

## Impact of Non-formal Education on Allround Development of Preschool Children

K.N. Anuradha and M. Komala

*Department of Studies in Food Science and Nutrition (Human Development), University of Mysore,  
Mysore 570 006, Karnataka, India*

**KEY WORDS** Non-formal preschool education; ICDS children; Non-ICDS children; allround developments.

**ABSTRACT** Two hundred and twenty five (225) ICDS children were selected as samples from Mysore ICDS urban block for present study to know the impact of Non-formal preschool education on beneficiaries' allround developments. Comparison between the ICDS children with 50 Non-ICDS children were done to see the difference in their level of development in all the areas. This study reveals that ICDS children's development in most of the areas were in better position than that of Non-ICDS children. Highly significant difference at  $P < 0.001$  regarding their physical, personal-social, intellectual were observed. Non-ICDS children were just significantly better in their emotional and language development than their counterparts. Thus the result of present study conforms that non-formal preschool education in ICDS centres have positive effect on development of beneficiaries in physical, personal-social and intellectual areas.

### INTRODUCTION

ICDS is the largest programme of early childhood development with Non-formal preschool education as its most important social component. Non-formal education is to be imparted to the children in the age group of 3 to 6 years, to develop in a child-desirable social attitudes, values and behavioural patterns and provides environmental stimulation. Preschool education in a non-formal setting forms the backbone of the ICDS programme as all the services converge on the preschool centre, children attend the anganwadi for four hours and more a day. The main function of the non-formal education component is to stimulate and satisfy the curiosity of the children rather than following any rigid learning curriculum and laying the foundation for proper physical, psychological and social development of the children.

Ramanaiah (1991) found out that ICDS had a definite positive impact on children who received preschool education. Devadas (1989), Prabu (1985) identified anthropometric

measurements of the ICDS children were higher than that of the ICMR standard, and their physical growth and nutritional status had improved once they have become the beneficiaries respectively. Adhish (1989) identified that even the intellectual status of ICDS children was highly significant than the Non-ICDS children. Khosla and Kataria (1986) assessed the impact of preschool education component on the languages and cognitive development of children at anganwadis revealed that children attending anganwadi performed significantly better. Adhish (1989) and Chaturvedi (1986) revealed that higher intellectual status in ICDS children were due to the impact of preschool education and better nutritional status of children and mean IQ was consistently higher in ICDS group than Non-ICDS group in all the age groups.

### METHODOLOGY

Two hundred and twenty five (225) ICDS children were selected as samples from anganwadis which comes under the Mysore ICDS urban block for the present study. 50 Non-ICDS children who were not the beneficiaries of ICDS and not attended any preschool education, living in Mysore city were also selected for this study to have comparative picture. The checklist was administered to know the level of development in the areas of physical, emotional, language, personal-social and intellectual development among the ICDS and Non-ICDS children. The collected data were analysed with help of scoring key. The frequencies, mean and standard deviation were calculated and 't' test was implied to see the difference between ICDS and Non-ICDS children regarding their allround development.

### RESULTS AND DISCUSSION

Table 1 reveals the level of physical develop-

**Table 1: Level of physical development among ICDS and non-ICDS children**

Physical development	Level of development			Mean $\pm$ S.D.	t-value (P value)
	Good	Average	Poor		
ICDS children	62 (31%)	147 (65%)	9 (4%)	42.42 $\pm$ 10.19	11.413**
Non-ICDS children	2 (4%)	40 (80%)	8 (16%)	29.62 $\pm$ 4.03	(P < 0.001)

\*\* Highly significant difference

**Table 2: Level of emotional development among ICDS and non-ICDS children**

Emotional development	Level of development			Mean $\pm$ S.D.	t-value (P value)
	Good	Average	Poor		
ICDS children	42 (19%)	115 (51%)	68 (30%)	10.47 $\pm$ 3.42	2.501*
Non-ICDS children	5 (10%)	36 (72%)	9 (18%)	11.78 $\pm$ 2.93	(0.02 < P < 0.05)

