MESP-085

# Post Graduate Diploma in Pre-Primary Education (PGDP.Ed)

# PRACTICAL MANUAL

ignou
THE PEOPLE'S
UNIVERSITY

School of Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110 068

''शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतंत्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।''

*— इन्दिरा गांधी*

***"Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances."***

**– Indira Gandhi**

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## PROGRAMME DESIGN COMMITTEE


Prof. A. Sukumaran Nair
Former Vice chancellor, MG University
Kottayam, Kerala

Sr.Philomina Thomas
Principal, Mt. Carmel College of Education Kottayam, Kerala

Prof. G.Saratchandra Raj
Rtd Principal, NSS Training College
Changanassery, Kerala

Mrs. Vijayalakshmi.R
Principal, Cochin Public School
Cochin, Kerala

Dr. Rekha.S.Sen
Associate Professor,
School of Continuing Education
IGNOU, New Delhi

Prof. M.C.Sharma
Former Director, School of Education
IGNOU, New Delhi

Prof. M.L.Koul
Former Director, School of Education
IGNOU, New Delhi

Mrs. Chandhini Shaji
Principal, MES Training College, Edathala
Cochin, Kerala

Prof. Nazeema
Dean, Dept of Education
Calicut University, Kerala

Dr. K.S. Divakaran Nair, RD, RC Cochin
Prof. Vibha Joshi, Director, SOE, IGNOU

**Programme Coordinators**

Dr. K.S. Divakaran Nair, Regional Director, IGNOU RC, Cochin
Dr. Vandana Singh, Assistant Professor, SOE, IGNOU, New Delhi
Dr. Sutapa Bose, Assistant Professor (Senior Scale), SOE, IGNOU, New Delhi


## MANUAL PREPARATION TEAM


**Writers**

Mrs. Sreeni Vasan Syama
ARD Consultant, IGNOU, RC Cochin

**Editors**

Dr. K.S. Divakaran Nair
Regional Director, IGNOU, RC Cochin

**ARD Consultant:** Mrs. Sreeni Vasan Syama, Former Lecturer,
Mount Carmel College of Teacher Education for Women, Kottayam, Kerala

**Proof Reading:** Tsucoshan Yanthan, Research and Teaching Assistant, SOE, IGNOU, New Delhi


## MATERIAL PRODUCTION


Prof. Vibha Joshi
Director, School of Education
IGNOU

Shri S.S. Venkatachalam
AR(P), School of Education
IGNOU

Ms. Sumathi Nair
SO(P), School of Education
IGNOU

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## GROUP B PRACTICUM & INSTRUCTIONAL PRACTICE - 16 CREDITS

| | | |
|---|---|---|
| **Block I: Knowing the Learner: Preliminary Exploration of Child Behaviour and Development** | | |
| | a) Child Development – Study Activities- (Choose any one)<br>b) Child Behaviour – Study Activities- (Choose any one) | 1 credit<br>1 credit |
| **Block II : Knowing the Learner: Use of Advanced Methods and Techniques** | | |
| | Case studies (Choose any one)<br>Unit 1: Recording the language development of a selected child (age group 2-6) over two months<br>Unit 2: Study of the emotional development and social adjustment of selected child over a period of two months<br>Unit 3: Study of the physical development indices of a selected child over a period of two months<br>Unit 4: Case study of a maladjusted child/problem child/child suffering from mental or physical handicapped over a period of two months | 1 credit |
| **Block III: Changing the Learner: Developmental Activities and Practices** | | |
| | Unit 1: Activities for accelerating learning readiness (choose any four activities) | 1 credit |
| | Unit 2: Role of activities (choose any four activities) | 1 credit |
| | Unit 3: Supervised practice in organized pre-school activities (choose any four activities) | 1 credit |
| **Block IV: Changing the Learner and Changing Oneself: Advanced Practices** | | |
| | a) Learning Readiness Acceleration (one lesson plan from each unit)<br>Unit 1: Methods for accelerating language readiness<br>Unit 2: Methods for accelerating mathematical-spatial learning'<br>Unit 3: Methods for accelerating musical-rhythmic learning<br>Unit 4: Methods for accelerating the rudiments of scientific reasoning and problem-solving | 2 credits<br><br><br>1 credit<br><br>1 credit |
| | b) Supervised Instructional Practice<br>Unit 5: Designing a action programmes for conducting class programmes (choose any two activities)<br>Unit 6: Developing basic conceptual tools (choose any two concepts)<br>Unit 7: Activities for stimulating visual, auditory, kinesthetic and other senses (choose any four activities) | <br>2 credits |
| | c) Changing self professionally: action research and case studies<br>Unit 8: Action Research<br>Unit 9: Case Study | ½ credit<br>½ credit |
| **Records** | | |
| | 1. Picture Book (illustrated alphabets, numbers, sum, subtraction and on any five topics with five pictures each) .<br>2. Book of stories (five numbers) and rhymes (10 numbers) with illustrations.<br>3. Teaching aids (20 numbers) (dolls, puppets, puzzles, numbers (1-10) and alphabets (a-z) with sand paper, shapes, materials for sense training, flash card of a story, first aid box etc. | 1 credit<br>1 credit<br>1 credit |
| | Total | 16 Credits |

Prepare report on the activities undertaken:

**a) Child Development – Study Activities (From Unit 1-4, Choose any one)**

Unit 1 : Free observation and recording of child behaviour in pre-schools

Unit 2 : Observation and recording of weaning-period behaviour of pre-school children

Unit 3 : Observation and recording of post-weaning behaviour of pre-school children

Unit 4 : Observation and recording of the behaviour and reactions of children when assigned simple tasks

**b) Child Behaviour – Study Activities (From Unit 5-8, Choose any one)**

Unit 5 : Home visits of a typical child and interviewing his/ her parents and siblings

Unit 6 : Observation of a select pre-school child for a continuous period of 6 weeks and documenting its behaviour (CD records, comments, suggestions etc)

Unit 7 : Maintaining the health diary of a select pre-school child

Unit 8 : Documenting and interpreting the social development of a pre-school child over a period or 6 weeks

# UNIT 1 FREE OBSERVATION AND RECORDING OF CHILD BEHAVIOUR IN PRE-SCHOOLS

***Aim:*** To observe the behaviour of a child between 3 years and 6 years of age for 30 minutes each day over a week.

**Objectives:**

1. To study the different behaviour of the child.
2. To familiarize yourself with the technique of observation and develop your skills of observation.

