Abstract

The main objective of the present study was to find out the effect of an intervention programme on certain cognitive skills of Nolia (Coastal fishermen) children belonging aged 5 to 10 years. Sixty children were randomly assigned to experimental and control groups. Seven tests like conservation (number, length, liquid), classification (class - inclusion), seriation (multiple seriation matrices), Non-verbal Intelligence test (Draw-a-child), Verbal learning and memory test (Story telling) were administered to all the children once before, once during and three times after intervention training to assess changes over time in their performances. The training tasks consisted of Piagetian tasks like seriation, classification, vocabulary development, imitation and communication through gestures, fine perceptual motor activities like cutting, threading, colouring, block building, paper folding and gross motor activities like running, jumping, throwing and catching.

The data were analysed using a Between - Within ANOVA design to test the differential effects of intervention - training. Product - moment correlation matrices were computed to find out whether intervention - training produces stronger association, i.e. better integration of cognitive skills. The results showed that
(1) the performance of the experimental group showed significant improvement as a result of intervention compared to the control group.

(2) the performances of the children of the experimental group showed improvement and better integration over the testing sessions during and after the intervention.

(3) the effects of intervention - training were found to persist up to six months after the training.

The implications of these findings in the context of compensatory early education of the disadvantaged children have been presented.