ACHIEVEMENT TEST

ACHIEVEMENT TEST

❖**Achievement test is an important tool in school evaluation and has great significance in measuring instructional progress and progress of the students in the subject area.**

❖**Accurate achievement data are very important for planning curriculum and instruction and for program evaluation**

DEFINITION

❖ "Any test that measures the attainments and accomplishments of an individual after a period of training or learning"- **N M Downie**

❖ 'The type of ability test that describes what a person has learned to do' – **Throndike and Hagen**

❖ "A systematic procedure for determining the amount a student has learned through instructions" – **Groulund**

OBJECTIVES

❖Identify and explain reasons for performing tests.

❖Understa   testing   terminology nd   to clearlywith students collteaguesate   and

❖Evaluate a *test's* validity and reliability.

❖Select appropriate tests.

❖Administer test protocols properly and safely.

FUNCTIONS OF TEST

❖ It provides basis for promotion to the next grade.

❖ To find out where each student stands in various academic areas.

❖ It helps in determination about the placement of the students in a particular section.

❖ To motivate the students before a new assignment has taken up.

❖ To expose pupil's difficulties which the teacher can help them to solve.

STEPS INVOLVED IN THE CONSTRUCTION OF ACHIEVEMENT TEST

1. Planning of test
2. Preparation of a design for the test
3. Preparation of the blue print
4. Writing of items
5. Preparation of the scoring key and marking scheme
6. Preparation of question-wise analysis

1. **Planning of test**
➢**Objective of the Test**
➢**Determine the maximum time and maximum marks**
2. Preparation of a design for the test
Important factors to be considered in design for the test are:
•Weightage to objectives
•Weightage to content
•Weightage to form of questions
•Weightage to difficulty level.

WEIGHTAGE TO OBJECTIVES

This indicates what objectives are to be tested and what weightage has to be given to each objectives.

Sl.No	Objectives	Marks	Percentage
1	Knowledge	3	12
	Understanding		
2		2	8
3	Application	6	24
4	Analysis	8	32
5	Synthesis	4	16
6	Evaluation	2	8
Total		**25**	**100**

Weightage to content

This indicates the various aspects of the content to be tested and the weightage to be given to these different aspects.

Sl.No		Content	Marks	Percentage
1	S u	b topic – 1	15	60
2		Sub topic – 2	10	40
Total			25	100

Weightage to form of questions
This indicates the form of the questions to be included in the test and the weightage to be given for each form of questions.

Sl.No	Form of questions	No. of Questions	Marks	Percentage
1	Objective type	14	7	28
2	Short answer type	7	14	56
3	Essay type	1	4	16
Total		**22**	**25**	**100**

WEIGHTAGE TO DIFFICULTY LEVEL

THIS INDICATESTHE TOTAL MARK AND WEIGHTAGE TO BE GIVEN TO DIFFERENT LEVEL OF QUESTIONS.

Sl.No	Form of questions	Marks	Percentage
1	Easy	5	20
2	Average	15	60
3	Difficult	5	20
Total		25	100

3.Preparation of the blue print

Blue print is a three-dimensional chart giving the placement of the objectives, content and form of questions.

Objectives / Form of Qtn / Content	Knowledge			Under-standing			Application			Analysis			Synthesis			Evaluation			Grant Total
	O	SA	E	O	SA	E	O	SE	E	O	SA	E	O	SA	E	O	SA	E	
Sub Topic - 1	2 (4)			1 (2)			2 (4)	2 (1)				4 (1)		2 (1)			2 (1)		15
Sub Topic – 2	1 (2)			1 (2)				2 (1)			4 (2)			2 (1)					10
Total Marks	3	0	0	2	0	0	2	4	0	0	4	4	0	4	0	0	2	0	25
Grand Total		3			2			6			8			4			2		

4. WRITING OF ITEMS

- The paper setter write items according to the blue print.
- The difficulty level has to be considered while writing the items.
- It should also checked whether all the questions included can be answered within the time allotted.
- It is advisable to arrange the questions in the order of their difficulty level.

Eg:-

ST.STEPHENS HIGHER SECONDARY SCHOOL, PATHANAPURAM
ACHIEVEMENT TEST

Std: IX   **Time : 45 Mts.**

Div. : D   **BIOLOGY**   **Max. Marks: 25**

Instruction

Q. 1.

Q. 2.

Q. 3.

Q. 4.

5. PREPARATION OF THE SCORING KEY AND MARKING SCHEME

IN THE CASE OF OBJECTIVE TYPE ITEMS WHERE THE ANSWERS

Q.No	Answer	Marks
1	A	½
2	C	½
3	A	½
4	D	½
		½
5	B	½

SCORING KEY

- In the case of short answer and essay type questions, the marking scheme is prepared.
- In preparing marking scheme the examiner has to list out the value points to be credited and fix up the mark to be given to each value point

MARKING SCHEME

Q. No	Value points	Marks	Total Marks
1	Value Point – 1	½	2
	Value point – 2	½	
	Value point – 3	½	
	Value point – 4	½	
2	Value Point – 1	½	2
	Value point – 2	½	
	Value point – 3	½	
	Value point – 4	½	

6. Preparation of Question-wise Analysis

It helps to know the strengths and weakness of the test, to tally the question paper and the blueprint, and to determine the content validity of the test.

Q.No	Content	Objectives	Form of Questions	Difficulty Level	Marks	Estimated Time (In Mts.)
1	Sub topic – 1	Knowledge	Objective Type	Easy	½	1
2	Sub Topic – 2	Understanding	Objective Type	Average	½	1
3	Sub Topic – 2	Application	Objective Type	Easy	½	1
4	Sub Topic – 1	Knowledge	Objective Type	Easy	½	1
5	Sub Topic – 2	Understanding	Objective type	Average	½	1
5	Sub Topic – 1	Analysis	Short answer	Average	2	3
6	Sub Topic – 1	Synthesis	Short Answer	Difficult	2	3
7	Sub topic – 2	Application	Short answer	Easy	2	3

THANK YOU

CHILDHOOD AND GROWING UP

Topic:-protection of child rights:role and contribution of national commission for the protection of child rights

CHILD PROTECTION RIGHTS

Children's rights are a subset of human **rightswith particular attention to the rights of special protection and care afforded to minors. (Not to be confused with Youth Rights). The 1989 Convention on the Rights of the Child (CRC) defines a child as "any human being below the age of eighteen years, unless under the law applicable to the child,** majority **is attained earlier."**

ROLE AND CONTRIBUTION OF NATIONAL COMMISSION

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commissions for Protection of Child Rights (CPCR) Act, 2005, an Act of Parliament (December 2005). National Commission for Protection of Child Rights (NCPCR) is a statutory body under the Commissions for Protection of Child Rights (CPCR) Act, 2005 under the administrative control of the Ministry of Women & Child Development ,Government of India.