**Guidelines for observation**

1. Select a comfortable place to sit in order to see and hear the child completely; you will have to follow the child if he/ she moves from place to place, and make the recordings systematically.
2. Do not let yourself visible to the child and in case they enquire, tell them an honest answer, for example that you are writing.
3. Make sure that you look at the others around in general from time to time, but focusing your attention on the subject.
4. You should record the observation as and when it happens in the natural way. Make short notes first as the event occurs, then later fill in the details, but don't delay in completing for you might forget it.
5. While observing the child you should not give any command to the child or should not interfere with the child at all.
6. You must record both positive and negative behaviour of child.

***Analysis:-***

The analysis of the observation has to be done as per the objectives of the practical exercise, and the guidelines provided.

***Observation Form / Schedule***

Aim:-To observe the behaviour of a child, who is between 3 and 6 years of age, for 30 minutes to learn about him / her.

Name of the subject :

Age :

Date if observation :

Time of observation :

Venue :

Use the following table to make the observations:

| Observation | Analysis |
|---|---|
| *Day 1:*<br>a) Physical development<br><br>b) Emotional development<br><br>c) Motor activity<br><br>d) Personal development<br><br>e) Language development<br><br>f) Intellectual development<br><br>g) Participation | |

| *Day 2:* | |
|---|---|
| a) Physical development | |
| b) Emotional development | |
| c) Motor activity | |
| d) Personal development | |
| e) Language development | |
| f) Intellectual development | |
| g) Participation | |

| *Day 3:* | |
|---|---|
| a) Physical development | |
| b) Emotional development | |
| c) Motor activity | |
| d) Personal development | |
| e) Language development | |
| f) Intellectual development | |
| g) Participation | |

| *Day 4:* | |
|---|---|
| a) Physical development | |
| b) Emotional development | |
| c) Motor activity | |
| d) Personal development | |
| e) Language development | |
| f) Intellectual development | |
| g) Participation | |

| *Day 5:* | |
|---|---|
| a) Physical development | |
| b) Emotional development | |
| c) Motor activity | |
| d) Personal development | |
| e) Language development | |
| f) Intellectual development | |
| g) Participation | |

| *Day 6:* | |
|---|---|
| a) Physical development | |
| b) Emotional development | |
| c) Motor activity | |
| d) Personal development | |
| e) Language development | |
| f) Intellectual development | |
| g) Participation | |

Conclusion: - .....

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# UNIT 2 OBSERVATION AND RECORDING OF WEANING-PERIOD BEHAVIOUR OF PRE-SCHOOL CHILDREN

***Aim:*** To observe and record the weaning period behavior of pre school children.

**Objectives:**

1. To observe/ find out the behavioral changes exhibited by the child during the weaning period
2. To observe how well the child adjust physically and emotionally to the weaning process.
3. To observe how effectively the child accepts to take solid foods instead of mother's milk.

**Guidelines for observation**

1. Observe the child during the weaning period for about 15 minutes at the time of its usual feed time. Observe the type of food, the mode of feeding and the practical and emotional behaviour of the child.
2. Don't make any comment or interfere with the child or its mother during the observation period.
3. You should record the observations as it happens.
4. You must record both positive and negative behavior of the child.

**Analysis**

The analysis of the observation should be based on the objectives and guidelines of the study.

**Observation schedule**

***Aim:*** - To observe the behaviour of the child during the weaning period, for 15 minutes each at the usual feed time for a week.

Name of the subject :

Age :

Date of observation : from _____ to _____

Time of observation per day : Morning : 8am : 10am

Afternoon: 12noon : 2pm

Evening : 4pm : 6pm

Venue :

Use the following table to make the observation.

| Observation | Analysis |
|---|---|
| ***Day 1*** | |
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

| *Day 2* | |
|---|---|
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

| *Day 3* | |
|---|---|
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

| *Day 4* | |
|---|---|
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

| *Day 5* | |
|---|---|
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

| ***Day6*** | |
|---|---|
| Morning: | |
| 8am | |
| 10am | |
| After noon: | |
| 12noon | |
| 2pm | |
| Evening: | |
| 4pm | |
| 6pm | |

Conclusion : .....

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# UNIT 3 OBSERVATION AND RECORDING OF POST-WEANING BEHAVIOUR OF PRE-SCHOOL CHILDREN

***Aim:*** To observe and record the post weaning behaviour of pre-school children for a week.

**Objectives:**

1. To study the post weaning behavior of pre-school children; that is the period of about three or four weeks after weaning.
2. To observe how well the child adjust physically, emotionally and socially after weaning.
3. To observe how the child has turned in to the new feeding processes.

**Guideline:**

1. Observe the child's behaviour in different aspects like its social interaction, physical activities, emotional adjustment and so on.
2. Observe the attitude of the child regarding the new feeding process.
3. Make sure not to interfere with the child and note observation instantly.

**Analysis:-**

The analysis should be done with respect to the objectives and guidelines mentioned.

Note your observations and analysis in the table form given below:

Name of the subject :

Age :

Date of observation : _____

_____

_____

_____

_____

Time of observation per day : _____

Venue :

***Day1***

| Observation | Analysis |
| --- | --- |
| | |

***Day 2***

| Observation | Analysis |
| --- | --- |
| | |

Day 3

| Observation | Analysis |
| --- | --- |
| | |

***Day 4***

| Observation | Analysis |
| --- | --- |
| | |

*Day 5*

| Observation | Analysis |
| --- | --- |
| | |

***Day 6***

| Observation | Analysis |
|---|---|
| | |

**Conclusion :**

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# UNIT 4 OBSERVATION AND RECORDING OF THE BEHAVIOUR AND REACTIONS OF CHILDREN WHEN ASSIGNED SIMPLE TASKS

***Aim:*** To observe and record the behaviour and reaction of children when simple tasks are assigned over a week.

**Objectives:**

1. To observe the way children behave and react when a task is assigned.
2. To observe how children interact to complete the task.
3. To observe how they organize themselves to do the task.
4. To study the extend to which the child is skilled to complete the task.

**Guidelines:**

1. Make arrangements to observe the children before they are given the task.
2. Make observations from the time the task is assigned till it's completed. Record it immediately.
3. Observe the positive and negative attitude exhibited by the kids.

**Analysis:**

Make the analysis based on the objectives and guidelines.

**Forms**

1. Name of the subject:
2. Age group:
3. Date of observation:
4. Time of observations:
5. Venue:

Note your observations and analysis in the table form given below:

| **Activity given** | **Observation** | **Analysis** |
|---|---|---|
| ***Day 1*** | | |

| *Day 2* | | |
|---|---|---|
| | | |

| | | |
|---|---|---|
| ***Day 3*** | | |

| *Day 4* | | |
|---|---|---|
| | | |

| *Day 5* | | |
|---|---|---|
| | | |

| *Day 6* | | |
|---|---|---|
| | | |

Conclusion:

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# UNIT 5 HOME VISITS OF A TYPICAL CHILD AND INTERVIEWING HIS/ HER PARENTS AND SIBLINGS

***Aim:*** To visit a preschool child's home and interview its parents and siblings.

**Objectives:**

1. To visit the home of a pre-school child and learn about his/ her behaviour and the family situation from the family members.
2. To know how the child behaves at home and towards his /her parents and siblings.
3. To understand the relationship between the child and his family members.
4. To collect information on the kind of diet the child takes each day.
5. To find out the attitude of the parents and siblings towards the child.
6. To become familiar with the technique of interviewing.

