

Impact of Enriched Environment on Language Performance of Pre-schoolers

Krishna Duhan, Shakuntla Punia and Shanti Balda

Department of Child Development, College of Home Science, CCS HAU, Hisar 125004, Haryana, India

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ABSTRACT Seventy eight pre-school children (39 male and 39 female) from Bal Bhawan Nursery School, Hisar participated in the present study. Revised Reynell Language Development Scale (1985) was used to assess existing status of language development. These children were divided into three groups, one control group (n = 26) and two experimental groups (n = 52), on the basis of their performance. Performance of the 52 children of experimental groups was below average on language assessment test. The two experimental groups were imparted intervention programme by two different person for a period of three weeks; control group children were not exposed to any intervention programme. It was found that gain in language components was significantly higher for experimental group children than control group which shows the impact of intervention programme. The results further revealed that there were no significant differences between the gain in scores of two experimental groups, suggesting that the impact of intervention was similar on both the experimental groups indicating that method of imparting intervention programme by two different persons was valid and reliable.