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Impact of aanganwadi center's on developments process of children

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Abstract

Early years (first six years) of life are "Critical" in a child's life span since the rate of development in these years is more rapid than at any other stage of development. It is the best time for bringing about long term changes in the tender personality of the child. Surrounding environment during this period leaves behind a good and bad expression in one's life forever. Hence, this part of human life has a permanent effect on wholesome development of the child. The present study was taken up in Udaipur and Rajsamand district of Rajasthan. The data reveals that there was no marked difference between the physical developments of the two groups. Majority of the children were observed to be in the fair category. Children of mothers who attended Anganwadi center were ahead in motor skills, emotional and cognitive development than their counter parts.

Keywords Development process, Anganwadi center, Children

1. Introduction

Childcare is the act of caring for and supervising minor children. There is no doubt that for all children the first few years are important to form a basis for good education, morality, self-discipline and social integration. NCERT (1992) Early childhood years are important years for social and emotional development play is the best way to develop pleasant emotion in young children of all ages need to be socialized, as contributing members of their respective cultures.

The integrated child development scheme (ICDS) with its network of anganwadi covering more than 3000 community development blocks in the country is perhaps the largest women and child development programme being implemented anywhere in the world.

Though many welfare schemes for children were being implemented through various agencies and departments, a study conducted by the planning commission brought to light that the benefits reached only a small percentage of the target groups at the local levels.

As a response to the weakness brought out by planning commission study, a National Policy for children was adopted in 1974. Subsequently, in line with a new comprehensive approach to the issue, the integrated child development services (ICDS) was inaugurated in 33 blocks across the country on Oct.2, 1975.

The basic purpose of the ICDS scheme is to meet the health, nutrition and educational needs of the poor and vulnerable infants, pre-school aged children and women in their child bearing years. Under the Directorate of social welfare at the state level, ICDS projects have been set up in the blocks, with each block having one anganwadi center per 1000 population.

For the participation of the local community, it has been stipulated that anganwadi worker (teacher) attached to a center should be a resident of the beneficiary area of that center.

2. Methodology

To study the impact of Aanganwadi center's on developments process of children, total five villages i.e. Palana kala, Veerdholia, villages of Udaipur and Mohi, Rajiawas and Amlai villages of Rajsamand district were selected randomly. The total sample for the study was 100 i.e. 50 rural women who attended Anganwadi and 50 rural women who did not attend anganwadi. Data were collected through interview schedule for assessment of development process of rural children.

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2. Results and Discussion

Early childhood stage is an important period in the life of an individual. Good physical and motor development of a child influences his/ her curiosity, creativity, language, social and emotional development. Table 1 displays the percentage of major developmental dimensions on the basis of operational assessment of mothers of 0-6 years. Regarding physical development, children of mothers attending anganwadi were

well oriented about the stimulating activities / methods/ play methods suitable for optimum physical and motor development of young children. Results displayed in the table shows that there was no marked difference between the physical developments of the two groups. Majority of the children were observed to be in the fair category i.e. 34% and 62 % in attendees of Anganwadi center and non-attendees of Anganwadi center respectively.

Table 1: Development Process of children N=100

| Development | Attended Anganwadi N (50) | | | Not Attended Anganwadi N (50) | | |
|-----------------------|---------------------------|------|------|-------------------------------|------|------|
| | Good | Fair | Poor | Good | Fair | Poor |
| Physical development | 9 | 34 | 7 | 22 | 62 | 16 |
| Motor development | 42 | 50 | 11 | 28 | 36 | 36 |
| Language development | 33 | 61 | 6 | 20 | 60 | 20 |
| Social development | 23 | 69 | 8 | 21 | 67 | 12 |
| Emotional development | 47 | 50 | 3 | 11 | 84 | 5 |
| Cognitive development | 50 | 51 | 7 | 4 | 50 | 46 |

The reason may be unawareness of the mothers regarding the preparation and use of stimulating play materials for the children. The materials which were used for enhancing physical development of the children at Anganwadi center were cheap and required little or no money and were easily available but unawareness played negative role which in turn hindered the overall physical development of their children.

The second development dimension was motor development. The child is very adventurous by nature at the early childhood stage. Children learn motor skills very quickly. The important conditions for motor learning include readiness, attention, competence and motivation. Children of mothers who attended Anganwadi center were ahead in motor skills (50% good and 42% fair) a head in motor skills than their counterparts (28% good and 36% fair). All the activities which were in the Anganwadi center provided the child practices for finer and gross motor coordination.

Language is the most important readiness skills. One of the fascinating developments of human development is acquisition of language. It is clearly depicted that the children of mothers attending Anganwadi center had a better hold on language i.e. above 33% were in the category of good. In fair category 60% of children of mother not attending Anganwadi center, poor & good percentage of respondents were same i.e. 20%.

Further it can also be seen that the emotional development of the children of attendees were in good category (47%) fair (50%) while the may only of children non attendees were more fair category (84%). The reason for the above difference may be due to exposure available to these children for interacting with peer group belonging to difficult family set up. Those children who are exposed learn to control their emotions. They get positive and negative motivation for enforcing their emotions.

The period between 2-6 years is marked by rapid social and emotional development in children. The results depicts that no major difference was noticed by the observer with regards to social development in both the groups.

Early stimulation and educational enrichment can promote cognitive development in young children. A noticeable difference can be seen from the table above, of children in very good and good category (42% in attendees & 4% non-attendees) between the two groups in their cognitive abilities. The material provided in Anganwadi center are helpful in encouraging the child curiosity, exploration and problem solving which were negligible for the children of mother not

attending anganwadi centers.

Conclusion

Hence it can be concluded that the anganwadi programs planned in Anganwadi center for non-formal education in effective and suitable. The children who have been deprived of many rich conceptual experiences due to unawareness and adverse circumstances can come at par with those who have ample opportunities for all round development at their homes and the Anganwadi center.

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