**Guidelines for the Exercise:**

1. Should use the interview schedule to interview so as not to forget any questions.
2. You must interview the father and mother and the siblings separately.
3. Use blank sheets to record the interviewee responses, and after the interview the responses must be written in the space below each question in the interview schedule.
4. You must give enough time for the interviewee to answer your questions.
5. You must read out the options given in the question, so that they will give an apt answer.
6. The analysis of the interview will be guided by the objectives of the interview.
7. The analysis should be written in a brief form at the end of the interview.
8. The teacher trainee can complete the schedule from subsequent home-visits.

**Interview Schedule for this Exercise**

To interview the parents and siblings an interview schedule has been provided so that you could record information from the respondents separately.

Name of the School: .....

Name of pupil.....Sex.....

Name of the father / guardian.....

Occupation.....

Name of the mother.....

Occupation.....

Total income of the family.....

Complete local address.....

.....

.....

.....

Office.....

Telephone No.

Residence .....

Previous school attended

Name of school.....

Duration .....

Dates of vaccination

(a) Smallpox

(b) Triple vaccination

(c) BCG

(d) Polio

(e) Any other

Date.....

Signature of the parent / guardian

Name of the pupil.....

Father's name.....

Date of birth.....

His general health.....

Mother's name.....Date of birth.....

Educational qualifications.....Occupation.....

Her general health.....

Name of guardian..... Date of birth.....

(If the child is staying with a guardian)

Educational qualifications.....Occupation.....

His general health.....

His relationship to the child.....

Annual income of the family.....

Language spoken at home.....

Language spoken by the pupil.....

Religion and caste.....

Places where the family lived before.....

Types of family

(a) Single.....

(b) Joint.....

Order of birth of the child.....

No. of siblings:

| Name | Date of birth | Sex | Class | School |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |

# THE CUMULATIVE RECORD FOLDER

Pupil lives with:

a. Both parents.....

b. Father and stepmother.....

c. Mother and stepfather.....

d. Mother only.....

e. Father only.....

f. Relative.....

g. Others (specify).....

Deceased parents

a. Father.....

b. Mother.....

c. Both.....

Deceased siblings.....

Relatives at home.....

Dependents at home.....

Parents divorced.....

Parents separated.....

Desertion by

a. Father.....

b. Mother.....

c. Both.....

Illness at home

a. Father.....

b. Mother.....

c. Sibling.....

d. Others.....

Marriage

a. Within caste.....

b. Inter-caste.....

c. Mixed Religion.....

Date.....

Signature of the father

## 1. Interview schedule for the mother

Person interviewed.....Relationship to the child.....

Interviewed.....

Name of the child.....

Age.....

***Birth History****

Birth Weight

Term:

a. Pre-mature

b. Post –mature

c. Normal

Complications during pregnancy, if any.....

.....

Types of delivery:

a. Easy

b. Delayed

c. Difficult

d. Instrumental

e. Caesarian

***Developmental History****

Weaning are:

a. Breast.....

b. Bottle.....

The child sat at the age of .....

The child walked at the age of.....

The child spoke at the age of.....

***Record of illness****

What childhood illness had he had?.....

.....When?.....

Had he had any bad falls or accidents?.....

.....When?.....

Any operation?.....When?.....

***Toilet Training****

Does he ever wet his bed?

.....

During night.....During day.....

If not, when did he stop – wetting?.....

Does he soil himself?..... .....

***Mannerisms****

Does he suck his thump?..... .....

If not, did he do so before? .....

Does he bite his nails? .....

Any other mannerisms? ..... ..... ... .....

***Family****

If mother is employed, who cares for the child during the mother's absence?

..... ..... ..... ... ..... ..... ... .....

For how long is she away from home? .....

How many hours does the father spend with the child? .....

Are there any relatives at home? .....

How are they related to the child? .....

How does get along with the relations? .....

Who is the child's favorite brother or sister? .....

Compared with other children, is he very quiet or noisy? .....

How does he get along with his brothers and sisters? .....

.....

.....

***Eating Habits****

Is he a good eater? .....

If not, what is the trouble? .....

His favorite foods.....

The food he does not like.....

What else eats with him? .....

Does he need any help while eating? .....

Does the child eat eggs? ..... never / sometimes / regularly.....

The child eats non-vegetarian food: never / sometimes / regularly.....

Please give a schedule of his normal daily diet.....

(1) Breakfast – To be written in terms of bread, chapati, butter, milk, cream, tea, etc.

| *Time* | *Menu* | *Quantity consumed* |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

(2) To be written in terms of cereals, green vegetables, salad non – vegetarian food, fats, fruits, sweets, etc.

| *Time* | *Menu* | *Quantity consumed* |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

(3) Dinner - To be written in terms of cereals, green vegetables, salad, fruits, and sweet / puddings.

| *Time* | *Menu* | *Quantity consumed* |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

(4) Milk and soft drinks --- To be written in terms of milk, tea, coffee, squash, butter – milk, fruit juice, lemon juice and snacks like pakora, biscuits, toffee, etc.

| *Time* | *Menu* | *Quantity consumed* |
|---|---|---|
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |
| ..... | ..... | ..... |

***Note: Measures of quantity should be specific, wherever, possible, or at least in terms of serving spoons.***

***Sleeping Habits***

Where does he sleep? .....

Who else sleeps there? .....

Does he go to bed?

a. Willingly

b. Reluctantly

Does he get sleep?

a. Quickly

b. Delayed

Does he sleep on his own? .....

If not, do you have to put him to sleep? .....

If so, how do you do it? .....

a. Singing.....

b. Story telling.....

c. Putting him on the lap.....

d. Any other (describe)..... .....

At what time does he go to bed?

At what time does he wake up?

Does he wake up in the middle of the night or is he a sound sleeper?

.....

Does he take a nap in the afternoon?.....

If so, for how many hours?.....

***Other relevant information****

Does he like to help around the house?

.....

If yes, with what?

.....

Do you allow him to help?

Is he an easy child to manage at home?

If not, what is the trouble?

What are some of his best points?

How does he react towards

1. Strangers?.....
2. Family friends?.....
3. Other children?.....

How does he get along with his friends?

Has he ever been away from the family?

