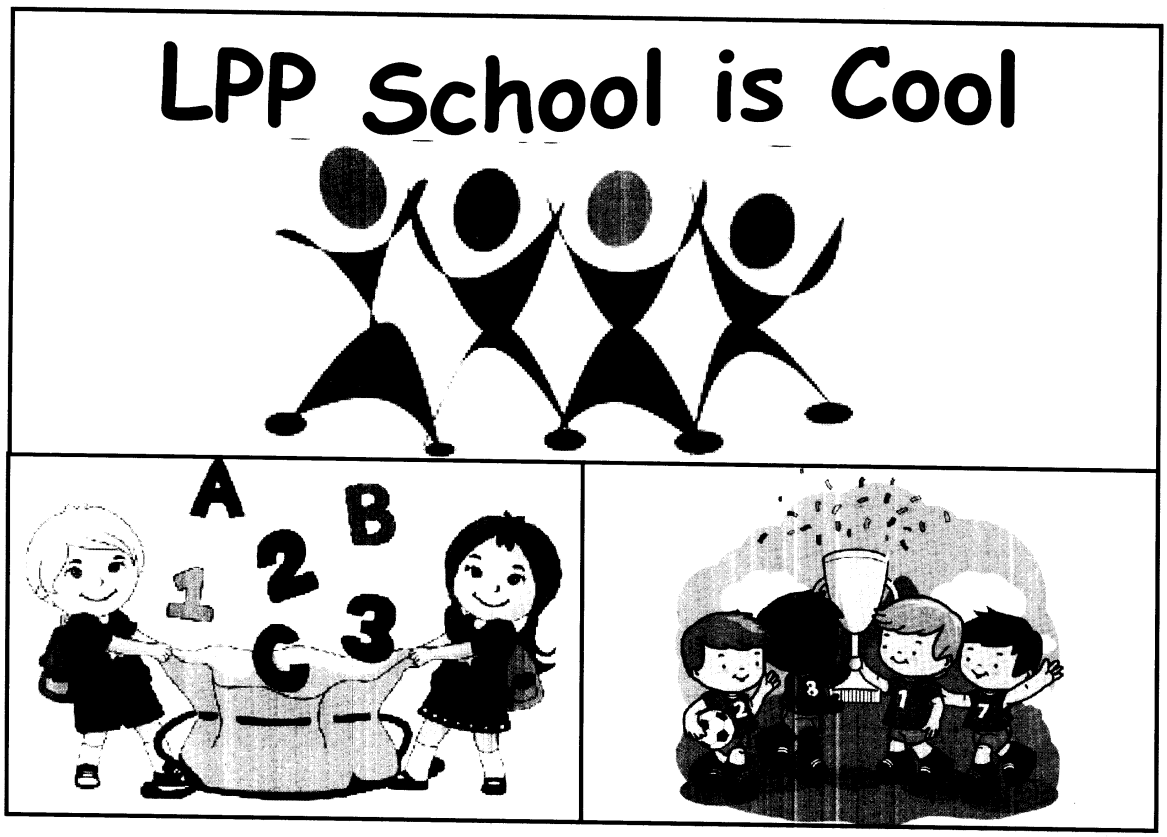
Educational Psychology and Early Childhood Education

Practical Manual

II B.Sc (Hons) Community Science

HDS -244 Credits 4(2+2)



Human Development & Family Studies
College of Community Science
Vasantrao Naik Marathwada Krishi Vidyapeeth
PARBHANI (MS)

Dept.Of Human Development & Family Studies
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CERTIFICATE

It is to certify that this is record of the practical work carried out by _____

bearing Reg. No _____ in the Course entitled **Educational Psychology and Early Childhood Education,** HDS – 244, 4 (2+2) during the fourth semester of II B.Sc (Hons.) Community Science, VNMKV Parbhani

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INDEX

Experiment No. 1
Date :

Application of Jean Piaget's Learning Theory in Lab Pre-Primary School

Objective

To observe various activities in different sections of LPP School for understanding application of Learning Theory developed by Jean Piaget

Requirement

Recapitulation of Learning Theory developed by Jean Piaget, notebook, pen,

Method

The permission of the class teachers was sought for carrying out this experiment.
The whole class was divided into 3 groups. Each group has done observation of teacher, her class students, teaching & learning materials and methods used by them etc. The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment was noted down and written down the report.

Recap of Cognitive Development – Learning Theory of Jean Piaget

Every experience and interaction has an impact on development in early childhood. **Swiss biologist and psychologist Jean Piaget** recognized this when he studied and researched his own theories of cognitive development. Some of his research led to the belief that every interaction establishes cognitive structure in children. This is especially important in the classroom environment. To apply Jean Piaget's theories in the classroom, the following six steps must be followed in the class room to structure preoperational cognitive development

1. Teacher must use concrete props and visual aids whenever possible.
2. Teacher must make instructions relatively short, using proper actions as well as words.
3. Teacher must not expect the students to consistently see the world from your point of view. She should ask for their impressions now & then and must acknowledge them by appreciating it.
4. Teacher must be sensitive to the possibility that students may have different meanings for the same word or different words for the same meaning / material as the students may also expect everyone to understand words they have invented.
5. Teacher must give children a great deal of hands on learning experiences and time to practice (with the skills of observation, listening, articulation / pronunciation, understanding, imitating, reading, counting, drawing, dancing, and writing, so on) that serve as building blocks for more complex form of cognitive and other

components of development.

6. Teacher must provide a wide range of experiences in order to build a foundation for developing proper concepts about the environment / world around them, learning to learn to do things of routine life and acquisition of single / multi languages through proper techniques.

Learning Output

Jean Piaget
(9 August 1896 to 16 September 1980)
Geneva, Switzerland

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Activity	Teaching and Learning Materials Aids & Techniques Used	Ratings of effectiveness on 4pt scale Excellent, Very good, Good, Okay
1			
2			
3			
4			
5			

Experiment No. 2
Date :

Application of BF Skinner's Social Learning Theory in Pre-School Education

Objective

To understand the application of BF Skinner's Principles of Social Learning Theory in pre-school education

Requirement

Recapitulation of BFS- SL Theory to refresh knowledge, notebook, pen, observation of students and staff in 2 sections of the LPP School

Method

The whole class students were divided into 4 groups. Each group of students formally and informally observed the staff and students in each section (total -4) of LPP School for understanding how much and in what all situations / activities the social learning theory principles were applied by the staff and students and how much of it was beneficial to them. Later on, each group gave oral presentation their observations and its interpretation in light of Application of Social Learning Theory in pre-school education. The best points (observations) in it were short listed and its report was made to write it in the record.