NCPCR CONSTITUTION

The NCPCR has been constituted by the Government as an act of Parliament as mentioned above. Hence, it is a statutory organisation. It consists of the following members:

1. Chairperson – Person of eminence and who has an exemplary record of work in child welfare.

2. Six members:A minimum of two women members.

• Should have experience in the following fields:

- **Education**
- **Child health, care, welfare or child development**
- **Juvenile justice or care of neglected or marginalized children or children with disabilities**
- **Elimination of child labour or children in distress**
- **Child psychology or sociology**
- **Laws relating to children**

NCPCR FUNCTIONS

- Assess and review the safeguards that are provided for child rights protection in India under existing laws and also suggest measures for implementing them effectively.

- Present reports on the workings of the laws in this domain to the central government as and when necessary.

- Inquire cases of child rights violations and initiate proceedings.

- Conduct research in the field of child rights.

- Advocate child rights and promote/disseminate the idea through mass campaigns, seminars, etc.

CONCLUSION

- **It is a right as outlined in the Convention on the Rights of the Child (CRC), the Universal Declaration of Human Rights and other international legal instruments.**

- **Education in Emergencies is life-saving because it provides key survival messages such as land mine safety, HIV and AIDS prevention, prevention from easily preventable diseases such as diarrhoea**

- **Education provides for physical, psychosocial and cognitive protection.**

GENDER BIAS
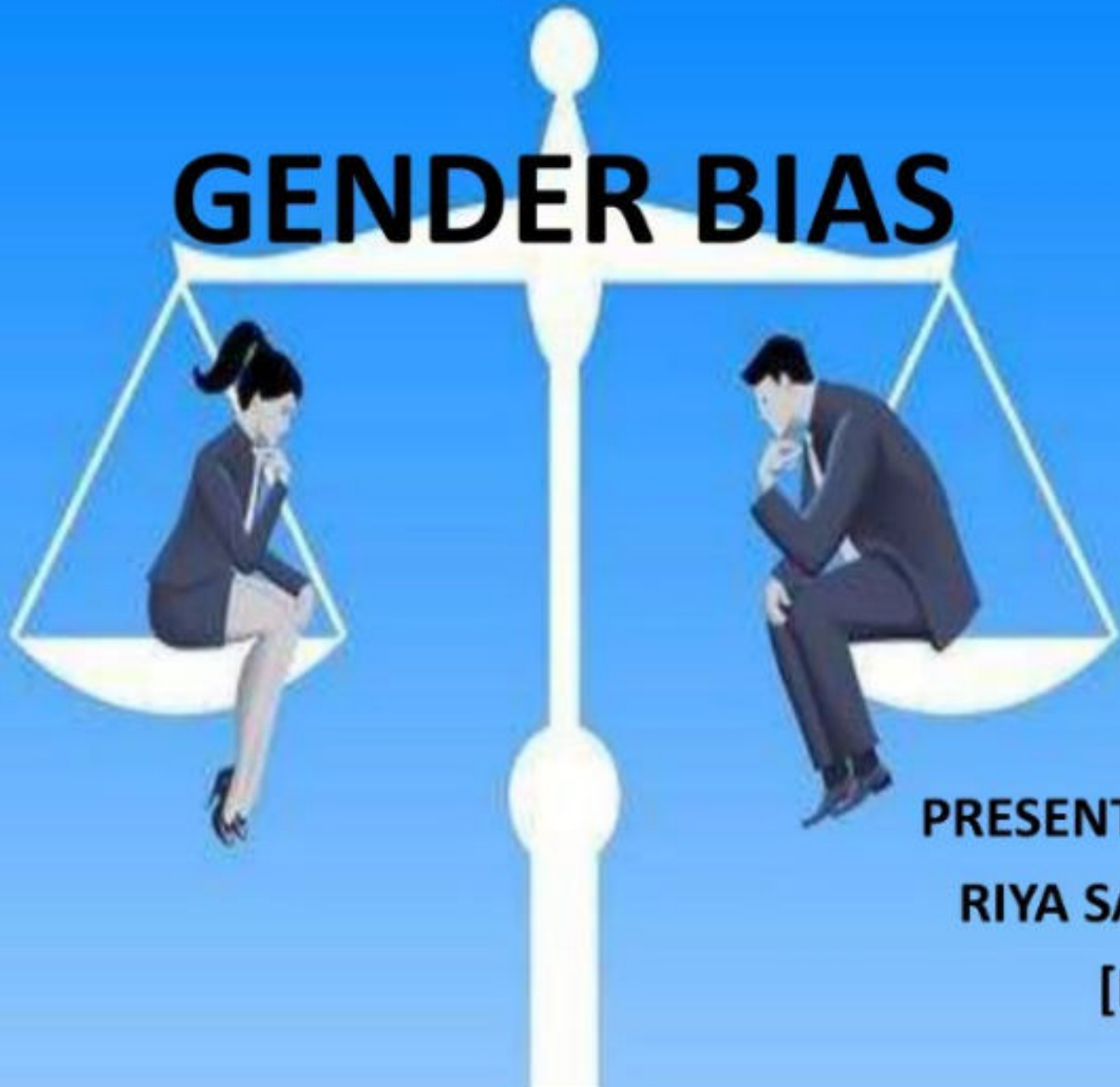
PRESENTED BY

RIYA SARKAR

[D-160]

WHAT IS GENDER BIAS?

- Gender bias is a preference or prejudice toward one gender over the other. Bias can be conscious or unconscious, and may manifest in many ways, both subtle and obvious.

- The legality of gender bias is an area of huge contention in regard to pay equity between the sexes.

