CHILD DEVELOPMENT

STANDARD XII

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

(a)   to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b)   to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c)   to uphold and protect the sovereignty, unity and integrity of India;

(d)   to defend the country and render national service when called upon to do so;

(e)   to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;

(f)   to value and preserve the rich heritage of our composite culture;

(g)   to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h)   to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i)   to safeguard public property and to abjure violence;

(j)   to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k)   who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Child Development

STANDARD XII

Child Development Subject Committee

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

Jana-gana-mana-adhināyaka jaya hē
    Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
    Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
    uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
    gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
    Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
    Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

PREFACE

Dear students,

Welcome to standard XII. It is with immense pleasure that we offer you this textbook on Child Development based on the new syllabus.

Last year this subject was introduced to you hence, you would be familiar with the fact that the nature of this scientific body of knowledge is necessarily interdisciplinary. It draws from various subjects like Anthropology, Sociology, Psychology and Neuroscience.

The prime focus in this subject is on fostering and promoting all round holostic development in young children.

This book attempts to help you understand the importance of the early childhood years and gain an insight regarding the nature of development. Additionally, you will be aware of important aspects of development, which are greatly influenced by a conducive environment and child centered programs.

Information and approaches from various Educationists, Theorists and Philosophers will help you understand the needs of young children at different ages and stages of development and help you appreciate individual differences and the need for 'Inclusion'.

While studying the contents of this book you will come across various activities that will encourage you to think and reflect upon. You will also find interesting activities to extend your learning, helping you to relate them to real life experiences.

The scope of Child Development is expansive and this year you will get a further glimpse into this subject. The QR code given alongside the text will provide additional information and audiovisual material to help you strengthen your hold over the subject. The revision and exercises will help you consolidate the concepts.

We welcome your valuable feedback. This will give us a sound opportunity to enrich and enchance your knowledge further.

Wishing you all the very best for the study of the new textbook.

(Vivek Gosavi)
Director
Maharashtra State Bureau of Textbook Production
And Curriculum Research Pune

Date : 21 February 2020

Baratiya Saur : 2 Phalguna 1941

Std XII Child Development Competency Statements

Student will be able to

1. Understand the importace of early years in an individual's life.

2. Understand the objectives and scope of Child Development.

3. Gain knowledge of the needs of an individual.

4. Recall the concept of growth and development.

5. List and explain the domains of development.

6. Describe the characteristics of each stage of development.

7. Recall principles of development.

8. Know the factors influencinggrowthanddevelopment.

9. Realize the importance of Maturation and Learning.

10. Understand the various aspects of development during infancy.

11. List the characteristics of early childhood years.

12. Understand the needs of children during the early years.

13. Become aware of the Rights of Children.

14. Understand the aspects of Physical and Motor Development.

15. Recognize and know the changes in Physical Motor Development form 2 to 6 years.

16. Discriminate between gross and finemotorskills.

17. Determine the various mental processes in Cognitive Development.

18. Outline the characterstics of Cognitive Development in early years.

19. State the importance of early stimulation.

20. Determine the stages in Language Development.

21. Explain the acquisition of language.

22. Comprehend the development of vocabulary.

23. Distinguish between speech defects and speech disorders.

24. Understand the Socio Emotional Development during early years.

25. Recognize the causes and handling of emotions in young children.

26. Realize the importance of socialization.

27. Grasp the influence of the agents of socialization.

28. Describe forms of social behaviour.

29. Understand the importance of discipline.

30. Understand the concept of Holistic Development through play.

31. Become aware of the need and values of play.

32. List and detail the stages of play.

33. Describe the types of play.

34. Know how to select play material.

35. Gain knowledge regarding the role of parents in enccouraging play.

36. Become aware of various behavioural issues in young children.

37. Understand the handling of behavioural issues.

38. Recognize the need and importance of parent school collaboration.

39. Know the different methods of parent school collaboration.

40. Define special needs.

41. Classify the special needs.

42. Describe the types of special needs.

43. Appreciate the need for Inclusive education.

44. Know the history of Early Childhood Care and Education.

45. Understand the objectives and need for different Centers for young children.

46. Describe different centers available for young children.

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Child Development as a subject is fast gaining in importance as we realize and understand the need to invest in very young children to maximize their future well-being.

The main objective of studying this subject is to be able to create an enriching and conducive environemnt for optimal growth and development of children during the early years of their life.

By creating, a desire to seek and learn more learners need to be motivated to go beyond the information given, to reflect, intorspect, compare, observe, discuss and share their thoughts ideas and experience.

Finding out the prior knowledge students hold, before initiating the topic to be learnt, is of prime importance. There is an unlimited scope to use one's creativity and experience to strengthen knowledge and consolidate concepts.

The presence of interesting facts and information will help create and sustain interest in students.

A warm, non judgmental and informal atmosphere in class will encourage students to share their ideas more readily and participate actively in the teaching learning process. Asking thought provoking questions would help students to gain clarity in what they learn.

Further information, related reading and audio visual links are in the QR code.

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All the world is a laboratory to the inquiring mind

- Martin. H. Fischer

What is the first thing that comes to your mind when you think about Child Development? Is it an infant, toddler, or a school going child? As you know, human development is a scientific study of developmental changes from conception to death. According to Laura Berk (2007) "Child Development is a field of study devoted to the understanding of human constancy and change from conception through adolescence." Child Development is a specialized area of study of growth and development of the child right from the moment of conception to adolescence.

Can you recall the objectives and scope of Child Development?

1.1   Scope of Child Development

- Studying different stages of Child Development, namely Early, Middle and Late.

- Studying the factors affecting growth and development.

- Studying various domains of development.

- Useful for various professions.

- Useful for parents and prospective parents.

- To pursue a career in the field of Child Development or Human Development.
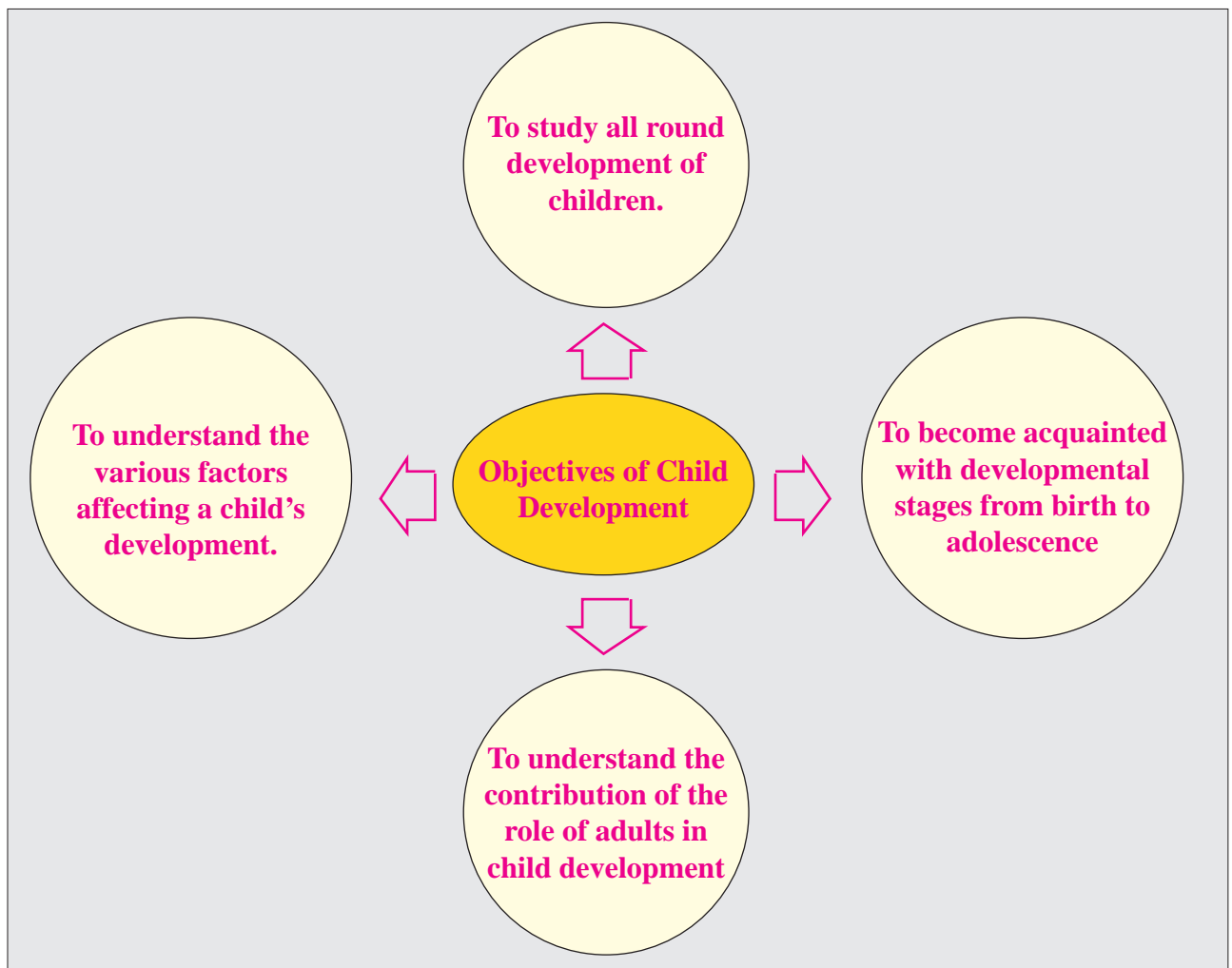
To study all round development of children.

To understand the various factors affecting a child's development.

Objectives of Child Development

To become acquainted with developmental stages from birth to adolescence

To understand the contribution of the role of adults in child development

Fig. 1.1 Objectives of Child Development

Growth and Development

As you have studied earlier in the subject of Child Development, there is a potential difference between growth and development. Growth refers to quantitative changes whereas development implies both quantitative and qualitative changes in an individual.

Development means a progressive series of changes that occur as a result of maturation and learning.

Domains of Child Development

Do you remember what was written in the blank circles of this figure as given in your XI std. Child Development textbook?
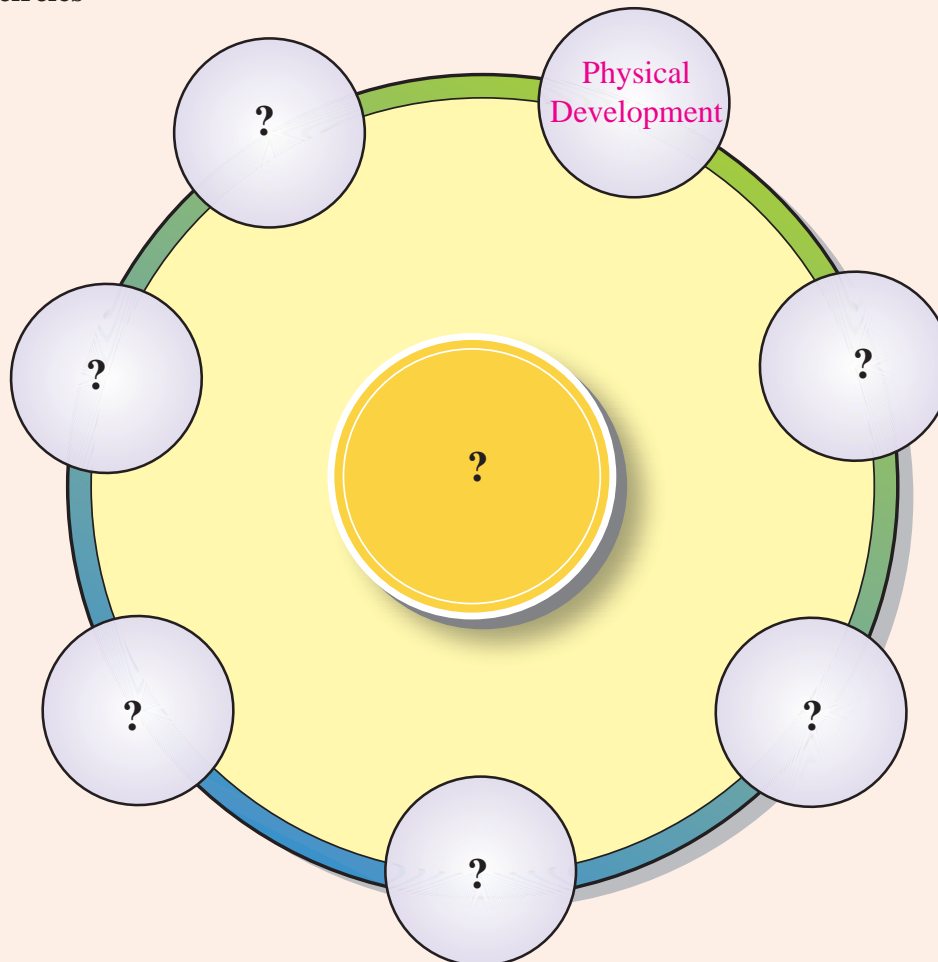
Development is divided into various domains. The main domains are Physical, Motor, Cognitive, Language, Social, Emotional and Moral Development.

1.2   Stages of Development

Human life span is divided into eight main stages which are based on chronological age.

Stages of Development

Well done! You have been able to identify the various stages of the life span.

Let us now turn our attention to understanding the various needs and the importance of early years in a child's life.

1.3 Needs of Children

Needs of children vary according to stage, age and developmental levels. To meet the needs of children be it Physical, Motor, Mental, Emotional or Social, it is the responsibility of parents, caregivers, teachers and society to meet them in various ways, as they all contribute to a child's overall development. The needs of children must be met every time, in order for them to be comfortable in their environment and even within themselves. Children's needs must be fulfilled because they are helpless and dependent. Therefore it is the prime duty of adults to fulfill them.

Abraham Harold Maslow was a psychologist who studied positive human qualities and the lives of exemplary people. In 1954, Maslow created the 'Hierarchy of Human Needs' and expressed his theory in his book, 'Motivation and Personality'.

There is a hierarchy of needs which is put forth by Abraham Maslow commonly known as "Maslow's Hierarchy of Needs".

According to Maslow's hierarchy the following needs are given.

1. Biological and Physiological Needs

Air, food, water, shelter, sex, sleep, homeostasis, excretion.

2. Safety Needs

Protection from elements, security of body, employment, resources, mortality, family, health, property.

3. Love and Belongingness Needs

Receiving and giving affection and love, sexual intimacy, trust, and acceptance, affiliating, being part of a group (family, friends, work).

4. Esteem Needs :

Maslow classified esteem needs into two categories (i) Esteem for oneself (dignity, confidence, achievement, mastery, and independence) and (ii) the desire for reputation or respect from others (e.g. status, prestige).
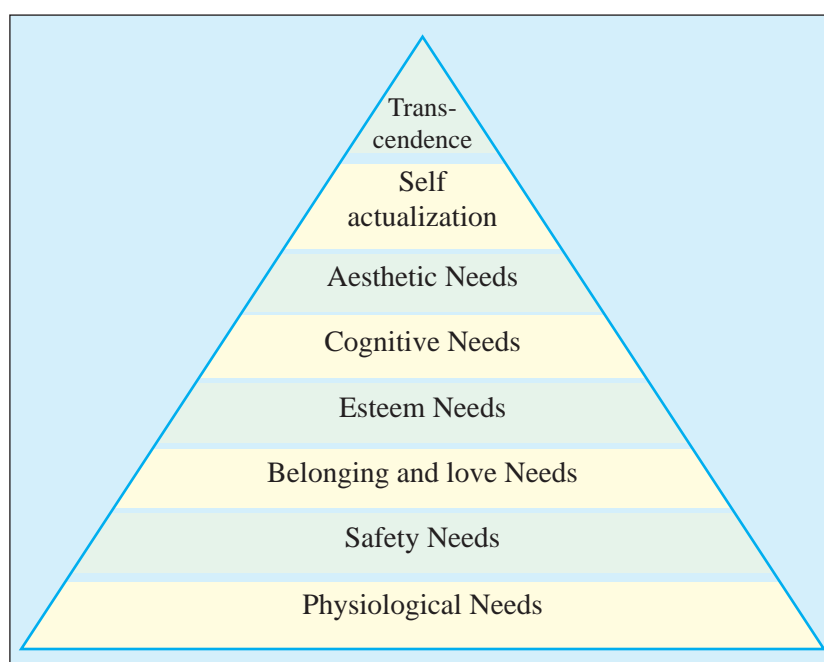

Fig. 1.2 Maslow's Hierachy of Needs

5. Cognitive Needs

Knowledge and understanding, curiosity, exploration, need for meaning and predictability.

6. Aesthetic Needs

Appreciation and search for beauty, balance and form.

7. Self-actualization Needs

Morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts, realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

8. Transcendence Needs

It refers to the highest, inclusive and holistic level of human consciousness.

In view of the "Hierarchy of Needs" given by Maslow, society plays a significant role in satisfying a child's needs.

Role of society in satisfying a child's needs

- Acceptance
- Unconditional love and support
- Freedom within reasonable limits
- Respect for individual differences
- Providing various stimulating activities
- Help children achieve their developmental tasks at every stage.

1.4 Importance of early years in a child's life

Early years of a child's life are considered as years of fundamental development. These first six years of life are so important, that you will never find that rate of development in later years of life. An individual's personality, behavior and attitudes develop during this early period of life. As such this period is of prime importance in the context of learning and skill development. It is therefore necessary to provide opportunities and appropriate stimulation accordingly. The more an individual gets good opportunities, the more it helps in the development of inherent abilities and skills. The stimulation received from the environment helps the development of the brain hence children should be given **maximum opportunities, proper nutrition and stimulation involving maximum use** of the five senses.

1. Period of Foundation

The foundation of an individual's behavior and attitude is laid down during early years. Maturation and learning also heavily influence a child's development. Brain development is of prime importance during this period. Each experience is first registered in the brain and acted upon later. The constitution of the brain and ability to coordinate activities is not fully developed during the early years. The brain requires constant stimulation and energy for its development. Each new experience strengthens the foundation as the child's development continues. As such early childhood experiences, either positive or negative have their impact on a child's development.

2. Effect of Initial Experiences

A child should be given plenty of positive experiences which enhance the learning process leading to success in school. Balanced and adequate nutrition and positive experiences help a child to develop in healthy ways, whereas negative experiences, improper nutrition and a threatening environment and lack of motivation results in a negative impact on development. Family, parents, teachers, peers and society play a vital role in shaping a child.

3. Impact of early Child Development on adult life

Scientists strongly believe that if a child has proper growth and development during the early years it has a positive impact on later stages. Adult behavior of an individual largely depends on the interaction he/she has with experiences, environment and relationships during childhood. Success and failures during childhood affect the success and failures in the later period of life. Negative experiences and malnutrition during the early years can affect development in harmful ways which may lead to emotional and behaviour problems in later life.

Exercises

Note : It is suggested that you refer to your XI Std Child Development textbook in order to complete the exercises given at the end of this revision chapter.

Q. 1. Read the following statements and write the areas of development to which they relate.

1. While playing blocks Suraj touched Vijay's block arrangement and it fell down, so he said sorry to Vijay.

2. Kavita strings beads with ease whereas Sahil is good at building with blocks.

3. Children in nursery class were indulging in activities like crawling, walking, jumping and climbing.

4. Sheela observes the steam over a pot of boiling milk and says it is hot.

5. Raju is engrossed playing with a lemon, thinking it is a ball.

6. Chintu utters the word "mum mum" when he is hungry.

Q. 2. State whether the following sentences are true or false and give reasons.

1. Growth is a quantitative change.

2. It is not necessary to study all aspects of Child Development.

3. Heredity is more important as compared to environment with regard to all round development.

4. Development stops after a certain time.

Q. 3. Match the following characteristics with the stages of development :

A	B
1) This age is characterized by adjustment and helplessness	a) Toddlerhood
2) At this age children are egocentric	b) Prenatal period
3) Children begin school and continue mastering academic skills	c) Neonatal stage
4) This period is characterized by rapid development	d) Early childhood
5) Children move towards independence acquiring various skills like walking/ talking	e) Late childhood
	f) Old age

Q. 4. List the following.

1. Objectives of development
2. Domains of development
3. Stages of Infancy

Q. 5. Find the odd one out.

1. Height, weight, body proportion, talking
2. Jumping, stringing beads, balancing, hopping
3. Coloring, drawing, pasting, singing
4. Speaking, running, climbing, teething

Q. 6. Explain the terms.

1. Self actualization
2. Cognitive Development
3. Neonatal period
4. Adulthood

Q. 7. Write short notes

1. Prenatal period
2. Growth and Development
3. Scope of Child Development
4. Forms of communication

Project / Self Study

Design and prepare a chart showing the difference between growth and development for your classroom display board.

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Principles of Development

You have learnt about the "Principles of development" last year. You are aware that, like every living being, the human child also follows a certain sequence of growth and development involving several patterns and processes. For example in the process of the development of teeth, we find a typical pattern of tooth eruption. Knowledge of these patterns and processes help teachers and parents to guide the child in its learning and predict its growth. An understanding of child growth and development patterns is necessary for parents and caregivers to create a nurturing and caring environment. This will help to stimulate a young child's learning. The study of these fundamental facts regarding development are called "Principles of Development".

2.1 Principles of Development

We have understood that development follows a specific pattern which involves changes during the process of growth.

1. Development involves change

The changes that occur are both quantitative as well as qualitative. Physical changes in the body such as weight, height are measurable therefore are quantitative, where as qualitative changes are developmental changes such as motor ability, cognition, language acquisition or emotional development.

At birth, the head is the fastest growing part of the body.

The torso lengthens throughout early childhood.

Children grow from their torso out.
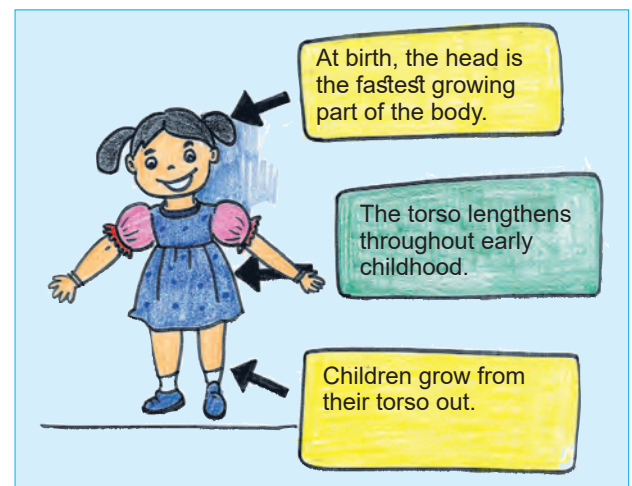
Picture 2.1 Patterns of growth

2. Development is continuos

Development is a continuous series of changes, qualitative and quantitative which continue from conception till death.

3. Development follows a predictable pattern
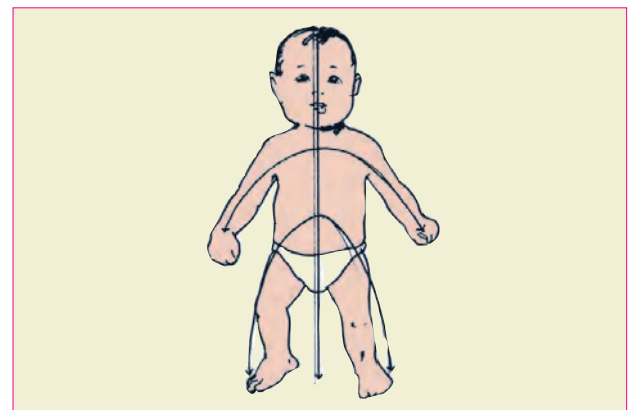
Picture 2.2

Developmental changes in children follow a specific pattern which is similar in all individuals. It takes place according to two laws of directional sequence. Cephalocaudal sequence and proximodistal sequence.

Cephalocaudal sequence : development proceeds from head to toe. According to this principle a child will gain physical control of its head first. This physical control will be followed by the neck, arms, torso and legs.

Proximodistal sequence : unlike the cephalocaudal sequence, the direction of development in proximodistal sequence is from the centre of the body to the extremities.

4. Development proceeds from general to specific

Development is a gradual process and varies from one individual to another. However, it proceeds from general to specific activities. If we have observed the behavior of young children we know that the baby waves his arms in general and makes random movements before he is capable of such a specific response as reaching out for a specific object. He makes random kicking movements with his legs before he can co-ordinate the leg muscles well enough to crawl or to walk. In emotional development, the baby first responds to most strange objects with general fear. Gradually, this fear becomes specific.

5. Development proceeds at different rates

As we have seen, development is a continuous process from conception till death. However, it is not uniform and varies from one individual to another. For example, boys and girls have a different rate of growth. The rate of development is also different for each body part depending on the stage of development.

6. There are individual differences in development

The pattern of development is more or less similar in all children. However, each individual child has its own way and pace of development. This means every child will not reach the same point of development at the same given time as another child. Additionally genetic and environmental factors also influence an individual's growth and development.

7. Areas of development are interrelated

Areas of development such as Physical, Emotional, Language, Social, Cognitive are interrelated and have their overall effect on growth and development of a child.

8. Development is a product of Maturation and Learning

Maturation is a process of development of characteristics in the individual from birth whereas learning refers to the skills and knowledge acquired by an individual and which result in changes in an individual. Learning takes place through observation, imitation, practice and training.

2.2 Interrelation between Maturation and Learning

Certain skills cannot be obtained without a required level of maturation even if a child is given a lot of learning opportunities. Maturation is a natural process which helps to acquire knowledge and skills by way of effective learning. Learning is dependent on the stage of maturity obtained. For example, a child can learn to walk when he is physically mature. As a result of maturation, phylogenetic functions are seen. e.g. crawling, walking. These functions are acquired with age and do not require any training. Ontogenetic functions are seen as a result of learning. e.g. swimming, cycling. These functions are influenced by training, practice and opportunities.

Sensitive period / Teachable moments

When a child shows physical and mental readiness or preparedness for acquiring certain skills, it is an ideal stage for teaching him or her, a particular skill. According to psychologists, there are three criteria which indicate teachable moments for a child or the child's state of readiness. 1. Interest in learning 2. Sustained interest 3. Shows improvement

2.3 Factors influencing growth and development

As we have learned that, no two individuals show the same rate of growth and development. This variation is physical as well as behavioural and a result of the interaction between biological and environmental factors. Various **biological and environmental** factors affect growth and development.

1. Heredity
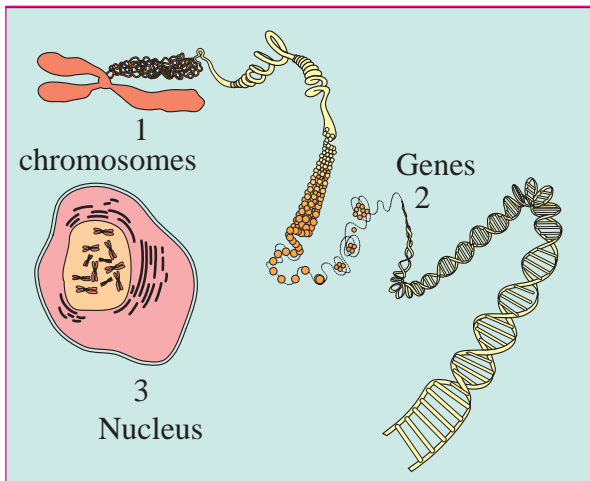
Picture 2.3 Chromosomes and genes

Genetic inheritance (heredity) is the basic foundation for most of the physical and personality attributes of a child. It is genetic endowment inherited from the biological parents at the time of conception. A fertilized egg is formed by the union of ovum (female reproductive cell) and a sperm (male reproductive cell), each with 23 single chromosomes. These form 23 pairs of chromosomes (46 choromosomes) in an embryo which contains genetic information passed down from parents.

Sex determination Women have an XX pair of chromosomes while men have an XY pair of chromosomes. If the chromosome in the ovum combines with another X chromosome from male sperm the combination results in a female offspring. When an X chromosome fuses with a Y chromosome from the sperm, it results in a male offspring. The sex of the offspring is always determined by the male chromosome.

Dominant and recessive genes Genes are responsible for the characteristics we inherit from parents. Characteristics of dominant genes are prominently seen in the immediate generation that follows, whereas, recessive genes usually remain dormant.

2. Maturation and Learning

We know that maturation and learning are two important and interrelated factors that influence growth and development. Maturation indicates the ability to learn skills and learning helps to acquire them.

3. Environment

Prenatal environment Environmental factors have great impact on development. Age, hormonal levels, diet, health, emotional state of mother are some of the prenatal factors which affect development of a fetus.

Postnatal environment : Post natal environmental factors such as home environment, socioeconomic status of the family, diet, health services, parenting are the most influential factors. These have long lasting effects on a child's behavior, personality, emotions and relationships. Parents, teachers, peers, society and social changes play an important role in development of a child and have positive or negative effects.

4. Nutrition

Picture 2.4

Every living human being requires proper nutrition for its growth and development. An adequate balanced diet with sufficient nutrients (protein, carbohydrates, fats, minerals and vitamins) is of prime importance during the early years when the rate of growth is rapid. Deficiency of a nutritionally balanced diet leads to malnutrition.

Malnutrition : Starvation, lack of sufficient nutrients and inability to digest food are some of the causes which result in malnutrition. Malnutrition causes stunted growth, poor health, diseases like anemia, night blindness, kwashiorkor and marasmus.