Recapitulation of BFS- SL Theory

Social learning theory is a theory of **learning** and **social behavior** which proposes that new behaviors can be acquired by observing and imitating others. It states that **learning** is a **cognitive process** that takes place in a **social context** and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct **reinforcement.** In addition to the observation of behavior, **learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement**. When a particular behavior is rewarded regularly, it will most likely persist; conversely, if a particular behavior is constantly punished, it will most likely desist. The theory expands on traditional **behavioral theories,** in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual. Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. **Learning is not purely behavioral; rather, it is a cognitive process that takes place in a social context.**

1. Learning can occur by observing a behavior and by observing the consequences of the behavior (vicarious reinforcements).
2. Learning involves observation, extraction of information from those observations and making decisions about the performance of the behavior (observational learning or modeling). Thus, learning can occur without an observable change in behavior.

3. Reinforcement plays a role in learning but is not entirely responsible for learning.
4. The learner is not a passive recipient of information. Cognition, environment and behavior all mutually influence each other (reciprocal determinism).

Observation and direct experiences

Typical stimulus-response theories rely entirely upon direct experience of the stimulus to the behavior. Bandura opened up the scope of learning mechanisms by introducing observation as a possibility. He added to this the ability of modeling – a means by which humans "represent actual outcomes symbolically. These models, cognitively mediated, allow future consequences to have as much of an impact as actual consequences would in a typical S-R theory. An important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's behavior. In other words, a person's behavior, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn likely will affect the child's real life behaviors. Social learning theory draws heavily on the concept of modeling as described above. Bandura outlined three types of modeling stimuli.

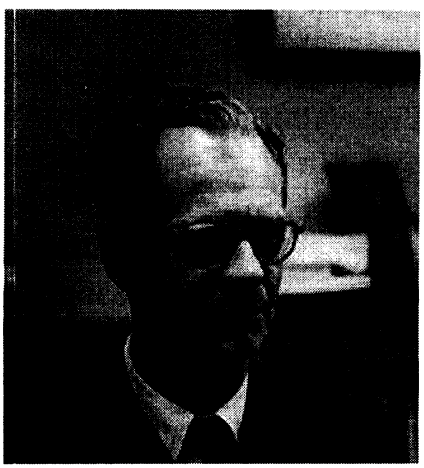
1 . **Live models** - Where a person is demonstrating the desired behavior.

2. **Verbal instruction** - in which an individual describes the desired behavior in detail and instructs the participant how to engage in the behavior.

3. **Symbolic** - in which modeling occurs by means of the media, including movies, television, internet, literature, and radio. **Stimuli can be either real or fictional characters**. Exactly what information is gleaned from observation is influenced by the type of model, as well as a series of cognitive and behavioral processes, including **Attention** – in order to learn, observers must attend to the modeled behavior. It is found that awareness of what is being learned and the mechanism of reinforcement greatly boosts learning outcome. Attention is impacted by characteristics of the observer (e.g. perceptual abilities, cognitive abilities, arousal, past performance) and characteristics of the behavior or event. In this way, social factors contribute to attention – the prestige of different models affects the relevance and functional value of observation and therefore modulates attention. **Retention** – In order to reproduce an observed behavior, observers must be able to remember features of the behavior. Again, **this process is influenced by observer's characteristics (cognitive capabilities, cognitive rehearsal)** and event characteristics (complexity). The cognitive processes underlying retention are described by Bandura as visual and verbal, where verbal descriptions of models are used in more complex scenarios. **Reproduction** – By reproduction, Bandura refers not to the propagation of the model but the implementation of it. This requires a degree of cognitive skill, and may in some cases require sensory motor capabilities. Reproduction can be difficult because in the case of behaviors that are reinforced through self-observation (he cites improvement in sports), it can be difficult to observe behavior well. **This can**

require the input of others to provide self-correcting feedback. Newer studies on feedback support this idea by suggesting effective feedback, which would help with observation and correction improves the performance on participants on tasks.
Motivation – The decision to reproduce (or refrain from reproducing) an observed behavior is dependent on the motivations and expectations of the observer, including anticipated consequences and internal standards. Bandura's description of motivation is also fundamentally based on environmental and thus social factors, since motivational factors are driven by the functional value of different behaviors in a given environment.
Evolution and Cultural Intelligence: Social learning theory more recently is applied alongside the theory of cultural intelligence. The cultural intelligence hypothesis argues that humans possess a set of specific behaviors and skills that allow them to exchange information culturally. This hinges on a model of human learning where social learning is key and that humans have selected for traits that maximize opportunities for social learning.

Learning Output



Burrhus Frederic Skinner
(20 March 1904 to 18 August 1990)
Pennsylvania, USA

S. No	Inferences drawn from observed events / experiences and discussions	Mode adopted for social learning
1		
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Experiment No. 3
Date :

Application of Theories of Lev Vygotsky and Lawrence Kohlberg in Lab Pre-Primary School

Objective

To observe and interview teachers of different sections of LPP School for understanding application of Theories of Lev Vygotsky and Lawrence Kohlberg

Requirement

Recapitulation of cognitive development theory developed by Jerome Burner, permission from LPPS, practical materials, notebook and pen

Method

The permission of the LPP School class teachers was sought for carrying out this experiment. The whole IV Sem. B.Sc.(CS) class was divided into 3 groups. Each group has done observation as well as conducted interview of allotted section's teacher for understanding the use of **Theories of Lev Vygotsky and Lawrence Kohlberg in dealing and guiding the students.** The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment were noted down and written in the report.

Recap of Theories of Lev Vygotsky and Lawrence Kohlberg

Lev Vygotsky's theory stresses on the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of "making meaning. Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function. In other words, social learning tends to precede cognitive development. Vygotsky has developed a socio-cultural approach to cognitive and language development. He died at the age of 38, so his theories remain incomplete - although some of his writings are still being translated from Russian language. Individual's development cannot be understood without reference to the social and cultural context within which he / she is embedded. Higher mental processes of the individual have their origin in their social domain.

Lawrence Kohlberg's stages of moral development constitute an adaptation of a psychological theory originally conceived by the Swiss Psychologist- Jean Piaget. The theory holds that moral reasoning, the basis for ethical behavior, has six identifiable developmental stages, each more adequate at responding to moral dilemmas than its predecessor. Kohlberg followed the development of moral judgment far beyond the ages studied earlier by Piaget, who also claimed that logic and morality develop through constructive stages. Expanding on Piaget's work, Kohlberg determined that the process

of moral development was principally concerned with justice, and that it continued throughout the individual's lifetime. The six stages of moral development are grouped into three levels of morality: pre-conventional, conventional, and post-conventional morality. For his studies, Kohlberg relied on stories such as the Heinz dilemma, and was interested in how individuals would justify their actions if placed in similar moral dilemmas. He then analyzed the form of moral reasoning displayed, rather than its conclusion, and classified it as belonging to one of six distinct stages.

3 Levels of moral development

1 Pre-conventional 2 Conventional 3 Post-conventional

First level - Pre-Conventional

Stage 1

Obedience and punishment orientation

How can I avoid punishment and obey the authority.

Stage 2

Self-interest orientation: What do I get if I do right things? (Like Barter system)

Level Second - Conventional

Stage -3

Interpersonal accord and conformity driven (Social norms)

The good boy or girl attitude. What majority thinks is right. He or she behave in that way to get the title of good boy or girl

Stage-4

Authority and social-order obedience driven (Law and order morality)

Being good means doing one's duty to show respect for authority and to maintain the social order.