- Gender bias can be subtle or overt, and may result in small or large consequences. For instance, the biased assumption that girl's school sports are less important than boy's school sports lead to an inequality in funding and access to facilities,.
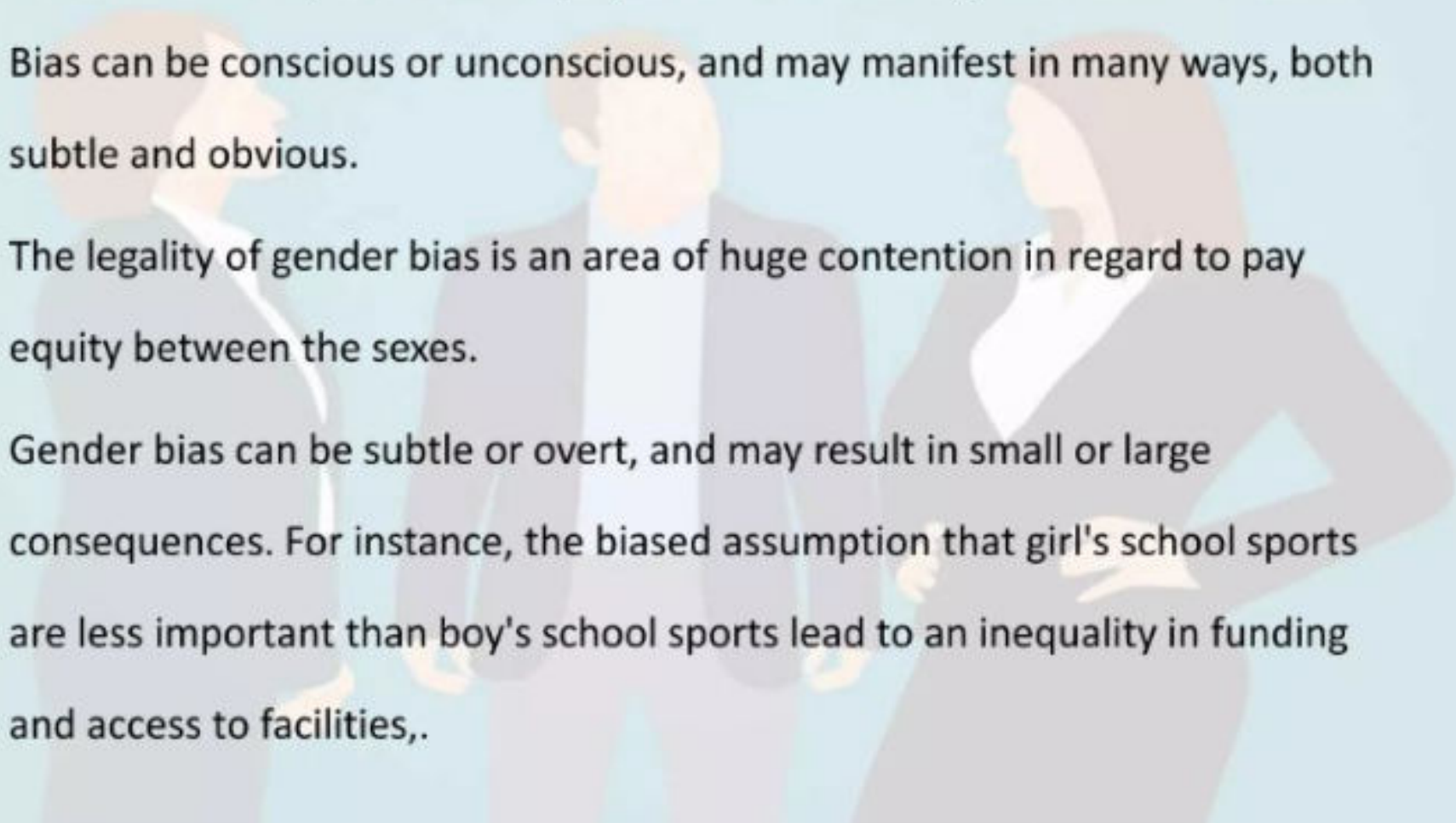
ANCIENT WORLD

According to Peter Sterns, women in pre-agricultural societies held equal positions with men, it was only after the adoption of agriculture and sedentary cultures that men began to institutionalize the concept that women were inferior to men. Definitive examples of sexism in the ancient world included written laws preventing women from participating in the political process, for example, Roman women could not vote or hold

EDUCATION ATTAINMENT

❖ Women make up more than two-thirds of the world's illiterate adults.
❖ Girls may be kept out of school to help with household chores.
❖ They may be pulled from school if their father deems it's time for them to marry.
❖ Enough money to educate one child from the family, and the boy assumes the responsibility.
❖ It's addressing the inequalities in education that may solve many of the

GENDER BIASES IN THE CLASSROOMS

The socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently.

FREEDOM TO MARRY AND DIVORCE

❖ Love may not enter the discussion at all when it comes to marriage.
❖ Young girls are forced to marry men two or three times their age.
❖ More than one-third of women aged 20 to 24 were married before they turned 18.
❖ The chance of complications in childbirth and the risk of contracting HIV/AIDS.
❖ When a woman wants out of a loveless marriage, her options are

VIOLENCE

❖ One in every three women is likely to be beaten, coerced into sex or otherwise abused in her lifetime.

❖ Violence against women in the form of rape, spousal abuse, child abuse or spousal killing.

❖ In conflict zones, rape of women and children is increasingly used as a

RESTRICTED LAND OWNERSHIP

❖ In some countries, such as Chile and Lesotho, women lack the right to own land.

❖ All deeds must include the name of a man, be it the woman's husband or father.

❖ If one of those men were to die, no legal claim to land that she may have lived on all her life.

❖ Widows are left homeless because the deceased man's family will

LIMITED MOBILITY

❖ Saudi Arabia provides the most extreme example of limited mobility for women.

❖ In that country, women are not allowed to drive a car on public roads.

❖ The women are allowed to own cars, but they are not

GENDER INEQUALITY IN EDUCATIONAL SECTOR

While the overall literacy rate works out to be 64.8 %, the male literacy rate is 75.3% and that for females is 53.7%, showing a gap of 21.6 percentage points between the sexes at the national level.

GENDER INEQUALITY IN WORK PLACE

❖ Women participation rate in labour force in Pakistan is only 28 percent.
❖ Job offers and hiring based on gender.
❖ Sexual Harassment.
❖ Not Equally Paid.