If so for how long?.....when?.....

Has his father or mother ever been away from him?.....

.....

If so, how long?.....When.....

Do the parents spend some of their leisure with the child and how?.....

.....

***Discipline****

Is he punished at home?.....

If so, for what? .....

Who usually punish him ? .....

How is he punished?

a. Beaten.....
b. Scolded.....
c. Deprived of privileges.....
d. Any other (Specify).....

How does he react to punishment?

a. Gets angry.....
b. Cries.....
c. Withdraws.....
d. Any other.....

***Interests****

Does he talk about school?

Does he like school?

Does he prefer to play alone r with other children?

If with other children, does he prefers to play with children of his own age/older to him/younger to him?

What games does he play?

Do other children come to play with him?

Does he listen to the radio?

What programmes?.....What type ?.....

How often?.....

Does he have any special talents or abilities?.....

.....

In general, what is your opinion about him?

***Housing Facilities****

Name of the locality.....

(Please give a description of the locality)

Do they stay in their own house / government quarter/ rented house?

No. of rooms in the house?.....

Types of furniture.....

(Chairs, sofa, cots, steel, almirah, any other)

Luxury articles: radio / transistor / fan / heaters / refrigerator / cooking gas / any other

Transport medium: cycle / scooter /car

Does the house have a compound? .....

Or is there any playground nearby? .....

Types of toys.....

Do they have domestic servants? Full-time / part –time/nil

---

*The teacher has to collect information about these on her subsequent home visits.

Summary picture of the child (highlighting the information that facilitates understanding of the child).

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Date Signature of the Teacher

## 2. Interview schedule for the father

1. Name :
2. Age :
3. Village/City/State :
4. Occupation :

**Q1** (a) How many members live in the house?

.....

.....

(b) How many are adults and how many are children?

.....

.....

(c) How many are older than the subject?

.....

.....

(d) How many are younger?

.....

.....

(e) How many sons?

.....

.....

(f) How many daughters?

.....

.....

**Q2** a) What are the educational qualifications of all family members?

.....

.....

b) What are the occupations of the family members?

.....

.....

c) How many are earning members and what is their income?

.....

.....

| Family member | Educational Level | Occupation | Income |
|---|---|---|---|
| | | | |

**Q3.** Do you work at home or do you go out to work? If you go out to work, for how long in a day are your away?

.....

.....

**Q4.** When you are away from the house for long periods in a day, who looks after the children?

.....

.....

**Q5.** Does your child (subject) go to Day care, Play school or Kindergarten?

.....

.....

**Q6.** If so, how long does he spend away from the Day care, Play school or Kindergarten?

.....

.....

**Q7.** What activities does the child get engaged in after coming home?

.....

.....

**Q8.** How long do you (father) spend with the child?

.....

.....

**Q9.** Do you play with the child? If so, what games do you play?

.....

.....

**Q10.** Does your child (subject) play with other members of the family? If so, with whom?

.....

.....

**Q11.** What does he/she play with the family members?

.....

.....

**Q12.** Does the child have friends in the neighbourhood? Does he/she play with them?

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**Q13.** What healthy habits does your child have?

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**Q14.** Are the members of the family healthy?

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**Q15.** Does may one suffer from any disease?

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**Q16.** Does your child take a balanced diet or has any eating problem?

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**Q17.** What are the kinds of food the child like to have?

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**Q18.** Does the child watch TV?

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**Q19.** Which programme does he watch?

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**Q20.** How long he/she watch TV?

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**Q21.** Does he/she tease or hurt others?

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**Q22.** Is he/she concerned about others?

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**Q23.** Does the child become aggressive or loose temper easily?

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**Q24.** Does the child threaten others?

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**Q25.** Does the child listen to others?

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**Q26.** Is he/she willing to compromise in conflict?

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**Q27.** Is he/she co-operative and friendly?

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**Q28.** Does the argue with other or irritates others?

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**Q29.** Does he/she offer help?

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**Q30.** Does he/she has any sleep disorder?

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**3. Interview schedule for the sibling (1)**

**Q1.** What do you do in the morning?

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**Q2.** Do you go to the playschool/ Day Care/Kindergarten?

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**Q3.** What time do you go and when do you come back?

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**Q4.** Do you play with your siblings?

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**Q5.** Do you play with your parents?

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**Q6.** Do you play with your neighbours?

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**Q7.** Do you maintain healthy habits?

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**Q8.** What kind of food items do you like to have?

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**Q9.** Do you watch television?

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**Q10.** Which programme do you like to watch?

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**Q11.** How long do you watch TV?

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.....

**Q12.** Do you use computer? How long and for what purpose?

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**4. Interview schedule for the sibling (2) if any.**

**Q1.** What do you do in the morning?

.....

.....

**Q2.** Do you go to the playschool/ Day Care/Kindergarten?

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**Q3.** What time do you go and when do you come back?

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**Q4.** Do you play with your siblings?

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**Q5.** Do you play with your parents?

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**Q6.** Do you play with your neighbours?

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**Q7.** Do you maintain healthy habits?

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**Q8.** What kind of food items do you like to have?

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**Q9.** Do you watch television?

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**Q10.** Which programme do you like to watch?

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**Q11.** How long do you watch TV?

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**Q12.** Do you use computer? How long and for what purpose?

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**Analysis and conclusion**

To write the conclusion of the interview conducted go through their responses carefully. Note the similarities and differences in experiences and from these deduce the conclusion.

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# UNIT 6 OBSERVATIONS OF A SELECTED PRESCHOOL CHILD FOR A CONTINUOUS PERIOD OF 6 WEEKS AND DOCUMENTING ITS BEHAVIOR (CD RECORDS, COMMENTS, SUGGESTIONS ETC).

***Aim:*** To observe a preschool child for 6 weeks and document his/ her behavior.

**Objectives**

1. To study the behavior of a preschool child.
2. To document the behavior of preschool child.
3. To familiarize the technique of documenting.

**Guidelines:**

1. Be around with the child without interfering to observe the child's behaviour.
2. Record your observation in the natural way.
3. For documentation you may take photos of the varying situation, or shots of the child's behavior.
4. You should also note the comments and give you suggestion for each of the documented matter.

1. Name of the child :
2. Age :
3. Duration of observation :
4. Venue :

***Note the behaviour of the child with supporting documents, comments and suggestions in a separate record book for 6 weeks (6 days per week)***

# UNIT 7 MAINTAINING THE HEALTH DIARY OF A SELECT PRE SCHOOL CHILD

***Aim:*** To maintain the health diary of a preschool child for 6 weeks.

**Objectives**

1. To study the health of the preschool child.
2. To record how the child felt during this period.
3. To record any health problem faced by the child.
4. To note the measures that were taken by the parents, teachers and others on the matter of health of the subject.
5. To develop the skill of maintaining a health diary.

