

Intervention: A Tool to Improve Cognition

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ABSTRACT The present investigation is an attempt to enhance the cognition among rural preschoolers using their immediate environment in the form of planned activities as intervention program. A total of 120 children between 3-5 years were assessed for their concept development using Bohem's Test of Basic Concepts. Half of them served as experimental group with whom the intervention was introduced while rest of them served as control group. ANOVA was used to see the differences in the performance of both the groups. At pretesting the differences came out to be non-significant statistically for Form 'C' and 'Applications', which concludes that both the groups matched on concept development statistically at initial stage. The post-testing results showed significant improvement in concept development of experimental group. The differences in performance proved to be statistically significant as revealed by F values which were 271.543 for Form 'C' and 147.192 for 'Applications'. There were marked differences in concept development of experimental and control group after intervention. A follow-up test to see the retention of concepts further proved the efficacy of intervention in improving the cognition of children, as there were significant differences in performance of experimental and control group at follow-up also. The differences proved to be statistically highly significant as revealed by 't' values which came out to be 55.354 on Form 'C' and 28.946 on 'Applications'.