CAUSES OF GENDER BIASNESS

RELIGION

According to Human Rights, Inc., one of the main causes of gender discrimination is religion. Many religions place women below men, and create a patriarchal society.

FAMILY LAW

Family laws that force arranged marriages often lead to gender discrimination. The women in these marriages are often abused both physically and sexually.

WORKPLACE DISCRIMINATION

Gender discrimination is caused by the sense that certain occupations are a 'man's job' or a 'woman's job'. While there are laws against this type of discrimination, it is still often a determining factor when hiring someone.
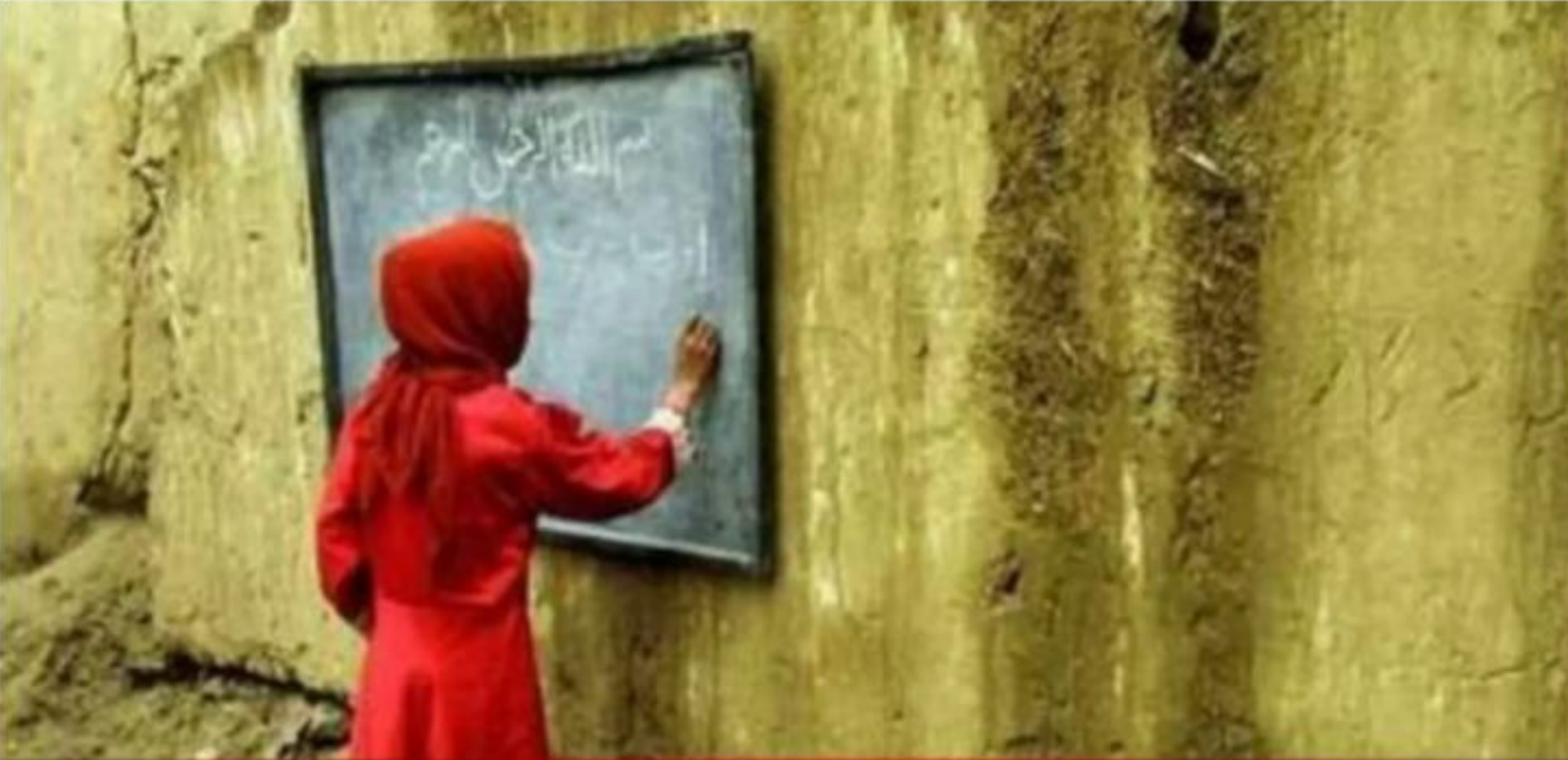
EDUCATION

Humans Rights Inc. also states that education plays an important role in gender discrimination. In many countries, women are forced to stay home to clean and cook. However, the men are sent to school, furthering inequality.

PHYSICAL FACTOR

Often because women are physically weaker than men, they are more easily abused and discriminated against.

FACT: One in every three women has survived an act of violence caused by gender discrimination. Most often, it has been caused by a member of their family.

SOLUTIONS

Several state and federal laws prohibit gender discrimination and offer remedies for such behavior in employment as well as in education and financial institutions. The Civil Rights Act prohibits discrimination on the basis of sex. The Equal Pay Act promotes equality between men and women who perform the same job duties in the same workplace. Diversity and inclusion policies also help to remedy gender discrimination by promoting equality between the sexes.

CHILD AND ADULT MISCONCEPTION
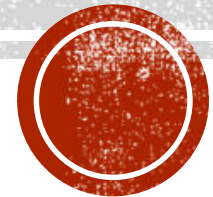
PRESENTED BY

SABA JAVED

Assistant Professor

CONTENT TO BE DISCUSS

➢ CONCEPT OF MISCONCEPTION

गलत धारणा की अवधारणा

➢ SCOPE OF MISCONCEPTION

गलत धारणा का दायरा

➢PROCESS TO BE USED TO DISPEL MISCONCEPTION

गलत धारणा को दूर करने के लिए उपयोग की जाने वाली प्रक्रिया

CONCEPT OF MISCONCEPTION

- A wrong or inaccurate idea or conception

एक गलत या गलत विचार या अवधारणा

DIFFERECNCE BETWEEN MISCONCEPTION AND MISPERCEPTION

- A misperception is making a wrong observation . A misconception is actively forming wrong thoughts about something.