5. Endocrine glands

Endocrine glands are ductless glands that secrete hormones which are carried to particular organs or tissues through the blood stream. These glands control growth, development and reproduction. Endocrine glands secrete hormones in response to external and internal stimuli. The **Pituitary** gland also known as the master gland is located at the base of the brain and controls the functioning of all endocrine glands and regulates growth. The **Thyroid** gland located in the neck controls the rate of metabolism. The **Parathyroid** gland regulates calcium balance in the body. The **Adrenal** gland is responsible for the action of the body in an

Hypothalamus
Pineal gland
Pituitary gland
Thyroid gland and
Parathyroid gland
Thymus
Pancreas
Adrenal glands
Ovary
Testis
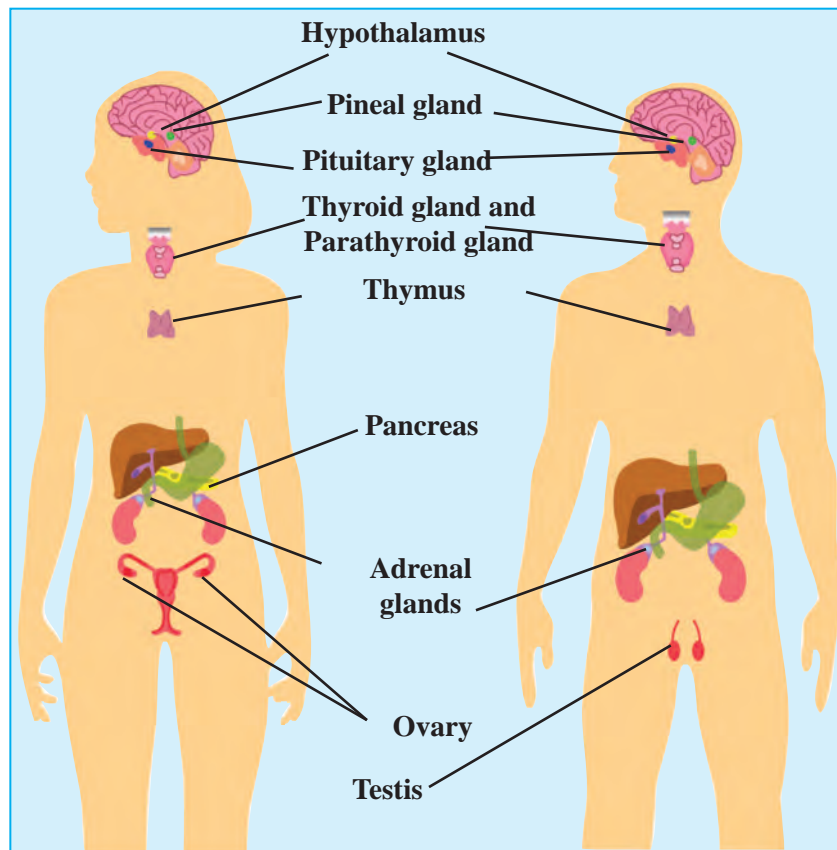
Picture 2.5 Endocrine glands

emergency. The **Pancreas** are a digestive system gland and maintain sugar level in the blood. Testes and ovaries are responsible for growth and development of reproductive cells in males and females respectively.

6. Illness

Picture 2.6

Health status is an important factor in a child's health. If illness occurs during the period of rapid development the effect is more severe. Illness affects socio-emotional development of children, activity levels and opportunities to learn.

7. Physical Defects

There are different types of physical defects which are caused by a number of different conditions. Some defects are congenital which lead to serious impairment in development, while other defects are acquired after birth due to severe illness, malnutrition or accident. Children with disabilities are likely to explore less and may have fewer learning opportunities which may affect their all round growth and development.

8. Rest, Sleep and Exercise

Rest and sleep are necessary for normal functioning of the body. If a child does not get sufficient rest or sleep, he may suffer from fatigue, loss of energy, disoriented behavior and illness. Exercise is equally important for the development of a child. A child engaging in regular exercise is generally more healthy, active and adaptive.

Picture 2.7

9. Culture

Culture is a broad term which includes family environment, surrounding social environment, religion and value system. There are various patterns all over the world. Culture varies with the geographical location, socio economic strata, race and religion. These varieties of culture patterns is represented in the child rearing patterns of parents, experiences and opportunities provided to children and values inculcated in them. Culture is one of the factors that affect a child's Psychological Development.

Activity

Organize a debate between two groups of students.

Topic : Which one is more influential with reference to growth and development in young children. Heredity or Environment?

Table 2.1 Aspects of Development during Infancy

Physical Development

- **Height :** An infant is half as tall as his/her adult height at the end of their second year of life.

- **Weight :** At two years an infant is four times its birth weight

- **Body proportions :** The head of an infant is approximately one fourth the size of its body length.

- **Muscular development :** Muscle fibres are undeveloped at infancy, there is more of fat fibre

- **Skeletal development :** Ossification of bones.

- **Teeth development :** At the end of two years 16 to 20 teeth erupt.

- **Brain development :** At two years the brain is 75 percent of its adult size.

Motor Development

- Cephalocaudal and Proximodistal sequence

- Gross motor skills such as climbing, jumping, balancing are a result of large muscle development. Fine motor skills such as drawing, clay work or colouring are a result of fine muscle development.
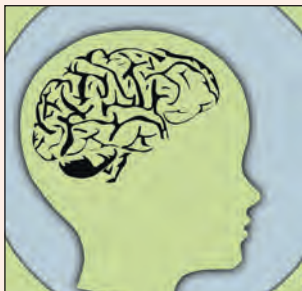
Cognitive Development

- Infant stimulation is important.

- Learning takes place primarily through the five senses.

Language Development

- Achieves command over prespeech forms.
- Starts to express emotions verbally.
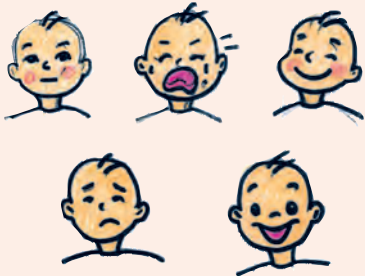
Emotional Development

- Stimuli, feelings, physiological arousal and behaviour are the four basic components of an infant's emotions.
- Infants show attachment, separation anxiety and stranger anxiety.
- Infants show different emotions such as love and affection, joy, fear and anger.

Social Development

- The process of socialization begins.
- Milestones of socialization during infancy are achieved eg. social smile, social referencing and social cues.
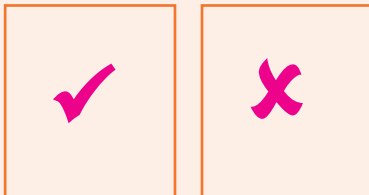
Moral Development

- Inability to distuinguish between right and wrong.

Reflection / Darpan

Make a presentation on the various aspects of development during infancy.

Cue : Signal that encourages the infant to take action

Congenital : Disease or condition existing at birth.

Gross Motor Skills : Physical abilities and competencies which involve large muscle groups.

Infant Stimulation : Infant Stimulation includes activities that arouse or stimulate baby's senses of sight, sound, touch, taste and smell.

Ossification : Hardening of bones as a result of the deposition of the Minerals, Calcium and Phosphorus

Pre-speech forms : Substitute forms of communication used by infants before they say their first word.

Sensory-motor stage : First stage of cognitive development, a period from birth to two years, infants gain knowledge using their senses and movements.

Separation Anxiety : Infants become anxious or upset when they are separated from the primary caregivers.

Social Referencing : Process where an infant takes cues from other people in the environment.

Social Smile : Intentional gesture of warmth expressed by infants.

Stranger Anxiety : Infants become worried or fearful when someone unfamiliar approaches them.

Exercises

Note : It is suggested that you refer to your XI Std Child Development textbook in order to complete the exercises given at the end of this revision chapter.

Q. 1. Select and write the most appropriate answer from the alternatives given :

1. Development that takes place in the body from the central axis of the body to extremities is known as …………

   (a) cephalocaudal pattern

   (b) proximodistal pattern

   (c) developmental pattern)

2. The unfolding of characteristics present in the individual from birth is known as …..…

   (a) maturation   *(b) learning*

   (c) teachable moment

3. The ductless glands are ………… glands

   (a) endocrine   *(b) thyroid*

   (c) harmones

4. The process of hardening of bones is called …………

   (a) synapse   *(b) ossification*

   (c) cartilage

5. The process in which an infant takes cues from other people in the environment is known as …………

   (a) social referencing

   (b) social development

   (c) socialization

Q. 2. State whether the following sentences are true or false and give reasons.

1. Development can be predetermined

2. According to the 'Cephalocaudal' law development proceeds from the head to the toe.

3. Walking and sitting are ontogenetic activities.

4. Phylogenetic functions do not require training.

5. Heredity and environment are important factors for development.

6. Deficiency of nutritional elements required by the body are termed as 'Malnutrition'.

7. Children having regular exercise are healthier, active and show better motor co-ordination

Q. 3. Match the following characteristics with the stages of development :

GLANDS	FUNCTIONS
1) Pancreas	a) Control over growth and development of female reproductive system
2) Ovaries	b) Control the rate of metabolism
3) Pituitary	c) Maintains glucose level in blood
4) Testes	d) Control over growth
5) Thyroid	e) Control over growth and development of male reproductive system

Q. 4. List the following.

1. Principles of development

2. Factors affecting growth and development

3. Names of endocrine glands

4. Causes of malnutrition

5. Reflexes

6. Social cues

Q. 5. Fill in blanks in the box

1. A thread like structure carrying genetic material of an organism

c			o	m		s			e

2. An important stage in development.

m				s			n	

Q. 6. Write short notes

1. Prespeech forms
2. Social development during infancy
3. Prenatal environment
4. Motor development during infancy
5. Post-natal environment

Q. 7. Differentiate between the following :

1. Phylogenetic and Ontogenetic function
2. Cephalocaudal and Proximodistal sequence
3. Rest and exercise
4. Separation anxiety and stranger anxiety

Q. 8. Explain the terms.

1. Heredity
2. Malnutrition
3. Endocrine gland
4. Infant stimulation
5. Developmental milestones

Project / Self Study

Design and prepare a chart relating to the various factors affecting Growth and Development for the classroom display board.

❖ ❖ ❖

Early childhood starts from two years and ends at six years. In this period rapid changes occur in a child. Children grow taller and stronger. Thinking and language skills develop and they begin to socialize. In the process of socialization various habits and behaviour patterns are developed. Child gradually moves from dependency to independence. According to the eminent psychologists Freud, Erikson Piaget, and Vygotsky, early experiences form a strong base for future development.

3.1 Characteristics of Early Childhood

1. Problem age/troublesome age

The children at this stage are often obstinate, stubborn, negative, troublesome and disobedient. They have frequent temper tantrums and suffer from negative feelings such as jealousy. As behaviour problems become more frequent and troublesome during this stage, it is aptly refered to as a 'problem age'.

Picture 3.1 Problem age / troublesome age

2. Toy age

Early childhood is often called as the 'Toy age'. Children prefer to spend much of their waking time playing with toys. Toy play reaches its peak during the early childhood years and then begins to decrease when children reach late childhood.Since significant learning takes place through the active use of educational aids and toys, day care centres provide these keeping in mind the values they offer young children.

Now a days parents commonly give smartphones to children. Children use them to play various games. Excessive use of smart phones may lead to aggression, irritation and eye problems and poor attention span

Picture 3.2 Toy age

3. Pregang age

Early childhood is also known as the 'Pregang age'. Children learn the foundations of their social behaviour in their peer group .It helps them to develop a highly organized social life.

4. Preschool years

Generally parents enrol their children in preschool around the age of 3 years. Educators refer to the early childhood years as the preschool age. Preschool education aims at the overall development of a child. Aspects of development such as physical, motor, cognitive, language, emotional and social are developed in the preschool by providing stimulation varied, experiences and opportunities through play and exploration. Preschool education prepares the child for formal education.

5. Questioning, Exploration and Curiosity age

Children are curious and observant about each and everything in their environment which is new or novel. Children want to know how things work and how they can be a part of it. Children ask a number of questions to their parents, teachers and caregivers and repeatedly ask the question 'Why' during this stage.

6. Imitative age

Children imitate the behaviour, speech and actions of elders, teachers, peers, caregivers.
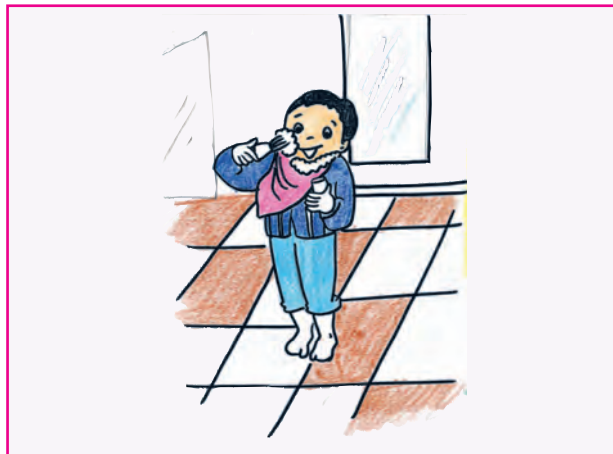
Picture 3.3 Imitative age

3.2 Needs of Children

As given in the first chapter, you have already been introduced to Maslow's hierarchy of needs. Let us have a quick recap of the same.

A) Physiological needs

Hunger, thirst, sleep, clothing, shelter and health are the basic physiological needs. It is the responsibility of parents/caregivers to provide a roof over their head and adequate food, clothing, shelter and security.
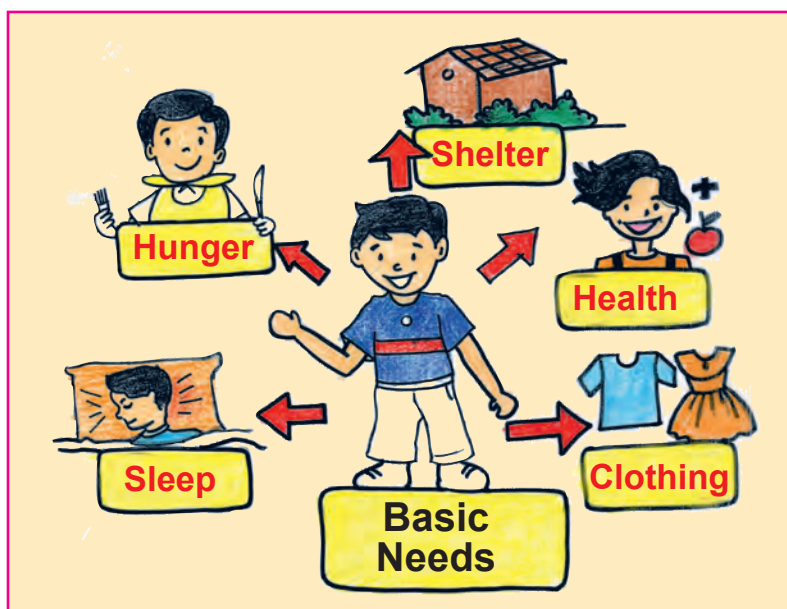
Picture 3.4 Physiological needs

1) Hunger

Hunger plays a very significant role in a child's life. It is considered to be a prime need. A nutritious, balanced, healthy and adequate diet is a necessity of every child. Fulfilment of this need will promote healthy development.

2) Sleep

Children engage in a variety of activities. However, Sleep is very important as it helps to maintain physio-chemical equilibrium and preserve energy for various activities. Sleep is essential for proper growth and development of children.

3) Clothing

Clothes should be selected as per the environmental conditions. Trousers that fit comfortably and have an elastic waist are easier for young children to wear. Bigger buttons are also easier for children to manage. When clothes fit properly and are not too loose or tight, children can move freely and comfortably.

4) Shelter

A stable and adequate shelter plays a major role in the health and wellbeing of families and children. A safe and secure environment in the family affects social and educational aspects of a child.

5) Health

Illness holds back a child's growth. A proper diet, cleanliness and hygienic habits promote good health. Immunization serves as a protection against several diseases so as per the advice of doctors an immunization schedule should be strictly adhered to.

B) Psychosocial Needs

Love and affection, belongingness, acceptance, recreation and play are the psychosocial needs of young children.

1) Love and affection

Love and affection is the basic psychosocial need of children. Children feel rejected and unhappy when they do not get love and affection from the parents. Love, affection and emotional security given by the parents, caregivers and elders develops trust in children.

Picture 3.5 Love and affection

2) Acceptance

A Child always tries to catch the attention of elders and others for social approval. Praise and blame is an underlying message of acceptance and rejection. Praise is a kind of reward and blame is a form of punishment. Approval of parents is extremely important. As the child grows older, he/she seeks the approval of his/her age group.

3) Peers

Children's relations with their peers, play a major role in their overall development. They learn various skills with peers e.g. how to communicate, play, express emotions and solve problems. They also learn to share a toy, food and some other objects. Learning these skills help children to make new friends and gain acceptance from them throughout the school age.
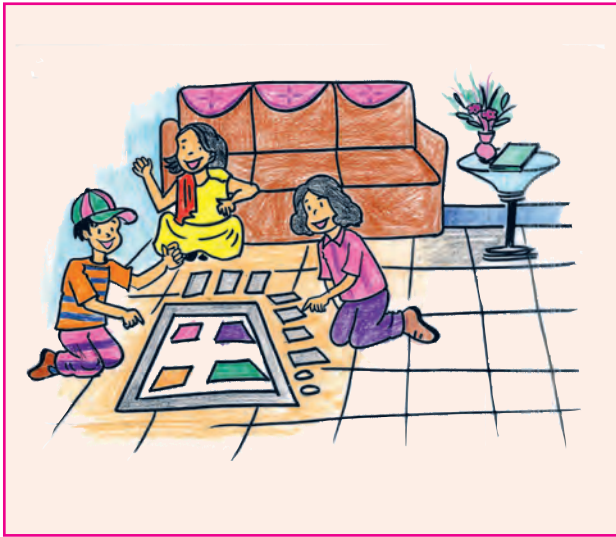
Picture 3.6 Peers

3.3 Rights of Children

India is the second largest populated country in the world. According to the Census Report (2011), about one third of the population of the country is below 18 years.The needs of a large number of children in our country are not fulfilled properly. Children are the most important asset of a nation. They shape the destiny of the nation. The children have a right to protection against any kind of abuse, trafficking and exploitation. Government has also provided various constitutional provisions, opportunities and facilities to safeguard the interest of children and facilitate their integrated development. The child has the right to be protected by law from all forms of physical or mental violence, injury or abuse and neglect maltreatment or exploitation, including sexual abuse. Such protection also covers the relationship of a child with his or her parents, legal guardians or any other person who is responsible for the care of the child. Many children suffer from ill health and diseases and do not get adequate food, shelter, medical facilities and a conducive environment for their development. Some children are orphans or neglected by the society on the basis of their caste, community, religion, sect or language.

Information Hub!!

Guidelines with reference to children.

1. Right to free and compulsory elementary education for all children in the age group of 6 to 14 years.(Article 21A)

2. Right to be protected from any hazardous employment till the age of 14 years (Article 24)

3. Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39 (e))

4. Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against moral and material abandonment(Article 39 (f))

5. Right to early childhood care and education to all children until they complete the age of six years (Article 45)

Ref : http://www.haqcrc.org.child.right/constitution.of.India
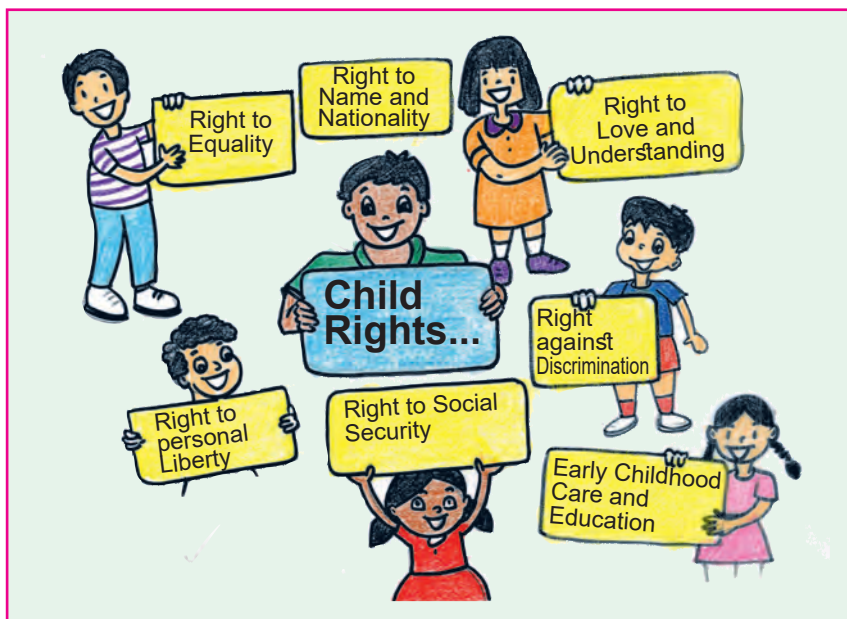
Picture 3.7 Child Rights

Children's Right as per the Indian Constitution

1. Right to equality (Article 14)

2. Right against discrimination (Article 15)

3. Right to personal liberty and due process of law (Article 21)

4. No child below the age of 14 shall be employed to work in any hazardous employment.(Article 24)

5. Right to being protected from being trafficked and forced into bonded labour (Article 29)

6. The government has the flexibility to undertake appropriate legislative and administrative measures to ensure child rights. (Article 37)

7. Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46)

8. Right to nutrition and standard of living and improved public health. (Article 47)

The Government of India adopted the National Policy for Children in 1974 and there was a shift of focus from 'Child Welfare' to 'Child Development'. The policy was intended to ensure effective services for children in the areas of education, health, nutrition and recreation with special emphasis on the weaker sections of society. The Government of India has taken a number of measures related to child rights, protection and child development in India, following which The Ministry of Women and Child Development came into existence as separate ministry from 30th Jan 2006, earlier it was under the Ministry of Human Resources Department

Rights of Children on the Global Scene

The **UNICEF** was established in 1946 as the first major step in order to safeguard the interest of children. The Universal declaration of Human Rights was adopted by the General Assembly in 1948. The provisions of that declaration and its two International Convention on human rights, adopted in 1966, recognized that children need protection against all oppressive features and forces. The Declaration on the Rights of the Child, 1959 was the first statement issued by the **United Nations** for the protection of child rights. It was a kind of moral direction rather than a legally binding framework.

The UN declaration of the Rights of the child

1. Right to equality
2. Right to special protection
3. Right to name and nationality
4. Right to social security
5. Right to special care for children with special needs
6. Right to love and understanding
7. Right to education
8. Right to receive protection and relief
9. Right to be protected from forms of neglect, cruelty and exploitation
10. Right to be protected from practices fostering discrimination

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Activity :

Fill up the Physiological needs and write one example of each

Physiological needs
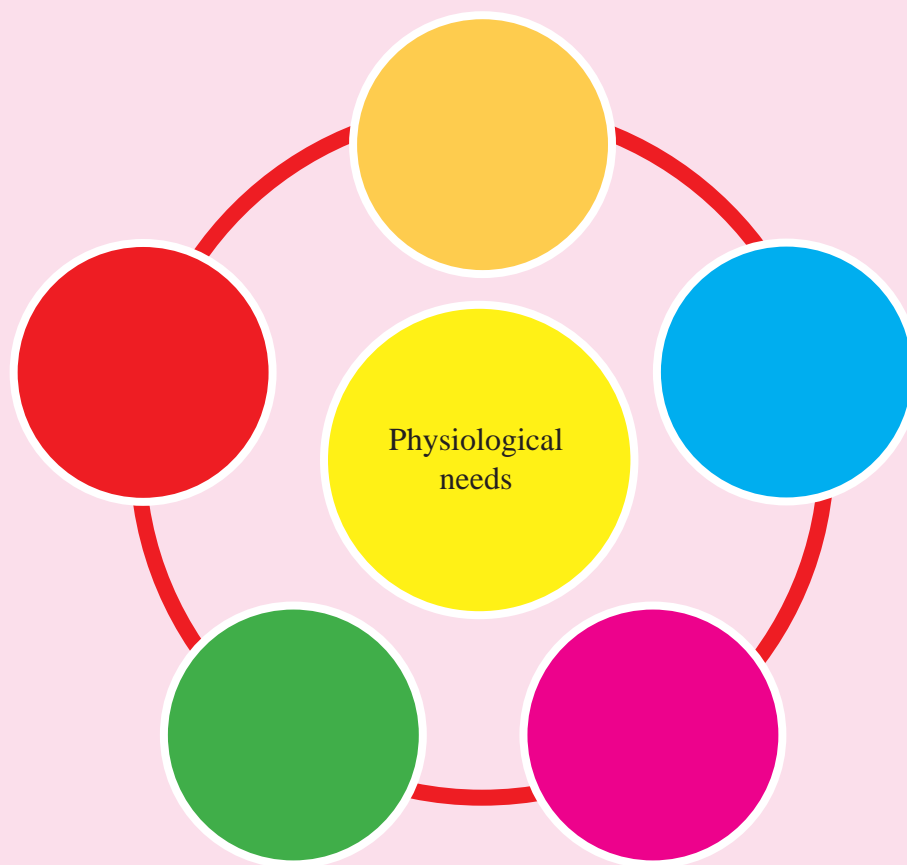
Glossary

Psychosocial Needs : Needs that refer to psychological and social factors such as love and affection, belonging and emotional support.

A) **Characteristics of Early Childhood**
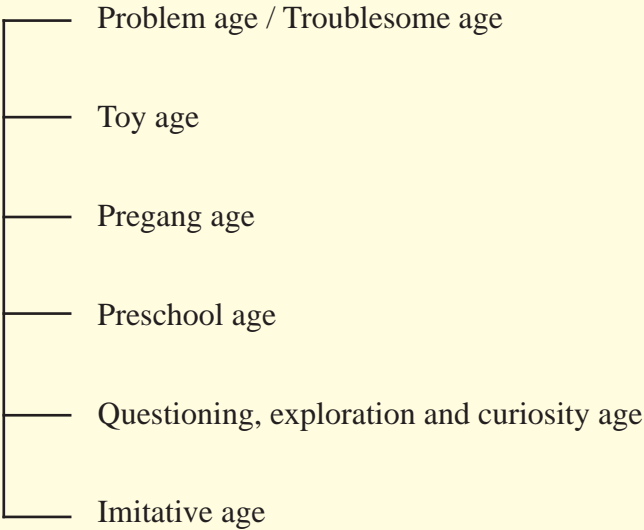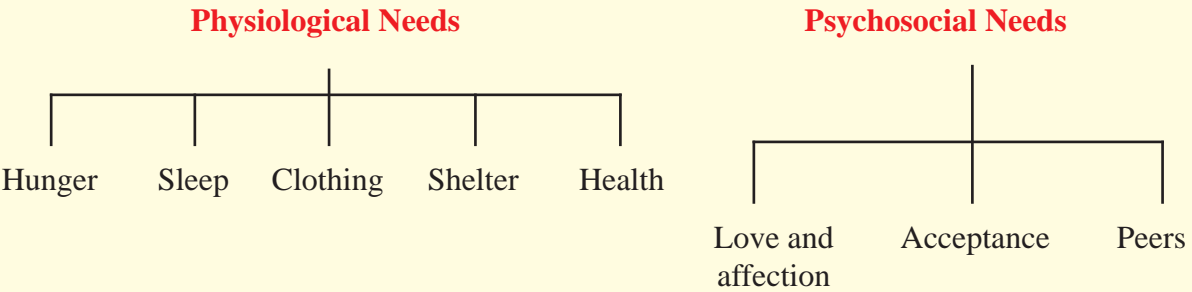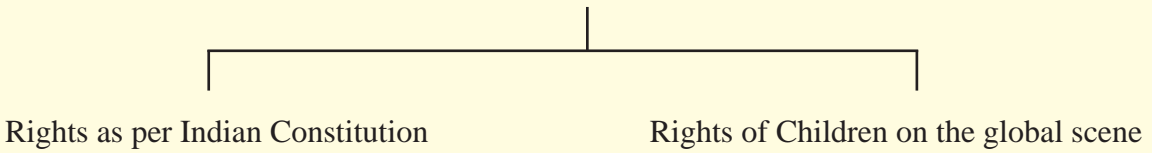
— Problem age / Troublesome age

— Toy age

— Pregang age

— Preschool age

— Questioning, exploration and curiosity age

— Imitative age

B) **Needs of Children**

Physiological Needs

Hunger Sleep Clothing Shelter Health

Psychosocial Needs

Love and affection Acceptance Peers

C) **Rights of Children**

Rights as per Indian Constitution Rights of Children on the global scene

Q. 1. Select and write the most appropriate word from the alternatives given.

1.   Early childhood starts from two years and ends at …............ years.

   a) 8   *b) 6*

   c) 10

2.   Love and affection is a …............ need of children.

   a) psychosocial   *b) physiological*

   c) social

3.   The Government of India adopted the …............. for Children in 1974.

   a) National policy

   b) Human Right policy

   c) State policy

Q. 2. Explain the following terms.

1.   Problem age

2.   Toy age

3.   Questioning age

4.   Imitative age.

5.   Rights of Children

6.   Psychosocial needs

Q. 3. Match the following characteristics with the stages of development :

A	B
1) Physiological need	a) Early childhood
2) Psychosocial need	b) Child Rights
3) Questioning age	c) Acceptance
4) Equality	d) Shelter
	e) Late childhood

Q. 4. Identify and make a list of physiological and psychosocial needs.

   Acceptance, Hunger, Shelter, Love and affection, Clothing, Peer, Hunger, Thirst, Sleep, Rest, Health.

Q. 5. Read the following and write answers to questions.

   Generally, parents enrol their children in a preschool around the age of 3 years. Educators refer to the early childhood years as the 'preschool age'. Preschool education aims at the overall development of a child. Aspects of development such as physical, motor, cognitive, language, emotional and social are developed during the preschool years as a result of being exposed to a stimulating environment, experiences and opportunities for play and exploration. Preschool education prepares the child for formal education.

1.   Why is early childhood called the 'Preschool age'?

2.   How does preschool education prepare a child for formal education?

Q. 6. Write the following in your own words with appropriate explanation.

1.   Why are childhood years so crucial in the human life span?
2.   Explain the Child Rights in detail.

❖   ❖   ❖

Physical and Motor Development during Early Childhood

The concept of domains of development was introduced in standard XI. We are aware that development has been divided into separate aspects. Among these aspects, we have learnt about physical and motor development during infancy. Now let us check our prior knowledge regarding this aspect.

Milestones of Physical and Motor development during Infancy

1. Begins to sit with support.

2. Holds and shakes toys

3. Crawls skilfully and quickly

4. Stands, holding on to adult or furniture for support

5. Walks alone

6. Enjoys pushing or pulling toys while walking

7. Eats with a spoon

8. Begins to run

9. Running

10. Climbing

Prior knowledge regarding infancy clearly signifies that there is rapid growth during this stage. Let us now understand the details of Physical and Motor Development during the 'preschool' period.