Level Three -Post-Conventional

Stage-5

Social contract driven

Individuals are viewed as holding different opinions and values. Laws are viewed as social contracts rather than rigid dictums. Individuals rights can sometimes supersede these laws.

Stage-6

Universal ethical principles (Principled conscience)

Moral action is determined by one's own conscience and may not be in agreement with the public opinions.

The pre-conventional level of moral reasoning is especially common in children, although adults can also exhibit this level of reasoning. Individuals at this level, judge the morality of an action by its direct consequences. The pre-conventional level consists of the first and second stages of moral development and is solely concerned with the self in an egocentric manner. A child with pre-conventional morality has not yet adopted or internalized society's conventions regarding what is right or what is wrong but instead focuses largely on external consequences that certain actions may bring. An example of

obedience and punishment driven morality would be a child refusing to do something because it is wrong and that the consequences could result in punishment. For example, a child's classmate tries to dare the child to skip school. The child would apply obedience and punishment driven morality by refusing to skip school because he would get punished.

Learning Output

Lev Semyonovich Vygotsky
(17 November 1896 to 11 June 1934)
Moscow, Russia

Lawrence Kohlberg
(25 October 1927 to 19 January 1987)
Massachusetts, USA

Lev Semyonovich Vygotsky

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Section	Anecdotes of LPPS Students
1		
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Lawrence Kohlberg

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Section	Anecdotes of LPPS Students
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Experiment No. 4
Date :

Application of Jerome Bruner's Theory of Cognitive Development in Lab Pre-Primary School

Objective

To observe and interview teachers of different sections of LPP School for understanding application of cognitive development theory developed by Jerome Burner

Requirement

Recapitulation of cognitive development theory developed by Jerome Burner, permission from LPPS, practical materials, notebook and pen

Method

The permission of the LPP School class teachers was sought for carrying out this experiment. The whole IV Sem. B.Sc.(CS) class was divided into 3 groups. Each group has done observation as well as conducted interview of a allotted section's teacher for understanding application of cognitive development theory developed by Jerome Burner. The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment were noted down and written in the report.

Recap of Jerome Bruner's theory of cognitive development

Jerome Bruner's theory of cognitive development is based on thinking. The intelligent mind creates from experiences "generic coding systems that permit one to go beyond the data to new and possibly fruitful predictions". Thus, the children, as they grow, must acquire a way of representing the "recurrent regularities" in their environment. So, to Bruner, important outcomes of learning include not just the concepts, categories, and problem-solving procedures invented previously by the culture, but also the ability to "invent" these things for oneself. **Cognitive growth involves an interaction between basic human capabilities and culturally invented technologies that serve as amplifiers of these capabilities. These culturally invented technologies include not just obvious things such as computers and television, but also more abstract notions such as the way a culture categorizes phenomena, and language itself**. Bruner agreed with Vygotsky that language serves to mediate between environmental stimuli and the individual's response. The aim of education should be to create autonomous learners (i.e., **learning to learn**).In his research on the cognitive development of children Jerome Bruner proposed three modes of representation.

1 Enactive representation (action-based)

2 Iconic representations (image-based)

3 Symbolic representation (language-based)

Bruner's these 3 modes of representation are the way in **which information or knowledge** are stored and encoded in memory.

1.Enactive representation (Birth - 1 years)- This appears first. It involves encoding action based information and storing it in her memory. For example, in the form of movement as a muscle memory, a baby might remember the action of shaking a rattle. The child represents past events through motor responses, i.e., an infant will "shake a rattle" which has just been removed or dropped, as if the movements themselves are expected to produce the accustomed sound and this is not just limited to children. Many adults can perform a variety of motor tasks (typing, sewing a shirt, operating a lawn mower) that they would find difficult to describe in iconic (picture) or symbolic (word) form.2. **Iconic representations (1 - 6 years)**- This is where information is stored visually in the form of images (a mental picture in the mind's eye). This may explain why, when children are learning a new subject, it is often helpful to have diagrams or illustrations to accompany the verbal information. **3 Symbolic representations (7 years onwards)**- This develops last. This is where information is stored in the form of a code or symbol, such as language. This is the most adaptable form of representation, for actions and images have a fixed relation to that which they represent. Dog is a symbolic representation of a single class. Symbols are flexible in that they can be manipulated, ordered, classified etc., so the user isn't constrained by actions or images. In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems. Bruner's constructivist theory suggests it is effective when faced with **new material to follow a progression from enactive to iconic to symbolic representation;** this holds true even for adult learners. A true instructional designer, Bruner's work also suggests that **a learner even of a very young age is capable of learning any material so long as the instruction is organized appropriately.**

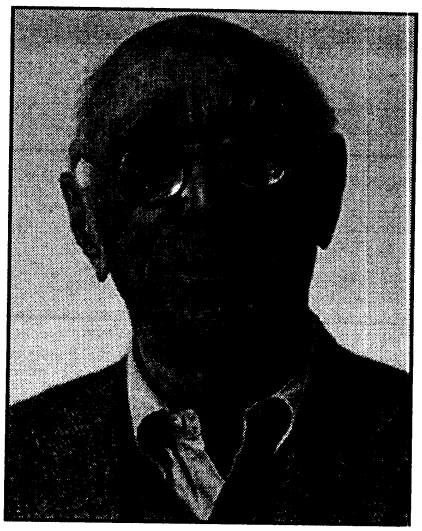
The Importance of Language -Language is very important for the increased ability to deal with abstract concepts. **Bruner points out that language can code stimuli and free an individual from the constraints of dealing only with appearances, to provide a more complex yet flexible cognition**. The use of words can aid the development of the concepts they represent and can remove the constraints of the "here & now" concept. Bruner views the infant as an intelligent and an active problem solver from birth, with intellectual abilities basically similar to those of the mature adult.

Educational Implications

For Bruner (1961), the purpose of education is not to impart knowledge, but instead to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations. Specifically, education should also develop symbolic thinking in children. Bruner's view and belief was that a child (of any age) is capable of understanding complex information. We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development. Bruner explained how this was possible through **the concept of the spiral curriculum**. **This involved information being structured so that complex ideas can be taught at a simplified level first, and then re-visited at more complex levels later on. Therefore, subjects would be taught at levels of gradually increasing difficultly (hence the spiral analogy)**. Ideally, teaching his way should lead to children being able to solve problems

by themselves. Bruner proposed that learners' construct their own knowledge and do this by organizing and categorizing information using a coding system. Bruner believed that the most effective way to develop a coding system is to discover it rather than being told it by the teacher. The **concept of discovery learning implies** that students construct their own knowledge for themselves (also known as a constructivist approach). **The role of the teacher should not be to teach information by rote learning, but instead to facilitate the learning process**. This means that a good teacher will design lessons that help students discover the relationship between bits of information. To do this a teacher must give students the information they need, but without organizing for them. The use of the spiral curriculum can aid the process of discovery learning.