- एक गलत धारणा गलत अवलोकन कर रही है। एक गलत धारणा सक्रिय रूप से किसी चीज़ के बारे में गलत विचार बना रही है।

CHARACTERS OF MISCONCEPTION

- Misconceptions are based on past experience of learner
गलत धारणाएं शिक्षार्थी के पिछले अनुभव पर आधारित हैं

- It is a result of faulty interpretation of concepts
यह अवधारणाओं की दोषपूर्ण व्याख्या का परिणाम है।

- Misconception acts as an obstruction to learner
गलत धारणा शिक्षार्थी के लिए एक बाधा के रूप में कार्य करती है

- It has deep roots in students thinking
इसकी छात्रों की सोच में गहरी जड़ें हैं।

- Students interprets new experiences in the light of hid misconceptions

  छात्र छिपी हुई गलत धारणाओं के प्रकाश में नए अनुभवों की व्याख्या करते हैं

- Misconceptions interfere with the correctly grasp of new information

  गलत धारणाएं नई जानकारी की सही समझ में हस्तक्षेप करती हैं।

- It is formed due incomplete or wrong information

  यह अधूरी या गलत जानकारी के कारण बनता है।

- It can not stand scientific evidence

  यह वैज्ञानिक प्रमाणों पर खरा नहीं उतर सकता।

- It vary from individual to individual

  यह एक व्यक्ति से दूसरे व्यक्ति में भिन्न होता है।

TYPES/SCOPE OF MISCONCEPTIONS

- Perceived Notions
  कथित धारणाएं

- Non Scientific beliefs
  गैर-वैज्ञानिक मान्यताएं

- Conceptual Misunderstanding
  वैचारिक गलतफहमी

- Vernacular Misconceptions
  वर्नाक्यूलर गलत धारणाएं

- Factual Misconception
  तथ्यात्मक गलत धारणा

PROCESS OF DISPELLING MISCONCEPTION

➢ Identification of students misconceptions

   छात्रों की गलत धारणाओं की पहचान

➢ Providing a forum for helping students confront their misconceptions

   छात्रों को उनकी गलत धारणाओं का सामना करने में मदद करने के लिए एक मंच प्रदान करना

➢ Helping students reconstruct their knowledge based on scientific models

   छात्रों को वैज्ञानिक मॉडल के आधार पर अपने ज्ञान का पुनर्निर्माण करने में मदद करना

➢ Continuous test and examination

निरंतर परीक्षण और परीक्षा

➢ Proper guidance and counseling

उचित मार्गदर्शन और परामर्श

➢ Diagnosis and remedial teaching

निदान और उपचारात्मक शिक्षण

➢ Encourage students to test their conceptual framework

छात्रों को अपने वैचारिक ढांचे का परीक्षण करने के लिए प्रोत्साहित करें

CHILD CENTERED EDUCATION

- Child Centered Instruction means using the child as the starting point for lesson plains and for developing curriculum

  बाल केंद्रित निर्देश का अर्थ है बच्चे को पाठ मैदानों के लिए शुरुआती बिंदु के रूप में और पाठ्यक्रम विकसित करने के लिए उपयोग करना।

- We are not just looking at children to fill up with academic information

  हम केवल अकादमिक जानकारी भरने के लिए बच्चों को नहीं देख रहे हैं।

- We see children as whole human beings who have academic needs, social emotional needs, physical needs, as well the need for the development of character

  हम बच्चों को पूरे इंसान के रूप में देखते हैं जिनके पास अकादमिक आवश्यकताएं, सामाजिक भावनात्मक आवश्यकताएं, शारीरिक आवश्यकताएं हैं, साथ ही चरित्र के विकास की आवश्यकता है।

- We build the child centered whole child programme , we are trying to think about not just filling the mind but filling the heart as well

  हम बाल केंद्रित संपूर्ण बाल कार्यक्रम का निर्माण करते हैं, हम न केवल मन भरने के बारे में सोचने की कोशिश कर रहे हैं बल्कि दिल को भी भरने की कोशिश कर रहे हैं।

THANKS

CHILD OBESITY: CAUSES AND REMEDIES, PREVENTION THROUGH SPORTS AC

CHILD OBESITY

INTRODUCTION

CHILDHOOD OBESITY IS A CONDITION WHERE EXCESS BODY FAT NEGATIVELY AFFECTS A CHILD'S HEALTH OR WELL-BEING. AS METHODS TO DETERMINE BODY FAT DIRECTLY ARE DIFFICULT , THE DIAGNOSIS OF OBESITY IS OFTEN ON BMI. DUE TO THE RISING PREVALENCE OF OBESITY IN CHILDREN AND ITS MANY ADVERSE HEALTH EFFECTS IT IS BEING RECOGNISED AS A SERIOUS PUBLIC HEALTH CONCERN. THE TERM OVERWEIGHT RATHER THAN OBESE IS OFTEN USED IN CHILDREN AS IT IS LESS STIGMATISING.

SYMPTOMS

NOT ALL CHILDREN CARRYING EXTRA POUNDS ARE OVERWEIGHT. SOME CHILDREN HAVE LARGER THAN AVERAGE BODY FRAMES. AND CHILDREN NORMALLY CARRY DIFFERENT AMOUNTS OF BODY FAT AT THE VARIOUS STAGES OF DEVELOPMENT. SO YOU MIGHT NOT KNOW BY HOW YOUR CHILD LOOKS IF WEIGHT IS A HEALTH CONCERN.

THE BODY MASS INDEX (BMI), WHICH PROVIDES A GUIDELINES OF WEIGHT IN RELATION TO HEIGHT, IS THE ACCEPTED MEASURE OFF OVERWEIGHT AND OBESITY. YOUR CHILD'S DOCTOR CAN USE GROWTH CHARTS, THE BMI AND , IF NECESSARY, OTHER TESTS TO HELP YOU FIGURE OUT IF YOUR CHILD'S WEIGHT COULD POSE HEALTH PROBLEMS.

CAUSES

- DIET
- LACK OF EXERCISE
- FAMILY FACTORS
- PSYCHOLOGICAL FACTORS
- SOCIO ECONOMIC FACTORS
- CERTAIN MEDICATIONS

1. DIET:

REGULARLY EATING HIGH-CALORIE FOODS, SUCH AS FAST FOOD, BAKED GOODS AND VENDING MACHINE SNACKS, CAN CAUSE Y7OUR CHILD TO GAIN WEIGHT. CANDY AND DESSERTS ALSO CAN CAUSE WEIGHT GAIN, AND MORE AND MORE EVIDENCE POINTS TO SUGARY DRINKS, INCLUDING FRUIT JUICES AND SPORTS DRINKS, IN OBESITY IN SOME PEOPLE.