\* Just significant

**Table 3: Level of language development among ICDS and non-ICDS children**

Language development	Level of development			Mean $\pm$ S.D.	t-value (P value)
	Good	Average	Poor		
ICDS children	24 (11%)	117 (52%)	84 (37%)	23.82 $\pm$ 8.00	2.575*
Non-ICDS children	5 (10%)	31 (62%)	14 (28%)	27.04 $\pm$ 7.83	(0.02 < P < 0.05)

\* Just significant

**Table 4: Level of personal-social development among ICDS and non-ICDS children**

Personal-social development	Level of development			Mean $\pm$ S.D.	t-value (P value)
	Good	Average	Poor		
ICDS children	30 (13%)	136 (61%)	59 (26%)	23.73 $\pm$ 7.82	3.616**
Non-ICDS children	3 (6%)	27 (54%)	20 (40%)	28.12 $\pm$ 7.29	(P < 0.001)

\*\* Highly significant difference

ment among the ICDS and Non-ICDS. The results indicate that majority of the ICDS (65%) and Non-ICDS (80%) children have attained average level of physical development. Most of the ICDS children (31%) were attained good level of development, where as only few Non-ICDS (4%) have attained good level of physical development. More number of Non-ICDS children (16%) attained poor level of physical development than their counterparts (4%). The mean value for ICDS children was more than that of non-ICDS children. The highly significant difference was observed at  $P < 0.001$  level clearly indicates that non-formal preschool education helps in promotion of physical development of the beneficiaries in ICDS centres.

Table 2 reveals the level of emotional development among the ICDS and Non-ICDS

children. The results indicate that more than 1/4th of ICDS children have poor emotional development than Non-ICDS children. But nearly doubled number of ICDS children have attained good level of emotional development than Non-ICDS. The mean value for Non-ICDS was more than that of ICDS children. Just significance at  $0.02 < P < 0.05$  level was observed.

Table 3 reveals the level of language development among the ICDS and Non-ICDS children. Nearly equal (11% and 10%) number of both ICDS and Non-ICDS children attained good level of language development. But more of ICDS children (37%) comes under poor level of language development than Non-ICDS (28%). Remaining of ICDS (52%) and Non-ICDS (62%) children have attained average level of language development. The mean value of Non-ICDS

**Table 5: Level of intellectual development among ICDS and non-ICDS children**

Level of intellectual development	ICDS children	Non-ICDS children
Good	66 (29%)	2 (4%)
Average	116 (52%)	11 (20%)
Poor	43 (19%)	35 (76%)
Mean score	79.65 ± 10.47	23.5 ± 6.85

\*\* Highly significant difference

children was more than that of ICDS children and just significant difference at  $0.2 < P < 0.05$  level observed.

Table 4 reveals the level of personal-social development among the ICDS and Non-ICDS children. Nearly 3/4 of the ICDS children have good and average level of development, where as among Non-ICDS only 60% of them have good and average level of development. Remaining in both ICDS (26%) and Non-ICDS (40%) have poor personal-social development. The mean value for ICDS children was less than that of non-ICDS and highly significant difference at  $P < 0.001$  level was observed.

Table 5 show intellectual development among ICDS and Non-ICDS children. Almost of the Non-ICDS (76%) children have poor intellectual development, but in case of ICDS children 81% of the children attained good (29%) and average (52%) intellectual development. Only 19% of ICDS children have attained poor intellectual development. The mean score of ICDS children was more than that of Non-ICDS children and highly significant difference at  $P < 0.001$  level was observed.

From the present result, it is concluded that non-formal preschool education in ICDS centres definitely have positive effect on promotion of physical, personal-social and intellectual development of beneficiaries. This results are consistent with studies conducted by Ramanaiah (1991), Devadas (1989), Vishwanath (1985), Adhish (1989), Khosla and Kataria (1986), Chaturvedi (1986) on impact of non-formal

preschool education on developments of beneficiaries in the areas of physical, intellectual, language, personal-social development. Even non-formal preschool education also help in promotion of language and emotional development of beneficiaries were conformed by the findings in respective areas at good level of development achieved by ICDS children were more in number than non-ICDS children. But these emotional and language development of the children mostly may depend on interaction of the persons rather than curriculum. Some of the above mentioned studies already revealed that non-formal preschool education definitely have positive impact on all round development of beneficiaries.

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t-value (P value)

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Intellectual development  
 ICDS children  
 Non-ICDS children