Learning Outcome



Jerome Seymour Bruner
(1 October 1915 to 05 June 2016)
New York, USA

Jerome Seymour Bruner

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Activity	Teaching and learning methods and techniques	Ratings of observers (3pt scale) Excellent, Very good, Good
1			
2			
3			
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Experiment No. 5
Date :

Study of Types of Reinforcement Practices Adopted For Students by Teachers in Lab. Pre-Primary School

Objective

To observe and interview teachers of different sections of LPP School for understanding the types of reinforcement practices adopted by them for the students

Requirement

Recapitulation of different aspects of reinforcement practices, seeking permission from LPP School, notebook and pen

Method

The permission of the class teachers was sought for carrying out this experiment. The whole class was divided into 3 groups. Each group has interviewed the teacher and her class students of allotted sections of LPPS related to the topic. The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment on adopted reinforcement practices were noted down and written in the report.

Recap of Different Aspects of Reinforcement

To bring positive changes in students, they need to have a clear idea of what is a positive behaviour. It needs to be positively reinforced by teachers when they demonstrate such positive behaviour. Positive reinforcement should occur in any event and must be follow a positive behaviour immediately. It increases the likelihood that behaviour as it will be repeated. Positive reinforcement motivates students to do what they are capable of doing. To maintain motivation and interest, various types of positive reinforces students receive from their educational institutions.

Types of Reinforcements

- Praise and nonverbal communication (e.g., smile, nodding, thumbs up, clapping, caressing)
- Social attention (asking to respond, joyful conversation, devoting special time to discuss with teacher or classmates)
- Tangibles / incentives - such as special stickers, pencils, washable tattoos, appreciation certificates, awards, prizes, star and so on.
- Fun activities or privileges such as playing a game, sitting in a special place in the classroom, permission to do whatever he or she or they want in safe environments.
- Secondary positive reinforcements (money or books) for students to use later in life as per need and wishes.

Give these reinforcements frequently and consistently. Some positive reinforcements are more valuable to students than the others. Have students rate a list of reinforcement practices on a three-point scale (Very good, Good, Not good) determine which ones they value most. Be sensitive to individual needs.

Learning Outcome

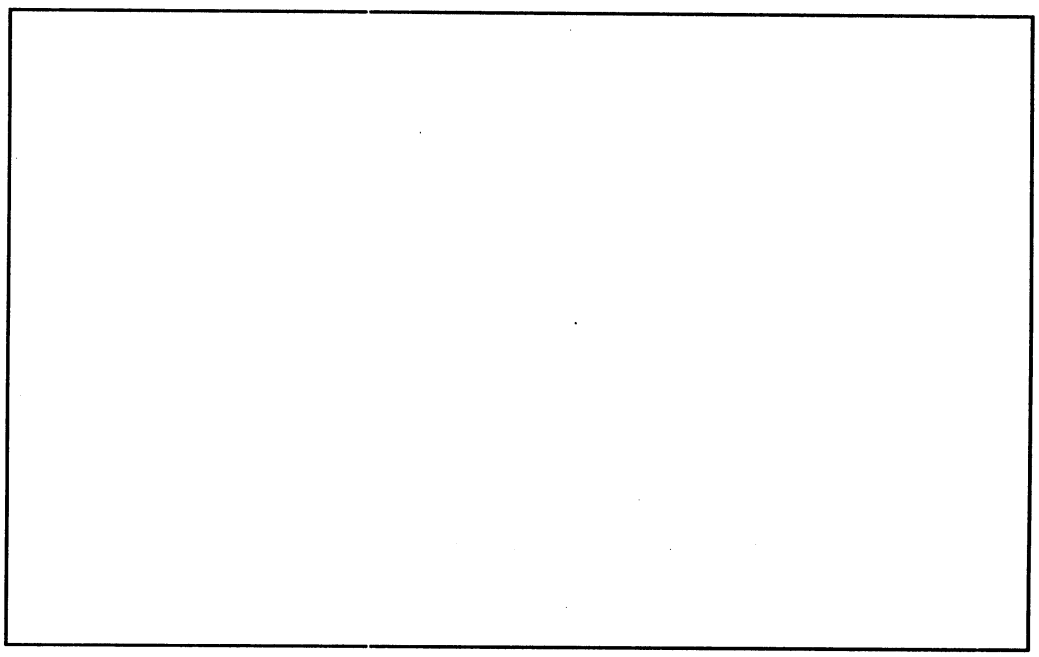

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Section LPPS	Reinforcement practices adopted for students by teachers in LPPS	Students' ratings (3pt scale) Excellent, Very good, Good
1			
2			
3			
4			
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Experiment No. 6
Date :

Study of Motivation Practices Adopted by Teachers in Lab. Pre-Primary School

Objective

To observe and interview teachers of different sections of LPP School for understanding the types of practices adopted by them for motivating students

Requirement

Recapitulation of different aspects of motivational practices, seeking permission from LPP School, notebook and pen

Method

The permission of the class teachers was sought for carrying out this experiment. The whole class was divided into 3 groups. Each group has interviewed the teacher and her class students of allotted sections of LPPS. The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment was noted down and written in the report.

Recap of Different Aspects of Motivation

Motivation comes from ... loving what one is doing. That is the crux of the issue. With motivation, student hears things like "hi, favorite teacher!" and "I love this class!" As a teacher, those are the kinds of things that anyone absolutely loves to hear. If the student does not love what he or she does, then one cannot create blissful students. These are some steps to successfully motivating people. Without motivation, the class is just another one block of time that the students have to suffer through. With motivation, one hears things like "hi, I love this class/ activity". Without motivation, the class is just another one block of time that the students have to suffer through it. The following are proven tips and strategies that will motivate students to learn to learn. Apply them correctly to enable students discover the joy of learning.

1. **Love what you do**- Teachers should create joyful learning environment to enable students love to do and learn things being taught to them.
2. **Emanate passion**- Passion is defined as the trait of being intensely emotional. Teacher must be intensely emotional about students, about teaching, and then only students will feel that energy.
3. **Success** – Students prefer doing things that they are good at. It's only natural. If she is constantly failing at the things that the teacher wants her to do, and feeling of frustration the teacher gets when she fails in it. The teacher must present her with activities that are age-appropriate, easy and later on gradually challenging ones. For example, she may not be ready to label pictures in a book / poster, but she might enjoy playing a game where she has to identify pictures. Feeling of success in doing things motivates her.

4. **Independence** - Choices are what make students feel that they are unique persons, and if teacher removes their ability to make decisions for them. They may get less motivated to do things in class. Let them pick out their toys / library books rather than teacher choosing for them which they hate / dislike.