Reflection / *Darpan*

Think back to your preschool years .You might have noticed that some children were taller than yourself, some shorter, some fatter, some thinner, some were stronger and some weaker.

What could some of the reasons be?

4.1 Physical Development in Early Childhood

Physical Development involves developing control over the body, particularly muscles and physical co-ordination. It relates to the growth and skill development of the body, including the brain, muscles and senses. For example, children learn about the world as they develop their physical senses of sight, touch, smell, sound and taste. Physical Develpment is an important indicator of health and wellness.

4.2 Aspects of Physical Development

Since both Heredity and Environment affect Physical Development, individual differences are seen in all of the aspects of Physical Development.

A. Height and Weight

During the preschool years children grow steadily, gaining on average about 6.35 cms in height and between 2.27 to 3.18 kg in weight every year. As the preschool child grows older, the percentage of increase in height and weight

decreases with each additional year. During this period, both boys and girls slim down as the trunks of their bodies lengthen. The chubby baby often looks leaner by the end of early childhood. They lose some of the baby fat and look smaller and slimmer. Legs and arms lengthen out and the muscles grow stronger.
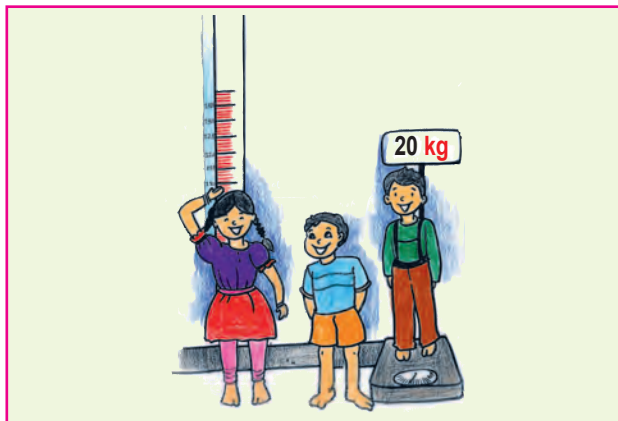
Picture 4.1 Height and weight

Three year old pre-schoolers may grow to be about 96 cms tall and weigh about 14.51 kgs. For the next 3 years, healthy preschoolers grow an additional 5 to 7 cms and gain from 1.81 to 2.72 kgs per year. By age 6, children reach a height of about 117 cms and weigh about 21 kilograms. Of course, these figures are averages and differ from child to child, depending on factors such as socioeconomic status, nourishment, health, and heredity.

B.   Body proportion

Picture 4.2 Body proportion

The 'Baby look' disappears during early childhood. Facial features remain small. The body tends to become cone-shaped. Shoulders start broadening. The arms and legs lengthen and the hands and feet grow bigger. Differences in body build become apparent for the first

time during early childhood. Some children have an Endomorphic (fat) shape, some have a Mesomorphic (muscular) shape and some have an Ectomorphic (thin) shape.

C.   Muscular Development

Children's muscles become larger, stronger and heavier. Large and small muscles start to develop rapidly. Children learn to perform Gross (large) motor skills such as walking and jumping, climbing and balancing. They also learn to perform Fine (small) motor skills such as drawing, stringing beads or colouring.

D.   Skeletal Development

The bones ossify at different rates in different parts of the body. Bones gradually harden throughout early childhood. The rate of ossification differs between boys and girls.

E.   Brain Development
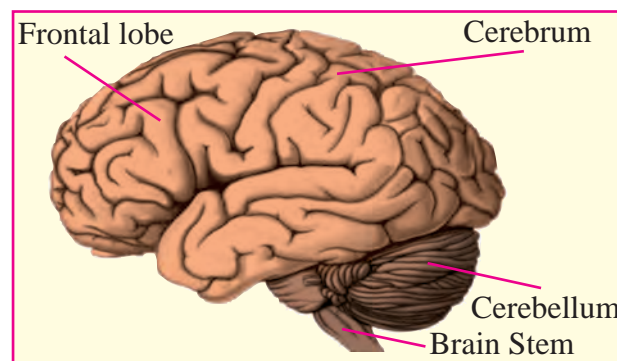
Picture 4.3 Brain Development

One of the most important Physical Development during early childhood is the continuing development of the brain and nervous system. Although the brain continues to grow during early childhood, it does not grow as rapidly as it does in infancy.

By the time children reach the age of three years, the brain is nearly three quarters of its adult size. By age 6, the brain has reached about 95 percent of its adult size. Some of the internal changes of the brain involve increase in dendritic connections as well as myelination, a process in which nerve cells are covered and insulated with a layer of fat cells. The process of myelination is responsible for increasing the speed and efficiency of information travelling

through the nervous system. Myelination is important in the development of a number of children's abilities. As seen during the infancy and toddler years, brain development continues throughout the early childhood period.

The brain grows faster than any other part of the body. By the end of early childhood, some parts of the brain show a significant growth. For instance the Corpus Callosum, a bundle of nerve fibres that connect the two hemispheres of the brain becomes thicker. Production of synapses and myelination of the Corpus Callosum reaches its peak during early childhood. The Corpus Callosum supports smooth coordination of movements on both sides of the body and integration of many aspects of thinking, perception, attention, memory, language and problem solving.

The cortex of the brain is made up of two halves called hemispheres which control different functions. The left hemisphere shows especially vigorous electrical activity from 3 to 6 years of age. The left hemisphere concentrates on verbal abilities such as speaking, reading, thinking and reasoning. The right hemisphere develops its own strength in nonverbal areas such as spatial abilities like judging distances, reading maps and recognition of patterns, drawing, music and emotional expression. This pattern may be reversed in left handed individuals.

Handedness or the tendency to use one hand in preference to the other is not firmly established by the end of early childhood. Fibres linking the Cerebellum to the Frontal and Parietal lobes of the Cerebral cortex grow and undergo myelination. This change contributes to dramatic gains in motor coordination during early childhood.

F.   Development of teeth

By age two and a half years, most children have their full set of 20 primary teeth. Ten teeth in the upper (top) jaw and ten teeth in the lower (bottom) jaw. As the child grows, the jaws also grow and spaces may begin to appear between the primary teeth. This growth makes spaces for the larger permanent teeth.

After the age of 6 years, a child's temporary/primary teeth begin to be replaced by permanent teeth. At the end of early childhood, a child generally has one or two permanent teeth in front and some gaps where permanent teeth erupt later.

4.3   Factors influencing Physical Development.

A.   Health

Preschoolers are generally quite healthy but may develop medical problems. Typical minor illnesses which usually last no more than two weeks include colds, coughs, and stomach aches. Respiratory ailments are the most common illnesses among children at this age because the lungs have not yet fully developed. Most childhood illnesses usually do not require a physician or nurse's attention. Additionally, minor illnesses may help children to learn coping skills particularly those related to dealing with physical discomfort and distress.

B.   Nutrition

Preschoolers need healthy food to meet their growth and developmental need. Milk is the best source of calcium. Calcium is needed to develop strong, healthy bones and teeth. Fiber is another important source of nutrition. Fruits, vegetables, whole grains and beans, all provide fiber. Healthy eating habits and good nutritional choices are important to ensure normal development. Poor nutrition during the early childhood years can significantly impair healthy growth and development. Hence parents and caregivers must fulfil children's nutritional needs in an appropriate manner.

C.   Immunization

The Immunization Programme is one of the key interventions for protection of children from life threatening conditions which are preventable. Immunization is a clinical preventive service that is recommended for every child. Children who are immunized against diseases during the early period of growth continue to grow faster than those who have not been immunized.

D. Rest

During the early childhood stage, a child needs around ten to twelve hours of sleep to develop better because the highest levels of growth hormones are released into the bloodstream during sleep. Sleep provides rest to a child's body whereas sleep deprivation results in a decrease in the release of the growth hormone. Children's physical growth can get affected by lack of sleep.

E. Environment

During the entire life span, environmental factors such as family, climate, food, geographical environment, socioeconomic status affects the growth and development of children.

F. Heredity

The Physical Development of an individual is greatly influenced by heredity. Genes which are the true carriers of heredity are passed from one generation to the next. These genes carry information about height, weight, skin colour, eye colour, hair and even some genetic disorders such as diabetes, heart diseases and asthma.

4.4 Motor Development in Early Childhood

Motor Development refers to the physical growth and strengthening of a child's bones, muscles and ability to move and touch his/her surroundings.

Early childhood is the ideal age to learn skills. Children enjoy repetition during the early years. They are adventuresome as well as their bodies are still very pliable. Which particular skills young children will learn depends partly upon their maturational readiness and the opportunities and guidance they receive in acquiring various skills. The common hand skills and leg skills which develop during early childhood are mentioned below.

A) Hand Skills

During early childhood, children become proficient in skills like brushing teeth, combing hair, bathing, throwing and catching a ball, paper cutting, clay moulding, writing, drawing and painting. At age three, a child is developing both, muscular control and concentration. A four year old child has the capacity of coordination and the ability to use his/her hands more efficiently.

Activity :

You can conduct the following activities with preschool children in an attempt to improve their hand skills. You may try some of these simple activities.

- Solving simple jigsaw puzzles
- Coloring with crayons or chalk
- Building sand castles
- Pouring water into pots of various sizes
- Dressing dolls.
- Tracing and copying geometric patterns, such as a star or diamond
- Painting with a brush and finger painting
- Clay modeling
- Building complex structures with many blocks

B) Leg skills

Once the children have learned to walk, they turn their attention to learning other movements using legs. By the end of early childhood, children learn to run, hop, skip, jump and climb more proficiently. Besides these, they also acquire certain skills like balancing, rolling, skating, dancing and riding a tricycle .

4.5 Factors influencing Motor Development

A. Body size

Body size plays an important role in learning various motor skills. Children with a Mesomorphic body shape have enough opportunities for developing particular skills. They learn more and better quality motor skills, than those of an Ectomorphic body shape. The Mesomorph has greater strength and energy so they learn the skills easily. The Ectomorph has less strength and endurance while the Endomorph tends to be clumsy and awkward and tire easily because of a flabby body and weak muscles.

B. Readiness

Maturation of nerves and muscles are necessary to acquire various skills. As children get physically ready to learn particular skills, they learn them very rapidly. For example, a child cannot draw a picture or write a letter of the alphabet until he/she has developed the motor control to hold a crayon or pencil.

Along with the physical readiness, children's mental readiness and the kind of environment available to them are also beneficial for learning new skills. A supportive environment in the family and preschool enables a child to develop various motor skills very rapidly.

C. Motivation

Appreciation and motivation by the parents, caregivers and elders play a significant role in developing various skills rapidly.

D. Guidance

Proper guidance by caregivers motivate a child to learn new motor skills more proficiently.

E. Attention

Concentration is the foundation that supports learning all kind of motor skills. While acquiring and practicing skills, children need to concentrate on those activities.

F. Feedback

Positive feedback after learning new skills creates more energy and enthusiasm in a child.

G. Opportunities

Parents and caregivers must provide varied opportunities to children for learning various motor skills.

H. Practice

Maximum time for practice and trials is needed to master new motor skills. However, the quality of the practice is far more important than its quantity.

Activity :

You can try to engage a group of preschool children in your immediate neighbourhood in some activities that will encourage motor development. Here are some activities you can try.

Activities to encourage Motor Development

1. Opportunities to throw a ball, ride a tricycle and manipulate a pencil.
2. Allow young children the opportunity to practice dressing and undressing themselves.
3. Clearing dishes from the table after a meal.
4. Allow children practice in drawing, stringing beads, cutting with a pair of scissors.
5. Allow children to play, swing, run and jump.
6. Allow children to wear their own socks and shoes.

4.6 Motor skills :

Motor skills refer to the ability to move our bodies and manipulate objects. Motor skills show enormous growth during early childhood. The two basic forms of skills are Gross motor and Fine motor. Both types of skills show great improvement during these years. Development of motor skills is linked with the brain and the entire nervous system. Contribution from genes, maturation and environment lead to the development of motor skills.

A) Gross Motor Skills :

Picture 4.4 Gross Motor Skills

Gross motor skills focus on large muscle groups of the body e.g legs and arms. They involve larger movements such as balancing, running and jumping.

By the age of three years, children have mastered a variety of skills such as jumping, running and skipping. By the age four to five years they have greater control over their muscles. For example, by the age of four, a child can throw a ball with enough accuracy that a friend can catch. Five year olds can learn to ride a tricycle and climb ladders. Girls and boys differ in several aspects of gross motor coordination e.g. boys can typically throw a ball better and jump higher than girls of the same age.

B) Fine motor skills :

These involve small movements, mostly of the hands, fingers, toes and eyes and enable coordination of small actions.

Fine motor skills include varied activities such as fastening buttons, using a fork and spoon and cutting with a pair of scissors, tying a shoe lace, grasping a toy, writing with a pencil, making garlands, threading beads or plucking flowers .

According to **Albert Bandura's 'Social Learning Theory'**, the following activities are beneficial to develop new skills in children.

1. Observing the behaviour of others.

2. Forming a mental image of the behaviour.

3. Imitating the behaviour.

4. Practicing the behaviour.

5. Motivation to repeat the behaviour.

Aspects of Physical Development

- Height & weight
- Body proportion
- Muscular Development
- Skeletal Development
- Brain Development
- Development of teeth

Factors influencing Physical Development

- Health
- Nutrition
- Immunization
- Rest
- Environment
- Heredity

Motor Development

- Hand skills
- Leg skills

Factors influencing Motor Development

- Body size
- Readiness
- Motivation
- Guidance
- Attention
- Feedback
- Opportunities
- Practice

Motor skills

- Gross motor skills
- Fine motor skills

Exercises

Q. 1. Select and write the most appropriate word from the alternatives given.

1. The chubby baby look disappears during ....

   a) infancy   *b) early childhood*

   c) late childhood

2. By .... years of age, the brain has reached about 95 percent of its adult size.

   a) 6   *b) 10*

   c) 8

3. After the age of .... years, a child's temporary teeth begin to be replaced by permanent teeth.

   a) 4   *b) 5*

   c) 6

4. The ideal age to learn skills is ....

   a) early childhood   b) late childhood

   c) infancy

Q. 2. Explain the following terms.

1. Motor skills

2. Gross Motor Skills

3. Fine Motor Skills

4. Body proportion

5. Handedness

6. Nutrition

7. Immunization

8. Motor development

9. Hand skills

10. Leg skills

Q. 3. Match the pairs :

A	B
1) Endomorphic	a) Tying shoelaces
2) Mesomorphic	b) Fat body
3) Ectomorphic	c) Jumping
4) Gross Motor Skills	d) Muscular Body
5) Fine Motor Skills	e) Thin body
	f) Short

Q. 4. Unscramble the underlined word to get the answer from the clue given.

1. True carriers of heredity are passed from one generation to the next generation ……….. **(esegn)**

2. Fat body shape …….. **(ordhpcioenm)**

3. The cortex of the brain is made up of two halves ……… **(meherepish)**

Q. 5. By considering the first correlation complete the second correlation.

1. **Verbal abilities :** Left hemisphere::Spatial ability: ?

2. **Paper cutting :** Hand skills:: Skating: ?

Q. 6. Read the following paragraph and write answers to the questions asked.

> The brain grows faster than any other part of the body. By the end of the early childhood period some parts of the brain show a significant growth. For instance, Corpus Callosum, a bundle of nerve fibres that connect the two hemispheres of the brain, becomes thicker. Production of synapses and myelination of the Corpus Callosum reaches its peak during early childhood. The Corpus Callosum supports smooth coordination of movements on both sides of the body and integration of many aspects of thinking, perception, attention, memory, language and problem solving.
>
> The cortex of the brain is made up of two halves called hemispheres, which control different functions. The left hemisphere shows especially vigorous electrical activity between the ages of 3 to 6 years.
>
> The left hemisphere concentrates on verbal abilities such as speaking, reading, thinking and reasoning. The right hemisphere develops its own strength in nonverbal areas such as spatial abilities like judging distances, reading maps and recognition of patterns, drawing, music and emotional expression.

1. What is the role of the Corpus Callosum?

2. What is the difference between the left hemisphere and right hemisphere?

Project / Self Study

Conduct a survey of ten to fifteen preschool children regarding the immunization they have received so far.

❖   ❖   ❖

In 11th standard we studied what is cognition and tried to understand different processes involved in cognition along with Piaget's basic concepts and first stage of Cognitive Development in children. We also learnt some interesting facts about Language Development in children. Before continuing our journey of understanding Cognitive and Language Development further, let's have a quick look.

Cognition is "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses"

Cognition covers mental processes helping us to know and understand the world around us, make judgements, take decisions and describe our knowledge and understanding to others.

Activity :

Make a list of different mental processes involved in cognition.

1

2

3

4

5

6

We studied the first stage of the theory of Cognitive Development by Jean Piaget, the Sensory Motor stage. In this stage the children learn about the world, mainly through their senses and motor actions. They also develop object permanence in this stage. This stage extends from birth to two years.

Activity :

Discuss the different functions of language with your classmates.

List the pre speech forms

1

2

3

4

5

5.1 Mental processes involved in cognition

Let's elaborate our understanding of the various mental processes involved in cognition.

A) Thinking

Let's do an interesting activity. Close your eyes and think about your first day of the college or what is your favourite food or what do you plan to do tomorrow. Now try to think about what you exactly did while thinking.

You used language, images, sounds, smells, memories, concepts, ideas, symbols, signs and mentally arranged and rearranged them, isn't it? This is what thinking is. Thinking consists of mental rearrangement or manipulation of information from the environment and symbols stored in your memory.

We use mental images as well as symbols in thinking. Most of the times thinking is a conscious process.

B) Reasoning and problem solving

Reasoning is mental activity used to solve a problem or to draw a conclusion. Reasoning also includes the ability to analyse the cause and effect relationship as well as goal directed thinking and drawing conclusions from available information.

It can be observed that in the beginning children learn problem solving by using trial and error method. e.g. If a one and half year old wants a toy kept on the high table, he/she might try to reach there, try to climb on the chair to reach the toy, pull the table cloth to get it, try to pull it with a toy racquet or finally may start crying to get an adult to help her.

As the child grows older, he/she gets a wide exposure to the environment, develops concepts, starts understanding how things work through trial and error, learns language and develops an understanding of various cause and effect relationships. For example, If I cry loudly, I get things I want, when I turn the tap on water flows, I press the switch and the light turns on.

Gradually the child generalises the rules. He/she understands that by pressing the switch not only the light but the fan or TV can also be turned on.

Piaget's theory gives us interesting facts about how reasoning ability of the child is facilitated by the cognitive development. We shall talk about it further in the chapter.

C) Perception

Perception is our primary source of knowledge.

We get to know about our world through our senses. Our five sensory organs are gathering information all the time. We extract meaningful information from the sensory stimulation. We attach meaning to the sensory information that we get.

For example :

I **see** a brown fruit and **perceive** it as a *'chikoo'*

I **taste** something sweet and I **perceive** it as chikki

While attaching meaning to the sensory information we use prior knowledge, concepts, experiences, beliefs, attitudes etc. Therefore, there could be individual differences in the perception of information.

> The word perception comes from the verb perceive, means to become aware of, especially through our senses.

D) Memory

It is the ability to record, retain and recall the information. It is the retention of what we have learnt over the period of time. Memory is thought to have three parts.

1. Sensory Register
2. Short Term Memory
3. Long Term Memory

Sensory register :

We acquire information through five senses. This information is passed on to the brain. Even after passing on to the brain our sense organs store it for a very short period of time. This function is called sensory register.

Short term memory :

It holds information for a very short period of time, for about 20 to 30 seconds.

Long term memory :

The information in the long-term memory is stored for a much longer time. It could be for weeks, months, years or even for an entire life time.

Do you think just storing the information is sufficient? Will it be any helpful if we are not able to use it, when needed?

To make this stored information accessible we retrieve it. Retrieve means to bring (something) back from somewhere. There are two ways of retrieving the information, Recall and Recognition.

Recall :

In recall we pull the information out from our memory.

Recognition :

Memorised information is not reproduced but chosen out from the list of possible alternatives.

E)   Imagination :

It is the action of producing ideas, especially mental images of what is not present or has not been experienced by us. It is done by combining previous experiences and concepts and using our creative potential.

Imagination is extremely useful in thinking, reasoning, problem solving and creative expressions.

Picture 5.1 Imagination

F)   Attention Span

We are continuously bombarded with numerous sensory stimuli. If every variation in sound, movement, smell, temperature is to be perceived it would be impossible to make sense of the world around us. By paying attention to selective stimuli and ignoring others we select from all the possibilities what exactly we want to perceive.

Attention is concentrating on something for certain period of time without distraction or fatigue.

It is the amount of time that we focus on any task.

Very young children can sustain attention for a short time. They get easily distracted. The normal attention span is 3 to 5 minutes per year of a child's age. Therefore, a 2-year-old should be able to concentrate on a particular task for at least 6 minutes, and a child entering kindergarten should be able to concentrate for at least 15 minutes.

Children are usually able to maintain a longer attention span while performing the tasks that match their abilities and interests! An adequate attention span is an important aspect of learning in the classroom.

G) Concept Formation :

Concepts emerge from the elaboration and combination of various sensory experiences. We receive stimuli and information through our sensory organs. These are integrated or combined together to form an idea about any object or experience.

For example, concept of a banana would include: It is a fruit, it is green when raw, yellow when ripe, its smell, taste, different ways in which we eat it, where do we get it from, what it its texture so on and so forth….

H) Decision Making :

This is an important mental process and a crucial life skill. It refers to the process of identifying and choosing alternatives based on values, prefernces and beliefes of the individual.

Activity :

Explore your concept of a garden. Write down all the things that you associate with the word garden. Try including all related sensory experiences and ideas.

Share it with your classmates. Do all of you have exactly the same concept? If not, why different aspects are a part of your concept? Discuss.

Concepts form basis of understanding. The different sources of concepts are sensory stimuli, motor manipulation, reading, learning, media etc.

5.2 Cognitive Development in preschool years - Piaget's 2nd stage of Cognitive Development

Cognitive Development is the gradual process and it involves refinement of all mental processes involved in cognition.

Piaget was a Swiss theorist and he developed an influential theory of cognitive development.

Piaget's (1936) theory of cognitive development explains how a child constructs a mental model of the world. He viewed children as active explorers who interact with the environment to gain knowledge. He proposed that cognitive development takes place in four stages. Amongst these the second stage of cognitive development is from 2 to 6 years.

It is called **Preoperational Stage.**

Interesting fact!

Piaget studied the intellectual development of his own three children and created a theory that described the stages that children pass through in the development of intelligence and formal thought processes.

Characteristics of preoperational child's thinking

1. Symbolic Function :

It is the ability to use symbols or mental representations. It includes the words, numbers and images to which the person has attached meanings.

Picture 5.2 Symbolic play

Children show symbolic function through

- **symbolic play**
- **language.**

In symbolic play the child makes an object stand for something. For example, a doll for a baby or a stick for a horse.

Language is use of common system of symbols. There is beginning of thought and the child thinks internally by using words and signs.

2. Difficulty with Hierarchical Classification :

Children in this stage can classify the objects into groups, such as animals, flowers, birds, vegetables, vehicles, but they cannot organize them into classes and subclasses on the basis of similarities and differences.

In Piaget's experiment the children are shown 6 blue flowers and 12 yellow flowers and are asked "what is more, yellow flowers or flowers?" The child apparently answers that the yellow flowers are more unable to understand that both yellow and blue flowers belong to the same higher category of flowers.

3. Transductive Reasoning :

Have you ever come across children making the following statements?

"It gets dark because we sleep"

"I got hurt because you scolded me"

In these cases, the child feels that sleep is the cause of getting dark or scolding by mother is the cause of getting hurt.

It is interesting to see how children view one situation as the cause of other situation, when they occur at the same time. This is called trasductive reasoning.

Can you think of some examples of transductive reasoning?

4. Animistic thinking :

The child regards that even inanimate objects do have life like qualities like feelings and intentions and they are alive. Child might feel that anything that moves is living. Have observed children hitting the table if they are hurt by it. They really feel that the table should be punished for hurting them.

Picture 5.3 Animistic Thinking

5. Egocentrism :

When the term egocentrism is used in reference with the preoperational children it refers to the inability of these children to view the things from other's point of view.

For example, a child closes his own eyes and asks the mother to find him. The child feels that as he is not able to see anything, the mother is also not able to see anything.

6. Conservation :

The sensory motor infant eventually understands that the objects continue to exist even when they are out of sight. But there are many other aspects of objects that remain constant despite apparent changes. This is called conservation of objects.

Conservation is the concept that people and many things basically remain the same even if they change in form, size or appearance.

Certain physical characteristics of objects remain same even when their outward appearance changes.
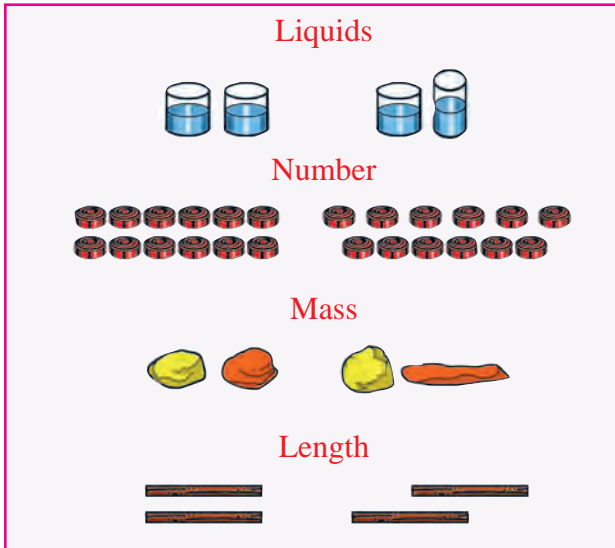
Picture 5.4 Conservation

- **Conservation of Quantity :**

The child is shown two equal sized balls of clay. The child is asked whether the two balls have same quantity of clay. The child agrees that both balls have same quantity of clay. Then in his view one ball is patted flat like a pan cake and then asked the same question. The child in this stage of cognitive development will say that the flat one has more quantity (because it looks more) only after 7 years of age the child will answer that both have equal amount of clay. When the child understands that the quantity remains same though there is change in the shape or look, he is able to give correct answer and he is said to conserve 'quantity'.

- **Conservation of Liquids :**

The child is given same amount of liquid in two similar containers. The child agrees that both the containers have same amount of liquid. The liquid from one container is poured in to a tall, narrow container. The water level in the narrow container looks higher than the water level in the original container. When the child is asked which container has more liquid in it, he says the tall container has more liquid.

The child will be able to correct answer only when he will understand that amount of liquid remains same though they do not look same. Children in this age are not able to conserve 'liquids'.
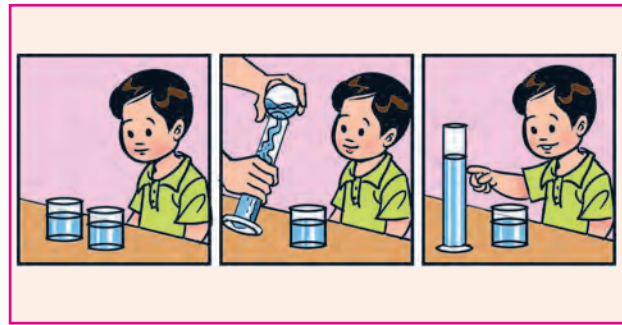
Picture 5.5 Conservation of Liquids

- **Conservation of Numbers :**

The child is given 2 sets of same number of marbles. They are arranged in two similar rows.

Then the marbles in the second row are spread far from each other. Now the second row looks longer than the first row. The child is asked "Which row has more marbles in it?" The preoperational child answers that the row that looks longer has more marbles on it. The child in preoperational stage of thinking cannot conserve 'numbers'.

In the similar way children in the preoperational stage are not able to conserve 'area or weight'.

Why does the preoperational child have difficulty in conservation? It is because of the following characteristics of preoperational thought that are the limitations of the thinking in this stage.

Characteristics that are limitations of preoperational thought.

A. Perception bound understanding :

A child in this stage gets influenced by the perceptual appearance of the object. He feels that the flat ball of clay has more quantity of clay because it looks more. Similarly, the liquid level in the narrow container looks high so he decides that it has more liquid in it.

B. Centration :

The preschool child's thinking tends to focus at one feature at a time. He is unable to combine various features into integrative patterns. This is known as centration.

When the child is comparing the two water containers in the above experiment there are two crucial factors. First is the liquid level and the other is width of the container. The narrow container will obviously show a higher level of liquid. If the same liquid is poured in to a wider than original container, the level will drop further down. The preoperational child cannot take these two aspects into consideration and focuses only on one single aspect i.e. the water level.

7. The child focuses on states rather than transformation :

In the experiments of liquid, numbers as well as quantity conservation there are stages of transformation between the first and last stage. These stages of transformation are patting the clay into flat pan cake, pouring the liquid in to narrow container and spreading the marbles in the row. Though these are performed in front of the child the child is unable to consider them while answering the question.**The preoperational children tend to focus on the first and last states rather than the transformation stage.**

8. Irreversibility of thought :

It is the inability to mentally go through a series of steps in the problem and then reverse the thinking direction and go back to the starting point. Let's take the example of the experiment of number conservation.

If an older child is presented with the same problem, his or her thinking would generally follows these steps:

• The two rows have same number of marbles.

• Marbles from the second row are spread out.

• So, the row is looking longer.

• If I again get the marbles closer then it will look similar.

The last step in thinking is called 'reversible thinking'.

The preoperational child cannot do reversibility of thinking.

Language development during preschool years.

We have seen how foundations of language development are laid in the first two years of life. On those foundations the language develops multi folds during preschool years.

There are two forms of language that develop during preschool years.

1. **Receptive language :** it is the child's understanding of spoken or written words.

2. **Productive language :** it is what the child says.

Productive and receptive language develops simultaneously. The receptive language develops a bit earlier.

Steps in Language Development in Preschool Years

Table 5.1 Language accomplishments in the preschool years.