**Guidelines**

1. Observe the health conditions of the subject and record it.
2. Note any health problem faced by the subject, no matter how minor they seen.
3. Record how the health has affected the subject.
4. Note the measures taken to overcome the problem.
5. Write your suggestion too.

Name of subject :

Age :

Venue :

General health :

1) Date of vaccination- small pox_____

Triple vaccination_____

Polio_____

BCG_____

Any other_____

2) Height : .....

3) Weight : .....

4) Eye-vision : .....

5) Ears-hearing : .....

6) Teeth : .....

7) Skin : .....

8) Nose and throat : .....

9) Speech defect : .....

10) Physical defect : .....

| Week and day | Health conditions | Health problem faced by the child | How it affected the daily routine | The measures taken to overcome these problem | Suggestions: |
|---|---|---|---|---|---|
| Week 1 day 1 | | | | | |
| Week 1 day 2 | | | | | |
| Week 1 day 3 | | | | | |
| Week 1 day 4 | | | | | |
| Week 1 day 5 | | | | | |
| Week 1 day 6 | | | | | |
| Week 2 day 1 | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Week 2 day 2 | | | | | |
| Week 2 day 3 | | | | | |
| Week 2 day 4 | | | | | |
| Week 2 day 5 | | | | | |
| Week 2 day 6 | | | | | |
| Week 3 day 1 | | | | | |
| Week 3 day 2 | | | | | |
| Week 3 day 3 | | | | | |

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|---|---|---|---|---|---|
| Week 3 day 4 | | | | | |
| Week 3 day 5 | | | | | |
| Week 3 day 6 | | | | | |
| Week 4 day 1 | | | | | |
| Week 4 day 2 | | | | | |
| Week 4 day 3 | | | | | |
| Week 4 day 4 | | | | | |
| Week 4 day 5 | | | | | |

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|---|---|---|---|---|---|
| Week 4 day 6 | | | | | |
| Week 5 day 1 | | | | | |
| Week 5 day 2 | | | | | |
| Week 5 day 3 | | | | | |
| Week 5 day 4 | | | | | |
| Week 5 day 5 | | | | | |
| Week 5 day 6 | | | | | |
| Week 6 day 1 | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Week 6 day 2 | | | | | |
| Week 6 day 3 | | | | | |
| Week 6 day 4 | | | | | |
| Week 6 day 5 | | | | | |
| Week 6 day 6 | | | | | |

**Conclusion :**

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# UNIT 8 DOCUMENTING AND INTERPRETING THE SOCIAL DEVELOPMENT OF A PRE SCHOOL CHILD OVER A PERIOD OF 6 WEEKS.

***Aim:*** To document and interpret the social development of a pre-school child.

**Objectives:**

1. To observe the social development of a pre-schoolar,
2. To document the social development of a pre-schooler.
3. To interpret the pattern of social development of a pre-school.

**Guidelines:**

1. Document (take photographs and videos) and the interpret pattern of interaction and relationships of the subject with others.
2. Document photos / videos showing attitude of the subject and interpret the same.
3. Document and interpret the sensitiveness of the subject towards the varying social environment.

1. Name of the subject :
2. Age :
3. Duration of the study :
4. Venue :

**Documentation and interpretation of the social development**

****Note the social development of the pre-school child with respect to the following:***

***1. The interaction and relationship with others***

***2. Attitude of the subject towards others.***

***3. The sensitiveness of the subject towards the varying environment***

***and support with documents, interpretation, comments and suggestions in a separate record book for 6 weeks (6 days per week)***

# BLOCK II KNOWING THE LEARNER: USE OF ADVANCED METHODS AND TECHNIQUES

**Case studies (Choose any one)**

Unit 1 : Recording the language development of a selected child (age group 2-6) over two months

Unit 2 : Study of the emotional development and social adjustment of selected child over a period of two months

Unit 3 : Study of the physical development indices of a selected child over a period of two months

Unit 4 : Case study of a maladjusted child/problem child/child suffering from mental or physical handicapped over a period of two months

# UNIT 1 RECORDING THE LANGUAGE DEVELOPMENT OF A SELECTED CHILD (AGE GROUP 2 – 6) OVER TWO MONTHS.

***Aim:*** To study the language development of a preschoolar over two months.

**Objectives:**

1. To learn how the child develop language.
2. To record the language development of a selected child between 2 and 6 years old, with regard to its clarity, sentence construction, vocabulary etc.
3. To study the child's ability to communicate verbally, ability to tell stories, the pronunciation or sound of the speech.

**Guidelines:**

1. You show more freely with the child, and observe him/her with respect to the ways he/she communicates.
2. Record the clarity of the words and how it improves over the days.
3. Observe and record the subject's ability to construct sentences correctly over the days.
4. Note how his/her vocabulary has improved during the period of study.
5. Observe and record the child's ability to tell stories; its pronunciations and sound.
6. Record your observations in the form given below.

**THE OBSERVATION FORMS FOR LANGUAGE DEVELOPMENT**

Name of the Child : .....

Age:.....Sex.....Observer.....

Date.....Time.....Venue.....

Period of observation:

| S.No. | Aspect considered | Observation made (factual) | Your mpression or opinion |
|---|---|---|---|
| 1. | Expression<br>a. Uses mainly gestures only<br>b. Speaks in words<br>c. Speaks in sentences<br>d. Talks freely<br>e. Talks only when he wants something<br>f. Asks many questions<br>g. Tone of speech (loud, average or soft) | | |

| | | | |
|---|---|---|---|
| 2. | Fluency<br>a. Speed (talks fast, average, slowly)<br>b. Clarity (can be understood by other children as well as adults)<br>c. Appropriateness of words and correct speech)<br>1. Uses right words<br>2. Does not mix language<br>3. Does not commit grammatical errors | | |
| 4. | Speech errors and defects<br>a. Repeats words<br>b. Uses nonsense syllables<br>c. Fumbles for words<br>d. Murmurs<br>e. Use baby speech<br>f. Has difficulties in pronouncing specific speech sounds<br>g. Lisps<br>h. Stammers | | |
| 5. | Content of speech<br>1. Uses<br>a. Verbs<br>b. Nouns<br>c. Adjectives<br>d. Pronouns<br>e. Adverbs<br>f. Prepositions<br>g. Conjunctions<br>h. Special vocabulary<br>(Like colour, money. etc.)<br><br>2. Size of vocabulary | | |
| 5. | Writing | | |

Write your general opinion about the child's language development over the period of two months.

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# UNIT 2 STUDY OF THE EMOTIONAL DEVELOPMENT AND SOCIAL ADJUSTMENT OF A SELECTED CHILD OVER A PERIOD OF TWO MONTHS.