5. **Extrinsic Motivators** - The above suggestions are all intrinsic or internal motivators. The motivation comes from within students. At the preschool age, though, extrinsic motivators may be just the ticket to getting them off their butt. Different things work for different students, but common motivators are sticker charts, small candies, and appreciation certificates and cash prizes. Some students are also incredibly motivated by praise from teachers / trainers. Most good students aren't born good learners. Yes, individual personality plays an important role in a student's willingness to learn. More importantly, any student, who possesses the basic aptitude and receives the right motivation, can become a good learner. One of the biggest mistakes teachers and parents can make when it comes to developing students as good learners by putting a limit to learning experiences in the classroom. While the classroom is the primary source of instruction, it should be extended outside the walls of the classroom too to enhance students' desire and ability to learn more.

Learning Outcome

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Section LPPS	Motivational methods adopted for students by teachers	Ratings of observers (3pt scale) Excellent, Very good, Good
1			
2			
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Experiment No. 7
Date :

Study of Disciplinary Practices Adopted by Teachers in Lab. Pre-Primary School

Objective

To observe and interview teachers of different sections of LPP School for understanding the types of practices adopted by them for disciplining students

Requirement

Recapitulation of types of disciplinary practices, seeking permission from LPP School, notebook and pen

Method

The permission of the class teachers was sought for carrying out this experiment. The whole class was divided into 3 groups. Each group has interviewed the teacher and her class students of allotted sections of LPPS. The collected information was analyzed and discussed within the group and between the groups. The valid points of all the groups pertaining to the experiment was noted down and written in the report.

Recap of Disciplinary Methods

Disciplining is the process of teaching young children what type of behavior is acceptable and what type is not acceptable. In other words, disciplining teaches a child to follow rules. Effective disciplining includes use of many different tools, like positive reinforcement, modeling and a loving and supportive family and school. Sometimes, punishments are also an effective tool-but it doesn't mean that good discipline is mostly about punishments. It sounds so straightforward, yet every parent and teacher become frustrated at one time or another with issues of disciplining children.

Teachers / Parents run up against barriers when trying to teach good behavior, like children

- Who are disrespectful and don't listen: "I must have told you a thousand times!"
- Who do listen, but defy or deliberately disobey the request made by teacher / parent for good behavior.

The responsibility as a teacher / parent is to help the child become self-reliant, respectful, and self-controlled. The therapists (Child experts), senior colleagues and health care professionals and most successful parents / teachers can help. But the primary responsibility for discipline rests with parents and later on teachers.

The American Mental Health Association describes three styles of disciplining.

An **authoritative teacher** / parent has clear expectations and consequences and is affectionate toward his or her student / child. The authoritative teacher / parent allows for flexibility and collaborative problem solving with the student / child when dealing with behavioral challenges. This is the most effective form of disciplining.

An **authoritarian teacher** parent has clear expectations and consequences, but shows very little affection toward his or her student / child. The parent may say things like, "because I'm the Teacher / Boss / Parent, that's why you must follow." This is a very less effective form of disciplining.

A permissive teacher / parent show lots of affection toward his or her student / child but instill little discipline. This is also less effective form of disciplining.

Discipline Techniques

What disciplining style teacher chooses may depend on the type of inappropriate behavior the child displays, the child's age, and the child's temperament.

Reward good behavior: Acknowledging good behavior is the best way to encourage the child to continue it. In other words, "Catch him being good." Compliment the child when he or she shows the good behavior she has been seeking.

Natural consequences: If the child does something wrong, and she lets the child experience the result of that behavior. There's no need for her to "lecture." The child can't blame the teacher for what happened. For example, if a child deliberately breaks a toy, he or she has to replace that toy with her / his toys. Natural consequences can work well when children don't seem to "hear" the teacher's warnings about the potential outcome of their behavior. Be sure, however, that any consequence they might experience isn't dangerous.

Logical consequences: This technique is similar to natural consequences but involves describing to the child what the consequences will be for unacceptable behavior. The consequence is directly linked to the behavior. For example, she tells the child that if he doesn't pick up his toys, then those toys will be given to play for a week.

Taking away privileges: Sometimes there is not a logical or natural consequence for a bad behavior — or she does not have time to think it through. In this case, the consequence for unacceptable behavior may be taking away a privilege. **For example**, if a child doesn't complete eating food, she may choose to take away television child's movie viewing privilege or free play activity on that day. This discipline technique works best if the privilege is of child's favourite.

Time out: Placing children in very boring place for some minutes following an unacceptable behaviour or act. It means time out from any attention till child realizes mistake or asks for an excuse.

Learning Outcome

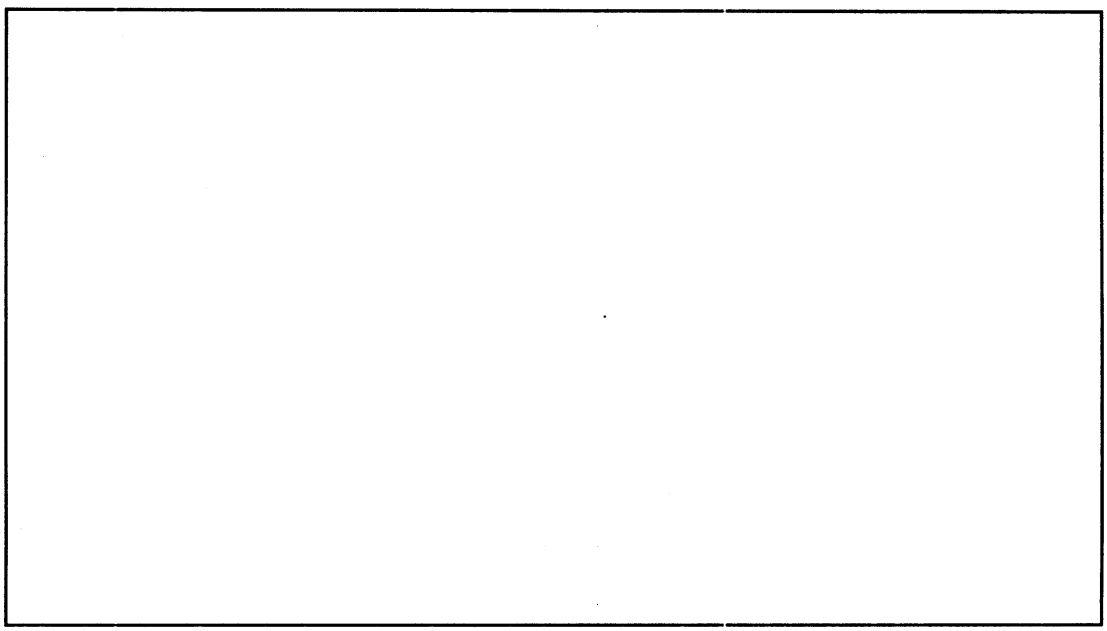

Table 1 Gist of Relevant Inferences Drawn By the Students

S. No	Name of Section LPPS	Adopted Disciplinary Methods for students	Adopted Disciplinary Techniques for students	Students' ratings (3pt scale) Excellent, Very good, Good
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Experiment No. 8
Date :

Observation and Recording of Activities in Laboratory Pre-Primary School

Objectives

To study and record various activities conducted by the teachers in Laboratory Pre-Primary School

To learn about the teaching methods & techniques and aids for Pre-Primary School

Requirement

Seeking permission of the of Laboratory Pre-Primary School , allotted sections of LPP School, notebook and pen.

