, 35 parents are General, 3 are SC, 3 are ST and remaining 12 are OBC. Thus, it appears that majority of the parents of the selected projects are with the General caste.

It is also revealed that before sending the parents their children to formal schools they feel that Pre School Education is necessary for children. So, it is very clear that Pre School Education is very important for the children in the age group 3 to 6 years of age before sending to formal schools.

Cent per cent parents expressed their view that in their area Anganwadi Centre is available and they are also benefited of Pre School Education from Integrated Child Development Services (ICDS)

Therefore, the parents are happy of Pre School Education system from Integrated Child Development Services (ICDS), their child become social and can easily adjust in the formal school, and their child also acquire the
necessary quality from Pre School Education, which is very helpful in their future life. Parents are of opinion that familiar with the ICDS Pre School Education is helpful for the child to become good citizen of tomorrow.

Parents are also of the opinion that the activities of social development is Anganwadi Centre help the child to develop their imagination, creativity, understanding, strength, etc. Cent per cent parents replied that they have visited the Anganwadi Centre in their area.

All the parents, out of 53 parents from the selected Integrated Child Development Services (ICDS) project expressed their views that as a local man of the area, they advice to the Anganwadi Workers for improvement of Pre School Programme. But their views are slightly differ from each of the 16 numbers of them express that Anganwadi Workers should come to the Anganwadi Centre regularly, and beneficiaries should get the benefits of regularity and punctuality from them give up the habit of school droop out tendency, 13 of them advise that Anganwadi Workers should co-operate with the local public, and both beneficiaries and Anganwadi Workers need to be benefited by the contact of parents. Anganwadi Workers should also know the childrens' bad habits and they should take necessary initiatives to remove those bad habits of the children, 12 numbers of parents advised that Anganwadi Workers should be sincere in their duties and should impart the education to the beneficiaries in very interesting and joyfully manner. And remaining 12 numbers of parents told that some new technique or methods also should be introduced, so that children would be more interested towards education and easily learn their habit to come regularly to the Anganwadi Centre.
Out of 53 numbers of parents from the selected Integrated Child Development Service (ICDS) projects, 30 numbers of comment that from the Pre School Education in Integrated Child Development Services (ICDS), children get the knowledge of all round development. This knowledge helps them to go to formal school. Parents also feel that Pre School Education system is very helpful to the children for their all round development and also for the preparation for the formal schooling.

15 numbers of them comment that due to introduction of the Pre School Education system rate of the children's drop out is also reduced. Parents feel that children are ready to go willingly to the formal school due to the input of pre-school education system. The remaining parents comment that children grow competitive mind, which is very helpful to the children.

Cent per cent parents suggested for the improvement of the Integrated Child Development Services (ICDS). But their suggestions are slightly different. Out of 53 parents, 25 of them suggested that more Integrated Child Development Service (ICDS) materials are to be supplied. Parents also suggested that Anganwadi Workers honorarium need to be increased, so that they will do their duties very sincerely. All the selected parents suggested for the improvement of the Integrated Child Development Services (ICDS) about Pre-school education.

On the basis of the above major findings, the results of the study may be summarized as follows:
That the preparation of children for formal schooling, i.e., imparting them the skills of reading, writing, etc. is the main objective of the Pre School Education component, outlined by the Anganwadi Workers and other functionaries. This view was supported by parents, who expected their children to be able to read and write after attending the Anganwadi. Many parents were of the opinion that this objective of Pre School Education has been achieved to some extent and they are satisfied with it. Most of the functionaries, however, felt that about majority of the parents understood the importance and need of pre-school education.

Socialization of children, i.e., teaching them to sit properly in one place, talk politely to elders, etc. is one of the important expectations of parents from the ICDS Programme.

The Anganwadi Workers by and large care for the children. They are interested in organizing activities in the Centre and side by side they become able to enthuse children with the activities they organize.

The main benefit of the ICDS Programme outlined by the respondents was the readiness for primary school. While a large number of functionaries felt that children also imbibed values of personal hygine. Another benefit of the programme as indicated by a large number of respondents was the custodial care which children received while their parents were occupied in income generating occupations. The parents however, accorded a low priority to this aspect.
6.1 Conclusions

The ICDS programme is aimed at bringing the necessary change and modification on the field of child development of the country. However, the present study reveals that facilities are being availed by a very small percentage of people. Further variety of inhibiting factors are responsible for the poor enrolment rates in the Anganwadis like, inaccessibility of centres, requirement of children at home for economic reasons ignorance about the need for pre-school education, etc. Anganwadi Centres must placed be near or within the pockets of the community that is to be served, so that those should be easily accessible to a majority of the population.