2. LACK OF EXERCISE:

CHILDREN WHO DON'T EXERCISE MUCH ARE MORE LIKELY TO GAIN WEIGHT BECAUSE THEY DON'T BURN AS MANY CALORIES. TOO MUCH TIME SPENT IN SEDENTARY ACTIVITIES, SUCH AS WATCHING TELEVISION FOR PLAYING VIDEO GAMES, ALSO CONTRIBUTES TO THE PROBLEM. TV SHOWS ALSO OFTEN FEATURE UNHEALTHY FOODS.

3. FAMILY FACTORS:

IF YOUR CHILD COMES FROM A FAMILY OF OVER WEIGHT PEOPLE, HE OR SHE MAY BE MORE LIKELY TO PUT ON WEIGHT . THIS IS ESPECIALLY TRUE IN AN ENVIRONMENT WHERE HIGH-CALORIE FOODS ARE ALWAYS AVAILABLE AND PHYSICAL ACTIVITY IS NOT ENCOURAGED.

4. PSYCHOLOGICAL FACTORS:

PERSONAL, PARENTAL AND FAMILY STRESS CAN INCREASE A CHILD'S RISK OF OBESITY. SOME CHILDREN OVEREAT TO COPE WITH PROBLEMS OR TO DEAL WITH EMOTIONS, SUCH AS STRESS, OR TO FIGHT BOREDOM. THEIR PARENTS MAY HAVE SIMILAR TENDENCIES.

5. SOCIO ECONOMIC FACTORS:

PEOPLE IN SOME COMMUNITIES HAVE LIMITED RESOURCES AND LIMITED ACCESS TO SUPERMARKETS. AS A RESULT, THEY MIGHT BUY CONVENIENCE FOODS THAT DON'T SPOIL QUICKLY, SUCH AS FROZEN MEALS, CRACKERS AND COOKIES. ALSO, PEOPLE WHO LIVE IN LOWER INCOME NEIGHBOURHOODS MIGHT NOT HAVE ACCESS TO A SAFE PLACE TO EXERCISE.

6. CERTAIN MEDICATIONS:

SOME PRESCRIPTION DRUGS CAN INCREASE THE RISK OF DEVELOPING AMITRIPTYLINE, PAROXETINE (PAXIL), GABAPENTIN (NEURONTINE, GRALISE, HORIZANT) AND PROPRANOLOL (INDERAL, HEMANGEOL)

REMEDIES

- HEALTHY EATING

- PHYSICAL ACTIVITY

- PROPER MEDICATIONS

HEALTHY EATING

PARENTS ARE THE ONE WHO BUY GROCERIES, COOK MEALS AND DECIDE WHERE THE FOOD IS EATEN. EVEN SMALL CHANGES CAN MAKE A BIG DIFFERENCE IN YOUR CHILD'S HEALTH.

- *PRIORITISE FRUITS AND VEGETABLES:* WHEN FOOD SHOPPING, CUT BACK AND PREPARED MEALS- WHICH ARE OFTEN HIGH IN SUGAR, FAT AND CALORIES.
- *LIMIT SWEETENED BEVERAGES:* THIS INCLUDES BEVERAGES THAT CONTAIN FRUIT JUICE. THESE DRINKS PROVIDE LITTLE NUTRITIONAL VALUE IN EXCHANGE FOR THEIR HIGH CALORIES. THEY CAN ALSO MAKE YOUR CHILD FEEL TOO FULL TO EAT HEALTHIER FOODS.
- *AVOID FAST FOOD:* MOST OF THE MENU OPTIONS ARE HIGH IN FAT AND CALORIES.
- *SIT DOWN TOGETHER FOR FAMILY MEALS:* MAKE IT AN EVENT- A TIME TO SHARE NEWS AND TELL STORIES. DISCOURAGE EATING IN FRONT OF A TV, COMPUTER OR VIDEO GAME SCREEN, WHICH CAN LEAD TO FAST EATING AND LOWERED AWARENESS OF THE AMOUNT EATEN.

- ***SERVE APPROPRIATE POTION SIZES:*** CHILDREN DON'T NEED AS MUCH FOOD AS ADULTS DO. START WITH A SMALL POTION AND YOUR CHILD CAN ASK FOR MORE IF THEY'RE STILL HUNGRY. ALLOW YOUR CHILD TO EAT ONLY UNTIL FULL, EVEN IF THAT MEANS LEAVING FOOD ON THE PLATE. AND REMEMBER, WHEN YOU EAT OUT, RESTAURANT PORTION SIZES ARE OFTEN WAY TOO LARGE.

PHYSICAL ACTIVITY

A CRITICAL PART OF ACHIEVING AND MAINTAINING A HEALTHY WEIGHT, ESPECIALLY FOR CHILDREN, IS PHYSICAL ACTIVITY. IT BURNS CALORIES, STRENGTHENS BONES AND MUSCLES, AND HELPS CHILDREN SLEEP WELL AT NIGHT AND STAY ALERT DURING THE DAY. GOOD HABITS ESTABLISHED IN CHILDHOOD HELP ADOLESCENTS MAINTAIN HEALTHY WEIGHTS AND ACTIVE CHILDREN ARE MORE LIKELY TO BECOME FIT ADULTS.

TO INCREASE YOUR CHILD'S ACTIVITY LEVEL:

- LIMIT TV TIME
- EMPHASISE ACTIVITY, NOT EXERCISE
- FIND ACTIVITIES YOUR CHILD LIKES

MEDICATION

MEDICATIONS MIGHT BE PRESCRIBED FOR SOME CHILDREN AND ADOLESCENTS AS PART OF AN OVERALL WEIGHT-LOSS PLAN.

- ***WEIGHT-LOSS SURGERY:*** WEIGHT-LOSS SURGERY MIGHT BE AN OPTION FOR ADOLESCENTS WITH SEVERE OBESITY, WHO HAVE BEEN UNABLE TO LOSE WEIGHT THROUGH LIFESTYLE CHANGES. HOWEVER, AS WITH ANY TYPE OF SURGERY, THERE ARE POTENTIAL RISKS AND LONG- TERM COMPLICATIONS. DISCUSS THE PROS AND CONS WITH YOUR CHILD'S DOCTOR.