Method

On_____ the routine activities conducted by the _____ section teacher between 9.30 am and 12.30 pm in the Laboratory Pre-Primary School (LPPS) were studied by the IV semester B.Sc. (Hons) Community Science students with the specific objectives of knowing about various activities conducted in Pre-Primary Schools in a effective way and to learn about methods & techniques of those activities. After studying the various activities conducted by the concerned teacher in the Lab. Pre-Primary School, a brief report was prepared about teaching methods and techniques adopted by the teacher for conducting those activities and those activities' contribution for promoting wholesome development of the LPPS students.

Report

..... Section

Total No. of students present : ..... Girls ..... Boys

Name of the teacher : .....

Educational qualification : .....

Work experience in LPP School : .....yrs

1 Activity name : _____

Time allocation : _____ minutes (from_____ to _____)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** _____	☐
4 Models	☐	**10** Utensils	☐	**16** _____	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** _____	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** _____	☐

Activity contribution to students' development

1 _____ **5** _____

2 _____ **6** _____

3 _____ **7** _____

4 _____ **8** _____

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** _____	☐
5 Eye contact with students	☐	**12** _____	☐
6 Appreciation	☐	**13** _____	☐
7 Disciplinary actions	☐	**14** _____	☐

2 Activity name :_____

Time allocation : _____ minutes (from_____ to _____)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** _____	☐
4 Models	☐	**10** Utensils	☐	**16** _____	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** _____	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** _____	☐

Activity contribution to students' development

1 _____ **5** _____

2 _____ **6** _____

3 _____ **7** _____

4 _____ **8** _____

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** _____	☐
5 Eye contact with students	☐	**12** _____	☐
6 Appreciation	☐	**13** _____	☐
7 Disciplinary actions	☐	**14** _____	☐

3 Activity name : _____

Time allocation : _____ minutes (from _____ to _____)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** ————	☐
4 Models	☐	**10** Utensils	☐	**16** ————	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** ————	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** ————	☐

Activity contribution to students' development

1 ———— **5** ————

2 ———— **6** ————

3 ———— **7** ————

4 ———— **8** ————

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** ————	☐
5 Eye contact with students	☐	**12** ————	☐
6 Appreciation	☐	**13** ————	☐
7 Disciplinary actions	☐	**14** ————	☐

4 Activity name : ————

Time allocation : ———— minutes (from———— to ————)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	7 Speakers	☐	13 Equipments	☐
2 Posters/charts	☐	8 Toys	☐	14 LCD Projector	☐
3 Flash cards	☐	9 Costumes & props	☐	15 _____	☐
4 Models	☐	10 Utensils	☐	16 _____	☐
5 Natural/live materials	☐	11 Tools kit	☐	17 _____	☐
6 Puppets	☐	12 TV & CD/DVD Player	☐	18 _____	☐

Activity contribution to students' development

1 _____ 5 _____

2 _____ 6 _____

3 _____ 7 _____

4 _____ 8 _____

Comments

Teaching Techniques

1 Good body language	☐	8 Repeating points	☐
2 Facial expressions	☐	9 Revising points	☐
3 Voice modulation	☐	10 Energy level maintenance	☐
4 Appropriate loudness	☐	11 _____	☐
5 Eye contact with students	☐	12 _____	☐
6 Appreciation	☐	13 _____	☐
7 Disciplinary actions	☐	14 _____	☐

5 Activity name : _____

Time allocation : _____ minutes (from _____ to _____)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** ————	☐
4 Models	☐	**10** Utensils	☐	**16** ————	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** ————	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** ————	☐

Activity contribution to students' development

1 ———— **5** ————

2 ———— **6** ————

3 ———— **7** ————

4 ———— **8** ————

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** ————	☐
5 Eye contact with students	☐	**12** ————	☐
6 Appreciation	☐	**13** ————	☐
7 Disciplinary actions	☐	**14** ————	☐

6 Activity name :————

Time allocation : ———— minutes (from———— to ————)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** _____	☐
4 Models	☐	**10** Utensils	☐	**16** _____	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** _____	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** _____	☐

Activity contribution to students' development

1 _____ **5** _____

2 _____ **6** _____

3 _____ **7** _____

4 _____ **8** _____

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** _____	☐
5 Eye contact with students	☐	**12** _____	☐
6 Appreciation	☐	**13** _____	☐
7 Disciplinary actions	☐	**14** _____	☐

7 Activity name : _____

Time allocation : _____ minutes (from _____ to _____)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** ————	☐
4 Models	☐	**10** Utensils	☐	**16** ————	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** ————	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** ————	☐

Activity contribution to students' development

1 ———— **5** ————

2 ———— **6** ————

3 ———— **7** ————

4 ———— **8** ————

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐		
2 Facial expressions	☐	**9** Revising points	☐		
3 Voice modulation	☐	**10** Energy level maintenance	☐		
4 Appropriate loudness	☐	**11** ————	☐		
5 Eye contact with students	☐	**12** ————	☐		
6 Appreciation	☐	**13** ————	☐		
7 Disciplinary actions	☐	**14** ————	☐		

8 **Activity name :**————

Time allocation : ———— minutes (from———— to ————)

Teaching methods adopted by her

Informal style	☐
Formal style	☐
Participatory style	☐
Non- participatory style	☐

Teaching aids used

1 Blackboard & chalk	☐	**7** Speakers	☐	**13** Equipments	☐
2 Posters/charts	☐	**8** Toys	☐	**14** LCD Projector	☐
3 Flash cards	☐	**9** Costumes & props	☐	**15** _____	☐
4 Models	☐	**10** Utensils	☐	**16** _____	☐
5 Natural/live materials	☐	**11** Tools kit	☐	**17** _____	☐
6 Puppets	☐	**12** TV & CD/DVD Player	☐	**18** _____	☐

Activity contribution to students' development

1 _____ **5** _____

2 _____ **6** _____

3 _____ **7** _____

4 _____ **8** _____

Comments

Teaching Techniques

1 Good body language	☐	**8** Repeating points	☐
2 Facial expressions	☐	**9** Revising points	☐
3 Voice modulation	☐	**10** Energy level maintenance	☐
4 Appropriate loudness	☐	**11** _____	☐
5 Eye contact with students	☐	**12** _____	☐
6 Appreciation	☐	**13** _____	☐
7 Disciplinary actions	☐	**14** _____	☐

