

A comparative study of the impact of pre-school education on motor, cognitive, language and socio-emotional development of under-privileged children enrolled in CASP-PLAN and ICDS pre-schools.

Author

Nasra Shabnam

Supervisor

Prof. Shaheen Usmani

Department of Adult & Cont.
Education
Jamia Millia Islamia

The main **objectives** of the present study were to study and compare the structure, organization, aims and functions of CASP-PLAN and ICDS pre-schools. To study and compare the socio-personal characteristics of children in both type of pre-schools. To study and compare the motor, cognitive, language, socio-emotional & overall development of children in CASP-PLAN and ICDS pre-schools. To study and compare the development of male and female children in both type of pre-schools.

Keeping in view of the above mentioned objectives of the study, the following **hypotheses** were to be tested. There is no significant difference in the structure, organization, aims and functions of CASP-PLAN and ICDS pre-schools. There is no significant difference between the socio-personal characteristics of children in both type of pre-schools. There is no significant difference between the motor, cognitive, language, socio-emotional and overall development of children in both type of pre-schools.

The **sample** comprised total 120 children. 4 Balwadis of CASP-PLAN and 4 Anganwadis of ICDS were selected from Sangam Vihar, from each selected pre-school 15 children were drawn randomly for administration of the test. In this way 60 children from Balwadis and 60 children from Anganwadis were selected. **Tools**– Interview schedule for pre-school workers. Interview schedule for parents. Development scale for the children in 3–4 years age group. Development scale for the children in 4–5 years age group. The data was collected personally by the investigator. Data obtained through the interview schedules, questionnaires, Development scales and school records were subjected to appropriate quantitative and qualitative analysis. The **statistical techniques** used in the study are Mean, Standard Deviation, t value and Coefficient of Correlation.

Findings of the study are: There was a significant difference between structure, organisation, aims and functions of CASP-PLAN and ICDS pre-schools. There was no significant difference in the house and social environment of children enrolled in both type of pre-schools, all are from lower and working class families in urban slums. There was a significant difference in motor, cognitive, language, socio-emotional and overall development of children between both type of pre-schools. CASP-PLAN children scored better on developmental scale for motor development than their ICDS counterparts.

There was no significant difference found on the basis of sex.

Conclusion– The present study is meant to study the effectiveness of pre-school education programme and its impact on the development of children. In a net-shell, CASP-PLAN Balwadi Programme and ICDS Anganwadi Programme are comparable in their

aims, structure and organizations. Though there is a significant difference the impact of both pre-schools on their children. It is due to the difference in educational and developmental activities provided for children in the pre-schools.

It may be said that attending pre-schools with adequate facilities and good programmes definitely plays a prominent role in the child's overall development. This asserts necessity of improving the pre-school education and making it compulsory in the educational system, to provide a strong foundation for future life.

Educational Implications ? Though the present study was restricted only to two types of pre-schools of Sangam Vihar in Delhi City, here 120 children from pre-schools were selected as sample, its findings have important educational implications. The findings can be used by educational planners, thinkers, psychologists policy makers, administrators and project officers for preparing teachers profile and also for selection of pre-school workers. The variables of pre-schools effectiveness and child development and the scores achieved by children give us a clear picture of the current situation and help us in identifying the factors responsible for creating effectiveness in pre-schools.