PREVENTIONS

- **<u>PHYSICAL ACTIVITY :</u>**

PHYSICAL ACTIVITY INCREASES PEOPLE'S TOTAL ENERGY EXPENDITURE , WHICH CAN HELP THEM STAY IN ENERGY BALANCE OR EVEN LOSE WEIGHT , AS LONG AS THEY DON'T EAT MORE TO COMPENSATE FOR   THE EXTRA CALORIES THEY BURN.

- **SPORTS ACTIVITY:**

SPORTS ACTIVITY IS IMPORTANT IN WEIGHT REDUCTION AND IMPROVING INSULIN SENSITIVITY IN YOUTH WITH TYPE 2 DIABETES.

AEROBIC EXERCISE HAS BEEN SHOWN IN A PROSPECTIVE RANDOMISED , CONTROLLED STUDY OF 64 CHILDREN(9-11 YEARS) OLD WITH HYPERTENSION TO REDUCE SYSTOLIC AND DIASTOLIC BLOO_____HS.
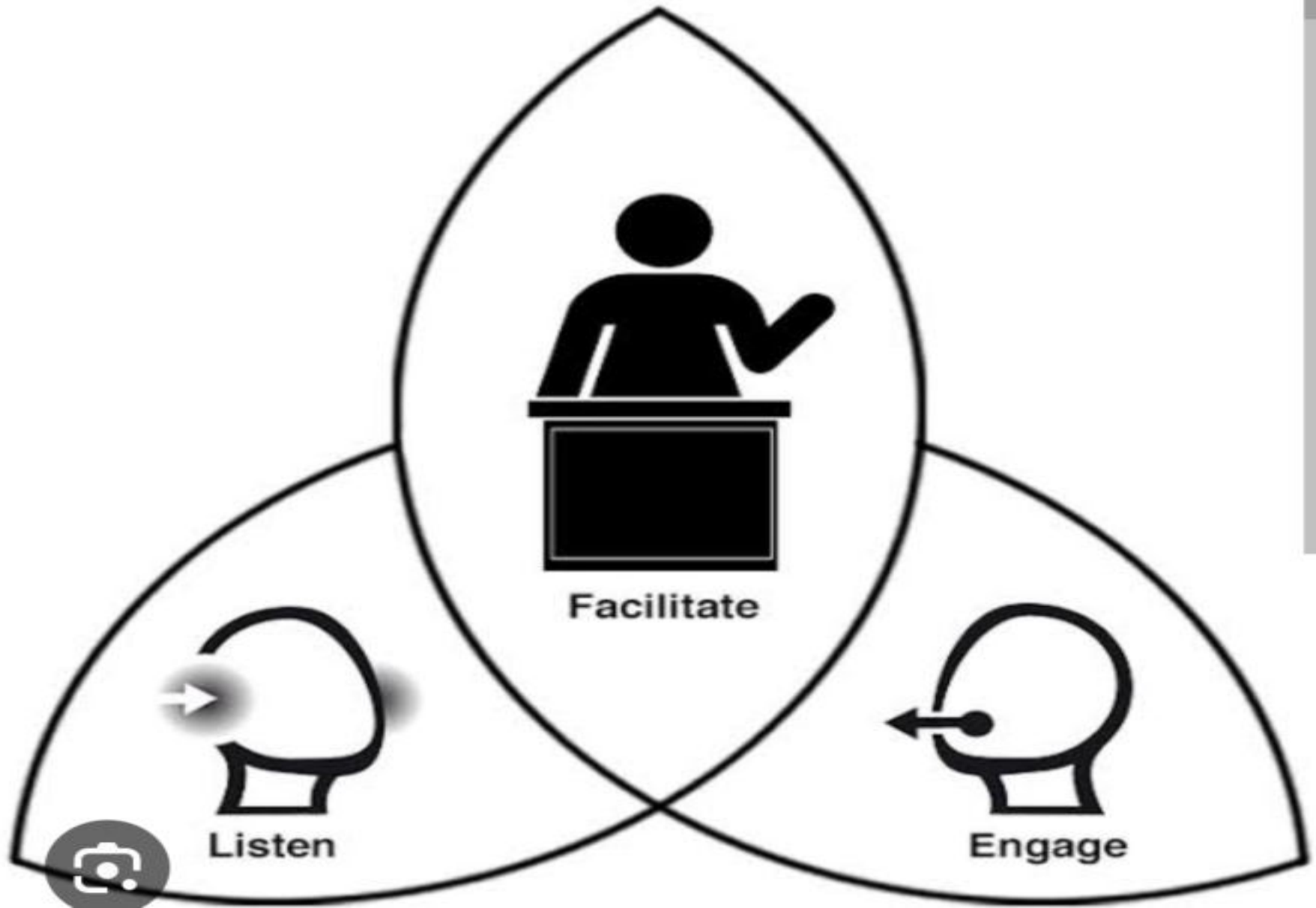
THANK

YOU

Classroom discourse

Unit -4

The Theory

- Classroom discourse is based on the theory of constructivism, which states that learning happens when the students interact with the environment. Through these interactions, knowledge is created.

- This is also aligned with the social-cultural views on learning which advocates that learning is a social process whereby students working collaboratively are able to reach new understanding that otherwise could not be achieved by working alone.

BROAD MEANING OF CLASSROOM DISCOURSE

Classroom Discourse

Traditional Classroom

Generally, classroom discourse encompasses different types of written and spoken communication that happen in the teaching & learning process in the classroom.

Constructive Classroom

Representing

Thinking

Expressing

Interpreting

Reflecting

Agreeing

Disagreeing

Arguing

Debating

The FLE Model

Facilitate

Listen

Engage

Developing Oral Language

- Encourage conversation.
- Model syntactic structure.
- Maintain eye contact.
- Remind students to speak loudly and articulate clearly.
- Explain the subtleties of tone.
- Attend to listening skills.
- Incorporate a "question of the day."