Learning Outcome

_____

_____

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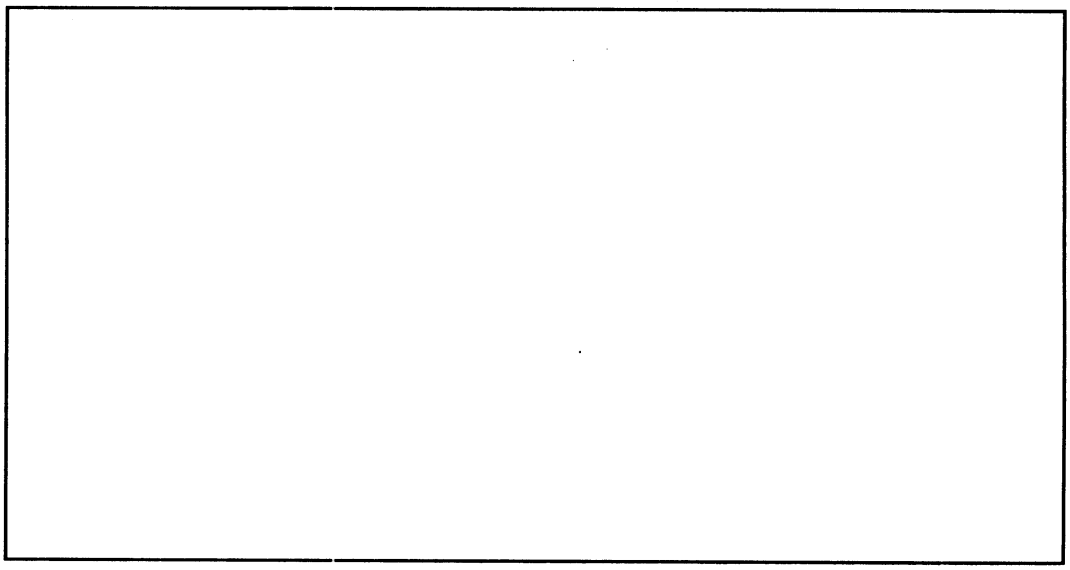
_____



Experiment No. 9
Date :

Planning and Conducting Activities to Promote Gross and Fine Motor Skills of LPPS Students

Objectives

To plan and execute three activities for promoting gross and fine motor skills of Laboratory Pre-Primary School students

To evaluate the conducted motor activities by taking the feedback of teachers and students

Requirement : Recapitulation about motor skills, Seeking permission from LPP School, allotted sections of LPP School , notebook , pen and materials & equipment.

Method

We the students of group ———— had planned developmentally appropriate activities for promoting gross and fine motor skills of _____section students of Laboratory Pre-Primary School. The planned activities were a bit modified after seeking suggestions of the course professor and classmates. The equipments/ materials required for conducting such activities were collected as well as few were prepared for conducting those activities in LPP School. The conducted motor activities were evaluated for knowing its strengths and lacunae .

Motor development of children refers to the development of bones, muscles, nerves and their ability to coordinate and control bodily movements actions and performing tasks.

A motor skill is a function, which involves the precise movement of muscles, bones and nerves with an intent to perform a specific task/act/deed.

Types of motor skills

Gross motor skills : Use of large muscle group, bones and nerves of the body to perform tasks like carrying, running, balancing, jumping, hopping etc.

Fine motor skills: Use of smaller muscle groups, bones & nerves of the body to perform smaller movements with the wrists, hands, fingers, feet and toes, jaws & lips etc. These tasks that are precise in nature, like writing, drawing and colouring, playing with puzzles & musical tools, stringing beads, grasping objects etc. Both types of motor skills usually develop together, because many activities depend on their coordination .

Significance of motor skills in child development

- Children become independent for doing movements like walking, jumping, climbing etc
- Children become self- sufficient for performing many day-today activities like brushing teeth, bathing, combing, eating ,drinking, drawing, writing, playing, dancing and so on.
- Children can go around independently to explore and understand their environment .
- Proficiency in motor skills enhances their opportunity of getting appreciation as they can perform better in any activities related to motor skills. It enhances their personality, self-esteem, confidence and achievements besides releasing pent-up emotional energy. Subsequently it leads to sound mental & physical health too.

Aspects to be considered while providing activities to promote gross and fine motor skills of children

- Children's age and developmental level
- Children's moods , interests and cultural milieu
- The place and materials/aids used must be clean and safe
- After accomplishing tasks , children need to be appreciated for raising their self-esteem.

Evaluation report

———————————————————————————— Sections

Age group:———————— -yrs

The details of motor activities planned and conducted for promotion of gross and fine motor skills of LPPS students are given below

S. No	Name of motor skill activity	Equipment/ Material used	Motor capacities and other developmental outcome
1			
2			
3			

S. No	Name of motor skill activity	Equipment/ Material used	Motor capacities and other developmental outcome
4			
5			
6			
7			
8			
9			
11			
12			
13			
14			

Evaluation

Lacunae in conducting motor skills activities	Care to be taken next time

Learning Outcome

Stick a pic of Practical

Experiment No. 10
Date :

Planning and Conducting Activities to Promote Gross and Fine Motor Skills of LPPS Students

Evaluation report

_____ Sections

Age group:———— -yrs

The details of motor activities planned and conducted for promotion of gross and fine motor skills of LPPS students are given below

S. No	Name of motor skill activity	Equipment/ Material used	Motor capacities and other developmental outcome
1			
2			
3			
4			
5			

S. No	Name of motor skill activity	Equipment/ Material used	Motor capacities and other developmental outcome
8			
9			
10			
11			
12			
13			
14			

Evaluation

Lacunae in conducting motor skills activities	Care to be taken next time

Learning Outcome

Stick a pic of Practical

Experiment No. 11
Date :

Planning and Executing Activities to Promote Cognitive Capacities of LPPS Students

Objectives

To plan and execute three activities for promoting cognitive capacities of Laboratory Pre- Primary School students

To evaluate the conducted cognitive activities by taking the feedback of teachers and students

Requirement : Recapitulation about cognitive development, Seeking permission of the LPP School, allotted sections of LPP School, notebook , pen and materials & equipment.

Method

- We the students of group ———— had planned developmentally appropriate activities for promoting cognitive capacities of _____section students of LPP School. The planned activities were a bit modified after seeking suggestions of the course professor and classmates. The equipments/ materials required for conducting such activities were collected as well as few were prepared for conducting those activities in LPP School. The activities conducted for promoting cognitive capacities of children were evaluated for knowing its strengths and lacunae .

Cognitive development is a process by which children learn to perceive, think, understand, analyze, relate, reform, refine, memorize, adapt and so on. It helps them to take decisions, solve problems and to learn more. Cognitive development occurs when there is an integration of inputs from all the related senses i.e. listening, observing, touching, smelling and tasting and speaking.

Significance of cognitive skills in child development

- Help children in perceiving the environment surrounded by them and to adapt to changing environmental conditions.
- Help them to process the information in a better way and understand the things which they smell, hear, see, taste, touch, speak and explore in life..
- Develops and refines their decision-making and problem solving capacities.
- Children's speed and accuracy of learning as well as span of attention in learning get enhanced.
- Help children in achieving excellence in academic and co-curricular activities.