There is a need to improve the existing structures presently being used for running the Anganwadi Programme. Erecting government building to see houses the anganwadis can to a large extent solve this problem.

During their job / training, the skills of the Anganwadi Workers must be developed by the use of all available environmental resources and opportunities for better teaching learning activities. They must be trained to organise activities which would require little or no equipment, and arrange these activities for children in smaller groups so that all children can get opportunity to handle the materials available.

Charts used for decoration in the Anganwadis should be bright and attractive and displayed at a height that the child can seen easily. The display should be changed frequently to keep the interest of the child alive in his/her surroundings. Children's work should form a part of the display.
Lack of sufficient aids and materials is a major constraint in organizing smooth pre-school activities. Therefore, keeping in view the resources available, it is important to try and identify locally available materials in order to provide to Anganwadi Workers for conducting the activities at their centres. This is also more economical and children also easily be familiar with such materials.

Knowledge about pre-school education and its mode of delivery is undergoing rapid advancement. New techniques and information are being put forward by researchers which need to be disseminated to workers at the grass roots. Today we also find many Anganwadi Workers who are hardly qualified trained in this profession. Workers must be kept in touch with the advances in different fields Pre School Education and provision must be made for their continuous training. Regular programmes for refreshing the knowledge of workers in pre-school education are necessary.

Supervisors and Child Development Project Officers should play an important role in strengthening the pre-school component. The work of inspection must not be considered purely in terms of checking of records and registers. They must carry out the refresher training and inspire the workers to use new methods being evolved. Supervisors and Child Development Project Officers (CDPOs) must also receive further training to equip them to carry out their responsibilities.

No matter what qualifications an Anganwadi Worker possesses, he cannot work without the support of parents and other members of the community. To ensure collaboration and to mobilize and motivate the parents and the
community members, programmes for educating them need to be planned at the Anganwadi. Supervisors, Child Development Project Officers (CDPOs), Block Development Officers, Medical Officers, etc. who are treated with respect by the community, to a large extent create this awareness among people. Mass media like the television, the radio and the newspapers, etc. must be used for education of the people. State sponsored mobile units can also help to disseminate messages of this nature.

The links between pre-school and primary education are not just administrative aspects of a child’s movement from one to another. These links are necessary to ensure that the child transits smoothly from the preschool to the primary school having a lot of developmental contribution in between them. Preparing records of the progress of each child in Anganwadi will help the primary school teacher in understanding the children better and he will have an access to all information about the children recorded by the Anganwadi worker. These two components are to be integrated, i.e., preschool education and primary school education. These are to be articulated horizontally as well as vertically so far learning experiences related to physical, psychological and emotional development of the child is concerned. Parents are to be motivated to enroll their children in the Pre-primary school for further education. Anganwadi workers can also consult and receive guidance from the primary school teachers on the variety of activities to be conducted in the Anganwadis.

For the better achievement of pre-school education and proper utilization of Integrated Child Development Services (ICDS) programme, more emphasis
needs to be given with better ICDS package, through the concerted efforts of all functionaries, government and the community. A policy is to be formulated to strengthen this aspect in the ICDS Programme along with the universalization of primary education. Now, policy is to be made for providing quality pre-school education to the children of the country. Further, it can be spelt out with the following points that instead of organizing the training programme in the capital of the state or in the urban headquarters or in the district or sub-division headquarters, the training programmes are to be organised in the practical field itself, i.e., in each and every Anganwadi Centres where the resource persons of various categories are to go there for transmitting the orientation and skills to the practitioners in the field.

Promotion of quality research in this field would be better instead of following trial and error method. Pilot projects, research and experimentations etc. are needed to plan suitable curricula, and develop new techniques and methods in this area.

Child centred pre school education should form the most significant strategy of teaching learning of Anganwadi Centres.

