

Influence of Infrastructural Facilities in Anganwadis on Promoting the Allround Development of Preschool Children

K. N. Anuradha and M. Komala

INTRODUCTION

Anganwadi is the focal point for delivering of ICDS packages of services to beneficiaries in every urban, rural, slum and tribal areas. Non-formal preschool education is a one of the crucial component of ICDS as it seeks to lay the foundation for a proper physical, psychological, cognitive and social development of the children between 3-6 years of age. ICDS not only emphasis on all-round development of the child, but it also prepares the child for normal schooling and helps in reducing the wastage and stagnation at the primary stage.

In the non-formal preschool education programmes, various activities are organized for promoting the allround development of the children. Most of the materials and equipments used in anganwadis are indigenous origins, designed and made by anganwadi worker or local artiscians, and inexpensive. Dependency upon non-indigenous play equipments are minimized, emphasis on the improvisation of material from local resources. But in anganwadis, most of the materials and equipments remained untapped so far. A study tour of team of officers, Karnataka, sponsored by UNICEF found out some of the common problems in implementing the preschool education successfully in ICDS centres were lack of proper accommodation, building facilities, teaching materials for preschool activities, level of education of anganwadi workers and parents insistence on teaching the 3 R's i.e., reading, writing, and arithmetic.

Anuradha et al. (1989) identified the importance of play materials and games for preschool children and effective methods by which these could be adopted and modified to make learning meaningful and effective.

METHODOLOGY

The 15 Anganwadi centres of Mysore ICDS urban block project were randomly selected for present study. A self structured interview sche-

dule was used to get information on availability of infrastructural facilities in anganwadi centres. The collected data were scored with the help of scoring key. Based on the obtained score, anganwadis were classified in to two categories i.e., Anganwadis With Better Infrastructural Facilities (AWBIF, scored 25 and above) and Anganwadis With Poor Infrastructural Facilities (AWPIF, Scored below 25). The fifteen preschool children were selected from each anganwadis i.e., 90 children from AWBIF and 135 children from AWPIF were taken as samples (shown in Table 1) to study the influence of Infrastructural facilities on promoting the allround developments of preschooler. The checklist was used to know the level of development in the areas of physical, emotional, language, personal-social and intellectual development of the beneficiaries of these two groups of anganwadis (AWBIF and AWPIF) through informal talk and observation method. The frequencies, mean and standard deviation were calculated and 't' test was implied to see the difference between the beneficiaries of these groups regarding their development in all the areas.

RESULTS AND DISCUSSION

Table 1 shows the classification of selected anganwadis and the samples selected from these groups. Based on the obtained score 40% of anganwadi centres which secure score 25 and above were grouped as AWBIF and 60% of anganwadi centres which obtained less than 25 score were grouped as AWPIF. Same percentage of the samples were belong to these two groups. A total of 225 samples were taken from 15 anganwadis for this present study.

Anganwadis with Poor Infrastructural Facilities (AWPIF) have problems with insufficient accommodation, ventilation, drinking water and sanitary, insufficient amount of teaching aids, play materials to conduct various activities. Whereas other counter group also have problems with accommodation, building, water and

Table 1: Classification of anganwadis and frequency of samples (Beneficiaries)

<i>Classification of anganwadis</i>	<i>Frequency of anganwadis</i>	<i>Frequency of samples</i>
AWBIF*	6 (40%)	90 (40%)
AWPIF**	9 (60%)	135 (60%)
Total	15	225

* Anganwadis with better infrastructural facilities

** Anganwadis with poor infrastructural facilities

sanitations. But with regards to teaching aids, material and play equipments they were in better position and anganwadi workers were putting more efforts to prepare and gather essential indigenous materials to conduct the activities of Non-formal preschool education successfully in their centres. In both the groups most of anganwadi workers were educated less than SSLC but they were under gone with training course regarding ICDS services.

Table 2 reveals the level of physical development among the preschooler of AWBIF and AWPIF. The results indicate that majority of preschool children of AWBIF attained good level of physical development than preschool children

of AWPIF. But all most of the children of AWPIF have attained average level of physical development. The mean value for AWBIF (55.4) was more than that of AWPIF (40.44). Thus it clearly indicates that highly significant ($t = 15.45$ at $P < 0.001$) difference between two groups shows the association between infrastructural facilities of anganwadis with promotion of physical development of children.

Table 3 reveals the level of emotional development among the beneficiaries of both the groups. The results reveals that around 50% of the children in both the groups have attained average level of development, whereas among the remainers, 43% of AWBIF and 48% of AWPIF children have attained good and poor level of development respectively. The mean value of AWBIF (14.34) was twicer than of the mean value of AWPIF (7.89). The highly significant difference ($t = 36.46$ at $P < 0.01$) between beneficiaries of these two groups of anganwadis clearly indicate that the infrastructural facilities also help in promotion of emotional development of preschoolers.