- Help in the promotion of speech , language and communication abilities.
- Proficiency in cognitive capacities helps children to reach to their optimum potential. Therefore cognitive capacities are helpful in enhancing their confidence, personality, self-esteem, achievements and performance in life.

Aspects to be considered while providing activities to promote cognitive skills of children

- Children's age and developmental level
- Children's moods , interests and cultural milieu
- The place and materials/aids used must be clean and safe
- After accomplishing tasks , children need to be appreciated for raising their self-esteem.

Evaluation report

———————— Section

Age group:————————yrs

The details of cognitive activities planned and conducted for promotion of cognitive capacities of LPPS students are given below

S. No	Name of cognitive activity	Equipment/ Material used	Cognitive capacities and other developmental outcome
1			
2			
3			
4			
5			
6			

S. No	Name of cognitive activity	Equipment/ Material used	Cognitive capacities and other developmental outcome
7			
8			
9			
11			
12			
13			
14			
15			
16			
17			

Evaluation

Lacunae in Conducting Cognitive Activities	Care to be taken next time

Learning Outcome

Stick a pic of Practical

Experiment No. 12
Date :

Planning and Conducting Activities to Promote Speech & Language Abilities of LPPS Students

Objectives

To plan and execute three activities for promoting speech & language abilities of Laboratory Pre-
Primary School students

To evaluate the conducted speech & language activities by taking the feedback of teachers and students

Requirement : Recapitulation about speech and language development, Seeking permission of the LPP School, allotted sections of LPP School, notebook , pen and materials & equipment.

Method

We the students of group ———— had planned developmentally appropriate speech & language activities for developing and promoting speech & language abilities of _____section students of Laboratory Pre-Primary School. The planned speech & language activities were a bit modified after seeking suggestions of the course professor and classmates. The equipments/ materials required for conducting such activities were collected as well as few were prepared for conducting those activities in LPP School. The activities conducted for developing and promoting speech & language abilities of children were evaluated for knowing its strengths and lacunae .

Speech & Language Development

Speech is inclusive of pronunciation, articulation, voice quality, voice modulation, loudness and so on. Whereas language development is the process through which children learn to speak words, understand different meaning of words, learn formation of sentences, grammar, semantics(use of proper words) pragmatics (sensible words/ talk in situations) and enhance their vocabulary and its application.

Significance of Speech & Language Abilities in Children

- Children develop ability to communicate, express and also understand feelings of others.
- Help in developing and maintaining good social relationships
- Help in achieving academic success as they become proficient in oral and written communication abilities.
- Proficiency in speech & language abilities are an essential part of children's development . As these abilities enable them in developing and

enhancing their confidence, personality, self-esteem, and achievements in life.

Aspects to be considered while providing activities to develop and promote speech & language abilities of children

- Children's age and developmental level
- Children's moods , interests, medium of instruction and cultural milieu
- The place and materials/aids used must be clean and safe
- After accomplishing tasks , children need to be appreciated for raising their self-esteem.

Evaluation report

_____ Section

Age group:_____yrs

The details of activities planned and conducted for development and promotion of speech & language skills of LPPS students are given below

S. No	Name of speech & language activity	Equipment/ Material used	Outcome of speech and language abilities
1			
2			
3			
4			
5			
6			

S. No	Name of speech & language activity	Equipment/ Material used	Outcome of speech and language abilities
7			
8			
9			
10			
11			
12			
13			
14			
15			

Evaluation

Lacunae in activities	Care to be taken next time

Learning Outcome

Stick a pic of Practical

Experiment No. 13
Date :

Planning and Conducting Activities to Promote Speech & Language Abilities of LPPS Students

Evaluation report

———————— Section

Age group:————————yrs

The details of activities planned and conducted for development and promotion of speech & language skills of LPPS students are given below

S. No	Name of speech & language activity	Equipment/ Material used	Outcome of speech and language abilities
1			
2			
3			
4			
5			

S. No	Name of speech & language activity	Equipment/ Material used	Outcome of speech and language abilities
8			
9			
10			
11			
12			
13			
14			

Evaluation

Lacunae in activities	Care to be taken next time

Learning Outcome

Stick a pic of Practical

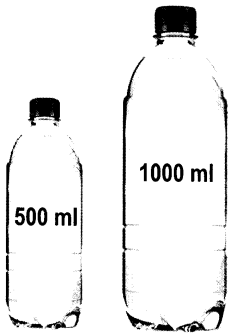
Prof. Vishala Patnam
Human Development Scientist & HOD
College of Community Science

Amazing Truth Found In My Research Data of 20 years

New Born Baby Body Measurements	Percentage in Adult Body Measurements
Birth Weight : 3.5 kg	06 %
Length : 50 cm	30 %
Head Circumference : 34 cm	60 %

Age of Child	Head Circumference (cm)	Percentage in Adult's Head Circumference
Pregnancy Period (9 m)	34-35 cm	60 %
4 yrs	49-50 cm	90 %
8 yrs	53-54 cm	96 %
18 yrs	56-57 cm	100 %

How much to teach a child and how much to expect from her / him ?



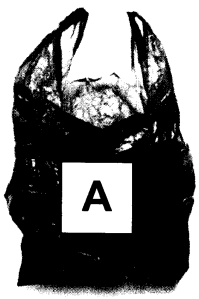
Is it possible to pour in 1000 ml water into the 500 ml bottle ?

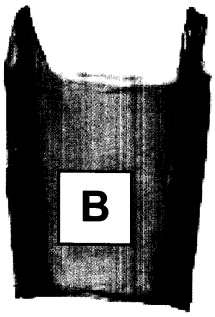
Audience
No, It cant' be, water gets spilt and efforts go in vain

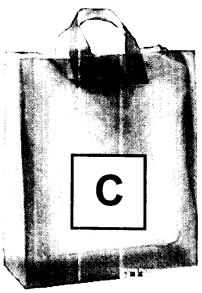
☞ Then assess child's DQ to take proper action

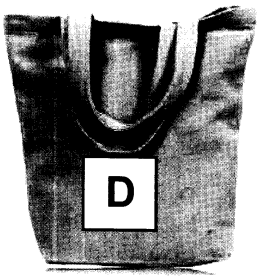
Prof. Vishala Patnam

If you have to walk 2 km distance holding a 10 kg bag of grain in your hand (hanging position) with one of the below given bags, which one would you choose ?









Answer from audience..... Bag A Bag B Bag C..... Not fit at all for it. We choose only Bag D ..... It is the best as it fits in all aspects for successful completion of this task

☞ When you are so concern and wise about the fitness of a shopping bag to carry 10 kg weight.... Are you also wise and concern about physical fitness of the body to carry out lifelong weight; of age appropriate responsibilities ?

☞ If yes.... Assess your **Growth Quotient** (GQ) using GQ formula developed by me. If GQ is 90 - 105 Excellent (You benefit from it)

☞ If GQ is less than 95 or more than 105 immediate actions needs to be taken by you and your family members to prevent malnutrition and its associated developmental disorders and defects.

Prof. Vishala Patnam