Vocabulary	Pronunciation	Sentence formation	Comprehension
Up to three and half years the vocabulary increases as many as around 50 words in a month. The increase in vocabulary continues during the next years. By the age of 4, they understand around 1900 words and 2200 words by the age of 5 years. By the time they are 6 years old they can understand that the same word can have two meanings. Use more words than actions and gestures in their communication	In the preschool years the child's tonal expression and speech rhythm begin to take adult form. Children's pronunciation depends largely on the correctness of models to imitate and the guidance in correcting mispronunciations.	Children begin to form complex sentences using clause such as how, when, who as well as compound sentences. They can make long sentences. They can adjust their speech to suit listeners of different age. It was found that when preschool children talk to babies, they use simple language but while talking to adults they use longer sentences with more complex grammatical construction.	By 3 years they understand that many words change form to suit the circumstances. During third and fourth year their talk is full of questions. They can narrate a logical story They can respond appropriately to questions about quantity (how much, how many), duration (how long), distance (how far) and timings (when).

Acquisition of Language

How do we learn language? A great deal of research has been devoted to this question. There is a controversy as to how exactly it develops but there are three important components that are part of the process.

1. Imitation
2. Reinforcement
3. Innate Language Structure

Imitation

Imitation plays a large part in the development of language.The child keeps on adding new words by imitating the sounds they hear and learn the correct words. Children's first words are obviously learned by hearing and imitating.

Reinforcement

Reinforcement is a powerful learning device and is influential in certain aspects of language development. Smiles, hugs and increased attention by adults encourage language learning to certain extent.

The child makes some kind of sound and the parents joyfully respond to it. So the child is motivated to repeat the behaviour.

However both imitation and reinforcement do not explain the development of syntax. Even if some forms of language are encouraged or discouraged it is not possible to reinforce all correct forms and extinguish all incorrect forms.

Innate Language Structure

Linguist **Noam Chomskey** (1959) first talked about the limitations of the reinforcement theory. He proposed that every human being is born with a mental structure to acquire language. He called it **"Language Acquisition device"** (LAD)

This language acquisition device helps the child to process the linguistic data from their environment and generate the grammar rules by themselves.

That is, when children hear people talking, listen to story read to them, listen to a radio or listen to the TV or movies; everything they hear is a **'language input'**.

This is selectively processed in the LAD (language acquisition device) and children automatically induce grammatical rules for themselves.

Importance of stimulation in cognitive and language development

Language stimulation is fundamental to all areas of cognitive development.

The child's environment has a dramatic effect on cognitive and language development. It is this early stage of brain development that results in how, and how well, one thinks and learns both as children and as adults.

In the first years of a baby's life, the brain is busy building its wiring system. Activity in the brain creates tiny electrical connections called synapses. The amount of stimulation an infant receives directly affects how many synapses are formed. Repetitive and consistent stimulation strengthens these connections and makes them permanent.

When children are engaged in responsive, language-rich experiences, they are supported to continue building upon the language they can use and understand.

Language stimulation is a great way of building upon children's communication attempts and modelling how children can use more language.

Some suggestions for encouraging language development:

- Talking to them

- Rephrasing the sentences that they say

- Expanding and labelling things around

- Telling them stories

- Singing songs to them

- Reading stories

- Talking about on-going activities

- Talking about things in the environment

- Taking them to visit places or going on picnics and talking about the same

- Giving them opportunities to indulge in pretend or dramatic play

- Opportunities to play and interact with peers

- Field trips

- Asking them to describe what they see or when they draw

- Allowing them to express their feelings

- Creative drama

A)   Mental Processes
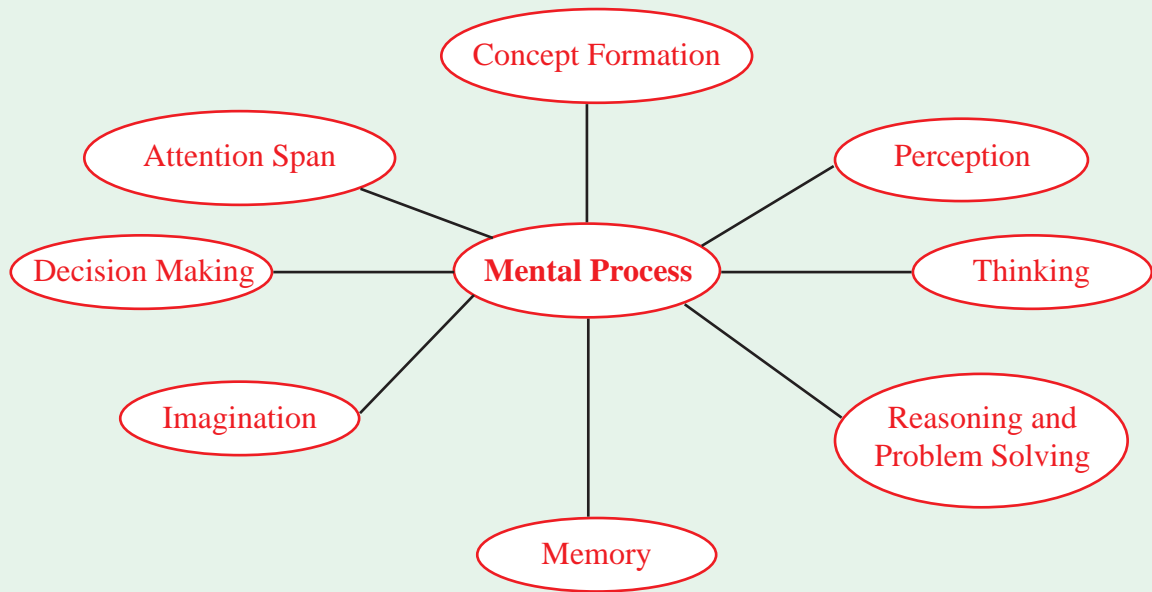
B)   Characteristics of preoperational thinking

preoperational thinking
- Symbolic Function
- Difficulty with Hierarchical Classification
- Animistic Thinking
- Egocentrism
- Transductive Reasoning
- Conservation

C)   Limitations of Preoperational thought
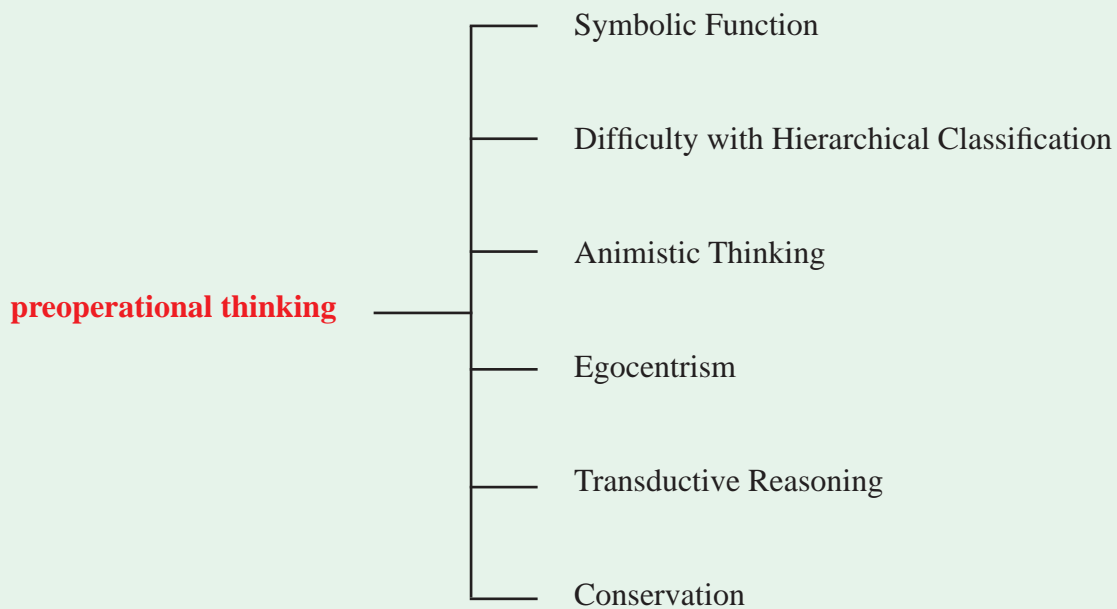
Limitations of Preoperational thought
- Perception bound understanding
- Centration
- The Child focuses on states rather than transformation
- Irreversibility of thought

D)   Steps in Language Development in Preschool Years

Steps in Language Development

- Vocabulary
- Pronunciation
- Sentence formation
- Comprehension

E)   Acquisition of Language

Acquisition of Language

- Imitation
- Reinforcement
- Innate Language structure

Exercises

Q. 1. Write Short Notes.

1. Memory

2. Attention Span

3. Concept Formation

4. Conservation of numbers

Q. 2. Explain the following terms.

1. Cognition

2. Perception

3. Egocentrism

Q. 3. Give examples related to the following.

1. Transductive reasoning

2. Animistic thinking

3. Imagination

4. Receptive Language

Q. 4. Write in details with examples how we can encourage language development in young children?

Project / Self Study

Design a few games and activities for children to enhance their memory, imagination, creativity and attention span.

❖ ❖ ❖

Human being is a social animal. Babies begin to form social relationships with people around soon after birth. However, it's a long journey to learn interactions, sharing and communication. Understanding our own emotions and expressing them in a socially accepted manner is also a long process.

The child continues to develop social and emotional skills as he/she progresses from infancy to the preschool years. The quality of early social experiences and the emotional support that a child gets have a strong influence on the Socio-emotional Development during preschool years.

Before looking at the pre-schooler's socio emotional development, let us recollect some interesting facts we learnt about socio-emotional development during infancy.

Emotional and social development go hand in hand to influence the behaviour and the interpersonal relationships of an individual.

A) **The four basic components of emotions are**

- Stimuli

- Feelings

- Physiological arousal

- Behaviour

Development of attachment to the primary caregiver is a bond that gives the infant a sense of security and pleasure. The infant displays stranger anxiety and separation anxiety in the absense of the caregiver.

Can you list down four types of emotions that the infant displays?

1)

2)

3)

4)

We know that socializing is the process by which we learn to interact with people around us, behave according to social expectations and develop social relationships.

B) **The important milestones during infancy involve**

- Social smile

- Social Referencing

- Cueing

| Emotional Development | + | Social Development | = | Behaviour Interpersonal Realtionships |
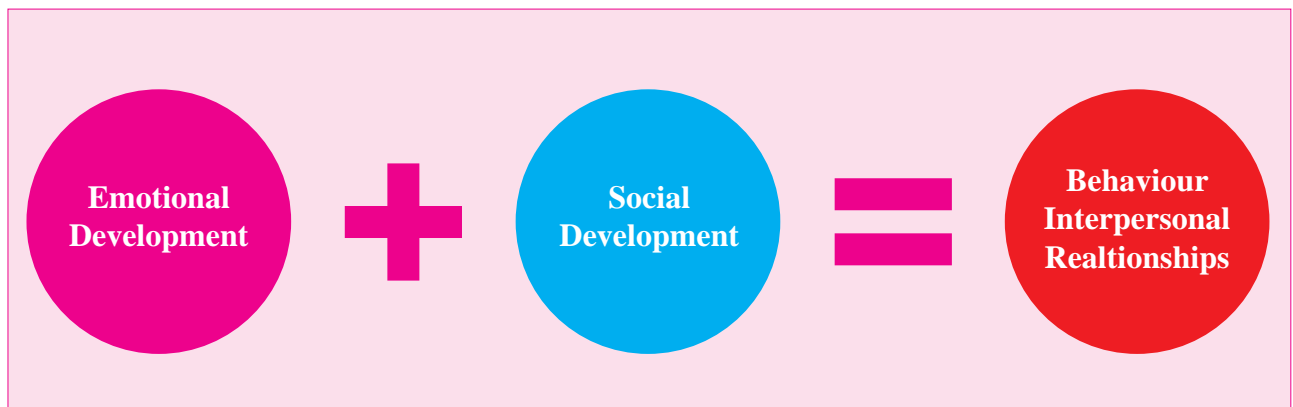
Family and society play a crucial role in social development of the infants through interaction, shared activities and bonding.

C) Socio-Emotional Development from 3 to 6 years: Milestones

Socio-emotional development of pre-schoolers involves not only expressing emotions but becoming independent, taking turns, interacting with peers, controlling the emotions and formation of self-image as well.

The acquisition of different motor skills enables the pre-schooler to go out, play and explore. The significant development in cognitive and language area provides stepping stones to interact with people, understand self and others and express emotions in more socially approved ways.

Let's find out the milestones in different aspects of socio emotional development. The child develops understanding and skills in the following areas.

1. Self-awareness :

Getting aware about oneself is not an overnight process. In this journey pre-schoolers go through the following milestones.

- **Children start developing self-concept :** They start understanding who they are. It mainly consists of understanding their appearance, name, possessions.

- **Gender Identity :** They develop a clear sense of themselves as a boy or a girl.

- **They start developing an understanding of sex roles :** They start to understand the socially acceptable roles of the girls and boys.

- **They start showing more independence :** They start playing independently with toys. They can independently perform some self-care tasks like feeding, wearing shoes, putting on clothes.

Milestones are important aspects of Socio-emotional Development

Self concept- It is the mental picture of our appearance, qualities and abilities.

Activity :

Things I like about my appearance or looks are

1

2

The qualities I like in myself are

1

2

Things I like to do

1

2

2. Relationship with others

The pre-schooler develops relationship with people other than parents or the primary caregivers.

• Now they are interested in other children and start making new friends.

• Get better at sharing things or taking turns.

• They want to be like their friends.

• They seek comfort and approval, mainly from parents or caregivers.

3. Play

• Pre-schoolers start engaging in co-operative play. Pre-schoolers now enjoy playing with other children more than playing by themselves.

• They enjoy imaginative play with other children such as playing house or school.

• They can play games with simple rules.

Activity :

• Can you recollect the different games you played in your school days?

• Try writing as many games as you remember.

• Let's segregate them into indoor games and outdoor games.

• Which game did you like the most? Why?

4. Understanding and regulating emotions:

Pre-schoolers have intense emotions. They respond with equal intensity to a trivial event and a serious event. For example, A pre-schooler will cry with same intensity if she has a fall or she wants her mother to buy a balloon or her crayon breaks into two.

Children are capable of experiencing both positive and negative emotions. Children display their emotions frequently. Emotions can be detected by behaviour symptoms. Sometimes children may not show their emotional reactions directly, but they show them indirectly by restlessness, day dreaming, speech difficulties and nervous mannerisms such as nail-biting, thumb sucking or bed wetting.

Pre-schoolers emotional development is not limited to expressing basic emotions. Children can now experience a wide range of emotions including jealousy and empathy.

- They are better able to talk about their feelings.

- They express joy, affection openly.

- They can express fear or anxiety before an upcoming event, e.g. showing reluctance to go to the doctor

- They start showing new fears. Like fear of ghosts, darkness, dogs.

- They express more awareness of other people's feelings. The child will understand that her friend is crying because he is feeling sad.

Children who are emotionally healthy can have positive relationships with adults and peers.

D) Types of Emotions : (Causes, Expression, Handling)

The common emotions that the children experience can be both positive and negative. Positive emotions make us feel good whereas negative emotions can be difficult and sometimes painful.

Here are a few emotions that we experience …. Can you segregate them into positive and negative emotions? Can you think of more such emotions?

Regret, empathy, pride, sadness, shame, joy, hope, hatred

Positive Emotions	Negative Emotions
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Let us have a look at some of the positive emotions that pre-schoolers experience.

Positive Emotions :

1) Love and Affection :

It is an emotional reaction towards a person, an animal or a thing. It is related to the need of human beings to belong to someone and to be with others. This emotion contributes to the social and personal adjustment.

Sources	Expression	Enhancement
Children tend to be more affectionate to those whom they like and who are friendly in relation with them. They generally show affection towards mother, family members, teacher, pets, whenever warmth and consideration are shown.	It is expressed by hugging, kissing, smiling, wanting to be with the affectionate person.	Express your love and affection towards the child. Verbal expression of love is as important as physical expression. Try giving uninterrupted attention to the children.

2) Joy :

Joy is a pleasant emotion. In its milder form it is known as pleasure, delight or happiness.

It promotes wellbeing and makes it possible for a child to make good social and personal adjustment. This emotion also helps to relax, thereby making it possible for him to make better use of skilled movements. A happy child is also motivated and develops a favourable self-concept.

Sources	Expression	Enhancement
Activities in which their play mates are involved, free play Food they like Company of loved ones Rough and tumble play, attention and praise Success, Receiving gifts	laughter, smiling, clapping hands, jumping up and down, hugging a person/animal/object that has given them joy	Give loving attention to the children Show interest in their activities Give them a lot of opportunities for rough and tumble play and free play Give them developmentally appropriate tasks that they can finish. This will give them a sense of success Spend time with children Praise the children often

Negative Emotions

1) Fear :

Fear is a subjective response that goes with physical arousal when you are faced with something threatening. All fears of children generally come from their previous memories and experiences. Some come from direct experiences and some fears are acquired through imitation.

Causes	Expression	Handling
Darkness, loud noises, doctors, dentists, animals, water, movie or television characters, imaginary creatures.	Whimpering, crying or screaming The child clings to the care giver Displays withdrawal Tries to avoid the fearful situation, object or animal In case of excessive fears, the child may have nightmares, illness or show over aggressive behaviour.	Do not ridicule the child. Never force the child to face the scary situation or object. The adult should not exhibit fearful behaviour Reduce the exposure to frightening stories and on TV shows Do not use darkness or monsters as threats to the child. If the child is scared of darkness encourage the child to make a search with you in the room where he feels the monsters may be hiding.

2) Anger:

Anger is one of the very basic negative emotions and usually has a specific cause. All human beings experience anger but children have difficulty in expressing anger in a socially acceptable way. The predominant angry responses in preschool age are aggression and temper tantrums. Adults as parents as well as teachers often find it difficult to cope with.

Causes	Expression	Handling
Interference with the activity Noncompliance of wishes Frustration due to inability to perform a particular task If the adults are making comparisons between siblings/peers Physical punishment If the child is insulted, humiliated or neglected	Screaming, hitting, kicking throwing objects, sulking, throwing a tantrum, aggression	Try to understand the cause behind the anger in children. Is the child neglected? Is he pressurized too much to achieve something? Assure the child that getting angry is fine but at the same time let him firmly know that the aggressive behaviour is not socially acceptable. Encourage the child to verbalize his angry feelings. The angry feelings could be released through rigorous physical and motor activities. Provide ample opportunities for physical activities

		You should interfere and stop child's hostile behaviour immediately.
		Avoid comparing children with each other. Do not show favouritism. Do not insult the child or humiliate him/her.
		You should be good role model. Verbalize your angry feelings rather than using hostile behaviour like physically punishing the children or using hurting words.
		Give lot of love and attention to the child.
		Encourage him/her to talk about her angry feelings.

Anger is not a synonym for aggression. Anger is an emotion and aggression is a behavioural response to anger.

Aggression is physical or verbal expression of anger which aims at hurting a person, animal or object. It involves hurting the person physically by hitting or insulting and destroying the objects.

Reflection / *Darpan*

Think of 10 things that make you angry…make a list. What are your responses when you are angry? Write them down.

3. Jealousy :

It is a response to actual, supposed or threatened loss of affection. It is a kind of fear related to the desire for keeping some possession.

The commonest cause of jealousy in preschool years is the arrival of a sibling. What causes jealousy in the children after the birth of the sibling?

• Till the second child is born the first one is the centre of attention at home. Once the baby comes, the centre of attention completely shifts to the baby. This makes the older one feel neglected.

• The relatives and neighbours show interest in the baby neglecting the older one.

• A baby takes up a lot of the mother's time and the older one gets very little time and attention from mother.

• All of a sudden the child is expected to behave like an elder brother/sister.

• People as well as family members start comparing the 'looks' of both the siblings.

Jealousy towards a sibling is called 'Sibling Rivalry'.

Causes	Expression	Handling
Arrival of a new sibling, unfavourable comparison and favouritism by adults.	Attention seeking behaviour like being fussy or cranky Display of nervous habits like thumb sucking, nail biting or bed wetting The direct responses to jealousy include physically harming the baby like hitting or punching. They may display verbal resentments. Children might say," I don't like the baby" or "send the baby back to the hospital"	Prepare the child in advance for the arrival of a baby. Show him his own baby pictures and tell him how helpless a baby is and needs to be taken care of by an adult. Avoid comparisons or threatening. In spite of such preparation some jealousy is inevitable. Adults should accept it. Once the baby arrives take efforts to spend some time **exclusively** with the older one. Avoid comparison between the children. Including the child into baby care activities will make him/her feel responsible and wanted. Do not ridicule the child for infantile behaviour. Reassuring the child of your love verbally as well as physically is very important.

E) Socialization

Socialization is the process by which a child learns socially approved behaviour. Social behaviour is a learnt behaviour. A new-born does not know how to interact with people. He gradually learns what behaviour is accepted by people, through experience, observation and imitation.

Socializing agents

The important socializing agents are

- Family

- Peer group

- Community

Role of Family, School and Community in Socialization :

1. Family

The structure and type of family a child belongs to plays a significant role in the process of socialization of a child. The number of family members, their attitudes and interactions directly impact a growing child. The family dynamics of a nuclear family as opposed to a large extended family are bound to be potentially different from one another in terms of the experiences they share. Parental and family expectations also influence and play a significant role in shaping a child.

2. School Teachers and Peers

The school and teachers are the first influencing factors outside the home. A non threatening and easy going school environment is extremely important for a young child to develop a sense of security outside the comfort of his/her home. A warm, nurturing and pleasant environment at school can help a child gain confidence and develop a liking to school. Appreciation, encouragement and reinforcement from teachers can go a long way in developing a positive attitude to school.

3. Community

The community at large plays a pivotal role in shaping an individual during the early years of life. Social attitudes and behaviour patterns are also largely influenced by social interactions of adults ,peers and significant others in the community. Children learn social value, gain social skills and experiences as they interact with people in wider circles outside their home. Social approval and appreciation from adults and peers are also important in developing language and emotional balance.

F) Forms of Social Behaviour

1. Rivalry

This form of behaviour is typically characterised by a strong desire in a child to out do or do better than others. Rivalry is often expressed in the form of boasting or showing off in front of siblings or friends. By the age of four years children begin to become aware of their abilities and have some idea of being able to do better than their friends. Sibling rivalry is often a result of parental favouritism. When rivalry motivates a child to do better, it may be considered to be conducive to new learning. However, excessive rivalry often leads to poor socialization.

2. Quarrelling

Quarrelling is usually a result of an angry dispute or unprovoked attack by a child on another. At this stage of development, quarrelling does not necessarily indicate a dislike for each other. Usually arguments are short lived and quickly resolved. Children can easily start all over again without harbouring ill feelings by being cheerful and friendly. Quarrelling may involve destroying or tearing a childs work, snatching away toys, crying, kicking or screaming. The nature of the activity engaged in heavily influences the frequency and intensity of quarreling.

3. Negativism

This form of behaviour is characterised by resistance to pressure from others to behave in a specific manner. The peak of 'negativism' is usually reached between the age of 3 and 6 years. Children quickly learn that 'resistance' is the best way to deal with excessive pressure. Failing to carry out requests, pretending not to hear, ignoring instructions regarding routine activities typically shows 'negativism'. Between the ages of 4 to 6 years, physical resistance begins to decline and verbalization increases. The child uses 'No' as an answers to any suggestions, questions or requests made.

4. Aggression

An actual or threatened act of hostility usually provoked by another person is termed as aggression. Aggression is usually expressed in physical or verbal terms by children towards those smaller or weaker than themselves. The peak is reached between the age of 4 and 5 years. Usually aggression is a result of frustration which predisposes a child to react to a person or object that is responsible for creating an 'obstacle'. Children who face parental rejection or are unable to express anger directly toward the offending person or object usually show aggressive behaviour. Lack of attention from a significant person, a need to protect oneself because of insecurity or jealousy may often result in aggressive behaviour. Emotional tensions resulting from stress can also be a cause of latent or hidden aggression.

5. Shyness

This denotes a form of fear that is marked by moving away from an unfamiliar thing or contact with unfamiliar people. Most children do feel shy when they perceive others to be stronger, larger or more powerful and are unsure about how they might react to him/her. Shyness leads to generalized timidity often causing a child to be afraid of trying out new things. Playing a leadership role is very difficult for a shy child because of his/her inability to communicate effectively and work well with others. Very shy children are likely to become unpopular because they are afraid to talk to others and may become self-bound.

6. Co-operation

Around the age of 4 years, children begin to learn how to play and work together with their peers. The more opportunities they have to collaborate and do things together, the better are the chances of making social contacts.

7. Temper tantrum

Violent outburst of anger in young children are usually directed against persons, objects or situations. These are more popularly known as temper tantrums. These may take on a physical response such as kicking, screaming, head banging, rolling on the floor, punching or hitting. Around the age of four years children begin to add language to their anger responses. Children are likely to throw tantrums when they lack opportunities for free play and expression of their emotions. Dominating parents, over expectations, constant pressure to perform are some of the other reasons responsible for tantrums. Children need time and space to regulate their emotions; just as they need help to express them in a socially acceptable manner. Giving in to temper tantrums can be detrimental to a child and teaches one to use this tool to get his/her way.

8. Altruism

Also known as prosocial behaviour, it refers to the ability to voluntarily act in a positive, accepting and helpful manner and is associated with many factors of well being.

G) Discipline

The word discipline is derived from the Latin word 'disciplina' which means 'giving instructions'. While some believe that discipline helps channelize development and is therefore necessary, others believe that discipline is a process of training and learning that fosters growth and development in young children. You may notice that the two ways in which discipline has been described are in fact quite similar. Disciplining is also described as a process of channelizing or modifying socially unacceptable but outward observable behaviour, attitudes and development of 'conscience'. In other words, discipline is instrumental in helping children internalise socially accepted rules and norms to enable them to gain social approval, love and encouragement.

Importance of Discipline

It was formally believed that discipline was essential in order to control behaviour. However, the modern view holds that discipline is necessary to guide and enable an individual to find direction and develop a wholesome attitude towards oneself and others, in order to gain a certain level of confidence and satisfaction in day-to-day life.

Every culture and sub culture places specific demands on its members. What is considered acceptable by one culture, may not necessarily be so by another. Despite the fact that the socio-economic status and size of a family, number of children and parental attitudes influence the way in which discipline is handled, the functions of discipline remain more or less the same.

- Discipline brings forth social acceptance, appreciation and praise. This satisfies the child's need for love and security.

- Discipline inspires acceptable behaviour as children learn to differentiate between socially acceptable and unacceptable behaviour.

- Children learn to avoid misbehaviour and are not likely to indulge in activities that are frowned upon by their parents. Thus, feelings of guilt can easily be avoided or significantly lessened.

- Discipline helps in the development of the conscience. In due course, by trial and error children internalise rules, learn self control and become less dependent on the need for external control.

Each child has a different set of needs. The hereditary makeup and the rate of maturation of a child differs from that of another child who is of the same age. What may seem to be developmentally suitable for one child may not work for another child. Older children may demand more explanation and reasoning instead of being told or ordered what to do. The need for discipline also varies according to the time of the day and the activity in which a child is engaged in. The frequency may vary from one age group to another. An example may help to clarify this point.

A child tries to jump from a dangerous height while playing. While a verbal inhibitor such as a firm 'no' may stop a child, another may need to be physically blocked or refrained from jumping down.

Similarly, reasoning may work with some and not with others. It may be necessary to implement discipline in connection with some routine activities such as eating, sleeping, studying or staying out late with friends. Older children may require more elaborate reasoning, explanations and tact. As children grow older communication between them and the parents and the understanding regarding social expectations gets qualitatively better.

H)   Common Disciplining Techniques

There are three disciplining techniques most commonly used by parents. let us try to understand how they work and what effects can be observed while applying them.

1.   The Authoritarian Technique

When rules are too strict or they are enforced very rigidly they characterise authoratarian discipline. This technique includes harsh punishment for failure to live up to expected standards. Additionally, there is no trace of approval even when a child tries to meet expected standards. Authoritarian discipline indicates control, external force or corporal punishment. Parents who have been used to authoritarian methods and are rigid about their use do not usually attain success in changing them or totally abandoning them even when their children grow up.

Do you know?

Rewards and Bribes are not the same!

Many adults do not approve of rewarding a child for any achievement or socially acceptable behaviour because they view it as a 'bribe'. Are rewards and bribes one and the same? No, definitely not! Anything that is used as a bait or dangling carrot to bring forth desired behaviour is 'bribery'. A child is promised a reward or a material gift in return of an act-almost like a barter system. Bribes bring about change in behaviour but it is far too short lived. Soon a child starts to expect something in return for every acceptable behaviour that he exhibits. There is no scope for inner control or sanction to develop and there is no felt need for assuming responsibility of any kind. Rewards or special privileges are given 'after' an act or socially acceptable behaviour is observed. They reinforce and motivate children to repeat acceptable behaviour. Though this is true, material rewards need to be used sparingly as the child may not be maturationally ready to differentiate between a reward and a bribe.

How does a child react?

The authoritarian disciplining technique does not make any space for opportunities to learn to control one's own behaviour or make decisions. Most decisions are made for the child and his wishes are almost completely ignored. Children who experience being disciplined in this manner usually end up being very timid or extremely rebellious.

Some children may pretend to be good but may show strong underlying resentment. The over disciplined child is likely to perceive the world as hostile. Sensitive children may withdraw into their shell. They may express aggressiveness towards other children specially those who are unable to defend themselves. The result may well be maladjusted behaviour. There is a constant feeling of threat, unhappiness and fear. A child may become stubborn and develop a negative attitude in general.

2. The Democratic / Authoritative Technique

Parents who explain to their children or reason out and discuss things with them help their children to understand why they are expected to behave in a certain way.

They explain the pros and cons of a situation taking into consideration the child's point of view and his feelings regarding a particular issue. Harsh punishment or other punitive measures do not feature anywhere in this type of technique. Parents divert energy in carefully planning of their child's activities so that energy is directed towards socially acceptable avenues.

How does a child react?

A democratic attitude helps children internalise rules and understand their significance in terms of social expectations. When children do live up to parental standards and expectations they also receive approval and praise. Children are more likely to make positive social and personal adjustment. They develop independence in thinking and a realistic and positive self-concept. They are usually spontaneous, outgoing and responsible.

