

Study on social development of Urban Anganbadi's (Pre school) going boys

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ABSTRACT

A child's initial year of life is crucial. The foundation for a child's learning and development is set up over these formative years, which impacts the child's future survival and well-being. Early childhood provides children with the cognitive, physical, social, and emotional skills necessary for future success.

Key Words : Anganbadi, Children, Child's learning and development, Emotional skills

INTRODUCTION

Social development in preschool children is the process of learning to interact with others, form relationships, and develop a sense of self. Some of the skills children learn during this stage include: communication, empathy, cooperation, and conflict resolution. Anganwadi centers provide non-formal pre-school education for children aged 3–6 years. The activities at Anganwadi centers focus on a child's overall development and include: Outdoor and indoor activities, Games, Storytelling, Singing, Observation, Exploration, Drawing, Clay modeling. Some of the goals of Anganwadi centers include: Children maintaining good health and wellbeing, Children becoming effective communicators, Children becoming involved learners and connecting with their immediate environment (Jain, 2009 and Pathak, 2007).

The Long Term Economic Benefits of High Quality Early Childhood Intervention Programs. This study has achieved high quality interventions for infancy and childhood and the family acts as an economic consumer. This study has also seen long term savings such as reducing the cost of equipment used in research, reducing the cost of government run schemes, reducing the rate of juvenile justice etc. Apart from this, it has also studied the disabilities seen in adolescence, which are mainly seen

due to poverty and environmental factors (Diefendorf and Goode, 1997).

Early Reading Acquisition and its Relation to Reading Experience and Ability 10 year later. In this study, the first group was given the task of teaching which was earlier done by the eleventh group. Ten years ago, they were made to study dictionary, general knowledge and summary and out of those eleven groups, the study ability of the first group was good and from this study it is known that good study ability helps in language development and development of reading ability. In this way, the study ability was seen to be different in all the children (Cunningham and Stanovich, 1997).

Joint Book Reading Makes for Success in Learning to Read: A Meta analysis on intergenerational transmission of literacy. This is a quantitative study of early knowledge and pre-school age. The results of which showed the relationship between parents and pre-school children, language development, early literacy and access to writing (Bus *et al.*, 1995).

Aims:

Study on Social development of urban Anganbadi's Pre school going Boys.

Objectives :

- To assess the demographics profile of samples.

Table 1 : Comparison of gain scores obtained on linguistic development dimension before and after 1 month of the study period in the students of experimental and control group (N=150)

Variable	Social development				Mean diff.	“t”	Level of significance
	Experimental		Control				
	Mean	S.D.	Mean	S.D.			
Gain score	4.36	0.81	0.05	0.35	4.31	59.55	.01

Table 2 : Comparison of linguistic development in urban students of experimental group before and after 1 month of study period (N=75)

Variable	Social development				Mean diff.	“t”	Level of significance
	Experimental		Control				
	Mean	S.D.	Mean	S.D.			
Gain score	4.17	1.18	8.16	1.06	3.99	40.80	.01

– To assess the social development of Pre school boys.

METHODOLOGY

Research Design:

For this present study research Design was Random research design was chose for the data collection.

Research area:

For this present study Raipur city's urban 10 anganwadi was selected as a research area because researcher carried out that in Raipur city having all types of income sources folk.

Samples Size:

150 samples sizes was included for this present study.

Samples age:

3-6 years age group were selected for the data collections.

Data collection tools:

For data collection researcher used two types of data source - primary data sources that included interview and secondary data sources that udan kit (by NCERT) and Draw men test by Dr. P.D. Pathak.

Data collection procedure :

In this present study researcher select the random research design, research area was Raipur city's urban anganwadi and sample sizes was 150 in a number, and for the data collection used two data sources - primary data and secondary data collection.

RESULTS AND DISCUSSION

Shown in Table 1, $t=59.55$ which is at the statistical significance level of .01, proves that after the study period of 01 month, the gain score of experimental group ($M=4.36$) and control group ($M=0.05$) There are significant differences and the linguistic development in the students of the experimental group appears to be higher at a significant level as compared to the students of the control group.

From the observation of Table 2, it is clear that after one month training program, the linguistic development ($M=8.16$) in the urban students of the experimental group was found to be significantly higher as compared to the data taken before the study ($M=4.17$). The obtained $t=40.80$ which is at significance level of .01 confirms this fact.

After one month training program, the students of experimental group social development in the group was found to be significantly higher than the data taken before the study. After the study period of one month, there was a significant difference in the linguistic development of the group of students of the control group as compared to the data taken before the study. No positive or negative level changes were found.

Conclusion:

The results of the present research work show that a positive effect was seen on the social development of pre-school children because such figures have been created in a systematic manner on the cards which they use in their daily lives, in seeing, hearing and speaking. Seeing the card creates curiosity in the children. Seeing some things, they say the name of the shape and are interested to know about some things.

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