***Aim:*** To study the emotional development and social adjustment of a selected child over a period of two months.

**Objectives:**

1. To study the level of understanding of emotion such as love, trust, anger, fear, joy, jealousy, affection for others.
2. To understand how well a child can adjust in social environment.

**Guidelines:**

1. Observe the selected child's emotional behaviour and how they express them.
2. Record the different emotional behaviour shown in the form provided.
3. Observe how the child adjust to varying social environment.
4. Record your observations in the form given below.

**THE OBSERVATION FORMS FOR EMOTIONAL DEVELOPMENT**

Name…… …..Age…… Sex……..

Observer……..Date……Time……..……..……...

Situation or……Situations……....

| Sl. No | Aspects considered | Observation made (factual) | Your impression of opinion |
|---|---|---|---|
| 1 | Express emotions freely<br>No emotions expressed<br>Shows restrained emotional behaviour | | |

| | | | |
|---|---|---|---|
| 2 | Emotional outbursts-<br><br>(Note the stimulus, duration, intensity shifts, frequency, manner or expression of each of the following emotions)<br>a. Joy/ Pleasure/Delight<br>b. Affection towards –<br>1. Other children<br>2. Teacher<br>3. Other adults<br>4. Self<br>5. Animals<br>6. Any other<br>c. Fear of<br>1. Strangers<br>2. Animals<br>3. Objects<br>4. Being alone<br>5. Dark places<br>6. Any other<br>d. Anger<br>e. Jealousy<br>f. Hostility<br>g. Sorrow/ Grief | | |
| 3 | Emotional dependence on the family<br>a. Cries when he arrives in school<br>b. Does not mix with others<br>c. Asks for parents<br>d. Wants to go home<br>e. Talks about home | | |
| 4 | Emotional dependence on the teacher<br><br>a. Clings to the teacher<br>b. Always wants teacher's attention<br>c. Wants to sit close to her on her lap | | |
| 5 | Which are the child's strong emotions? | | |

Write your general opinion about the child's emotional development over the period of two months.

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## THE OBSERVATION FORMS FOR SOCIAL ADJUSTMENT

Name……..……..…..Age……..Sex……..…..

Observer……Date……..Time……..Situation or……...……

Situations……

| S.No | Aspect considered | Observation made (factual) | Your impression or opinion |
|---|---|---|---|
| 1. | Recognises others | | |
| 2. | Knows the difference between boys and girls | | |
| 3. | Prefers to play<br>a. alone<br>b. imaginary playmates<br>c. in company with older children/ children of one's own age<br>d. with children of one's own sex/ opposite sex/ both sexes | | |
| 4. | Participates in group games actively and spontaneously | | |
| 5. | Group leader or follower | | |
| 6. | Has a sense of humour | | |
| 7. | Help and co-operation<br>a. takes turns<br>b. Shares his things, eatables, toys, etc.<br>c. does things for others<br>d. is able to submerge one's wish to the group<br>e. helps and co-operates with adults/ other children | | |
| 8. | Friendliness<br>a. friendly with all<br>b. friendly with one or two<br>c. friendly with none<br>d. persists with the same friends | | |
| 9. | Competition- wants to excel, wants to do better than any other child | | |
| 10. | Rivalry – is hostle towards other children or adults | | |
| 11. | Agression – (a) quarrels (b) bullies (c) hits (d) bites etc. | | |
| 12. | Negativism (a) says 'no' (b) is obstinate and stubborn (c) pretends not to hear | | |
| 13. | Selfishness- does not want to share | | |

| | | | |
|---|---|---|---|
| 14. | Is brave<br>a) in meeting new situations<br>b) doing things which involve certain amount of risk<br>c) any other | | |
| 15. | Admires and appreciates nice things | | |
| 16 | Respects property and rules<br>a. one's own<br>b. other children's<br>c. school's | | |
| 17. | Independence<br>a. helps himself<br>b. takes care of himself<br>c. asserts himself in determining play activities<br>d. resists interference during play | | |
| 18. | Takes initiative<br>a. is able to offer suggestions<br>b. can lead a group | | |
| 19. | Responsible –does the duties assigned to him. | | |
| 20. | Needs attention<br>a. seeks approval, attention, affection from teacher<br>b. from other children | | |
| 21. | Has good manners and habits<br>a. table manners<br>b. courtesy<br>c. cleanliness<br>d. punctuality<br>e. toilet habits etc. | | |
| 22. | Social acceptance<br>a. is acceptable by other children<br>b. is popular | | |

Write your general opinion about the child's emotional development over the period of two months.

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# UNIT 3 STUDY OF THE PHYSICAL DEVELOPMENT INDICES OF A SELECTED CHILD OVER A PERIOD OF TWO MONTHS

***Aim:*** To study the physical development indices of a selected child over a period of two months.

**Objectives:**

1. To measure the weight of the child over a period of two months.
2. To find the height of the child.
3. To find out the physical development indices (weight/ height ratio) of the kid.

**Guidelines:**

1. The measurement are taken at the same time daily and recorded.
2. The physical developmental indices are to be found and interpreted.
3. Record your observations in the form given below.

**THE OBSERVATION FORMS FOR PHYSICAL DEVELOPMENT**

Name.....Age.....Sex.....

Observer.....Date.....Time .....

Situation or.....Situations.....

**Form A**

| S.No. | Aspect considered | Observation made (factual) | Your impression or opinion |
|---|---|---|---|
| 1. | a. General physical condition<br>b. Height<br>c. Weight<br>d. Body-build<br>e. Proportion of the body | | |
| 2. | Facial expression (Desirable whether happy, sad, serious, etc.) | | |
| 3. | Posture<br>a. While sitting<br>b. While standing<br>c. While walking | | |
| 4. | Gait | | |
| 5. | Legs<br>a. Straight, strong<br>b. Bowed<br>c. Any other | | |

| | | | |
|---|---|---|---|
| 6. | Feet<br>a. Size and shape (normal or flat foot)<br>b. Functional efficiency<br>c. Fit for shoes<br>d. Any other | | |
| 7. | Arms and hands<br>a. Size<br>b. Handedness<br>c. Are the Y clean?<br>d. Effective use<br>e. Nails<br>i. Neatness<br>ii. Well-cut | | |
| 8. | Eyes<br>a. Vision<br>b. Bright, dull<br>c. Red<br>d. Watery<br>e. Any other | | |
| 9. | Teeth<br>a. Development<br>b. Regularity<br>c. Cleanliness<br>d. Any other | | |
| 10 | Voice<br>a. Normal<br>b. Harsh<br>c. Soft<br>d. Any other | | |
| 11. | Nose<br>a. Normal<br>b. Red<br>c. Running<br>d. Respiratory trouble<br>e. Any other | | |
| 12. | Skin<br>a. Normal<br>b. Any trouble ( specify) | | |
| 13. | Ears<br>a. Hearing<br>b. Cleanliness<br>c. Any other trouble | | |
| 14 | Stamina<br>a. Does he get tried early?<br>b. After how long? | | |

| | | | |
|---|---|---|---|
| 15. | Activity – level in general<br>a. Very active<br>b. Average<br>c. Lethargic | | |
| 16. | Clothing<br>a. Adequacy<br>b. Cleanliness<br>c. Fitness | | |
| 17. | Physical appearance in general<br>a. Fat / Average/ Thin<br>b. Tall / Average / Short | | |