The amount of freedom that they experience allows them to face obstacles without being intimidated by them. They are warm and friendly and develop co-operative relationships with peers and adults around them.

3. The Permissive Technique

It is quite common to find parents who have experienced very rigid or strict disciplining techniques themselves as children, prefer to use a more permissive approach in disciplining their own children. Permissive discipline to a certain extent is absence of discipline.

Some parents prefer to let their children find out things for themselves by trial and error. They give no guidance and exercise practically no control over what their children do. There are no limits and boundaries set for a child and he is allowed to make his own decisions and act in a manner that he considers appropriate.

Parents who are afraid of displeasing their children or are unsure of how their child might react to disciplining prefer not to interfere with any activity that their child engages in.

How does child react?

A child who is disciplined in this way is usually one who feels confused and insecure. As a result, he/she is likely to be anxious, aggressive or extremely fearful. There may be times when he feels a strong need to be guided and corrected for the mistakes he makes. A child who is unaware of limits and boundaries is also likely to feel directionless without being aware of it. Anxiety and feeling helpless is quite common. A child is also likely to feel that parents are genuinely not interested in what he/she does.

A)

- Emotional and social development go hand in hand.

- Four basic components of emotions are stimuli, feelings, physiological arousal, behaviour

- Social smile, social referencing, cueing are important milestones during infancy.

B)   Aspects of social emotional development
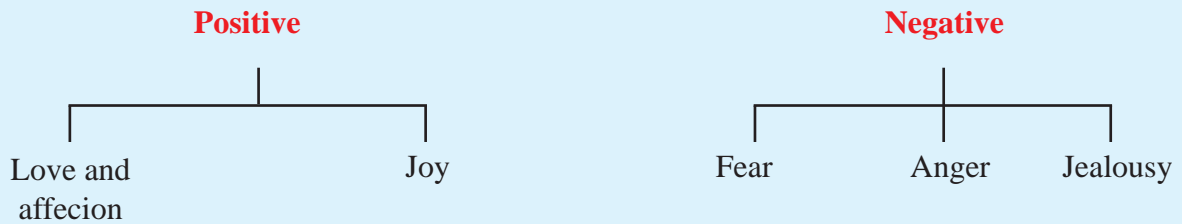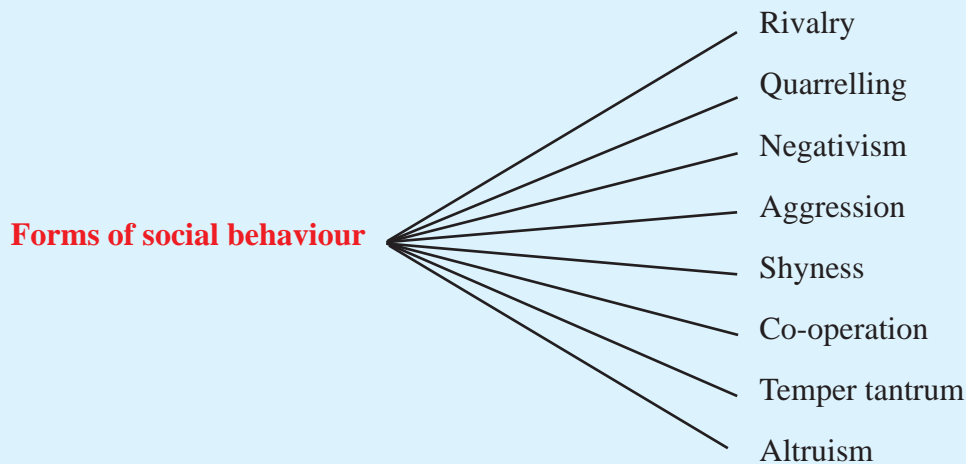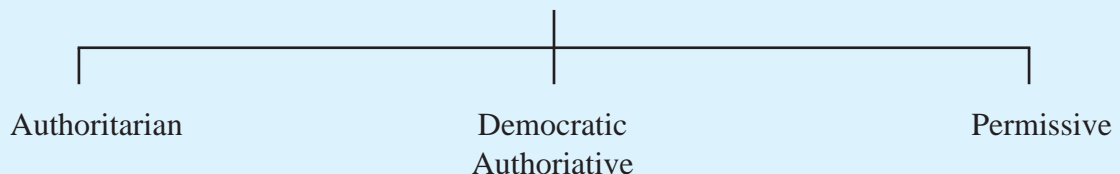
Self awareness	Relationship with others	Play	Understanding and regulating emotions

C)   Types of emotions

Positive

Love and affecion	Joy

Negative

Fear	Anger	Jealousy

D)

Forms of social behaviour

- Rivalry
- Quarrelling
- Negativism
- Aggression
- Shyness
- Co-operation
- Temper tantrum
- Altruism

E)   Common disciplining techniques

Authoritarian	Democratic Authoriative	Permissive

Exercises

Q. 1. Select the appropriate word and fill in the blanks :

1. Children engage in .... play during infancy.

   a) parallel   *b) cooperative*

   c) solitary

2. Preschool children express their emotions ....

   a) frequently   *b) occasionally*

   c) never

3. Children who are emotionally secure are able to establish .... relationships with others.

   a) negative   *b) positive*

   c) indifferent

4. Adults are able to express .... in a socially acceptable manner, where as preschoolers find it difficult to do.

   a) fear   *b) anger*

   c) jealousy

Q. 2. State whether the following statements are true or false and give reasons for the same.

1. Factors such as behaviour and interpersonal relationships are influenced by socio emotional development.

2. Children often express their emotions indirectly.

3. Preschool children always express their emotions in a socially acceptable manner.

4. Bribes are excellent tools that can be used while disciplining children.

5. A preschool child is always able to understand emotions expressed by others around him/her.

Q. 3. Explain the following terms.

1. Socialization.

2. Self concept.

3. Socio emotional development.

4. Temper tantrums.

Q. 4. Read the following paragraph carefully. Find out which discipline technique has been used and what are the possible effects on the child.

Situation 1 :

Ira's mother has decided which clothes are to be worn and has already selected a gift for her friend's birthday party. She has suggested the name of friends Ira should play with and how she should behave at the party.

Situation 2 :

At a classmate's birthday party Sahil was busy running around dropping things and spilling glasses. He grabed the presents from the table and tried to tear them open while his mother simply watched without any reaction.

Q. 5. Explain the factors that trigger the following emotions in preschool children.

1. Jealousy
2. Fear
3. Anger
4. Aggression

Q. 6. Describe ways in which the following emotions may be enhanced.

1. Love and affection
2. Joy

Q. 7. Write short notes on the following:

1. Quarrelling
2. Shyness
3. Negativism

Q. 8. Explain the following with examples of your own.

1. Meaning and importance of discipline.
2. Factors contributing to the process of socialization.
3. Self awareness.
4. Understanding and regulating emotions.

Project / Self Study

Observe your family, neighbourhood and people around.

- *Make a list of the different roles played by men and women.*

- *Do you feel that there are specific roles that only men or women should play?*

- *Why do you think so?*

❖ ❖ ❖

7.1 Understanding the concept of 'Play'.

"What are you doing Rohit? I have been waiting for you so we can go home now!" said mother. "I am very busy" shouted back Rohit and continued to play. He was too engrossed in what he and his friend were doing.

'Play' for children is an essential part of life. It is equally essential to development as it contributes to physical, emotional, social and intellectual development and well being of children. It offers an ideal opportunity for parents and caregivers to engage fully with their children.

Play comes naturally and effortlessly to children. Hiding in boxes, climbing trees, playing in the mud, kicking stones while walking back home, or wearing clothes that belong to grownups, are only some of the ways in which children entertain themselves and indulge in play activities.

> **Some interesting facts about 'Play'.**
>
> On the 1st of February 2013, the United Nations Committee on the Rights of the Child (CRC) recognized the right of every child to rest, leisure, play, recreational activities and free and full participation in cultural and artistic life.
>
> Most educationists and psychologists describe 'Play' as a means of organizing information and learning. They believe that play is the work of children. It consists of those activities performed for self amusement that have behavioural, social and psychomotor rewards. It is child directed and the rewards come from within the individual child. It is both enjoyable and spontaneous.

Definitions :

Let us look closely at some definitions given by various experts.

According to Stuart Brown (2018), Play is something done for its own sake. It is voluntary, pleasurable, offers a sense of engagement and takes you out of time. The act itself is more important than the outcome.

According to Catherine Garvey (1977), 'Play' is the act of engaging in something for the pure enjoyment of it.

There are five elements that define play in young children.

1. It is pleasurable and enjoyable.

2. Play has no extrinsic goals.

3. It is spontaneous and voluntary.

4. Play involves active engagement.

5. It involves make believe.

Friedrich Froebel (1782-1852) described play as a primary way of learning for young children. According to him, "Play is the Engine Of Real Learning".

Lev Vygotsky (1978) the Russian psychologist defines play as an activity desired by the child, involving an imaginary situation and rules that may or may not be laid down in advance.

Scales et al.(1991) define play as that absorbing activity in which young children participate with enthusiasm and abandon.

Psychology as a social science defines play as a physical, mental, leisure activity, that is undertaken purely for enjoyment or amusement and has no other objective.

Factors indicating the need for play.

Despite the fact that most children indulge in play voluntarily and very seldom need to be coaxed to play, there are a number of tell tale

signs that indicate a strong need for a young child to play outdoors.

Let us see what some of these indicators are :

* Getting tired and frustrated easily.

* Need to improve their co-ordination. *Example :* falling or slipping easily.

* Not meeting their gross motor milestones.

* Having a short attention span.

* Unable to sleep or eat well.

* Have difficulty regulating their emotions.

* Lethargic and uninterested in what is happening around.

As is true for all the domains of all round development, children pass through various stages of play before they have acquired social skills to indulge in social play. Let us try to understand the different stages of play observed in young children.

7.2 Stages of Play

Parten (1929) has recognized that there are primarily six stages of social play.

1. Unoccupied Play.

When a child is not playing with toys or with other children but just observing and focusing on an activity that temporarily holds his or her interest is called unoccupied play.

For example, a baby making random movements or a young child jumping in and out of mud puddles while walking in the rain.

Picture 7.1

2. Solitary Play.

This is observed when a child plays all by himself or herself. This type of play gives a child time to think, explore, create and concentrate. It also helps a child to regulate emotions.

Picture 7.2

3. Onlooker Play.

Children learn by watching others. They may be interested in what other children are doing but not quite ready to join in. Often a child may engage in forms of social interaction such as a conversation, asking questions or giving suggestions without actually participating in the play activity.

Picture 7.3

4. Parallel play.

This stage is marked by playing 'next' to but not 'with' other children. Children often pick up similar toys or play close to each other without any specific interaction.

Picture 7.4

5. Associative Play.

In this stage, a child plays with the assistance of another. In other words, playing together but not working together towards a goal with a specific purpose.

Picture 7.5

6. Co-operative or Social Play.

In this stage, children have acquired the skill to co-operate, work towards a collective goal, become a part of a larger group and usually taking on the role of a leader or follower. Play activities begin to assume a structure or have certain simple rules to follow.

Picture 7.6

While there are six distinct stages in the development of play in children, play activities can be categorized into two types, namely Active and Passive play.

While active play may be observed both indoors as well as outdoors, passive play is usually observed indoors.

7.3 Types of Play.

Types of Play

A

Active
- Free and Spontaneous
- Dramatic
- Constructive

B

Passive
- Listening to music
- Reading
- Watching television
- Mobile games
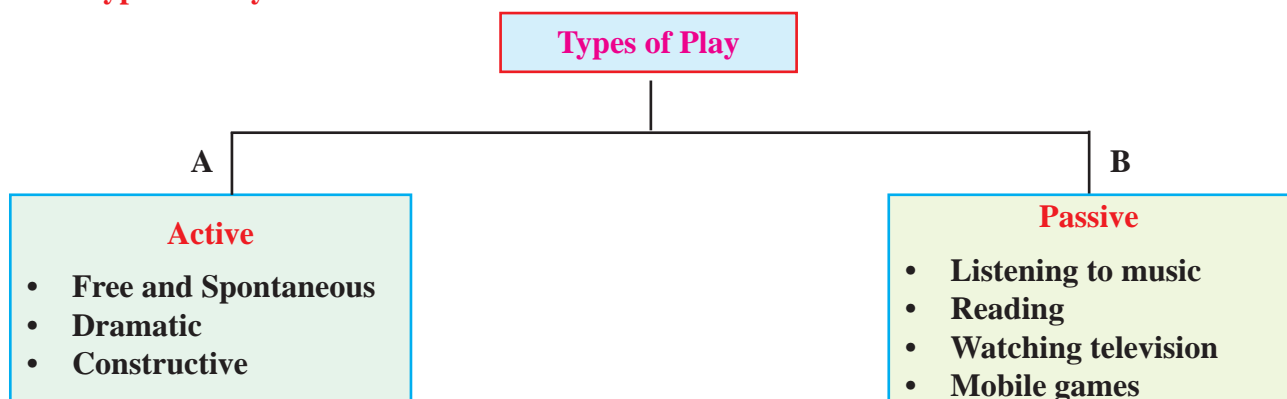
A) Active play involves the following:

• Free and spontaneous play.

This type of play is always self initiated by a young child. As the name suggests there are no rules and regulations to be followed and continues until interest and enjoyment persist.

Picture 7.7

• Dramatic play

This is popularly known as 'pretend' or 'make believe' play. As cognitive faculties such as imagination and creative thinking develop, young children begin to enjoy role play and acting out situations or incidents they imagine. For example, a policeman directing traffic, a fire fighter, mother cooking for her family with pots and pans or having tea at the table.

Picture 7.8 (A)   **Picture 7.8 (B)**

• Constructive Play

This activity is characterized by children making use of materials that they find around them to construct things which bring a lot of joy

and enjoyment. For example, a large collection of empty cardboard boxes or crates and paper plates may be used to make a long truck and its wheels.

Some other activities include exploring, games or collecting interesting things such as feathers, shiny stones or stickers.
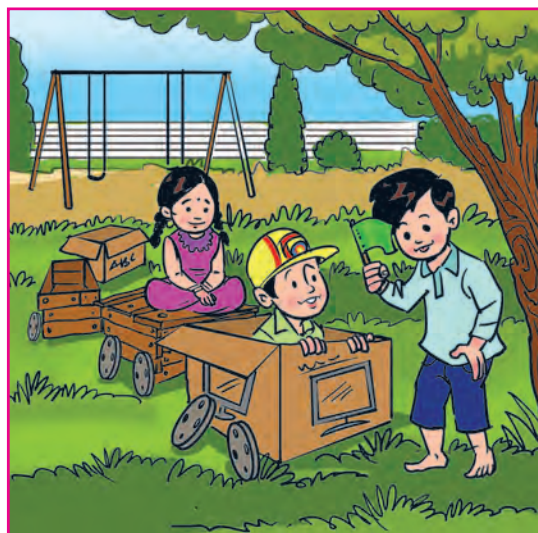
Picture 7.9

B) Passive Play

An activity that does not call for active participation is termed as passive play. Here are a few examples:

• Listening to music

Listening to music as a source of enjoyment and amusement is a popular activity. There is a gradual increase in this activity as children grow older.

Picture 7.10

• Reading

This is another form of passive play. Factors such as bad weather, lack of space or playmates, influence the time spent in this activity.

Picture 7.11

• Watching television or listening to the radio

Though listening to the radio has sharply decreased in recent times, the time spent watching television, playing video games or watching content on electronic media has now become a very popular source of entertainment. Young children spend large chunks of time indulging in this form of passive activity.

Picture 7.12

7.4   Values of Play

Play is an excellent medium which children use to practice, rehearse and widen understanding of the world. In a nutshell, 'learning comes through play' and 'to play is to learn'. Play offers children a very valuable and rich variety of learning experiences making it possible for them to experiment, explore, manipulate and make discoveries using the five senses. However, it is common place for parents to view play as a sheer waste of time. They would rather have their child study or do something 'more' constructive with the time on hand.

Values of Play as given by Caplan (1973)

*   Play promotes growth and enhances body balance and co-ordination.

*   Play offers opportunities for mastery of the physical self.

*   Play is vitalizing.

*   Play is a voluntary activity and offers a child freedom of choice and action

*   Play provides a world of make believe that a child can master.

*   Play is a way of learning adult roles.

*   Play has elements of adventure in it.

*   Play promotes social interaction and refines interpersonal skills.

*   Play fosters language development.

*   Play offers interest and enhances concentration.

*   Play serves as an avenue for emotional outlet and expression.

*   Play is therapeutic. It helps to restore body balance in a positive way.

What is holistic or all round development?

Holistic Development of a child is achieved when young children become physically healthy, mentally alert, emotionally secure, socially competent, able to learn, culturally aware and aesthetically creative. They grow up to become responsible and productive adults.

7.5 Play material and equipment for Holistic Development.

Let us now turn our attention to what we can select to promote the development of the different domains/ aspects of all round development.

Table 7.1 Play material and equipment for Holistic Development

Area of development	Play material.
Physical development	Jungle gym, slide, swing, pull and push toys, tricycles, ladders.
Gross motor development	Tricycle, skipping rope, ball, sand play material.
Fine motor development	Peg board, scissors, lacing cards, fixing toys, chalk, crayons, paint, beads, clay, small blocks, carpentry tools.
Language development	Picture books, picture cards, riddles, Information books.
Cognitive development	Puzzles, games and activities.
Creativity and aesthetic development	Paints, clay, sand, water play, music and movement, blocks.
Socio-emotional development	Toys that can be shared or used in a group Simple board games, blocks, doctor's set, dress up clothes, doll's house.

Now that we are aware of the importance of a conducive environment to promote play and the numerous values that it brings for all round development, we must bear in mind that there are a number of factors that influence the nature of play in young children.

Some of these include, the space available, parental awareness regarding developmentally appropriate materials, type of family structure, monetary resources available, and access to a variety of suitable play material.

7.6 Selection of toys and play material

Here is a simple checklist that will help you to decide which play material/toy you could buy.

1. Is the play material/toy attractive? Colorful? ☐

2. Is it developmentally appropriate? ☐

3. Will it motivate a child to test out his/her ability? ☐

4. Is it multi functional? ☐

5. Is it sturdy and durable? ☐

6. Is it safe to play with? ☐

7. Is the paint used non toxic? ☐

8. Have the edges been rounded for safety? ☐

9. Will it promote different domains of all round development? ☐

If your answer is 'YES' to all of these questions, you can be quite sure that you have made an appropriate choice!

Think about it!

It is a good idea to avoid buying 'gender specific' toys such as cars and toy soldiers for boys or baby dolls for girls.

On the same note, toys and play material need not always be expensive or bought out. Toy libraries that allow and encourage borrowing a variety of toys are fast gaining in popularity, You may be able to start one such library on your own with available resources, to encourage young children to have access to appropriate play material.

Reflection / _Darpan_

Observe children playing at a construction site. What material do they use to play with? How much time do they spend playing? What is the nature of their interaction with each other? Document your own observations.

7.7 Role of parents in encouraging play.

Research suggests that responsive parents who guide and provide new challenges or ideas to their children during 'play' give them the best chance to handle emotional difficulties, build and develop social skills. Parents must always ensure that play activities are 'child led' and 'child centred.' Too much of interference or constantly directing children's play is likely to take away all of the fun and enjoyment.

Despite the numerous benefits derived from play, children and parents seem to be spending lesser and lesser time indulging in free and spontaneous play. A hurried lifestyle, changes in the family structure and increased focus on academic and enrichment activities seem to be some of the most important contributing factors.

Revise the points

Importance of Play

Ideal for all round development	Pleasurable	Spontaneous	Enjoyable
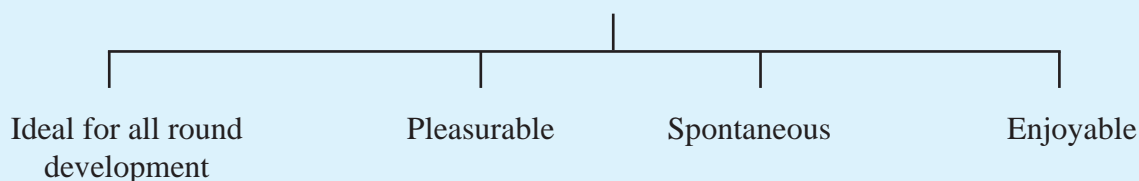
Indicators suggesting a 'need' for play

- Getting tired and frustrated easily.
- Not meeting gross motor milestones.
- Short attention span.
- Unable to sleep or eat well.
- Need to improve co-ordination.
- Lethargy.
- Difficulty regulating emotion.

Values of play

Promotes growth	Element of Adventure
Mastery of physical self	Social interaction
Vitalizing	Language development
Freedom of choice	Concentration
Learning adult roles.	Therapeutic

Stages of play

1 →	Unoccupied
2 →	Solitary
3 →	Onlooker
4 →	Parallel
5 →	Associative
6 →	Co-operative

Types of Play

Active

- Free and Spontaneous
- Dramatic
- Constructive

Passive

- Television watching
- Reading
- Listening to Music
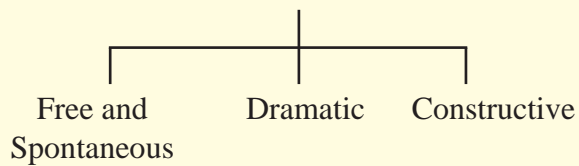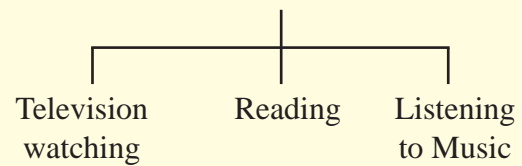
Criteria for Selection of Toys

- Safe
- Durable
- Attractive
- Colourful
- Developmentally appropriate
- Multifunctional
- Motivating
- Non toxic paint
- Rounded corners / edges

Role of Parents / Caregivers

→ Being responsive

→ Guidance when necessary

→ Providing challenges

→ Ensure activities are 'Child led'

Exercises

Q. 1. Fill in the blanks by selecting the appropriate word.

1. According to .... play is the engine of real learning.

   a) Friedrich Froebel

   b) Stuart Brown

   c) Lev Vygotsky

2. The six stages of social play have been recognized by ....

   a) Catherine Garvey

   b) Parten

   c) Scales et.al.

3. An activity that does not call for active participation is termed as .... play.

   a) free   *b) active*

   c) passive

4. Parents must always ensure that play activities are 'child led' and .... centered.

   a) parent   *b) self*

   c) child

Q. 2. Complete the table given below and classify the material according to the different domains of development.

. Skipping rope, riddles, scissors, tricycles, information books, peg board, sand play, crayons, ball, picture books

Gross Motor	Language	Fine Motor

Q. 3. Clarify the following terms.

1. Constructive play

2. Passive play

3. Play

Q.4. List the factors indicating the need for play

Q.5. What is the role of parents in encouraging and stimulating 'play' in young children?

Q.6. Describe in detail the values of play as put forth by Caplan.

Q.7. Write in brief the meaning and importance of 'play' in young children.

Q. 8. Read the following paragraph and find out the appropriate stage of play it describes.

a. Kavita went to her neighbour's house. There she saw Sujay and Ajay busy playing with blocks. "What are you doing? she asks, as she stands by the door. ....

b. On the way back from nursery school, a child climbed up and jumped down from a mound of sand, piled on the side of the road ....

c. Savita and Kunal are busy going round and round on their tricycles. ....

d. A group of 5-year-old children are busy playing with blocks. They build a house, a garage and a bridge. Each one works alongside the others, discussing and making common plans and decisions. ....

e. During free play in a nursery class, few children run into the Doll's house and are soon engrossed in the activity. ....

Project / Self Study

- *Collect pictures of children playing in different settings. For example: in the park, on the school playground, at a recreational centre, or in your neighbourhood. Can you identify the different stages or types of play?*

- *Make your own scrapbook describing the stages and types of play and keep adding to your collection. You may even try your hand at making a sketch or take photographs.*

❖ ❖ ❖

Have you observed any of the following behaviour among young children that you may know?

- Getting annoyed frequently or nervous

- Often appearing angry

- Usually putting the blame on others

- Refusing to follow rules

- Arguing and throwing temper tantrums

- Having difficulty in handling failure

- Stealing attractive toys and stationary from friends

- Inability to focus on any task for a long period

- Recurring use of abusive language

- Aggressive behaviour

- Lying or crying to get what they want

- Running away and hiding somewhere to express anger and catch the attention of parents.

- Throwing food, toys or other objects to express anger.

Do you know?

According to a study conducted at the University of Bristol (September 2019), there is an association between an intake of paracetamol during pregnancy and hyperactivity, attention problems and difficult behaviour patterns.

Early childhood is known a 'problem age'. For example, A child who is well behaved in front of parents suddenly becomes the school bully when out of sight, indicating that he/she might be suffering from a number of personal problems. Children behave in different ways in different situations. Family, school, neighbours,

peers, culture and mass media impact behaviour. A child may also imitate the behaviour of parents, elders, teachers, peers and caregivers. Problem behaviours are maladaptive.

Problem behaviour are those that are not considered 'typically acceptable'. Every child occasionally exhibits disruptive behaviour. However, problem behaviour refers to a consistent pattern among the children. The same can be managed by proper handling.

8.1 Meaning of Behavioural Issues

Behaviours, which create obstacles in personal growth and social adjustment, are called behavioural problems.

8.2 Behavioural issues commonly issues seen in Children

A) Aggression

Picture 8.1

Aggression is an actual or threatened act of hostility, usually unprovoked by another person. If aggression is not handled properly it may turn into antisocial behaviour. Preschoolers may show aggressive behaviour since they have limited language expression, get frustrated easily

and are unable to express themselves. They may often engage in 'instrumental aggression' or behaviour involving hitting, kicking or shouting to obtain a desired object. Children are also likely to imitate the aggressive behaviour of parents. A child usually starts showing aggressive behaviour around the age of 2 years .It reaches a peak at the age of 3 years.

Causes

- Feeling insecure or jealous.

- Dominating and strict parents who use physical punishment.

- High expectations from parents and lack of proper guidance.

- Constant interference from adult.

- Parents who model aggressive behaviour.

- Difficulties in dealing verbally with anxiety and frustration.

Handling

- Help the child to express his/her emotions.

- Identify the triggers of aggressive behaviour.

- Stay calm while a child expresses himself/herself.

- Find an appropriate reward for good behaviour.

B) Temper Tantrums

Temper tantrums are uncontrolled outbursts of anger seen between the ages of two to four years, the peak period being three years after which they gradually decline. They are expressed by hitting, kicking, biting and breath holding. Before the age of four it is seldom viewed as a problem behaviour but if it continues beyond that age it may indicate a problem. As language skills improve, tantrums tend to gradually decrease.

Picture 8.2

Causes

- If the child is seeking attention.

- When a child is very tired.

- When he or she does not eat adequately.

- If a child is uncomfortable.

- If he or she does not have opportunities for outside play.

- When a child has been imposed with too many restrictions or over indulgence.

- When a child lacks opportunity to control his/her emotions.

- If parents are unable to fulfil demands.

Handling

- Adequate attention and support of security provided by the parents.

- Parents should make sure that the child is not acting or being over dramatic.

- Parents should ignore the tantrum.

- Reward a child for acceptable behaviour.

- Parents should have enough control over their own behaviour.

- Parents should also consult their doctor to get their child checked for any physical problems that may be contributing to the tantrums.

C) Non Co-operation

At the age of three and half years, children usually start showing co-operative behaviour. When children consistently refuse to co-operate, there may be some specific causes behind this behaviour.

Causes

• A given task may be beyond a child's capacity and ability.

• Instructions may not match a child's understanding.

Handling

• Encourage free play.

• Model empathy and co-operation.

• Provide opportunities to each child to take turns.

• Assign a simple responsibility to every child in a group.

D) Rivalry

Picture 8.3

Rivalry is a desire to compete with others or to excel over others. Jealousy, competition and fighting between brothers and sisters may be due to rivalry. Sibling rivalry usually continues throughout childhood. Problems may usually start after the birth of the second child in the home. Rivalry is not healthy when children get aggressive or nasty, disrespect or dominate others or face failures and frustrations.

Causes

• Arrival of a baby in the family.

• Constant Comparison.

Handling

• Avoid comparison between children.

• Accept the children's individual talents and success.

• Set children up to co-operate rather than compete.

• Teach children positive ways to get attention from each other.

• Plan family activities that are fun for everyone.

• Ensure that each child has enough time and space of his/her own.

E) Quarrelling

Picture 8.4

Quarrelling is an extension of aggression. The act of aggression happens individually, where as quarrelling involves two or more individuals. In quarrelling both the children are charged with negative emotions or one of them plays the defensive role. Quarrelling may happen at any given age. It is a natural act, which is seen whenever a person is provoked. A child may hit, kick, bite, pinch or push. These actions are not socially acceptable. Similarly, a child may react by screaming or abusing .A child may also throw objects, toys or snatch them from others.

Causes

- Dominating friends or peer group.

- Jealousy towards friends or siblings.

- Teasing and bullying by friends or significant others.

- Anger provoking situations.

- Dislike for sharing toys.

Handling

- If children are quarrelling because they do not want to share their toys, adults must guide them in an appropriate manner.

- Divert children's attention from the cause of quarrelling.

- Avoid poking fun at a child or offer proper guidance if they are teasing each other.

- If a child exhibits quarrelsome behaviour constantly, it is important to find the underlying cause.

- Avoid comparison between children.

F) Shyness
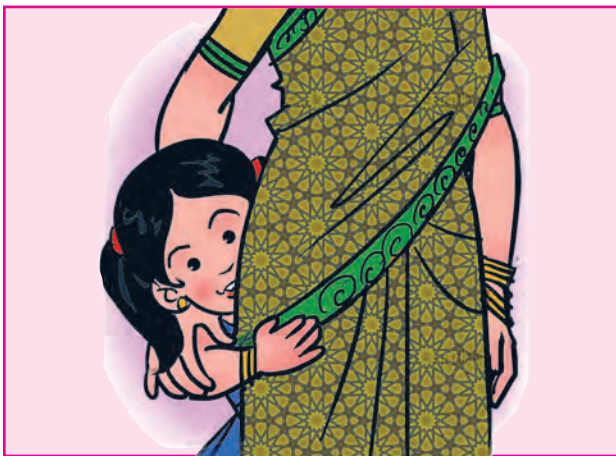
Picture 8.5

It is a form of behaviour expressed when a child withdraws himself/her self from a social situation. A shy child is anxious or inhibited in unfamiliar situations or when interacting with others. A shy child is much more comfortable to watch the action from the sidelines rather than join in. Constant and severe shyness affects the development of a child negatively.