Research can do much more to make future planning of preschool facilities more rational with change in time. Research is necessary in peer modeling, preschool curricula and their effects, some using process as well as product analysis (Miller & Dryer, 1975). Qualitative and long term studies are required in the field of pre-school education than the superficial studies.
Adequate and proper infrastructure facilities are pre-requisite for effective functioning of the Anganwadi Centres. First, the data shows that in most of the Anganwadi Centres were located within a distance of 100 – 200 meters from the beneficiary households and most of the Anganwadi Centres are housed in own building.

The functioning of the Integrated Child Development Services, especially the Anganwadi Workers and Anganwadi Helpers constitute the backbone of ICDS. And indeed it is through them that the contact with the community is established and the services are delivered.

The Anganwadi Workers are assigned a number of tasks which include maintenance of various types of records, monitoring the growth of the children, conducted Pre School Education activities and so. In general the educational level of Anganwadi Workers has a bearing on their efficiency in carrying out these tasks.

Majority of the functionaries seemed to have received some type of training. Of those who reported to have received training more than 75 per cent of them have been given pre-service training.

Involvement of local community, local authority and convergence with available resources, supervisory officials and other departments play a key role in successful implementation and acceptance of any community based programme. It also holds true for ICDS programme as well.
Large numbers of Anganwadi Centers have reported Integrated Child Development Services (ICDS) Supervisors facilitating Anganwadi Centers in providing guidance related to growth chart, supply of food, supply of other materials, and record keeping and to a lesser extent, support in the form of home visit and community meetings.

Non-formal pre-school education has been provided to children of 3 - 6 years of age as a preparatory course for a formal education. It develops the child's attitudes, values and behaviour to establish a link with elementary school. According to child psychologists, 50 per cent of the variance in intellectual development is established by 4 years of age. Unfortunately, in this programme the crucial age group 1½ - 3 years is thus left out. The young children could participate in small groups of 5 - 10, even 2 - 3 days in a week with the help of community members.

Linkage between the Anganwadi and primary school was considered necessary by almost all the functionaries. Discussing the impact of the Anganwadi on children, primary school teachers felt that children from the Anganwadis were more regular, punctual, easier to handle and performed better as well as adjusted easily to school routine. A majority of the respondents said that the Anganwadi programme was benefiting all sections of the community, irrespective of their caste and class.

Through this research, the researcher has brought out the fact that the Pre-school education under the Integrated Child Development Services (ICDS) of Cachar district has been running satisfactorily. The Child Development
Project Officers (CDPOs) are well experienced and well qualified. They are capable enough to coordinate the programme in all the centers by extending necessary cooperation and guidance to the supervisors, workers and helpers. The significant finding is that the supervisors of all the projects are also well qualified and experienced and they are performing their responsibilities very effectively and sincerely. The Anganwadi workers and the helpers have been working in an integrated way. Thus, the service of pre-school of education is very effective in that area under ICDS. It is suggested that such scheme of pre-school education is to be introduced throughout the country. A comprehensive and integrated approach, i.e., pre-school education linkage with primary education is to be made. So, that the main purpose of universalisation of primary education and its sustainability is achieved and maintained.

6.2 Suggestions for Further Research

After conducting the research and analyzing the data, the investigator felt there is a lot of scope for other research in the field of pre-school education under Integrated Child Development Services (ICDS). Thus, a few suggestions have been made for further research.

- Study can be conducted on the psychological development in the age group of 3 – 6 years of pre-school children.
- Study can be made on the cognitive development of the children in the age group of 3 to 6 years.
- Research can be done on the socio-economic condition and its influence on enrolment of children in the Anganwadi centre.
- Study can be made on the learning by doing process of pre-school education in the Integrated Child Development Services (ICDS).
- A study may be taken on the effective co-ordination and its policy and implementation amongst the various departments to promote child development.
- Research can be done on the nutritional and health status of pregnant women, a nursing mother and children in the age group of 0 – 6 years.
- Research can be conducted on a comparative study on the development and problems of ICDS project between rural area and urban area.
- A comparative study on the development and problems of Scheduled Tribe and general areas Anganwadi centres of the Integrated Child Development Service (ICDS) projects.
- Research study is to be conducted to the location where majority people belong to minority community under Integrated Child Development Services (ICDS).
- A comparative study is to be conducted among the Scheduled Caste / Scheduled Tribe / General / Minority of the Integrated Child Development Services (ICDS) project.
- Study is to be conducted on the training programme of the Integrated Child Development Services (ICDS) project.

All the mentioned topics will help to study further in detail about Integrated Child Development Services (ICDS) and its functionaries.