Table 4 reveals the level of language

Table 2: Level of physical development among the beneficiaries of AWBIF and AWPIF

<i>Physical development</i>	<i>Level of development</i>			<i>Mean±S.D.</i>	<i>t Value (p-value)</i>
	<i>Good</i>	<i>Average</i>	<i>Poor</i>		
AWBIF	62 (69%)	26 (29%)	2 (2%)	55.4 ± 6.76	15.45**
AWPIF	7 (5%)	121 (90%)	5 (7%)	40.44 ± 7.29	(P<0.001)

** Highly significant difference

Table 3: Level of emotional development among the beneficiaries of AWBIF and AWPIF

<i>Emotional development</i>	<i>Level of development</i>			<i>Mean±S.D.</i>	<i>t Value (p-value)</i>
	<i>Good</i>	<i>Average</i>	<i>Poor</i>		
AWBIF	39 (43%)	48 (53%)	3 (4%)	14.34 ± 1.57	36.46**
AWPIF	3 (2%)	67 (50%)	65 (48%)	7.89 ± 1.06	(P<0.001)

** Highly significant difference

Table 4: Level of language development among the beneficiaries of AWBIF and AWPIF

<i>Language development</i>	<i>Level of development</i>			<i>Mean±S.D.</i>	<i>t Value (p-value)</i>
	<i>Good</i>	<i>Average</i>	<i>Poor</i>		
AWBIF	20 (22%)	66 (73%)	4 (5%)	32.74 ± 5.10	32.87**
AWPIF	4 (3%)	51 (38%)	80 (59%)	17.87 ± 0.95	(P<0.001)

** Highly significant difference

development among the beneficiaries of AWBIF and AWPIF. The results indicate that, around 95% of children in AWBIF attained good and average level of development, whereas only 41% of children in AWPIF attained good and averages level of development. Majority (59%) of AWPIF have attained poor level of language development. The mean value of AWPIF was nearly half of the mean values of AWBIF. The highly significant difference ($t = 32.87$ at $P < 0.001$) was observed between the groups of anganwadis regarding their children's language development.

Table 5 reveals the personal - social development of children in AWBIF and AWPIF. The results reveals that majority of children (29% and 66%) in AWBIF attained good and average level of development than children (3% and 56%) of AWPIF respectively. Most (41%) of the children in AWPIF have attained poor level of personal-social development than children (5%) in AWBIF. The mean value for AWBIF groups (33.6) was double than that of their counter parts (17.16). Highly significant difference regarding personal-social development of preschoolers between AWBIF and AWPIF was observed. Thus, it clearly shows that infrastructural facilities also play a role in personal-social development of children.

Table 6 reveals the level of intellectual development of preschoolers in AWBIF and AWPIF. The results says that same percentage of children (69%) in AWBIF and AWPIF have attained good and average level of development.

More than 1/4 of children in AWPIF attained poor level of intellectual development than children of AWBIF (5%). Mean value of AWBIF was more twicer than that of their counterparts. Highly significant difference was observed between them.

These findings are nearly consistent with a study tour report (1988) which reveals lack of infrastructural facilities in anganwadies, level of education of anganwadi workes are some of the common problems in implementing the Non-formal preschool education successfully in ICDS centre. The present study results also got strength from the findings of Khosla and Kataria's study (1986) that lack of emphasis on the Non-formal teaching, lack of teaching aids and rarely using of education kit prepared by the anganwadi worker weakens the preschool education component of ICDS scheme.

From the present result, it is concluded that infrastructural facilities used in implementing the Non-formal preschool education in ICDS centre has an influence role on promoting the allround development of the beneficiaries, and it play an effective role in successful of ICDS programme. Based on the findings, it is recommended that the functionaries of ICDS should take a risk to provide the essential teaching and play equipments and accommodation facilities to conduct the activities for preschool children. Thus helping them to attain optimum level of development in all the areas like physical, emotional, language, personal-social and

Table 5: Level of personal-social development among the beneficiaries of AWBIF and AWPIF

Personal-social development	Level of development			Mean±S.D.	t Value (p-value)
	Good	Average	Poor		
AWBIF	26 (29%)	60 (66%)	4 (5%)	33.6 ± 4.06	5.68**
AWPIF	4 (3%)	76 (56%)	55 (41%)	17.16 ± 4.14	(P<0.001)

** Highly significant difference

Table 6: Level of intellectual development among the beneficiaries of AWBIF and AWPIF

Intellectual development	Level of development			Mean±S.D.	t Value (p-value)
	Good	Average	Poor		
AWBIF	62 (69%)	23 (25.5%)	5 (5.5%)	41.67 ± 6.36	39.88**
AWPIF	4 (3%)	93 (69%)	38 (28%)	21.64 ± 2.12	(P<0.001)

** Highly significant difference

intellectual development, and to implement Non-formal preschool education component of ICDS successfully.

KEY WORDS Anganwadis. Preschool Children. Allround Development. Infrastructural Facilities.

ABSTRACT The present study was carried out to evaluate the availability of infrastructural facilities in anaganwadis and its influence on promoting allround development of preschool children. This study reveals that 60% of the selected anganwadis have poor infrastructural facilities to conduct the various activities for preschool children. It also reveals that infrastructural facilities in anganwadis have influenced on promoting allround developments of preschool children. The highly significant difference were observed between the preschool children who were in anganwadis with better infrastructural facilities and preschool children who were in anganwadis with poor Infrastructural facilities in their allround developments and $P < 0.001$ level of significance were observed in all the

areas of developments i.e., Physical, Emotional, Language, Personal-Social and Intellectual Development of the preschool children.

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Authors' Address: **K.N. Anuradha and M. Komala**, Department of Studies in Food Science and Nutrition (Human Development), University of Mysore, Mysore 570 006 Karnataka, India