A child may express shyness around the age of 5 or 6 months. This usually continues till the age of 3. Shyness is typically seen in a child with low or no self confidence. Such children avoid social situations and people, eye-to-eye contact, lack fluency of language , are highly anxious and have very few friends.

Causes

- Fear of strangers or an unfamiliar situation.

- Feelings of insecurity.

- Authoritarian disciplinary methods.

- High expectations from parents.

- Overprotective parenting style.

- Harsh measures used for punishment.

- Constant criticism.

- Fear of failure.

Handling

- Assign some simple responsibilities to children e.g. tidying up toys, putting their shoes or clothes in place.

- Get children involved in small group activities / situations.

- Provide opportunities to interact with people.

- Use desirable disciplinary methods.

- Avoid overprotection.

- Praise the child for his/her achievement.

- Avoid labelling a child as 'shy'.

- Be supportive, empathetic and understanding.

- Model confident behaviour and lead by example.

G) Timidity
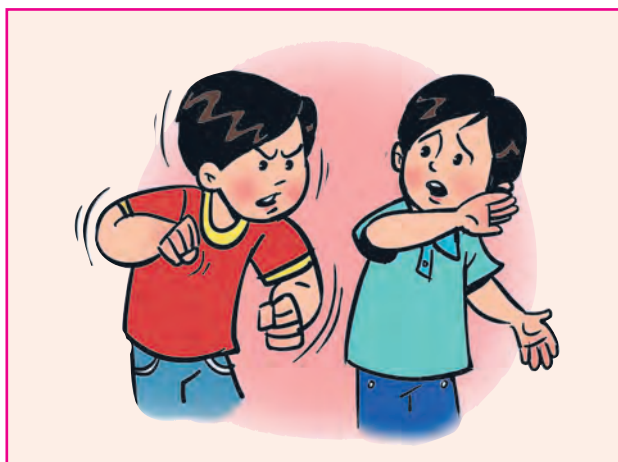
Picture 8.6

Timidity stems from a fear of social situations. A timid child will always avoid social situations, functions or group gatherings. Usually a timid child will avoid interaction with people, have minimal or no communication with others and avoid public situations and places.

Causes

- Comparison between children.

- Authoritarian type of discipline.

- No opportunity to socialise and to be a part of different social situations.

- Punishment given not appropriate to behaviour.

Handling

- Use a democratic type of disciplining technique.

- Avoid punishment particularly physical punishment.

- Provide guidance, motivation and encouragement.

- Set reasonable expectations.

H) Bedwetting

Bedwetting is typically seen more as a social disturbance than a medical disease. Bedwetting can damage a child's self-image and confidence. Most children achieve some degree of bladder control by 4 years of age. Daytime control is usually achieved first, while night time control comes later. Bedwetting refers to involuntary urination during sleep in children over the age of five. Bedwetting may occur at any point during the night but usually occurs during the first few hours of sleep.

Types of Bedwetting

There are two types of bedwetting: primary and secondary.

a. Primary Bedwetting :

It means bedwetting that has been ongoing since early childhood without a break. A child with primary bedwetting has never been dry at night for any significant length of time.

b. Secondary bedwetting :

It refers to bedwetting that usually starts after the child has been dry at night for a significant period, at least 6 months.

Causes :

- **Emotional problems :** A stressful home environment, as in a home where the parents are in constant conflict, sometimes causes children to wet the bed. Major changes such as starting school, arrival of a baby or moving to a new home and other stresses may also cause bedwetting. Children who are being physically or sexually abused may sometimes begin to wet the bed.

- Hereditary factors

- Neurological disease.

Handling :

- Avoid blaming, punishing or ridiculing the child.

- Be patient and supportive. Reassure and encourage the child often. Do not make an issue of the bedwetting each time it happens.

- Do not discuss the bedwetting in front of other family members.

- Help the child understand that the responsibility for being dry is his or hers and not that of the parents. Reassure the child that you want to help him or her overcome the problem.

- Limit intake of food or drinks with caffeine and avoid salty snacks and sugary drinks especially during the evening.

- Encourage the child to use the toilet regularly during the day (every two to three hours)

- Encourage children to use the toilet 15 minutes before bed time and again right before going to bed.

- Make sure your child is getting enough sleep.

- Do not punish your child for accidents as this can increase stress, feelings of shame and lead them to hide their bedwetting. Instead, have your child help with clean up as much as they are able to.

I) Stealing

Stealing means taking somebody else's belongings without their knowledge. Children may begin to steal between the ages of 5 and 6 years, commonly stealing things from the house, neighbourhood and school. Before the age of 5 or 6 years, the concept of personal property is likely to be poorly developed, so taking away other children's possession may not be meaningfully regarded as stealing.

Causes

- Children steal when they feel 'I deserve to get this' and have not got it.

- Feeling of insecurity.

- Rebel against injustice.

- Sometimes children believe that stealing is adventurous.

- Sense of excitement.

- Sometimes children steal because their needs are not satisfied.

- Authoritarian discipline.

Handling

- Avoid over reacting to the situations.

- Parents should be consistent while disciplining.

- Parents should explain the difference between stealing and borrowing to the child.

- Parents should provide love and security in the family.

- Discuss and explain to the child that it is wrong to take something that belongs to someone else.

- Parents can suggest to the children that they can ask for things they want.

- Parents should make every effort to communicate effectively with their child.

- Parents should praise their child for being honest.

- Parents could consult a counsellor if the stealing is chronic.

J) Screen addiction :

Children can easily have access to smart phones, laptops or i pads in comparison to new toys as they are found in every home. Since they have not reached the age at which they are capable of making rational decisions, they can easily be addicted to them. Working parents usually provide their children with smart phones for practical reasons of safety and security. However, children with smart phone addiction are likely to show problems in both mental and physical development.

Problems in mental development relate to emotional instability, attention deficit, depression and anger while Physical problems include visual and auditory impairment, obesity, body imbalance and lack of brain development.

Screen addiction among children is likely to be continuous throughout the lifetime leading to more serious and harmful effects. Hence, efforts of parents and society to prevent this addiction are extremely significant.

Handling :

- Parents should strive to spend more time with their children doing meaningful activities.

- Children have poor control over themselves hence, they are in need of appropriate parental control.

- Proper education should aim at preventing screen addiction and over use of smart phones.

- Parents should realize the strong influence of screen addiction on their children and take necessary steps to avoid the same.

Reflection / *Darpan*

Which specific activities can you suggest to limit the use of 'screen time' in children?

Revise the points

Behavioural Issues

Sr. No	Behaviour Problem	Causes	Handling
A	Aggression	• Feeling insecure or jealous. • High expectations from parents and lack of proper guidance. • Parents who model aggressive behaviour. • Difficulties in dealing verbally with anxiety and frustration.	• Help the child to express his/her emotions. • Identify the triggers of aggressive behaviour. • Stay calm while a child expresses himself/herself.
B	Temper Tantrum	• If the child is seeking attention. • If he or she does not have opportunities for outside play. • When a child has been imposed with too many restrictions or over indulgence. • When a child lacks opportunity to control his/her emotions.	• Adequate attention and support of security provided by the parents. • Parents should ignore the tantrum. • Reward a child for acceptable behaviour. • Parents should have enough control over their own behaviour.

Sr. No	Behaviour Problem	Causes	Handling
C	Non co-operation	• A given task may be beyond a child's capacity and ability. • Instructions may not match a child's understanding.	• Model empathy and co-operation. • Provide opportunities to each child to take turns. • Assign a simple responsibility to every child in a group.
D	Rivalry	• Arrival of a baby in the family. • Constant Comparison.	• Aviod comparison between children. • Set children up to cooperate rather than compete. • Ensure that each child has enough time and space of his/her own.
E	Quarrelling	• Jealousy towards friends or siblings. • Teasing and bullying by friends or significant others. • Anger provoking situations.	• Divert children's attention from the cause of quarrel. • If a child exhibits quarrelsome behaviour constantly, it is important to find the underlying cause.
F	Shyness	• Fear of strangers or an unfamiliar situation. • Feelings of insecurity. • Harsh measures used for punishment. • Constant criticism.	• Provide opportunities to interact with people. • Avoid overprotection. • Praise the child for his/her achievement. • Avoid labelling a child as 'shy'.
G	Timidity	• Authoritarian type of discipline • No opportunity to socialise and to be a part of different social situations.	• Use a democratic type of disciplining technique. • Aviod punishment particularly physical punishment. • Provide guidance, motivation and encouragement. • Set reasonable expectations.

Sr. No	Behaviour Problem	Causes	Handling
H	Bedwetting	• Emotional problems. • Hereditary factors. • Neurological disease.	• Avoid blaming punishing or ridiculing the child. • Be patient and supportive. • Help the child understand that the responsibility for being dry is his or hers and not that of the parents. Reassure the child that you want to help him or her overcome the problem. • Encourage children to use the toilet 15 minutes before bed time and again right before going to bed.
I	Stealing	• Feeling of inssecurity. • Rebel against injustice. • Sense of excitement. • Sometimes children steal becasue their needs are not satisfied. • Authoritarian discipline.	• Parents should be consistent while disciplining. • Parents should explain the difference between stealing and borrowing to the child. • Parents should provide love and security in the family. • Parents should make every effort to communicate effectively with their child. • Parents could consult a counsellor if the stealing is chronic.
J	Mobile Addiction	• Children can easily have access to smart phones. • Working parents usually provide their children with smart phones for practical reasons of safety and security.	• Parents should strive to spend more time with their children doing meaningful activities. • Parents should realize the strong influence of smart phones on their children and take necessary steps to avoid the same.

Aggression : An actual threatened act of hostility, usually unprovoked by another person.

Bedwetting : Involuntary urination during sleep in children over the age of five.

Behavioural issues : Behaviours which create obstacles in personal growth and social adjustment.

Chronic : persisting for a long time or constantly recurring behaviour.

Maladaptive : Not having the ability to change to suit different conditions.

Primary Bedwetting : Bedwetting that has been ongoing since early childhood without a break.

Quarrelling : An extension of aggression.

Rivalry : A desire to compete with others or to excel over others.

Secondary bedwetting : Bedwetting that starts up after the child has been dry at night for a significant period, at least 6 months.

Shyness : A form of behaviour where a child withdraws from social situations.

Stealing : Taking somebody else's belongings without their knowledge.

Temper tantrum : An uncontrolled outburst of anger seen between the ages of two to four years.

Timidity : Fear of social situations.

Exercises

Q. 1. Select and write the most appropriate word from the alternatives given.

1. Early childhood is known as a .... age.

   a) emotional   *b) learning*

   c) problem

2. An uncontrolled outburst of anger is called ....

   a) quarrelling   *b) temper tantrum*

   c) aggression

3. If .... is not handled properly then it may turn into antisocial behaviour.

   a) aggression   *b) temper tantrum*

   c) non co-operation

4. A form of behaviour where a child withdraws himself from social situation is called ....

   a) shyness   *b) temper tantrum*

   c) non co-operation

Q. 2. Match the pairs :

A	B
1) Temper tantrum	a) Jealousy
2) Non co-operation	b) No eye to eye contact
3) Quarrelling	c) Complicated instructions
4) Timidity	d) Extension of aggression
5) Rivalry	e) Hitting, kicking, breath holding
	f) Punishing/ ridicule

Q. 3. Identify the odd word.

Stealing, Aggression, Rivalry, Temper tantrum, Lying, Learning disability, Non co-operation

Q. 4. By considering the first corelation complete the second corelation.

1. Temper tantrum: Uncontrolled outburst of anger::Shyness: ?

2. Aggression: Hostility:: Rivalry:?

Q. 5. Explain the following terms.

1. Temper tantrum

2. Stealing

3. Aggression

4. Quarrelling

5. Rivalry

6. Shyness

7. Timidity

Q. 6. Read the following and write answers to questions asked.

Aggression is an actual or threatened act of hostility, usually unprovoked by another person. If aggression is not handled properly then it may turn into antisocial behaviour. Preschoolers have limited language expression, they get frustrated easily and they are not able to express themselves. As a result they may show an aggressive behaviour pattern. Preschoolers often engage in 'Instrumental aggression' or behaviour involving hitting, kicking or shouting to obtain a desired object. Children imitate the aggressive behaviour of parents. Child starts showing aggressive behaviour at the age of 2 years .It reaches a peak at the age of 3 years.

1. Describe aggression with a suitable example.

2. When does a child shows aggressive behaviour?

3. What are the reasons contributing to aggressive behaviour?

Project / Self Study

Observe five children who have a behavioural issue. Describe their behaviour briefly.

❖ ❖ ❖

**Building
Parent - Teacher
Collaboration**
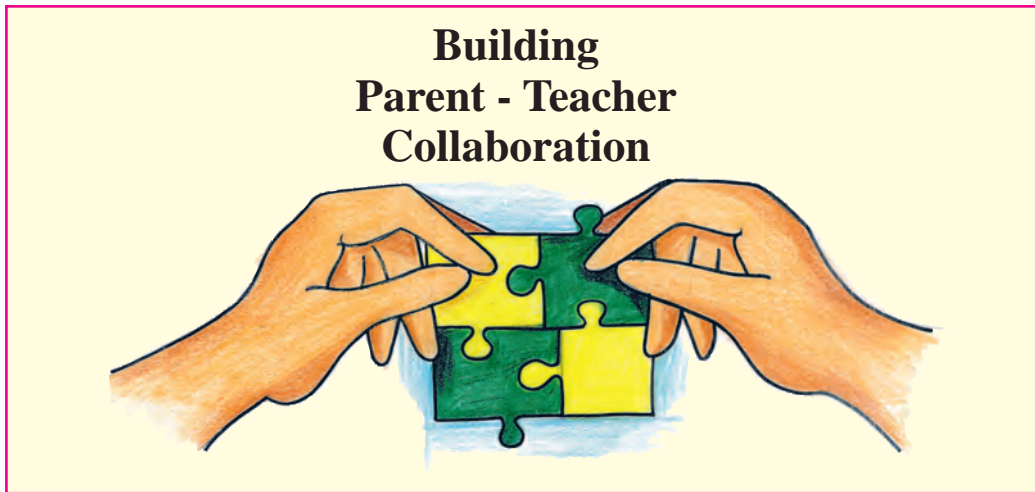
Picture 9.1

Activity

Play a game – SPIN A WHEEL

Preparation for the game

Prepare a word wheel with an arrow in the middle.

Method of playing a game

- Divide a class into two teams.

- Select two leaders from the teams.

- Select one student from each team for playing music or clapping.

- Start the 'Passing the parcel game' among two leaders.

- Selected student of the opposite team will come ahead and stand with his/her back to the class and will start clapping or playing music. After 2 to 3 minutes the music will be stopped.

- Now the team who holds the parcel will have to answer.
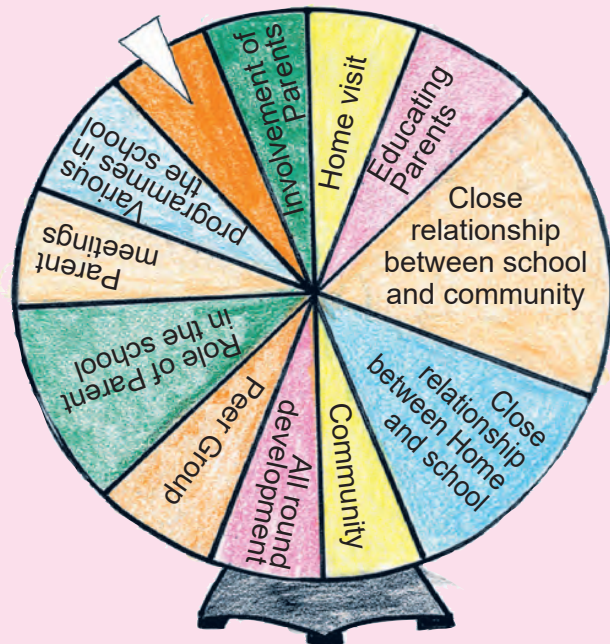
- Teacher will spin the wheel.

- The team with the parcel will answer when the wheel stops. The word which appears on the wheel in front of the arrow will be explained by the team members.

Parental involvement produces measurable gains in a child's holistic development. As we all know, parents are a child's first teacher. When a school system values and respects the relationship between a parent and a child and welcomes parents as equal partners in their child's education, parents and teachers have an opportunity to influence a child to live a positive and fulfilling life.

A strong school-family relationship can greatly benefit the child as well as parents. It is proven that children do better and achieve more when parents are involved in their progress in school. Their concerns can also be sorted out quicker when parents share a positive relationship with the school staff. Parents

Picture 9.2

also get reassurance that their children are receiving good education as trust and respect develops with the relationship with the school.

9.1 Importance and Need of Parent School collaboration

As a component of school level parental involvement home-school relationship helps a lot. Parents build partnership with school to help children. Home School relationship or collaboration requires concrete efforts.

Home and school collaboration needs recognition by all involved in the process. The educational outcomes are influenced by events in the home, and school. The partnership between home and school can impact children's behaviour within the classroom.

Home and school are two separate systems with separate roles and responsibilities in educating children. For successful home-school collaboration, parents and teachers must remove barriers which may interrupt the process. Socio-economic level, chaotic home situations are some of the barriers. Cultural differences, level of parental education also influence the child's behaviour.

Why are healthy parent-teacher relationships important? Positive connections between parents and teachers have been shown to improve children's academic achievement, social competencies and emotional well-being. When parents and teachers work as partners, children do better in school and at home.

9.1 a) Need for a close relationship between home and school

- To communicate

  Communication between home and school should be regular, two-way and meaningful.

- To develop parenting skills.

  Parenting skills are to be promoted and supported.

- To enhance learning process.

  Parents play an important role in assessment of children's learning.

- To promote parent's involvement.

  Volunteering by parents in school activities is welcome.

- To become a partner in decision making

- To collaborate with the community.

  Community resources can be used to strengthen schools, families and children's learning.

Basic principles behind these needs

- There is a shared responsibility between the school and the home in order to provide children with a better education and good start in life.

- The school will welcome families and reach out to them before problems manifest themselves.

- The schools will help families to be included in the decision making process.

- The school will organize meaningful experiences for children.

- Families will monitor children's attendance.

- Families will engage in literacy experiences.

- Families will become acquainted with teachers and other school personnel.

- Families will participate in decision making process.

- There will be effective two way communication between home and school.

- There will be opportunities for families to learn how to help their children.

Relationship between home and schools is not merely an activity, it is an attitude. It occurs when home (parents) and school share common goals, and both contribute to the process. Effective communication is essential to create a successful collaboration.

Successful relationship between home and school passes through stages.

1) Introduction

- Building positive rapport.

- Focused behaviour – Goals, objectives.

- Focused on problems.

2) Identification

- Individual perception of problems.

- Identifying a mutual goal.

- Desired outcome.

3) Solution

- Target oriented and goal oriented behaviour.

- Tap the resources for desired outcome.

4) Implementation

- How the goals are decided.

- Accomplishment of goals – goal oriented behaviour, actions.

- Discuss the results, if the goals are not satisfied, discuss the ways to modify the goals without blaming each other.

Better Together

Home – School Collaboration...

Picture 9.3

9.1 b) Importance

- It provides positive adult-child relationship.

- Physical and emotional safety is provided through close relationship.

- It gives a feel of accountability.

- It recreates a feel of belongingness to parents.

- Parents perceive teacher's behaviour as supportive and caring.

- It helps to establish good rapport and communication between home and school.

- It commits to meet children's needs.

- It supports children and helps to develop confidence.

Together
May we give our children
the roots to grow
and the wings to fly

Picture 9.4

- It provides positive messages to each other.

- It creates sustainable relationship.

- Home school relationship provides knowledge, skills and attitudes to children.

- Provide equal opportunities in education.

9.2 Methods of Parent School Collaboration

Changing family life has forced modification in the traditional role of parents in present days. Parents work outside home and children no longer stay at home. Many children start in child care as babies and continue through preadolescence. In other words parents do not have the sole responsibility of rearing children. It is shared with day care teachers and caregivers.

The condition of a child in the present days cause both parents and teachers to realize that their responsibilities overlap and they must work closely. So parent's involvement never ends. Rather, when parents and teachers work together it brings unexpected benefits to children. Parents also learn handling children properly from teachers.

Now a days it is considered that parent involvement and interaction with their children is essential to the success of any educational or child care programme.

Concept of Parent involvement

It is important to know what 'parent involvement' exactly means. Parental involvement ranges from listening to decision making of any centre run for children.

Evans (1971)

'Parental involvement refers to some degree of participation at all major stages of an early education programme : Planning, execution, evaluation and modification.'

Advantages of Parent School Collaboration

- Teacher and parent come close.

- Teachers get direct assistance from parents.

- Parents can serve as resource people or volunteer.

- Parent to parent programme also can take place. They provide information to each other.

- Parents are involved in meetings conducted by experts and benefit from the experts.

- Parents are the medium of bridging the gap between home and centre.

- Parents get benefit from teachers that they learn the rearing and handling practices which they can apply at home.

- Meaningful participation of parents definitely contribute to a child's development.

- Parent's participation also helps to increase confidence in children.

- It helps to develop skills in children.

1.   Meetings in the centre

If the meetings are conducted in the centre, participation of parent's is very important.

How parents can get involved :

- Parents are active listeners.

- Parents can help the teacher in arrangements for meetings turn by turn.

- Parents can help in communication with the experts or extending invitations to guests.

- Parents can also pick up and drop the guests.

- Parents can take responsibility to arrange tea and snacks for the meetings.

- Parents can take on a leadership role during meetings to conduct group discussions.

- Parents can take on a leadership role to contribute and share their own views during meetings.

- Parents can share information with other parents regarding the ways in which they solve day to day problems with their own children.

- Parents can convey their needs to the teacher during the meeting.

2.   Gatherings

Gatherings are fun programmes for children. Most of the time children are excited during such gatherings.

How parents can get involved :

- Parents can help to manage children.

- Parents can take responsibility of the decoration.

- Parents can work as volunteers to manage the crowds.

- Parents can help by compering for programmes.

- Parents can help with preparation of the programmes.

- During the gathering somebody can provide snacks to children.

- Parents can help to transport children from a centre to the gathering hall.

- Parents can provide their vehicles for transporting children.

- Parents also can participate and perform for children.

- Parents also can take responsibility of make-up and drapery.

3.   Festival celebration

Ideally all festivals of India should be celebrated in centres because children from different communities are admitted. The main objective behind festival celebrations is to make the children aware of different cultures of India.

How parents can get involved :

- Making decorations.

- To provide material to celebrate festivals.

- Parents from different communities can get involved during particular festival.

- Parents can come and give detailed information of the festival.

- They can bring pictures, photographs, C.D. to show, how the particular festival is celebrated in particular community.

- Children can dress in traditional clothes to celebrate the festival, with parents help.

- Festivals are for meeting and greeting each other and it is a mere enjoyment.

- Parents can provide food, which is a speciality of a particular festival.

4.   Picnics

Picnics are arranged with two purposes in mind namely is fund and education. When children go out on picnics they may feel insecure, so they need help. The teacher cannot manage all alone the various age groups of children at a time. Then parents can pitch in.

Here parents can get involved :

- Parents can suggest suitable places for picnics.

- Can provide vehicles.

- Can provide food.

- Can help with their presence.

- Can go with centre to help in managing children.

- Can make the picnic economical by providing some money if the centre needs.

- Can make the moments enjoyable for children by performing some fun activities at the picnic spot.

5.   Exhibitions

Exhibitions are arranged for parent education or sometimes for children. During these, parents can definitely help in arranging and explaining. Arranging and clear up after exhibition. This is a tedious job.

How parents can get involved :

- To decorate the place.

- To prepare material.

- To prepare charts.

- To arrange the material and exhibits.

- To make the arrangements for place for exhibition.

- To explain the charts.

- To prepare models for exhibitions.

- To make the invitations.

- To manage correspondence.

6.   Competitions

For very young children competitions should not be conducted, but in the centre for older children competitions can be conducted. For younger children it should be as fun activity.

How parents can get involved :

- They can come as a judge for competitions.

- They can sponsor the prizes.

- At the time of actual competitions parents can help the teachers.

- Parents can provide sweets and other snacks during the course of the competitions.

7.   Balmela

Balmela is also a fun activity for children, where children can enjoy the arranged games and activities freely.

Balmela does not have any rigid frame of activities. How it should be arranged depends on the teacher's creativity.

How parents can get involved :

- Parents can generate ideas for balmela and share with teachers.

- Can help in different stalls.

- Can manage and handle children.

- Can put up a stall of snacks / food.

- Can work as resource person in the stalls of storytelling / puppet shows.

- Can arrange games, physical activities for children.

8.   Puppet show/ Story telling

Puppet show is a technique and skill to tell a story and keep the children engaged. Through puppet shows education also can be provided along with enjoyment.

How can parents get involved :

- Parents can work as resource person.

- Parents can help to write scripts.

- Parents can make the puppets.

- Workshops for puppet making and conducting puppet shows for children can be conducted.

- Parents can also teach puppets making and performing puppet shows to older children of the centre.

- Parents can suggest stories for puppet shows or write new stories for shows according to the needs of children.
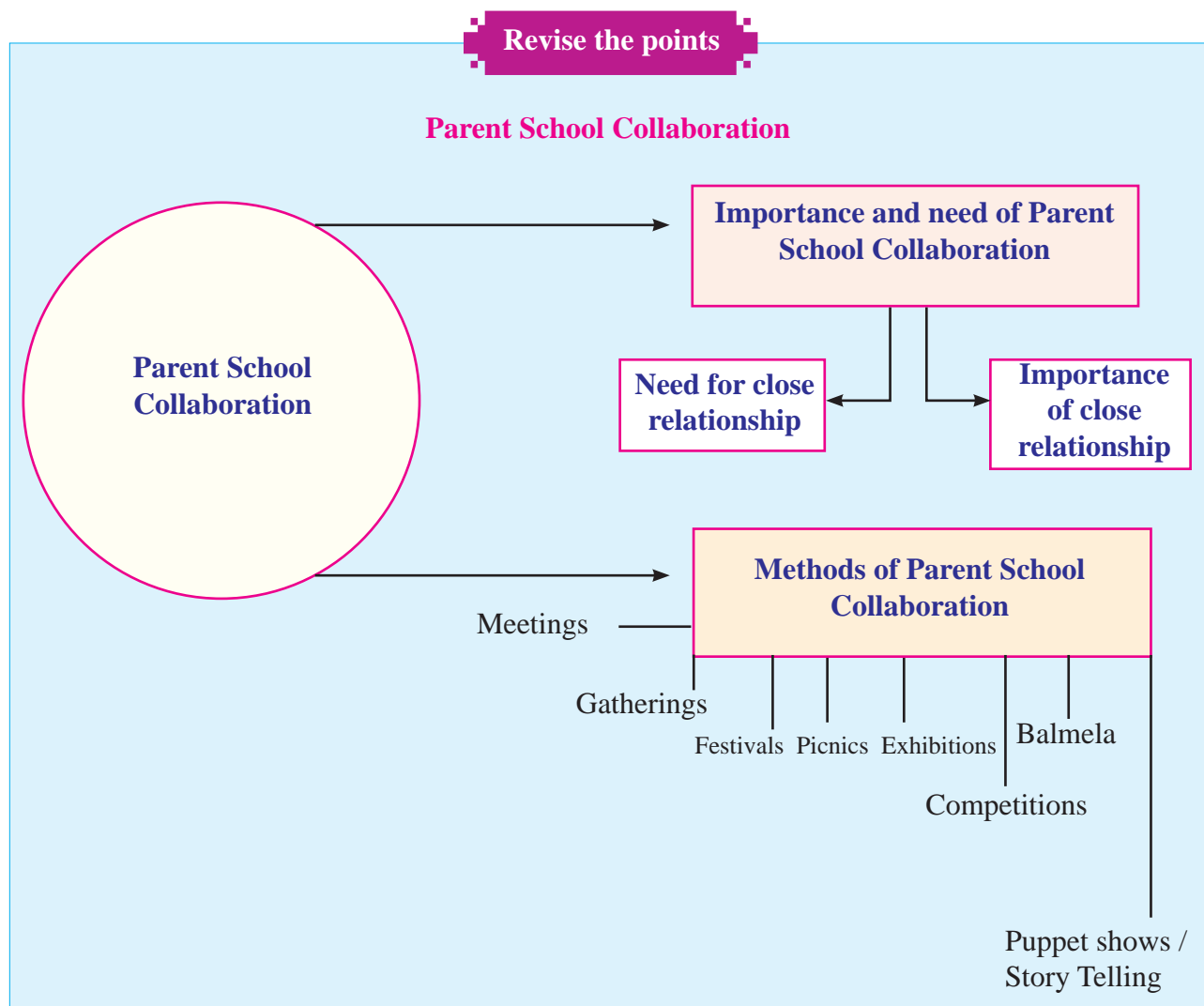
Revise the points

Parent School Collaboration

Parent School Collaboration → Importance and need of Parent School Collaboration

Need for close relationship ← → Importance of close relationship

Parent School Collaboration → Methods of Parent School Collaboration

Meetings

Gatherings

Festivals   Picnics   Exhibitions   Balmela

Competitions

Puppet shows / Story Telling

Exercises

Q. 1. Match the following characteristics with the stages of development :

A	B
1) Way of delivering goals	a) Identification
2) Building positive rapport	b) Solution
3) Identifying a mutual goal	c) Implementation
4) Resources for desired outcome	d) Introduction

Q. 2. Write short notes

1. Meetings in the centers
2. Gatherings
3. Exhibitions
4. Balmela
5. Competitions

Q. 3. Write about parent participation in the following

1. Festival celebrations
2. Picnics
3. Competitions
4. Puppet shows

Q. 4. Write the answers

1. State the need of Parent - School collaboration?
2. Write the basic principles behind the need of parent school collaboration?
3. Write the advantages of parent school collaboration?
4. Write the importance of parent school collaboration?
5. How should be the parent involvement in Parent's meeting in the center?

