

Research Paper :

## **Impact of intervention package on cognitive abilities of pre-school children**

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### **ABSTRACT**

Present study was carried out in purposively selected Hisar city of Haryana state with the aim to assess impact of intervention programme on cognitive abilities of pre-school children. A sample of 52 children in the age group of 2-6 years was drawn randomly from pre-school laboratory run under the Department of Human Development and Family Studies COHS, CCSHAU. Children were assessed for their cognitive abilities by using McCarthy scale of children's abilities (1972). Intervention programme was developed and imparted to children for two months and after one month gap and post testing was done to see the impact of intervention programme. Results revealed that at pre-testing stage, children performed below the standard scores in all the verbal aspects except story recalling and opposite analogies. At post-testing stage, children of all the age groups obtained mean scores above the standard scores, thus showed the impact of intervention on verbal abilities of children. Perceptual performance of children at pre-testing stage was below the standard scores in four aspects *i.e.* tapping sequence, draw a design, block building and conceptual grouping. At post-testing stage, children in all the three age groups were above the standard scores for all the perceptual aspects. Children of all the three age groups had not the concept of backward counting even after exposure to intervention programme. The data further revealed that motor abilities of children in all age groups at post-testing stage were above the standard score. The study concluded that there was remarkable difference in pre and post-testing mean scores for most of the activities of verbal, perceptual performance, quantitative, memory and motor aspects of cognitive abilities.

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Pre-school period is universally recognized as the foundation period of child's life. During this period, the child attains rapid growth and development if gets congenial environment at school and at home. Research evidence indicates that much of the child's mental development takes place during the period between 3-6 years of age. Mental development includes aspects such as verbal, non-verbal, reasoning, numerical-ability, quantitative, memory and perceptual performance. Children of this age group are highly active, curious and eager to learn. They like to explore, seek new experiences for the sheer pleasure of sensing and knowing. They now operate in the 'Piaget's second major stage of cognitive development, the "pre-operational stage". This marks a major qualitative help in their thinking. At this stage they can use symbols to represent objects, places and people in their world.

Intervention package may be defined as the act of imparting knowledge and training for improving and modifying present knowledge, attitude, capacity and skills. The intervention cognitive training facilitates the intelligence and creative thinking scores of the children (Mohanty and Hejmadi, 1992). Pre-school children

receiving cognitive intervention showed significant gains in intellectual as well as other cognitive abilities compared to controlled groups of children from similar background. Therefore, keeping in mind all these factors, the present study was conducted with the aim to assess cognitive development of pre-school children and to assess the impact of intervention package on cognitive abilities of these children.

### **METHODOLOGY**

For the present study, Hisar city was taken purposively for easy accessibility. Department of Human Development and Family Studies, at C.C.S. Haryana Agricultural University, Hisar. Hisar runs a pre-school laboratory for the children of 2-6 years of age. It is a pre-school laboratory where children are prepared for schooling through "Developmentally appropriate practices" (DAP) approach. A sample of 52 children in the age group of 2-6 years was drawn randomly for assessing cognitive abilities. The study was conducted in three phases. During the first phase children were tested for their cognitive abilities by using McCarthy scale of children's abilities (1972). During the second phase,