

# Do we need an intervention programme on teachers' knowledge regarding developmental milestones of 6-10 years of age group children?

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Received: 18.12.2017; Revised: 28.03.2018; Accepted: 15.04.2018

■ **ABSTRACT** : In this pilot study, we investigated the impact of intervention programme on teachers' knowledge regarding developmental milestones of 6-10 years of age group children. The present study was carried out in two cultural zones of Haryana (an Indian state). Thirty teachers for one thousand children in the age group of 6-10 years from both cultural zones were assessed for their knowledge regarding developmental milestones of 6-10 years age children. After pre-assessment, the intervention programme was imparted to teachers regarding developmental milestones of children for a period of one week. After a gap of one month, teachers were post-tested. Results revealed that at pre-testing stage there were no significant differences in knowledge of teachers from both the zones regarding various developmental milestones: t-values were not significant for gross-motor ( $t=1.84$ ), fine-motor ( $t=0.00$ ), cognitive ( $t=0.00$ ), language ( $t=0.50$ ), social ( $t=0.40$ ) and emotional domains ( $t=0.61$ ) and also for overall development ( $t=0.73$ ). Results revealed that after exposure to intervention programme, teachers' knowledge about developmental milestones of children improved significantly, as t-values for developmental gain were significant for gross-motor ( $t=5.43^*$ ), fine-motor ( $t=4.01^*$ ), cognitive ( $t=5.13^*$ ), language ( $t=4.71^*$ ), social ( $t=4.07^*$ ), emotional ( $t=4.65^*$ ) and overall development ( $t=12.23^*$ ).

■ **KEY WORDS**: Child development, Developmental milestones, Developmental domains, Teacher training, Intervention, Developmental gain

■ **HOW TO CITE THIS PAPER** : Rani, Nigam, Balda, Shanti and Sangwan, Sheela (2018). Do we need an intervention programme on teachers' knowledge regarding developmental milestones of 6-10 years of age group children? *Asian J. Home Sci.*, 13 (1) : 128-133, DOI: 10.15740/HAS/AJHS/13.1/128-133. Copyright@ 2018: Hind Agri-Horticultural Society.

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