Q. 5. Complete the boxes.

1. Technique of story telling

| p | | p | | | t |

| | | h | | w |

2. Fun programme for children

| | a | | h | e | | | n | g |

3. It is organized to educate the parents.

e		h				t				s

┌─ **Project / Self Study** ─┐

Plan a Parents' Meeting

Part 1

- Subject : ....
- Subject Expert : ....
- Date : ....   Day : ....
- Time : ....
- Venue : ....

Part 2

Write the following points in detail

- Notice for parents : ....
- Invitation card for Subject Expert : ....
- Furniture arrangement and room arrangement : ....
- Arrangement for snacks : ....

❖   ❖   ❖

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"Special Needs Education" is the education of children who differ physically, mentally, intellectually, emotionally and socially from children who are non disabled to such an extent that they require special services, accommodation and modification of usual school practices in education and in the environment. For example, a person with physical disabilities should be provided with the ramp along the staircase. Similarly, an individual with learning disabilities needs special techniques such as mind maps and study skill methods.

The term special needs in the education setting would normally be provided to students through an Individual Education Plan (IEP) which is also referred to as an Individual Program Plan.

According to the Individuals with Disabilities Education Act (IDEA), students with disabilities must be prepared for further education, employment and independent living. According to the United Nations, there are 1 billion persons with disabilities in the world today. The numbers are increasing every year due to various factors.

Let us now try to understand the meaning and difference between of some of the terminologies described by the World Health Organisation (WHO).

Impairment

It is defined as any loss or abnormality of psychological or anatomical structure or function.

Example : Loss of vision, hearing.

Disability

Develops as a concecuence of impairment. It is also the inability to carry out certain activities, which are concidered as normal for a particular age or sex.

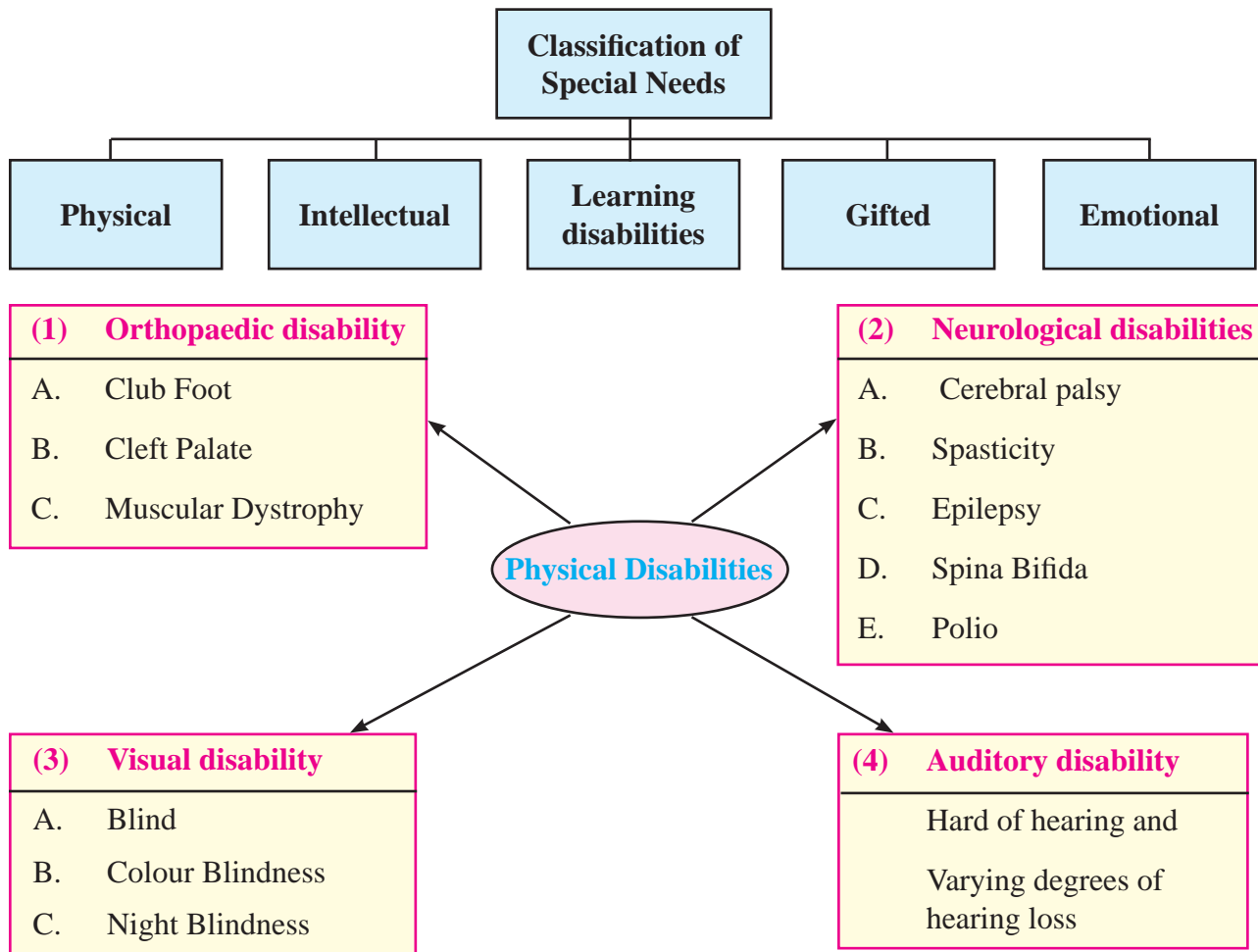*Example :* Loss of a limb results in an inability to walk.

Handicap

It develops as a consequence of the disability. It is defined as a disadvantage for a given individual resulting from an impairment or a disability that limits and prevents the fulfilment of a role, which is normal for that individual, depending on age, sex, social and cultural factors.

1. Physically handicapped individuals are those whose non-sensory physical limitations or health problems interfere with school attendance or learning to such an extent that special services, training, equipment, materials or facilities are required.

Information hub

In 1992 the United Nations General Assembly proclaimed December 3rd as the International Day of Persons with Disabilities. The main objective was to increase public awareness, understanding and acceptance of individuals with special needs. This would also encourage individuals with special needs to express their views and promote action to improve their situation.

Classification of Special Needs

- Physical
- Intellectual
- Learning disabilities
- Gifted
- Emotional

Physical Disabilities

(1) Orthopaedic disability

A.	Club Foot
B.	Cleft Palate
C.	Muscular Dystrophy

(2) Neurological disabilities

A.	Cerebral palsy
B.	Spasticity
C.	Epilepsy
D.	Spina Bifida
E.	Polio

(3) Visual disability

A.	Blind
B.	Colour Blindness
C.	Night Blindness

(4) Auditory disability

Hard of hearing and

Varying degrees of hearing loss

Physical Disability

(1) Orthopedic disability

A. Club Foot :

It refers to the disruption of ball and socket between the femoral head and acetabulum. It effects more males than females and is not genetically inherited.

B. Cleft Palate :

This is the most common congenital malformation affecting the jaw region, which is the cleft palate/ lip. The defect occurs when the palatal shelves fail to fuse typically during the 6th and 8th week of fetal development, resulting in an opening known as 'cleft'.

C. Muscular dystrophy :

It refers to degeneration of the muscle fibers. This condition is marked by weakening and wasting away of muscular tissue.

Characteristics :

- Muscular dystrophy does not affect intellectual functioning.

- An individual's social and interpersonal relationships greatly depend on how parents, siblings, teachers and peers react.

- Individuals with physical disabilities try to spend a great deal of energy in hiding from stigmatization. Research indicates that children with this condition tend to have lower than average verbal IQ.

- Parents and family members are likely to blame each other, either rejecting the child or being overprotective.

- With proper management and help the child could be taught to accept the disability and live a well adjusted life.

(2) Neurological Disability

One of the most common causes in children is damage or deterioration of the Central Nervous System (CNS), which include the brain and the spinal cord. Damage refers to the child losing sensation, inability to control movement and inability to feel or move certain parts of the body.

A. Cerebral Palsy :

It is a Motor dysfunction in an individual due to brain damage. It is not a disease, neither is it contagious or progressive. However, improper treatment may lead to many complications.

Approach :

- Children with cerebral palsy profit from classrooms that are least restrictive.

- Inclusive settings should be provided to these children.

- A team of special educators, professional aides, therapists and counsellors should be made available to them.

B. Spasticity :

It is a condition in which certain muscles remain continuously contracted. This contraction causes stiffness or tightness of the muscles and can interfere with normal movement, speech and gait.

Approach :

- Relieving the signs and symptoms of spasticity.

- Reducing the pain and frequency of muscle contractions

- Improving gait, hygiene, activities of daily living and ease of care.

- Improving voluntary motor functions involving objects such as reaching for, grasping, moving and releasing.

C. Epilepsy :

It is a disorder in which nerve cell activity in the brain is disturbed causing seizures. Epilepsy may occur as a result of a genetic disorder or an acquired brain injury such as a trauma or stroke.

Approach :

- Remain calm and try to relax the child who has an epileptic attack.

- Allow the child to sleep after the attack.

- Inform the child's parent/ guardian about the attack.

D. Spina bifida :

It is a birth defect in which a developing baby's spinal cord fails to develop properly while in the mother's womb. The defect can be anywhere from the head to the lower end of the spine. The nerves in the spinal cord that control the bladder are not formed properly hence a child has difficulty in storing or emptying the bladder.

E. Polio :

Poliomyelitis is a highly infectious disease that most commonly affects children under the age of 5 years. The Polio virus affects the nerve tissue in the spinal cord/ brain which leads to crippling. The virus is spread mostly through contaminated water. There is no cure for polio but it is preventable with the vaccine. The World Health Organization (WHO) declared India a polio free country in the year 2014.

Approach :

- Early diagnosis

- Supportive treatment such as bed rest, pain control and good nutrition.

- Physical therapy as a measure to reduce the long-term symptoms due to muscle loss.

(3) Visual disability :

Picture 10.1 Visual impairment

A. Blind : total absence of sight Low vision

Approach :

- Sighted peers can help in making notes for visually handicapped children.
- Inclusion of interpersonal interaction
- Regular counselling
- Training to read in Braille or by the use of auditory methods such as audio tapes and records.

B. Colour blindness :

It is a condition, which is often inherited. It is a reduced ability to distinguish between certain colours   Colour blindness is also known as colour vision deficiency. More men than women are affected by colour blindness.

C. Night blindness :

Night blindness also known as 'Nyctalopia' is a condition characterized by the inability to see in dim light or at night.

Approach :

- Fortifying the diet with vitamin 'A'

(4) Auditory disability

The sense of hearing is integral to communication and the use of language. It is through this mode that an individual is able to receive and give information.

Picture 10.2. Auditory Impairment

Children who cannot hear sounds at or above a certain intensity (loudness) level are referred to as individuals with hearing impairment. Hearing sensitivity is measured in decibels(dB).

There are 5 degrees of hearing loss namely, slight, mild, moderate, severe and profound.

Approach :

- Using a hearing aid

- Making the child sit in the front in the classroom

- Lip reading

- Regular counselling

Intellectual disability :

Intellectual disability (ID) is significantly sub average intellectual functioning present from birth or at infancy, causing limitations in the ability to conduct normal activities of daily living.

According to Weschler (1958) Intelligence is the aggregate or global capacity of the individual to act purposefully, think rationally and deal effectively with his environment.

$$IQ = \frac{MA}{CA} \times 100$$

Key

IQ – Intelligence Quotient

MA – Mental Age
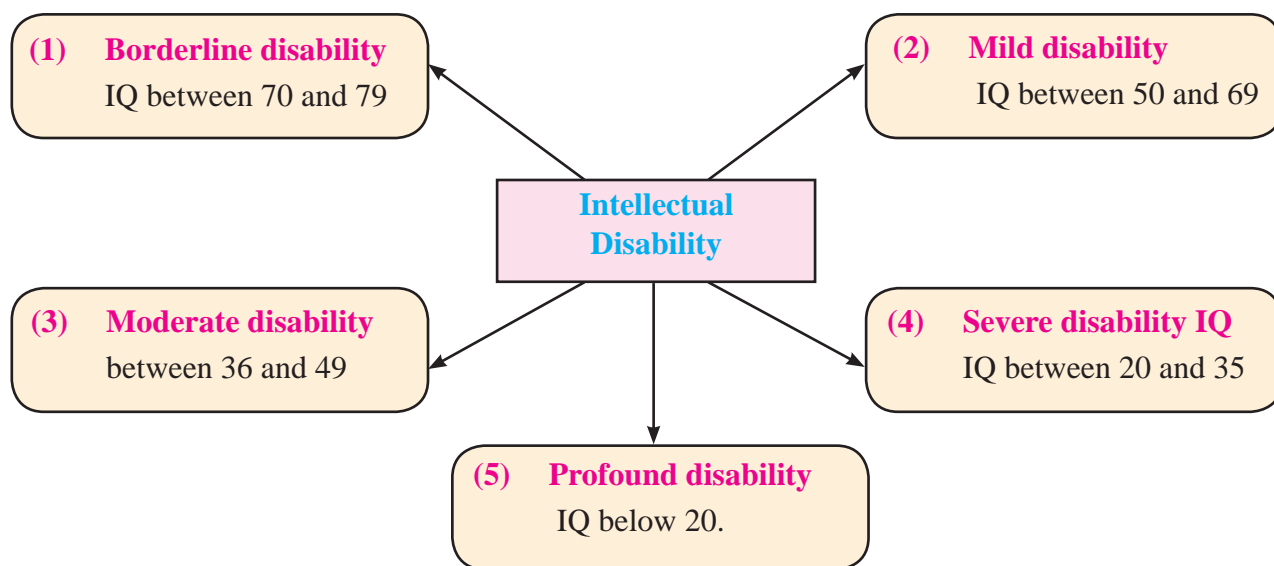
CA – Chronological Age

Learning disabilities :

According to the Individuals with Disabilities Education Act(IDEA) of 1990 it is a disorder in which one or many of the basic psychological processes involved in understanding or in using language spoken or written, manifests in an inability to listen, think, speak, read,write, spell or do mathematical calculations.

There are four types of learning disabilities. Let us look at each one of them.

(1) Dyslexia :

It is a disorder manifested by difficulty in learning to read despite instruction, adequate intelligence and social cultural opportunity

(1) Borderline disability
IQ between 70 and 79

(2) Mild disability
IQ between 50 and 69

Intellectual Disability

(3) Moderate disability
between 36 and 49

(4) Severe disability IQ
IQ between 20 and 35

(5) Profound disability
IQ below 20.

Characteristics :

- Difficulty in comprehending a passage

- Spatial disorientation i.e. left right confusion

- Unable to recall the sequence of letters in a word

- Poor figure ground discrimination

- Hyperactive, impulsive, distracted and short attention span.

Approach :

- Intensive remedial intervention.

- Buddy system, Peer tutoring

- Using special teaching aids- spell check, scribe

- Counselling students and parents

(2) Dysgraphia :

Writing is one of the most important forms of communication and it is usually the last to be learnt. Disorder of written expression is known as dysgraphia.

Characteristics :

- Inability to remember to write certain letters/ numbers

- Difficulty in distinguishing between capital and lowercase

- Habitually erasing or over printing

- Difficulty staying on the lines while writing \ Repeating the same letters while writing words

Approach :

- Intensive remediation intervention

- Evaluating the child orally

- Counselling the parents, teacher and the Dyscalculia

(3) Dyscalculia

Dyscalculia may result from lesions in widely different regions of the brain. It is a structural disorder which is genetic in origin.

Characteristics :

- Deficit in auditory reception

- Difficulty in assigning meaning to mathematical concepts

- Deficit in attention which interfere with the ability to concentrate

- Perceptual errors

- Left right confusion

  Example :

  $$26 \quad \checkmark \qquad 2\,6 \quad \times$$
  $$\underline{+\,4} \qquad\qquad \underline{+\,4}$$
  $$30 \qquad\qquad 210$$

Approach :

- Remediation in math

- One to one, teacher- child teaching

- Exemption from math at the board level to reduce stress among students

- Counselling parents teachers and students

(4) Dyspraxia

It refers to a developmental disorder of the brain in childhood causing difficulty in activities requiring coordination and movement, marked by clumsiness in otherwise healthy children. It is a neurological disorder.

Characteristics :

- Children often have language problems

- They also have difficulty in associating their thoughts and perception

- Poor balance and posture often resulting in clumsiness

- Poor eye hand co-ordination

Approach :

- Occupational therapy to help manage everyday activities both at home and at school

- Speech and language therapy to help them to communicate more effectively

- Perceptual Motor training, improving child's language, visual movement and auditory skills

- Counselling parents and the child

Gifted :

Gifted children are those who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity or specific academic fields and who require services and activities not ordinarily provided by the school in order to fully develop such capacities.

Characteristics :

- They often read widely, quickly, intensively and posses a large vocabulary.

- They can work independently at an early age and can concentrate for longer periods

- They often have boundless energy which may sometimes lead to misdiagnosi of hyperactivity

- They prefer the company of older children and adults to that of their peers

- Motivation to learn, find out and explore new avenues

- They tackle tasks and problems in a well organized goal-directed and efficient manner

- They often show interest in intellectual activity

- They readily see cause-effect relationships

- They are sensitive to beauty and asthetics

- They are flexible, fluent and original thinkers

Emotionally disturbed :

Also known as emotionally impaired, the term covers many mental and emotional health issues. Some of the issues include Anxiety disorders and Eating disorders.

Characteristics :

- Panic

- Fear

- Uneasiness

- Shortness of breath

- Sleep problems

Approach :

- Counselling

- Cognitive Behavioural Therapy (CBT)

Pervasive Developmental Disorders (PDD) :

comprise a group of conditions originating in childhood that involve serious impairment in different areas.

One such developmental disorder amongst them is 'Autism'. It is characterised by difficulties with social interaction and communication and by restricted and repetitive behaviours.

Autism :

A child with autism has impairment in communication, reciprocal social interaction skills and exhibits presence of stereotype patterns of behavior, interest and activities.

Characteristics :

- Lack of eye contact with people around

- Doing something over and over again like repeating word, rocking back and forth and flapping fingers, waving arms in a circular motion

- Not listening to people

- Talking in a robotic voice or a sing song voice

- Experience trouble in adapting to changes in the routine.

- Highly sensitive to sounds, touch and smells

Approach :

- Early intervention can make a significant difference in the development in a child

> ### Reflection / *Darpan*
>
> After learning about the different areas of special needs, ask yourself - What is or should be the primary goal of education for every child? Document your thoughts and revisit them from time to time.

Picture 10.3 Inclusion

Many professionals stress the importance of 'mainstreaming' 'integration' and 'inclusion' for students with special needs into the regular schools.

What is Inclusion?

According to Bui, Quirk, Almazan and Valenti (2010), Inclusive education is when all students regardless of any challenges they may have, are placed in age appropriate general education classes that are in their own neighborhood to receive high quality instructions, intervention and support that enable them to be successful in the core curriculum.

To sum up

- Inclusion is a right, not a privilege

- Inclusion means facilities or provisions that are made. It is not exclusive to a group

- Inclusion means the feeling of belonging and being accepted by others

- It refers to the right to be an active member of the community

- Inclusion addresses the uniqueness of every individual i.e. both, weakness and strength of a child

- The program planned is holistic, helps in bringing about developmental changes as well as a change in social behaviour.

The national policy of education 1986, focused on the need for including education for children with disabilities. In 1995, an amendment passed, stated that every child has access to free education in an appropriate environment till the age of 18 years.
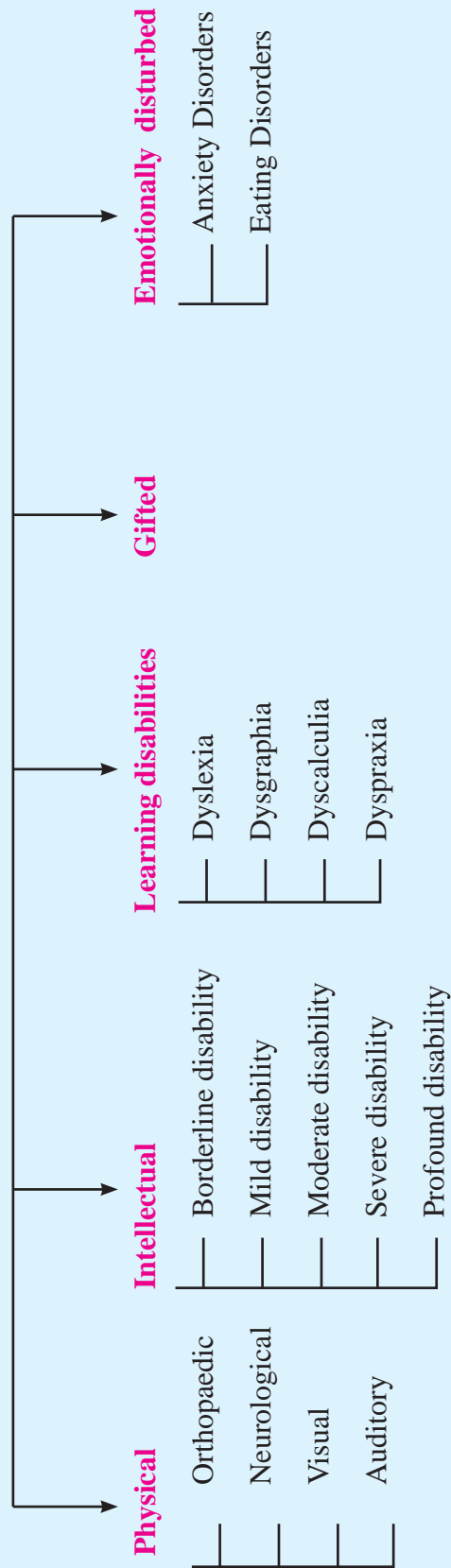
The Rights of Persons with Disability Bill, 2016, will replace the existing PWD Act 1995, which states that the responsibility has been cast upon the appropriate Governments to take effective measures to ensure that the persons with disabilities enjoy their rights equally with others.

Do you know?

The National Centre on Disability and Journalism (NCDJ) 2018, Arizona State University has given guidelines and suggestions on appropriate language of disability related terms in order to avoid the use of 'derogatory' terms and use more acceptable ones. For example, the term 'Intellectual disability' has replaced the term 'Mental Retardation'.

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Classification of Special Needs

Physical
- Orthopaedic
- Neurological
- Visual
- Auditory

Intellectual
- Borderline disability
- Mild disability
- Moderate disability
- Severe disability
- Profound disability

Learning disabilities
- Dyslexia
- Dysgraphia
- Dyscalculia
- Dyspraxia

Gifted

Emotionally disturbed
- Anxiety Disorders
- Eating Disorders

Glossary

Decibel : A unit to measure the intensity of sound.

Epilepsy : A Central Nervous System disorder marked by abnormal brain activity.

Neurological handicap : disorder of the nervous system.

Exercises

Q. 1. Choose the most appropriate word from the given alternatives.

1. Wasting of muscular tissue is.................. .
   a) Spina bifida
   b) muscular dystrophy
   c) spasticity

2. Inclusion is about ....
   a) Limitation   b) Equality
   c) Discrimination

3. A congenital malformation found in children is called ....
   a) Cleft Palate   b) Atrophy
   c) Club Foot

4. A mathematical disability is known as ....
   a) Dysgraphia   b) Dyspraxia
   c) Dyscalculia

Q. 2. Define the terms.

1. Impairment
2. Disability
3. Handicap
4. Dyslexia
5. Inclusion
6. Autism

Q. 3. List the types for the following disabilities.

1. Orthopaedic handicap
2. Emotionally disturbed
3. Neurological disability
4. Intellectual disability
5. Auditory disability

Q. 4. Write short notes.

1. Inclusive education
2. Dysgraphia
3. Emotionally disturbed

Q. 5. Write in detail.

1. Explain with an example the difference between 'Impairment', 'Handicap' and 'Disability'.
2. Explain Intellectual disability.

Project / Self Study

- *Visit a school practising inclusive education and Write a report on it.*

- *Interview a child with learning difficulties 10 to 13 years of age. Find out the areas of his/her difficulties and suggest ways in bringing about a change in his / her curriculum.*

- *Make a chart using pictures to show the classification of special needs.*

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Write your observations

- Have you ever seen Infants or Toddlers going to a Day care center or a crèche early morning?

- What are their facial expressions and gestures?

- How do they react?

In present days we can see a huge number of working mothers all around us. This has increased the need for children to be looked after. The scenario is not limited only to cities but can be also found in villages.

Activity :

- List down the kind of jobs women are doing in the cities and how many hours they spend on work outside home.

- List down the kind of jobs women are doing in the villages and how many hours they spend on work outside home.

1.1 History of Child rearing and Child education

History always tells us what happened in the past and how subsequent progress has taken place. Each entity created on the earth has its own history and the same holds true in the field of Child Development, Child Care and Child Education. It becomes very interesting to know the history and to know where we stand at present.

If the overview is taken globally, Child Development, Childcare and Child Education is considered together.

- During past centuries, childhood was not considered separately. Between the 11th century and the 16th century children were considered as a miniatures of human beings, Eg. clothing of children resembled those of adults. There was a total lack of the concept of Childhood.

- Children in the Middle Ages were usually expected to do things such as feeding livestock or farm animals, washing dishes, or caring for their younger siblings throughout the day.... Children's toys were almost always handmade by the family. These toys included dolls, tops and blocks.

- In the Middle Ages, children were not valued by their families or by society as a whole. Their life was not divided into stages of life; such as infants and toddlers.

- After school, parents used to sent their children out to play. It was unsupervised play. They used to play with their siblings or older children. Play included running, jumping, skipping, climbing trees, balancing games, amongst many others.

- Affection was largely lacking in the medieval household. Some of the reasons that have been put forward to support this notion include rampant infanticide, high infant mortality, the use of child labor and extreme discipline. It is the company of older children. Their main activities were running, jumping, skipping, singing, dancing, hunting and fishing.

As per the history of Child Development there is an interesting history of Early Childhood Education, which was a simultaneous process of change to look at children in a different way. Many Philosophers and Educationists were concerned about children. They have contributed their views to the world.

• The first person who is known as the founder of Early Childhood Education was John Comenius who put forth a scientific approach to the field of child education.

• He Classified children on the basis of individual differences.

• He believed mothers should pay special attention to sense training from the very beginning.

• School hours should be shorter.

• Encouraged positive discipline.

• Emphasized correlation of schoolwork to life.

JOHN COMENIUS European Educationist (1592-1670)   Father of Modern Education

All history of Education started with John Comenius and many Western and Eastern philosophers have given their views and thoughts regarding children and how to educate them.

EDUCATIONAL THOUGHTS BY WESTERN PHILOSOPHERS

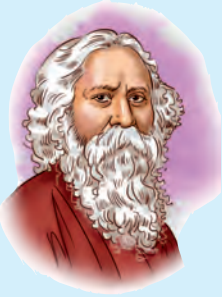| Sr. no	Name of the Philosopher	Educational thoughts
1.	Rousseau French Philosopher (1712-1778)	• Wrote the famous book 'Emile'. • Believed god makes all things good. • Man is cultivated by education. • Sensory experiences are most important. • Use of the Play Way method in child education. • Science should not be taught, children should learn it by 'discovering'. • Teacher must study a child thoroughly. • Learning by doing is very important.
2.	John Pestalozzi Swiss educator (1746-1827)	• Education is the natural, progressive and harmonious development of all the powers and capacities of human beings. • Child should be studied thoroughly and thereafter appropriate methods of instruction should be used. • Sense-perception is important. • Nature is the best teacher • Guide children to control themselves. • Provide love and affection to children.

3.	John Fredric Herbart Follower of Pestalozzi. German educator, (1776-1841)	• Teaching must be connected with the salient ideas in the child's mind. • The teacher must help the child to retain new ideas. • Teacher should understand child's mind. • Originator of the formal steps to be followed by the teacher ➢ Preparation ➢ Presentation ➢ Application • The task of education should be, to impart good behavior.
4.	Friedrich Froebel Follower of Pestalozzi. German Philosopher (1782-1852)	• Invented play material called gifts. • Started school called Kindergarten, in 1840. • Believed that Early Childhood possesses its own creativity. • A child's inner himself and the experiences which he gets in education should go hand in hand. • Play is necessary for child's spontaneous development. • Songs, movements and construction these are interrelated and coordinated forms of expressions of a child.
5.	Herbart Spencer English educator (1820-1903)	• The aim of education should be, to prepare for complete living. • Maxims of teaching ➢ Simple to complex. ➢ Known to unknown. ➢ Concrete to abstract.
6.	John Dewey American educator (1857-1950)	• Progressivism and experimentalism is the education • Established a laboratory school in Chicago. • Individual has the capacities to control his environment. • Education helps a child in the process of growth. • School activities should be so simple and pure that they should help growth and development. • A School is a balanced miniature society. • A School curriculum should reflect social life. • Learning by doing should be the basic principle. • Discipline should also be related to a larger social context.

7.	Maria Montessori Italian doctor, educator, Philosopher (1870-1952)	• Progressivism and experimentalism is the education • Originator of the Montessori method of teaching. • Worked extensively for mentally deficient children • Designed various games and apparatus to teach Colours, smell, taste and sound and building bricks to teach length, height, thickness. • Importance of sense training. • Teacher should give love and freedom to the child. • A child's personality should not be dwarfed with the fear of a punitive disciplinary method. • No material reward or punishment. • Emphasis on self learning. • Emphasis on finer motor skills. No fairy tales for preschoolers.
8.	Arnold Gasell American child psychologist (1878-1958)	• Conducted extensive research in the field of Preprimary education. • He concluded that some type of mental disorder in adulthood has its roots in childhood. • These disorders may be avoided if proper education is imparted during the early years.

9.	J.B. Watson American Psychologist (1880-1961)	• Experiments on learning.
		• Concluded the following principles
		  ➢ Law of exercise
		  ➢ Law of Recency
		According to these laws repeated trials bring success.

