Research Paper

Impact Of Icds On Developmental Status Of Children Below 2Yrs In Telangana

Home Science

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ABSTRACT

ICDS –Integrated child development service is India's commitment to her future. It is world's largest, unique integrated programme for health, nutritional, social, motor, language and cognitive development. Children are most valuable assets, strength and future of our country. Therefore our progress lies in their development. ICDS Manual says 'Children are now recognized as the first priority call on agenda of development, not only because this is desirable societal investment in nations future human resource development but also early childhood is vulnerable and most crucial period, when foundations are laid for long learning and human development. Every year government spends enomorous amount on ICDS programme. The present study was taken up to see the impact of ICDS on the developmental milestones of children below 2 years in Telangana villages.

INTRODUCTION

ICDS is the country's most comprehensive & multi-dimensional programme. It is a centrally sponsored scheme of the Ministry of Women and Child Development. ICDS is the most unique programme for early childhood care and development

encompassing integrated services for development of children below six years, expectant and nursing mothers and adolescent girls living in the most backward, rural, urban and tribal areas. ICDS has child centered approach based on the rationale that child care, cognitive and psycho - social development, and the child's health and nutritional wellbeing mutually reinforce each other.

Development of a child during the first year lays the foundation for the rest of life. Early development is more critical than later development or is the 'critical period', as childhood is the time when particular good or bad characteristics are slowly and clearly developed. Child Development is holistic in nature i.e. a child develops as a whole. All round development of a child comprises three major aspects or areas or domains.

These are:

1. Physical and Motor Development
2. Cognitive and Language Development
3. Psychosocial Development

Development in each of the three aspects does not occur independently, in fact it is

interdependent. The affect of development in each area can not be separated out easily as each affects the development of the other. Experiences and achievements of a child in the three areas of development contribute towards developing a child's personality. The present study was taken up study the impact of ICDS on developmental status of children below 2 years.

General objective

Impact of ICDS on the development milestones of children below 2 years in Telangana.

Specific objective

1.To assess the developmental status of children who are attending anganwadies.

Methodology

For the present study 76 children of which 36 boys and 30 girls who were ICDS beneficiaries purposively selected for the study and Bayley Scales of Infant Development (BSID) is used to measure the mental/ cognitive and motor development of the children. The investigator presented a series of test materials to the child based on age of the child and observed the child's responses and behaviours and scored their developmental status and placed them in different categories of development (high, average, low). Frequency, percentage were used to present the data.

Results and Discussion

Table.No-1: Frequency distribution of Cognitive development of below 2 year old children who are attending Anganwadi

S.no	Age in years	Boys(n=36)						Girls(n=30)					
		High		Average		Low		High		Average		Low	
		n	%	n	%	n	%	n	%	n	%	n	%
1.	Below 1	4	11.1	4	11.1	2	5.5	2	6.6	2	6.6	2	6.6
2.	1.1-2	10	27.7	4	11.1	12	33.3	6	20	6	20	12	40

From the above table it is evident that in boys of below one year age group, 11 per cent scored high in cognitive development where as only 6per cent of girls were scored high in this dimension. Interestingly we can see that only 6 per cent of boys and girls in age group of below 1 year are in lower levels of cognitive development. In age group of 1.1-2 years we can find that 27per cent of boys and 20 percent of girls are in high in cognitive abilities and surprisingly 40per cent of girls and 33 percent of boys were scored low in cognitive abilities.

Table No-2: Frequency distribution of Motor development of below 2 year old children who are attending Anganwadi

S.no	Age in years	Boys(n=36)						Girls(n=30)					
		High		Average		Low		High		Average		Low	
		n	%	n	%	n	%	n	%	n	%	n	%
1	Below 1 year	8	22.2	2	5.5	0	0	2	6.6	2	6.6	2	6.6
2	1.1-2	16	44.4	8	22.2	2	5.5	18	60	6	20	0	0

Infants need to learn how to move and to use their bodies to perform various tasks, a process known as motor development. BSID was used for assess the children motor developmental status. A series of tasks were administered to the child and their responses were observed, recorded, scored and presented in the above table.

From the results we can find that motor development is high in age group of 1.1-2 years than below 1 year old respondents. This is true for both genders. Interestingly we can find that 44 per cent of boys and 60per cent of girls are fallen under higher range of motor development in 1.1-2years age range, only 22per cent of boys and 7per cent of girls are in higher level. From this we can infer that there exists relation between age and motor development. In age group of 1-2 years we find 5 per cent of boys and 6 per cent of girls scored average in motor development and in 1.1-2yrs age group 22per cent of boys and 20per cent of girls were having average levels of motor development.

CONCLUSION

Many children younger than 5 years in developing countries are exposed to multiple risks, including poverty, malnutrition, poor health, and unstimulating home environments, which detrimentally affect their cognitive, motor, and social-emotional development. The present study revealed that selected sample below two years of age were mostly average levels of development. Though ICDS is providing supplementary nutrition, education, training and awareness programmes, maximum number of children still have to reach their optimal developmental status.
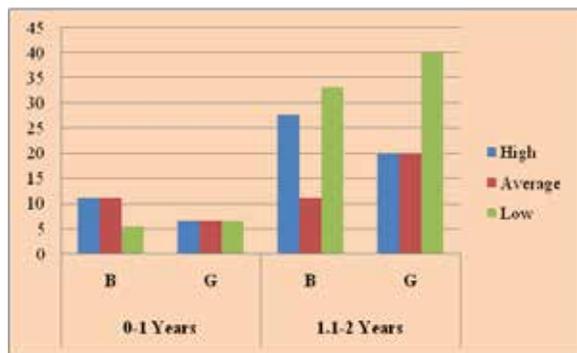

Fig-8: Distribution of below 2 year old children based on cognitive
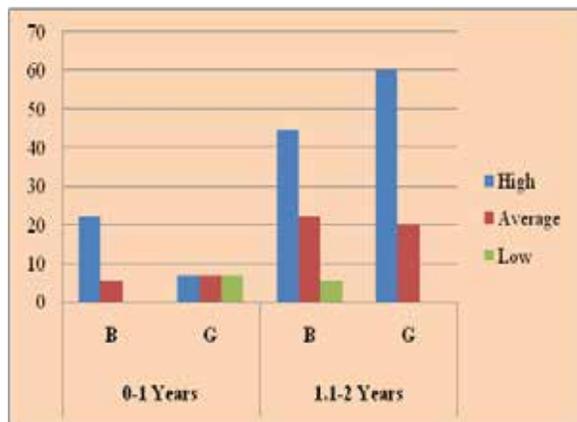**Development scores - who are attending anganwadi.**

Fig-9: : Distribution of below 2 year old children based on motor
Development scores - who are attending anganwadi.

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