Form B

| S.No. | Aspect considered | Observation made (factual) | Your impression or opinion |
|---|---|---|---|
| 1. | Skills<br>a. Throwing<br>1. Pattern of throwing the ball (over head, underhand, etc)<br>2. Distance of the throw<br>3. Directs his throw to the right, left and front<br>b. Kicking<br>1. Pattern of kicking (keeps the leg backward / forward run while kicking)<br>2. Distance of the kick<br>3. Directs his kick to the right, left, front<br>c. Catching<br>1. Pattern of catching the ball (catches with both hands / one hand/against the tummy)<br>2. Makes the required movements to catch though he is unable to catch<br>d. Standing<br>1. Time for which he can stand on one foot<br>2. Time for which he can stand with feet crossed<br>3. Ease with which he stands on one foot or crossed feet | | |

| | | | |
|---|---|---|---|
| | e. Walking<br>1. Pattern of walking on balancing board.<br>2. Pattern of walking on toes.<br>3. Pattern of walking backwards<br>f. Running<br>1. Speed of running<br>2. Can he bring himself to a stop instantaneously?<br>3. Can he take a turn easily?<br>g. Skipping<br>1. Pattern of skipping<br>h. Hopping<br>Pattern of hopping<br>1. Forward<br>2. Backward<br>3. Like a frog<br>4. On one foot<br>i. Jumping<br>1. Height from which he jumps down<br>2. Distance done in long jumps<br>j. Pattern of threading the beads<br>k. Pattern of cutting with scissors<br>l. Pattern of tearing and pasting papers | | |
| 1. | Large muscle co-ordination | | |
| 2. | Finer muscle co-ordination | | |

Write your General remarks about the physical development of the child over the period of two months.

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# UNIT 4 CASE STUDY OF A MALADJUSTED CHILD/ PROBLEM CHILD/ MENTALLY OR PHYSICAL HANDICAPPED CHILD

***Aim:*** To study the maladjusted child/ problem child/ child suffering from mentally or physically handicaped child, over a period of two months.

**Objectives:**

1. To gather data regarding the case.
2. To identify the root cause for the case.
3. To study and interpret the data collected.
4. To make suggestion on remedial measures.
5. Recommend the best solution for the issue/ case.
6. To implement the recommended solution

**Guidelines:**

1. You have to gather information regarding the subject and his/ her problem.
2. Interpret the data and find out the remedial measures.
3. You can recommend the best solutions for the same issue.
4. Implement the recommended solution
5. Evaluate the changes

**Case Study**

Name of the child :

Age :

Period of study :

**Report of the case study**

1. Data collected

| |
|---|
| |
| 2. Root cause of the problem |
| 3. Analysis and interpretation<br><br>4. Implementation the best solution |

5. Evaluation

6. Your general opinion about the case study over the period of two months

# BLOCK III CHANGING THE LEARNER: DEVELOPMENTAL ACTIVITIES AND PRACTICES

**Note: Choose any four activities from each unit**

**Developmental Activities**

**Unit 1 :** Activities for accelerating learning readiness.

Activity 1: Activity for naming objects.

Activity 2: Activity for assessing qualities.

Activity 3: Activity for language skill.

Activity 4: Activity for concept of relationships.

Activity 5: Activity for function.

Activity 6: Activity for number concepts.

Activity 7: Activity for empirical reasoning.

Activity 8: Activity for spatial ability.

Activity 9: Activity for physical development.

Activity 10: Activity for music training.

Activity 11: Activity for conversational training.

***(choose any four activities)***

**Unit 2 :** Role of activities; creative activities/ play activities/ constructive activities etc.

**A) Creative activities:**

Activity 1: Pet rock

Activity 2: Clay model

Activity 3: Make your own fossils (plasticize)

**B) Play activities:**

Activity 4: Indoor activity

Activity 5: Outdoor activity

Activity 6: Individual game

Activity 7: Group game

**C) Constructive activities:**

Activity 8: Making toy

Activity 9: Making dolls

Activity 10: Making alphabets

Activity 11: Making numbers

Activity 12: Making shapes

***(choose any four activities)***

**Unit 3:** ***Supervised Practice in Organized Pre-School Activities***

***Choose any four activities***

Activity 1: Sense Training

Activity 2: Story telling

Activity 3: Music and Movement

Activity 4: Riddles

Activity 5: Simulation

Activity 6: Dramatization

Activity 7: Action programmes

Activity 8: Imaginative plays

Activity 9: Mathematical games

Activity 10: Outdoor games

Activity 11: Supervised group games

Activity 12: Social Activity training

Activity 13: Simple experimental

Activity 14: Construction Activities

Activity 15: Sand and water play

# UNIT 1 ACTIVITIES FOR ACCELERATING LEARNING READINESS

***Aim:*** To provide activities to accelerate the learning readiness among the pre-school children.

**Objectives:**

1. To understand the level of learning readiness among the pre-school children through various activities.
2. To increase the learning readiness in naming object, qualities, language skills, concepts of relationship, function, number concepts, empirical reasoning, developing spatial abilities, physical development, music training, conversational training.

**Guidelines:**

1. Make sure that the students are comfortable with you before carrying out the activities.
2. The materials required for the activities should be kept ready beforehand.
3. Record your observations promptly, and write the analysis.
4. Prepare your lesson plan in the format given as Appendix-1.

Time to be spent on the Exercise

| | |
|---|---|
| To read the unit | = 20 minutes |
| Time to carrying out the activities | = 60 minutes |
| Recording observation and writing analysis | = 30 minutes |
| | 110 minutes = 1hr 50minutes |

You are trying to make the child do the same activities so that leaving readiness is accelerated. The children may find it difficult to do since they are not familiar with them and do not understand them. So before each activity is carried out make an assessment on the child potential. You can also guide the child to complete the activity.

***Choose any four activities from the following:***

Activity 1: Activity for naming objects.

Activity 2: Activity for assessing qualities.

Activity 3: Activity for language skill.

Activity 4: Activity for concept of relationships.

