ABSTRACT

The aim was to assess the level of cognitive (attention, memory and intellectual ability) and psychosocial aspects (adjustment, self concept and social problem solving skills) and to study the effect of intervention programme on cognitive and psychosocial aspects among the tribal children studying in 4\textsuperscript{th}, 5\textsuperscript{th}, and 6\textsuperscript{th} standard. Other objectives included studying gender difference and correlation among cognitive and psychosocial aspects. A before - after, experimental - control group design with post assessment after three and half months of the pre assessment was adapted for the study. The sample consisted of 375 Ashrama school (group of schools run by the Social Welfare Department of Karnataka Government at tribal areas to cater to the educational needs of only tribal children) children of 4\textsuperscript{th}, 5\textsuperscript{th}, and 6\textsuperscript{th} standard, aged between 9-12 years from Hegadadevana Kote.

Of the 10 schools, some schools were considered as experimental group and others as control group. Existing group of children were screened on Children’s Behavior Questionnaire. The children who scored above the cutoff score were further not considered for analysis. The children were administered the assessment tools of Number Cancellation Test, Test of Memory for Children, Colored Progressive Matrices, Preadolescent Adjustment Scale, Children’s Self-Concept Scale, and Group Social Problem Solving Assessment. Later on children were grouped into small clusters of five to seven or ten individuals depending on type of activities. The intervention programme consisted of five main activities namely art and craft work, games and play, word and vocabulary activities, number games, and cultural activities. Each activity was conducted on each day for one and half hours duration. The activities were repeated for one and half months. Later the children were allowed to carry on the programme, being supervised by
trained personal for next two months period. After three and half months of pre-assessment, post assessment was conducted by administering post-assessment tools.

The data collected was further analysed using statistical techniques which included frequencies, percentages, independent and paired ‘t’ test, correlation and effect size estimates.

Except on two sub scales there was no significant difference between the experimental group and control group before intervention indicating homogeneity between groups. Overall on all the assessment tools the group was not adequate to their age range which called for immediate attention for need for intervention programmes to bring about a positive enhancement and change in cognitive and psychosocial areas.

On number cancellation test and 12 out of 15 subtests of memory scale and Colour Progressive Matrices the tribal children demonstrated a significant improvement after intervention. On different subtests of Pre Adolescent Adjustment Scale, Children’s Self Concept Scale, and Group Social Problem Solving Assessment there was significant improvement after intervention for experimental group after intervention. Girls and boys of the experimental group have shown significant improvement in all cognitive and psychosocial aspects after intervention programme. Over all, the mean and‘t’ values on different tests and subtests for experimental group ( after intervention) and control group ( after waitlist period) indicated that except on six sub scales experimental group (with intervention) was significantly better than control group (after waitlist period) on all the other tests and subtests. Girls and boys in the experimental group (after intervention) were significantly better in all cognitive and psychosocial aspects when compared to girls and boys in the control group (after waitlist period).
Generally it was seen that cognitive aspects were correlated to one another, whereas psychosocial aspects are not correlated showing that psychosocial aspects are more independent in nature than the cognitive aspects where there could be influence of one aspect on another.

The condition of the tribal area and schools would require different kinds of input from primary to that of the tertiary levels. The tribal government schools are unlikely to be provided with costly infrastructure and educational facilities required to children and hence child friendly, play way methods can be used as intervention programmes. The present study has shown that there was a positive impact of child friendly, child-directed play way method on many cognitive and psychosocial aspects of development. Hence such intervention programmes can be used for cognitive and psychosocial development of school going children in general and specifically the tribal children.

**Key words: Cognitive and psychosocial aspects, effect of intervention programme and tribal children**