

Research Paper :

Strengthening of human resources: An impact of effective intervention programme

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ABSTRACT

Present study was conducted in purposively selected rural area of Hisar district of Haryana state. The study was undertaken on 100 children of 2-4 years. Data were recorded with help of the Vineland Social Maturity Scale (Doll, 1935). Then the developed intervention programme was implemented. The Result showed that the improvement in the mean scores for all four domains of social development.

Key words : Human resource, Intervention programme, Social development

During early years children learn social skills through interaction within and outside the family, peers and teachers gradually learn to share control and influence. Socially competent children possess the skills necessary to get their needs met and accomplish their desired goal. Social development refers to a person's ability and interpersonal skill to get along with others. Developing social skills is not an easy task, it takes knowledge of correct relationship in addition to time and experiences. Young children have much to learn themselves and surrounding environment (Smith, 1982). The present study has scope because the social characteristics can be assessed reliably for social skills during early childhood (Houck, 1999).

METHODOLOGY

A sample of 100 pre-schoolers from Anganwadis of different villages was selected randomly for assessing their social development. Data were recorded with help of the Vineland Social Maturity Scale (Doll, 1935). Then the developed intervention programme was implemented

for enhancing their four different skills such as communication, daily living, socialization and motor skills for sound social development of rural children. The impact of intervention was assessed. Maximum improvement was in social skills followed by communication, then Daily living skills and motor skills.

FINDINGS AND DISCUSSION

The result shows of Table 1 that the improvement in the mean of intervention sample for social skills was significantly higher ($t=7.7^{**}$) than the control sample with an average increase of 4.2. Improvement in the mean of intervention sample for daily living skills was also significantly higher ($t=5.4^*$) than the control sample with an average increase of 3.43. Improvement in the mean of intervention sample in communication skills was significantly higher ($t=6.3^{**}$) than the control sample with an average increase of 3.7. Improvement in the mean of motor intervention sample was significantly higher ($t=5.1^{**}$) than the control sample with an average increase of 2.0. Maximum improvement was in social skills

Table 1 : Improvement in social development of children

Aspects of social development	Before intervention (N=50)	After intervention (N=50)	Improvement in different skills	t-values
Socialization skills	81.0	85.2	4.2	7.7*
Daily living skills	100	103.43	3.43	5.4*
Communication skills	90	93.7	3.7	6.3*
Motor skills	88	90	2.0	5.1*

* and ** indicate significance of values at P=0.05 and 0.01, respectively

followed by communication, then Daily Living Skills and motor skills. Improvement in skills can be attained through intervention if provided to the children Mallik *et al.* (2007).

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