Activity 5: Activity for function.

Activity 6: Activity for number concepts.

Activity 7: Activity for empirical reasoning.

Activity 8: Activity for spatial ability.

Activity 9: Activity for physical development.

Activity 10: Activity for music training.

Activity 11: Activity for conversational training.

Lesson plan 1

Activity:……

Lesson plan 2

Activity:……

Lesson plan 3

Activity:……

Lesson plan 4

Activity:……

# UNIT 2 ROLE OF ACTIVITIES; CREATIVE ACTIVITIES / PLAY ACTIVITIES / CONSTRUCTIVE ACTIVITIES ETC.

***Choose any four activities***

Before carrying out the creative activities go through unit 17 of DPE 02, Block IV Learning in children.

**A) Creative activities:**

Activity 1: Pet rock

Activity 2: Clay model

Activity 3: Make your own fossils (plasticize)

**B) Play activities:**

Activity 4: Indoor activity

Activity 5: Outdoor activity

Activity 6: Individual game

Activity 7: Group game

**C) Constructive activities:**

Activity 8: Making toy

Activity 9: Making dolls

Activity 10: Making alphabets

Activity 11: Making numbers

Activity 12: Making shapes

***Lesson plan 1***

Activity:.....

***Lesson plan 2***

Activity:.....

***Lesson plan 3***

Activity:.....

***Lesson plan 4***

Activity:……

# UNIT 3 SUPERVISED PRACTICE IN ORGANIZED PRE-SCHOOL ACTIVITIES

***Choose any four activities***

Activity 1: Sense Training

Activity 2: Story telling

Activity 3: Music and Movement

Activity 4: Riddles

Activity 5: Simulation

Activity 6: Dramatization

Activity 7: Action programmes

Activity 8: Imaginative plays

Activity 9: Mathematical games

Activity 10: Outdoor games

Activity 11: Supervised group games

Activity 12: Social Activity training

Activity 13: Simple experimental

Activity 14: Construction Activities

Activity 15: Sand and water play

***Lesson plan 1***

Activity:.....

***Lesson plan 2***

Activity:……

***Lesson plan 3***

Activity:.....

***Lesson plan 4***

Activity:.....

# BLOCK IV CHANGING THE LEARNER AND CHANGING ONESELF: ADVANCED PRACTICES

**A) Learning Readiness Acceleration** ***(one lesson plan from each unit)***

Unit 1: Methods for accelerating language readiness

Unit 2: Methods for accelerating mathematical-spatial learning'

Unit 3: Methods for accelerating musical-rhythmic learning

Unit 4: Methods for accelerating the rudiments of scientific reasoning and problem-solving

**B) Supervised Instructional Practice**

Unit 5: Designing a action programmes for conducting class programmes for dramatization, action games, model making, coloring, making paper art objects, costume making etc.

***(choose any two activities)***

Unit 6: Activities for developing basic conceptual tools – developing concept of cause effect associations; interpreting relationships estimating roughly length, area, weight, etc, organising dramatic events / cultural festivals etc. for developing social communication and expression

***(choose any two activities)***

Unit 7: Activities for stimulating visual, auditory, kinesthetic and other senses; simple cases of problem solving; model-making practice with different media

***(choose any four activities)***

**C) Changing self professionally: Action Research and Case Studies**

Unit 8: Scientific methods used for improving oneself and for improving one's professional performance; use of action research

Examples of action research problems:

- ✓ Why is that most of the children in my class dislike me?
- ✓ Why am I not considered successful by other teachers?
- ✓ Which are the activities which children relish?

Unit 9: Conducting a simple case study or class-room research on a selected problem concerning one's professional performance

Examples of simple case studies:

- ✓ Why child X is behaving unusually on certain days?
- ✓ How do other teachers rate my professional ability?
- ✓ How can I get better cooperation from parents in my professional performance?
- ✓ How would I ensure that the children have acquired all the abilities, which I attempt to develop?

# UNIT 1 METHODS FOR ACCELERATING LANGUAGE READINESS

***Lesson plan***

# UNIT 2 METHOD FOR ACCELERATING MATHEMATICAL SPATIAL LEARNING

*Lesson plan*

# UNIT 3 METHOD FOR ACCELERATING MUSICAL RHYTHMIC

***Lesson plan***

# UNIT 4 METHODS FOR ACCELERATING THE RUDIMENTS OF SCIENTIFIC REASONING AND PROBLEM SOLVING

*Lesson plan*

# UNIT 5 DESIGNING A ACTION PROGRAMMES FOR CONDUCTING CLASS PROGRAMMES

***Choose any two activities***

1. Dramatization
2. Action Games
3. Model Making
4. Colouring
5. Making paper art objects.
6. Costume Making

***Lesson plan 1***

Activity.....

***Lesson plan 2***

Activity.....

# UNIT 6 ACTIVITIES FOR DEVELOPING BASIS CONCEPTUAL TOOLS – DEVELOPING CONCEPT OR CAUSE EFFECT ASSOCIATION

a) Through these activities the child should be able to interpret relationships, make estimate of length, area, weight etc. ***(Choose any one activity)***

***Lesson plan***

Activity.....

b) Activities to develop social communication and expressions.***(Choose any one activity)***

***Lesson plan***

Activity.....

# UNIT 7 ACTIVITIES FOR STIMULATING VISUAL, AUDITORY, KINESTHETIC AND OTHER SENSES

Choose any four activities

Activity 1: To stimulate visual sense.

Activity 2: To stimulate auditory sense.

Activity 3: To stimulate kinesthetic sense.

Activity 4: Simple case of problem solving.

Activity 5: Model making with different media.

***Lesson plan 1***

Activity.....

***Lesson plan 2***

Activity.....

***Lesson plan 3***

Activity.....

***Lesson plan 4***

Activity.....

# UNIT 8 ACTION RESEARCH

To improve oneself and for improving one's professional performance conduct action research.

***Exercise: Action Research***

# UNIT 9 CASE STUDY

To conduct a simple study or class room research on a selected problem concerning one's professional performance.

***Exercise: Case study.***

**LESSON PLAN**

Name:……School:…….....

Class:……Division:……Time:……..Subject:…….....

Previous Knowledge of the Class

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General Aim

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Specific Aim

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Learning Aids

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| **Steps** | **Presentation** | **Teaching aids** |
|---|---|---|
| Preparation | Activity or procedure | |

| | | |
|---|---|---|
| Introduction to the topic | | |

Summary : .....

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Evaluation of the class:.....

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Response of the Children:.....

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Student Teacher:.....

Date of Submission:.....

Date of approval:.....

Supervisor:.....

Supervisor's suggestions:.....

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Signature of the Supervisor

SOE-IGN J-2T/July,2011