10.	Jean Piaget Swiss Psychologist (1896-1980)	• Revolutionary thoughts on the thinking ability of children. • A child goes through series of developmental stages. ➢ Exploration. ➢ Practice. ➢ Motivation. ➢ Memory ➢ Assimilation and Accommodation of knowledge. • Expensive material is unnecessary to train children. • Systematic and planned learning experiences are necessary.

EDUCATIONAL THOUGHTS BY EASTERN PHILOSOPHERS

(INDIAN PHILOSOPHERS)

Sr. no	Name of the Philosopher	Educational thoughts
1.	Swami Dayanand Founder of Arya Samaj (1824-1883)	• Acquisition of knowledge is a must • Inculcation of love and truth. • Physical development is important • 'Guru' the teacher is the second parent of a child.
2.	Guru Rabindranath Tagore (1861-1941)	• True education is possible only a midst nature • The subconscious mind in children is more active than their conscious intelligence. • A Teacher should have belief in human relations.

3.	Swami Vivekanand Disciple of Ramkrishn Paramhans (1863-1902)	• Education is the manifestation of precision within a man • We must provide positive imaginations to children • Development of the mind by concentration and deep meditation.
4.	Mahatma Gandhi • (1869-1948)	• The child never learns in later life what it does in its first five years. • By education he meant all round drawing out of the child. • Nai Talim – Self supporting aspect of education. • Value to dignity of labour.
5.	Aurobindo Ghose (1872-1950)	• His approach is integral. So his philosophy is called Integral philosophy • It aims at integrating the material and spiritual dimensions of the human personality. • According to him (1972 Vol.17 P-203) the true basis of education is the study of the human mind, infant, adolescent and adult. • The purpose of education should relate to the aims of life
6.	Gijubhai Badheka (1885-1939)	• Had deep interest in the Montessori system. • He made an in-depth study of the preschool education philosophy, ideas and objectives given by Maria Montessori. • Started Dakshinamurti Balmandir in Gujrat in 1920. • Many people were influenced by Gijubhai's work, in Gujrat, Maharashtra and other states. • Tarabai Modak was one of them.

7.	Tarabai Modak (1892-1973)	• Started Vikaswadi. • Great pioneer of preschool education and child welfare programme in India. • She startedAnganwadi School in a rural area • Established Nutan Balshikshan Sangh.
8.	Padma Shri Anutai Wagh (1910-1992)	• Follower of Tarabai Modak's principles. • Established Gram Mangal in 1982. • Established Preprimary Teachers' Training centre. • Believed that Quality Early Education is necessary for mental and physical health of a child. • Authored a book titled – Kosbadchya Tekadivarun.

Your opinion

Did you find any of the views given by these Philosophers and Educationist in today's schools?

1.2   Need for various centers for young children

Activity :

Compile a list of centers for young children which are run in your city or village.

Today there is a drastic change in the structure of society and the family pattern. Modernization, Globalization and Urbanization have placed demand of different needs on the life style of people. Obviously it has a huge impact on children, thus making it necessary to adjust to new lifestyles of their family. Eg. deprivation of attention from parents, lack of love and affection or partial, fulfillment of basic needs such as; emotional security. Lack of enough space to play, or minimal opportunity to socialize.

As a result of all the reasons stated earlier a need to run different centers for children has gradually emerged. Let us know various types of centers help children to manage their lives.

To study the centers we will divide them into three parts.

Centers for young children

a) Child Day Care Centers   b) Early childhood Education centers   c) Centers for Recreation
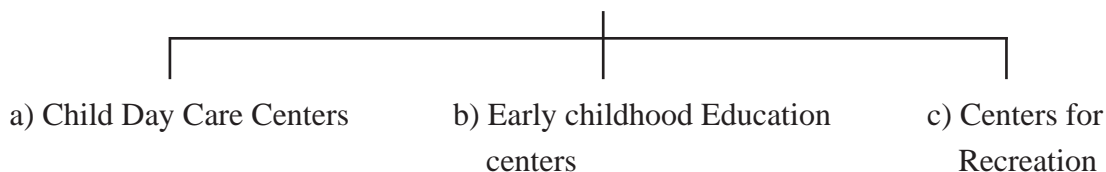
1.3 Various Centers and their objectives

1.3 a) Child Day Care Centers

Picture 11.1

In recent times you are likely to find one working woman at every alternate home. So in absence of both the parents there is a need to take care of children. This need is fulfilled by day care centers in present days. Crèche (French word) is the word used for day care center. A very First day care center was established in France in 1840. Out of industrial need crèches were established in Europe in 19th century.

Day care centers appoint trained and skilled staff. Staff should always observe the objectives of Day care centers.

Objectives of Child Day Care Centers

* To provide a child centered environment.

* To provide a stimulating environment for child's all round development

* To provide secure and reliable environment

* To fulfill all the needs of children from each age group

* To take care of each child's individuality

* To promote self help skills and independence

* To inculcate health, hygiene and cleanliness habits

Reflection / *Darpan*

* Do you have any experience of going to a Day Care Center or a Crèche?

* Write your experience in a few words.

* How was your Day Care Center? Which were the facilities offered?

1.3 b) Early Childhood Education Centers

Early Childhood Education centers are preprimary schools.

Activity :

* Write the types of preprimary schools which are run in your city, town or village (Schools for the age group 3 years to 6 years).

* While writing these types what is it that strikes you?

* If 'Yes' then what?

* If 'No' then go back and read the thoughts of various philosophers.

Children start going to school at a very tender age. The preschool stage (3 years to 6 years) is a very crucial stage of life. Here crucial stage means, at a very early stage of life children start going to school when the brain is developing its connections. So this period is called the foundation stage of life. It is proved through studies that the first eight years are important and 80% of mental development takes place during these years. Out of these 8 years almost 3 years are spent in a Preprimary schools where they are taking various kinds of learning experiences for the first time. During learning, children use their five sensory organs. It is therefore important that all schools must provide stimulating environment in the schools, as well as properly organized, systematic and meaningful learning experiences to children. This strengthens the brain cell connections in young children.

Various Types of Preprimary schools

• **Play Group**

Picture 11.2

This is a beginning year of entry to a wider social context. Just to get acquainted with the school environment is the primary aim of these schools. School timings are also very short. Children in the Play Group do not have an attention span of more than 3 minutes.

Accordingly objectives are decided.

Objectives of Play Group

• To entertain children

• To acquaint children to the school environment

• To help the children to interact with the environment

• To promote all round development

• To help children to increase their attention span

• **Nursery school**

Concept of the Nursery school is given by the Margaret and Rachel MacMillan sisters in the year 1911. Basically they started the nursery school for children of worker mothers in the factory. They followed the thoughts given by Frobel and incorporated activities for mental development in their school.

Picture 11.3

Did you know?

The main component of the nervous system and brain is the neuron or nerve cell, the "brain cells" in general terms. The average human brain has about 86 billion neurons or nerve cells. Unlike other body cells, neurons never divide, and neither do they die or replaced by new ones. Most neurons in the human brain are only able to divide to make new cells, a process called Neurogenes is during fetal development and for a few months after birth.

Objectives of nursery school

- To provide healthy conditions.

- To organize a happy and healthy environment.

- To assist each child to form personal habits for himself.

- To provide opportunity for imagination and to develop skills.

- To provide experience of community life on a small scale.

- To achieve a real unity with home life.

- **Kindergarten (K.G.)**

Picture 11.4

Friedrich Froebel developed a concept of kindergarten. Froebel's school was based on the principles such as :- The law of unity governs the man and the nature. All things have come from 'divine unity' (God).

Kindergarten' is a German word which implies a meaning 'Children's Garden'. He conceived school as a garden, the teacher as Gardner and children as tender plants. Objectives of Kindergarten

- To give opportunity to strengthen children's bodies.

- To exercise their senses.

- To make the children acquainted with nature.

- To enhance all round development.

- To develop children socially.

- To bring out the development within.

- **Anganwadi**

Picture 11.5

Under the leadership of Tarabai Modak a programme of education was started for tribal children at Kosbad hills. Tarabai Modak began the famous meadow school, where the teacher used to go to the meadows to teach the children, who could not leave their cattle unattended. This was a model of non formal education which was tried many years ago. Similarly the concept of Anganwadi was established by Tarabai Modak. The concept was further expanded by Anutai Wagh.

Anganwadi is a school which is run in court-yards of Adiwasi Pada under the trees. The education in Anganwadi is harmonious to the way of living of tribal children. Presently the concept of an Anganwadis is implemented by Government under Integrated Child Development services (ICDS) from 1975-76. Anganwadi schools are also run in slums and villages. The teacher in an Anganwadi is called an Anganwadi sevika.

Objectives of Anganwadi

- To provide services to socio-economically underprivileged children.

- To provide nutritious food to malnourished children.

- To provide quality food.

- To provide all-round development to children.

- To look after children's health.

1.3 c) Centers for Recreation

These centers are run with different aims and objectives. The main objective is to provide entertainment to children. In present days these kind of centers can be found in big cities and few villages.

Objectives of Recreation centers

- To entertain children through various play activities

- To provide huge and empty space for play activities

- To provide a safe and secure environment

- To provide organized activities

- To channelize free time of children in a proper direction

1.4 Other Centers for young children

1. Child Day Care Centers

Private Crèches (palanaaghar)

Industrial Crèches

Mobile Crèches

Crèches for Children With Special Needs

Crèches under Social Welfare

2. Centers For Recreation

- Play center
- Activity Center
- Play Ground
- Story Club
- Science Center
- Language Development Center
- Vacation Camps
- Infant Toddler Stimulation Center
- Sanskar Varg
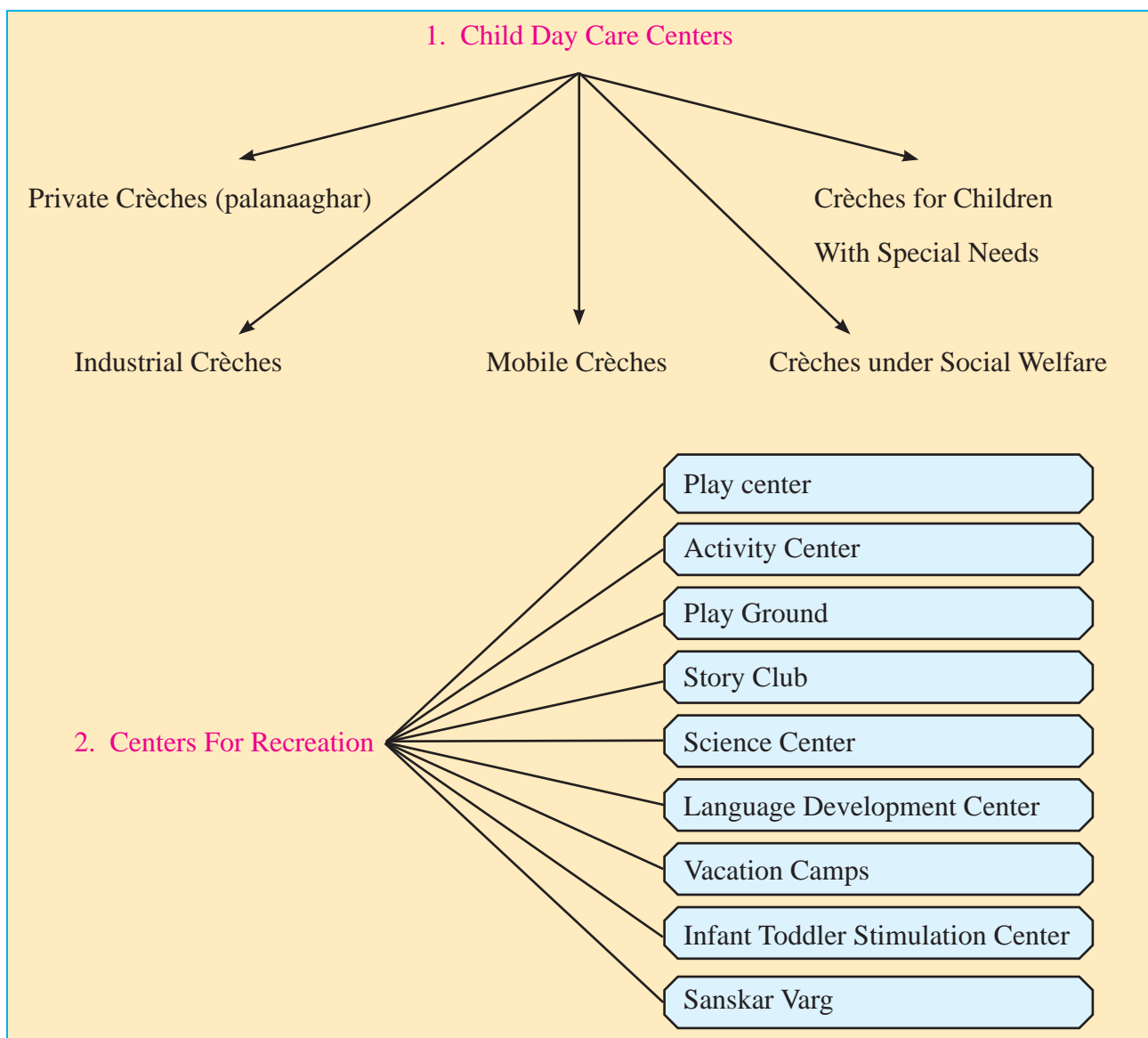
All above mentioned centers are not available everywhere but one can find them in big cities or towns. Some of them are also available in villages. One can think of starting these kind of centers in favor of young children.

Accommodation : Resolving conflict by placing the concerns of others above one's own. Such responses are considered suitable when stakes are relatively low, and mutual relations and long-term association is more important.

Assimilation : The process of taking in and fully understanding information or ideas.

Child education centers : Any type of educational program that serves children in the preschool years and is designed to improve later school performance.

Day care center : A place providing care and recreation facilities for those who cannot be fully independent.

Experimentalism is defined as the practice of conducting studies, or a love for new experiences.

Exploration : The activity of searching and finding out about something

Law of recency : The principle of recency states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.

Pragmatic : View solving problems in a sensible way that suits the conditions that really exist now, rather than obeying fixed theories, ideas, or rules:

Progressivism : Progressivism is the support for or advocacy of social reform. As a philosophy, it is based on the idea of progress, which asserts that advancements in science, technology, economic development and social organization are vital to the improvement of the human condition.

Recreation center : Is a facility open to the public for leisure and recreation activities.

Science center : An organization, location, or a virtual location where science is done or exhibited, either professionally or educationally.

Stimulation center : Education bridges the gap between classroom learning and real-life clinical experiences.

Story club : An organization which sells selected books to members or subscribers, typically at reduced prices. a group of people who meet regularly to discuss books they are reading.

Q. 1. Select and write the most appropriate word from the alternatives given

1. Between the 11th and 16th century children were considered as a ……………… Human being.

   a) adult   b) miniature

   c) replica

2. In the medieval household…………….. was largely lacking for children.

   a) affection   b) fear

   c) jealousy

3. The book 'Emile' was written by ……………

   a) Froebel   b) Rousseau

   c) Piaget

4. Friedrich Froebel started the school called………… in 1840.

   a) Nursery school   b) Play group

   c) Kinder Garten

5. John Dewey established a laboratory school in ……………

   a) Chicago   b) France

   c) India

6. Tarabai Modak started ……………..

   a) Anganwadi   b) Balwadi

   c) Vikaswadi

7. The very first Day care center was established in ………….. in 1840

   a) America   b) Sweden

   c) France

Q. 2. (A) Match the columns :

Philosopher		Educational thoughts
1) Friedrich Froebel	A)	Nature is the teacher
2) Maria Montessori	B)	A child goes through various developmental stages
3) Rousseau	C)	Invented play material called Gifts
4) Pestalozzi	D)	Use of the play way method in child education
5) Piaget	E)	Worked extensive for mentally deficit

(B) Match the columns :

Philosopher		Educational thoughts
1) Guru Rabindranath Tagore	A)	Physical development is important
2) Padma Shri Anutai Wagh	B)	Nai Talim – Self aspect of Education
3) Swami Datanand Saraswati	C)	Established Grammangal
4) Shri Arobindo Ghose	D)	True education is possible only in nature
5) Mahatma Gandhi	E)	Integrated approach of education

Q. 3. Write short notes :

1. History of child rearing and child education
2. Need of various child centers
3. John Comenius
4. Preprimary school
5. Recreation center

Q. 4. Explain the terms :

1. Anganwadi
2. KinderGarten
3. Creche

Q. 5. Complete the following table :

Sr. No	Name of the Educationist	Type of the school
1.	....	Laboratory school
2.	Gijubhai Badheka	....
3.	Fredrich Froebel	....
4.	....	Anganwadi
5.	Tarabai Modak	....

Q. 6.

1. Type of schools

	u			e		y		c				o	l

2. Father of Modern education

j		h				c	o	m	e		i		s

3. 'Kosbadchya Tekadivarm' a book written by Padma Shri

A						i				g	

Q. 7. Unscramble the word to get the correct answer :

1. Clue: The famous book written by Rousseau

   Word: LEMEI   Answer:?

2. Clue : Science should not be taught, children should learn it by

   Word: Vdgcnirsoie   Answer : ?

3. Clue : Tarabai Modak started the school

   Word : wkadivias   Answer :?

Q. 8. Identify the believers of the following thoughts :

1.   Early childhood possesses its own creativity.

2.   God makes all things good.

3.   Quality early education is necessary for mental and physical health of a child.

4.   Mothers should pay special attention to sense training from the very beginning.

5.   Sense perception is important / Nature is the best teacher.

Q. 9. Write the objectives of :

1.   Nursery school

2.   Anganwadi

3.   Recreation center

4.   Child day care center

5.   Play group

Q.10. Who wrote the following thoughts :

1.   Use of the play way method in the child's education is important.

2.   The teacher must help the child to retain ideas.

3.   Invented play material called gifts.

4.   Sense perception is important.

5.   Play is necessary for a child's spontaneous development.

6.   A pragmatic view is important to development.

7.   'Guru' the teacher is the second parent of a child.

8.   Integrating the material and spiritual dimension of the human personality.

9.   Development of the mind by concentration and deep meditation is a necessity of life.

10.   Deep interest in the Montessori system

Project / Self Study

•   *Prepare a chart of Western Philosophers with their thoughts.*

•   *Prepare a chart of Eastern Philosophers with their thoughts..*

❖   ❖   ❖

1. Preparing a Resource File

1.1 Creative activity

Creativity must necessarily be viewed as a 'process' by which something new, either an idea or a object in a new form or arrangement is produced. In other words 'process' is of prime importance unlike the 'end product'.

There is a difference between a 'creative' activity and a 'craft' activity. While creativity is display of free ideas craft activities are usually modeled by guidance from the teacher.

Graded activities work well with young children as they tend to be developmentally appropriate.

Creative activities give children tremendous personal pleasure and satisfaction.

Name of the activity	Objectives	Material	Method
Drawing • Crayons • Wet chalk • Color pencils • Sketch pens • Charcoal	• Provides a means for motor expression. • Cultivates creative expression and a sense of form.	Crayons/ Wet chalk/ Color pencils/ Sketch pens/ Charcoal Papers	Provide crayons/ Wet chalk/Color pencils/Sketch pens/ Charcoal and paper to the children and ask them to draw using their own ideas and imagination.
Coloring • Brush • Blot • Blow • Thread • Stencil • Spray • Wax	• Offers opportunity to experiment, explore and express feelings which the young child finds difficult to put into words. • Allows the child opportunity to work alone	Brush (tooth brush & painting brush which is made from reusable material or ready-made)/ thread/ candle/ straw/ stencil Papers, colors, bowls	Provide brush, papers, colors (in a bowl) to children and ask them to paint with these materials
Printing • Thumb • Finger • Vegetable • Palm, foot • Block • Other materials e.g. bubble wrap	• Allows release from home pressure to keep clean by offering an acceptable means to mess. • Encourages creative expressions and a chance for self -discovery	Water colors Papers Material for block printing	Print on paper using thumb, fingers, vegetables or any other material dipped in or coated with color

| Paper activity
- Tearing
- Crumpling
- Twisting
- Folding (Origami)	• Builds muscle control and eye - hand coordination • Provides a means for release of tension	Colored papers from old magazines, newspapers Glaze and crape papers	Give old newspaper or magazine paper for tearing Give glaze paper for folding Give crape paper for crumpling and twisting
Pasting
- Pictures
- Colored papers
- Collage | • Provides tactile experience and opportunities for manipulation and coordination
• Offers emotional release and opportunity to acquire motor skills. | Pictures
Glue
Papers
Cotton, Wool, Cloth
Sticks, Leaves, flowers | Ask the children to apply glue on pictures or bits of picture or other material and paste it on paper |
| Clay activity
- Shadoo
- Plasticine
- Dough | • Develops large and small muscles and eye - hand coordination
• Permits messing in a controlled form and helps the child ease into the activity.
• Provides direct sensory experiences which are deeply satisfying | Shadoo
Plasticine
Dough made from wheat flour/ Maida | • Give children clay that is soft and pliable and not too wet.
• Give children dough made from wheat flour/ refined flour mixed with salt and edible food color.
• Give children plasticine. |

Prepare a Resource file with a sample for each of the activities and their variation. Clay work sample is not expected in the resource file.

1.2 Word Riddles

Word riddles are used for reinforcement of concepts related to birds, animals, fruits and many others. It is also useful for promoting language development. Riddles should be related to day-to-day life. Use of simple rhyming words adds interest. Word riddles encourage curiosity, increase reasoning and vocabulary. However, they should be age appropriate. The riddle could end with the following line. '….. Who am I?' Collect clear & bold pictures relevant to riddles. These pictures can be obtained from newspapers, old magazines or books

1.3 Physical and Motor activities

a. List activities and games for gross & fine motor development with variation for each.

b. List traditional games and related material like Lagori (tiles or flat stones), Spinning Top.

1.4 Collection of articles

a. Children with special needs.

b. Handling of emotions in pre-school years

c. Parenting

Collect articles from newspapers and magazines and paste them in your Resource File

1.5 Interview considering disciplinary techniques

Select five families and interview them regarding the following aspects

a. Age group of children in the family

b. When you discipline your child do you take his/her age into account?

c. Before disciplining your child, do you consider why he/she acted out?

d. Does the child have freedom to take decision or express his/her opinion?

e. How is the child punished if he/she makes a mistake?

f. How is the child rewarded for good behavior?

2. Collection of rhymes and songs

Select a rhyme appropriate to the age group of 3 to 6 years. Initially the rhyme should be limited to three or four lines because younger children often get bored of lengthy songs. Choose some longer rhymes for older children. There should be some repetitive words in the rhyme. There can be few new words but most of the words should be familiar ones. This helps children react spontaneously. Rhymes should have rhythm and should be helpful for building vocabulary.

a. Finger rhymes

1. One little finger, one little finger, one little finger

   tap tap tap.

   Point to the ceiling.

   Point to the floor.

   Put them in your lap

   (Repeat for 2 to 5 fingers)

2. Incy Wincy spider climbing up the spout

   Down came the rain and washed the spider out

   Out came the sunshine and dried up all the rain

   And Incy Wincy spider climbed up the spout again

b. Concept based songs

1. Where is Thumbkin? (2)

   Here I am! (2)

   How are you this morning?

   Very well, I thank you.

   Run away home (2)

   Where is Pointer? (2)

   Here I am! (2)

   How are you this morning?

   Very well, I thank you.

   Run away home (2)

   Where is Middle finger? (2)

   Here I am! (2)

   How are you this morning?

   Very well, I thank you.

   Run away home (2)

   Where is Ring finger? (2)

   Here I am! (2)

   How are you this morning?

   Very well, I thank you.

   Run away home (2)

   Where is little finger? (2)

   Here I am! (2)

   How are you this morning?

Very well, I thank you.

Run away home (2)

Where are all fingers? (2)

Here we are! (2)

How are you this morning?

Very well, I thank you.

Run away home (2)

2. Old MacDonald had a farm, E-I-E-I-O

And on his farm he had a cow, E-I-E-I-O

With a moo-moo here and a moo-moo there

Here a moo There a moo

Everywhere a moo-moo

Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had a pig, E-I-E-I-O

With an oink-oink here and an oink-oink there

Here an oink There an oink

Everywhere an oink-oink

Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had a duck, E-I-E-I-O

With a moo-moo here and a quack-quack there

Here a quack There a quack

Everywhere a quack-quack

Old MacDonald had a farm, E-I-E-I-O

Old MacDonald had a farm, E-I-E-I-O

And on his farm he had a horse, E-I-E-I-O

With a neigh-neigh here and a neigh-neigh there

Here a neigh There a neigh

Everywhere a neigh-neigh

Old MacDonald had a farm, E-I-E-I-O

c. **Story based songs**

Swallowed a Peanut (3)

Just Now….

Swallowed a Peanut (3)

Just Now….

Stomach is Paining(3)

Just Now….

Stomach is Paining(3)

Just Now….

Call the Doctor (3)

Just Now….

Call the Doctor (3)

Just Now….

Operation (3)

Just Now….

Operation (3)

Just Now….

Feeling better (3)

Just Now….

Feeling better (3)

Just Now….

Thank You Doctor (3)

Just Now….

Thank You Doctor (3)

Just Now….

Bye Bye Doctor (3)

Just Now….

3.   Collection of stories

Techniques

a.   Books

Select books with short stories. Stories should be age appropriate. Appropriate sized colored pictures are most suitable. There should be a balance between illustrations and text.

b.   Flash cards

Pictures are arranged in a specific sequence, and appropriate pictures sequentially shown to the children. The story is divided over each card. It is necessary to number the cards. Related information or part of the story is written behind each picture card. While using a set of Flash cards, the language should be kept simple and more attention should be given to gestures and facial expressions. The card should be held properly so that children can see them easily. The size should be 30 cm x 42 cm (A3) size. In preschool, flash cards are used for story-telling, information or picture reading.

c.   Stick puppets

These are easy to make and use. It is called stick puppet because it is made from sticks. The puppet size is important. The pictures pasted on sticks are made from chart paper or other appropriate material. Picture outlines are cut and pasted on sticks. Care is taken to see that the puppet is identical on both the sides. Children usually get attracted to big sized puppets.

d.   Sand tray

Story telling is the main purpose of this technique. Stick puppets are used in this technique as well. The puppets and sticks used in this technique are slightly smaller than those mentioned in the technique earlier. A tray is filled with sand and puppets are placed in it and are moved as per the story.

e.   Flannel board

This board is made by using flannel cloth. It is like a Display board. This is very useful in a pre-school. It is used for concept formation, display of pictures and story-telling. A piece of velcro or sand paper is used at the back of the pictures made for the flannel board.

f.   Glove puppets

Younger children like this technique very much. They like the idea of puppets talking to them. These puppets are used for story-telling, singing songs or talking with children. We can use any material such as poplin, terry cloth, fur or casement to make these puppets. They are made as per the characters in a story or song. Birds and animals are made with their specific characteristics.

g.   Dramatization

In this technique a story or an incident is dramatized. Each person plays a specific character. This is presented in front of children.

Activity :

Make a set of flash cards

1.   For giving information on a specific topic

2.   For story-telling

Use any one of above to make a set of flash cards (six to eight)

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4. Preparing Musical Instrument/ Toy/ Puppet

Using the principal of "Reuse-Recycle-Recreate", make any one of the items. We can use material like coconut shells, old cloth, buttons, sticks or cotton.

5. Making a Poster

The use of pictures must dominate over the written text. The size of the picture should be eye catching, attractive and colorful.

Choose any one of the topics

a. Characteristics of preschool children

b. Rights of children

c. Needs of children

* Observation of Centre

d. Pictures related to sensory stimulation

e. Explaining one behavior problem with reason with the help of appropriate pictures.

6. Preparing a Report

Select any one Centre from the following

• Pre-school,

• Day-care,

• Play-ground,

• Recreation Centre,

• Activity Centre,

• Play Centre.

Prepare a report on it, based on the points given below.

Name of the Centre:
Type of the Centre:
Director's Name:
Year of establishment:

1. Available Space

Indoor Space	Outdoor Space
Enough Insufficient	Enough Insufficient

2. Number of children in the Centre

3. Availability of play and other material as per type of the Centre : Sufficient / Enough / minimal / none

4. Room of the Centre : Airy and with sufficient Light / Small / Low Light

5. Arrangement of Charts / Pictures / Play material : On floor / On table / On Wall / On Side table

6. Use of available material & resources : Plenty / Average / Poor

7. Proper balance in the planning of the following activities :

a. Physical activities & activities while being seated

b. Silent activities & vocal activities

c. Indoor activities & Outdoor activities

d. Free play activities & Teacher directed activities

e. Individual activities & Group activities

f. Active activities & Passive activities

8. Celebration of festivals : Yes / No

9. How do teachers interact with children?

a. Love & affection

b. Firmness

c. Overly strict

d. Friendly

e. Interactive

10. Environment in the Centre : Authoritarian/ Democratic/ Permissive

11. Parent's involvement in the Centre activity : Always/ Often/minimal/ lacking

12. Does the center / teacher upgrade to the new technology learning?

a. Use of computer

b. Use of social media

c. Appropriate use of internet for children

d. Use of new technology for parent communication

13. Is there any display corner for parents in the Centre : Yes / No

14. Does the teacher read any new research material related to children : Yes / No

15. Do teachers experiment new things : Yes / No

* **Observation of Children :**

a. Name of the child

b. Type of Centre

c. Date

d. Age group

e. About the centre in brief

f. Tick (✔) activities mentioned below that you observed in the Centre

1. Walking

2. Running

3. Jumping

4. Slide

5. Tricycle

6. Different types of out-door games e.g. Langdi, Lagori

7. Block building

8. Stringing beads

9. Coloring or Drawing

10. Origami

11. Listening to stories

12. Singing songs

13. Picture reading

14. Doing or showing experiments

15. Activities for stimulating sensory organs

16. Introduction to natural resources

17. Comparative concepts

18. Drawing lines in the sand

19. Throwing/catching a ball with precision

20. Competitions

g. Which types of material / resources / equipment are used?

h. Your opinion OR remarks

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