TYPES OF CLASSROOM INTERACTION

Keeping the goal of language learning through interaction, it can be classified as :
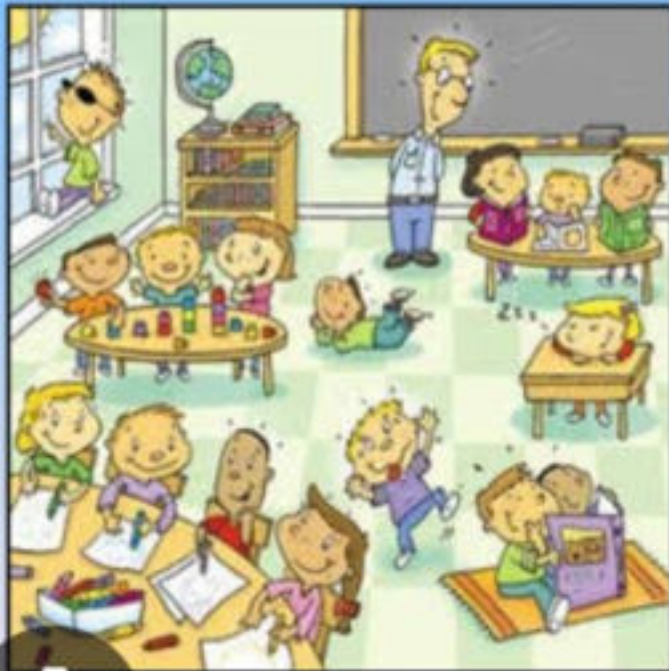
- Collaborative learning Interaction
- Discussion And Debate Interaction
- Interactive Session Interaction
- Conversation With Learners Interaction
- Loud Reading Interaction
- Story Telling Interaction
- Role-play Interaction
- Soliloquies Interaction

PEDAGOGICAL SYSTEM

Worthwhile Mathematics Tasks

Non-Threatening Classroom Environment

Classroom Discourse

Tools and Representations

Classroom Discourse

- Also refers to the ways in which **teachers orchestrate and promote discourse** and to the interplay of intellectual, social, and physical characteristics that shape the ways of knowing and working that are expected in the classroom.

- National Council of Teachers of Mathematics

GROSS MOTOR DEVELOPMENT

Gross Motor Development

DEVELOPMENT OF GROSS MOTOR SKILLS

What is motor development?

- Motor development' refers to the development of control over body movements. This results in increasing coordination between various parts of the body.

  The child is able to hop, jump, and climb because of the control over his body.

- physical changes - increase in height, weight, development of the brain, nervous system and muscle tissues, the hardening of bones and changing proportions of the body - make the development of motor skills possible.

  Physical development enables the infant to sit, Stand, walk, grasp objects, throw them and catch them

- Motor development can be divided into the development of gross and fine motor skills

THE DEVELOPMENT OF MOTOR SKILLS

- Development of motor skills proceeds according to the laws that govern physiological maturation of children.

- The development of movement patterns progress from simple arm or leg actions to highly integrated total body coordination.

- The rate of development depends not only on quality of environmental stimulus but also on the stage of brain development

GROSS MOTOR SKILLS

➤Gross motor skills can be defined as:

Skills that involve the entire body in particular the large muscles of the body

➤Examples of some basic gross motor skills are:

standing ,walking, controlling

movements of legs and arms

FINE MOTOR SKILLS

Fine motor skills are those skills which require the use of the small muscles of the body such as those of wrist, hand and fingers. Picking up objects, grasping them, drawing and the cutting are examples of fine motor skills.

GROSS MOTOR SKILLS

Includes basic body movements:

- Lifting the head
- Rolling
- Crawling
- Walking
- Running
- Leaping
- Jumping
- Hoping
- Skipping
- Climbing
- Pushing
- Pulling
- Hanging

GROSS MOTOR SKILLS

Milestones:

12 - 18 months

18 - 24 months

2 - 3 years

3 Different Types of Gross Motor Movements:

1. Locomotion, which means movement!

- Anything a child does to get from one spot to another is locomotion. Examples of gross motor skills in the locomotion category can include rolling, belly crawling, crawling on hands and knees, scooting, walking, running, climbing, leaping, jumping, and hopping.

2. Stationary skills, which refers to movement in a stationary place.

- Gross motor skills that are stationary include head control, sitting balance, standing on one or both legs, rising, falling, bending, stretching, pushing, pulling, swinging, swaying, twisting, and turning.

3. Manipulation, which means moving objects in a variety of ways.

- Think about all the things a child can do with a ball – they can roll, throw, catch, kick, stop, or bat a ball. All of these actions are manipulative gross motor skills.

WHY GROSS MOTOR SKILLS ARE IMPORTANT?

- Promote long-lasting health
- Encourage physical literacy
- Boost their confidence and self-esteem
- Provide an avenue for energy release
- Relieve their stress and frustration
- Promote brain development
- Assist school readiness
- Boost their ability to assess risk.

0-6 months-

-
- Rolls over front to back and back to front
- Sits with support and then independently

6-12 months-

- Crawls forwards on belly
- Assumes a seated position unaided
- Creeps on hands and knees
- Transitions into different positions: sitting, all fours, lying on tummy
- Pulls self to stand
- Walks while holding onto furniture
- Takes 2-3 steps without support
- Rolls a ball in imitation of an adult

18 months

- Sits, crawls, walks
- Still has wide gait but walking/running is less clumsy
- Pushes against a ball (does not actually kick it)

- 2 years-

- Walks smoothly and turns corners
- Begins running
- Is able to pull or carry a toy while walking
- Climbs onto/down from furniture without assistance
- Walks up and down steps with support
- Picks up toys from the floor without falling over

3 years

- Imitates standing on one foot
- Imitates simple bilateral movements of limbs (e.g. arms up together)
- Climbs jungle gym and ladders
- Pedals a tricycle
- Walks up/down stairs alternating feet
- Jumps in place with two feet together
- Able to walk on tip toes
- Catches using body

4 years

- Stands on one foot for up to 5 seconds
- Kicks a ball forwards
- Throws a ball overarm
- Catches a ball that has been bounced
- Runs around obstacles
- Able to walk on a line
- Able to hop on one foot
- Jumps over an object and lands with both feet together

5 years

- Able to walk up stairs while holding an object
- Walks backward toe-heel
- Jumps forward 10 times without falling
- Skips forwards after demonstration
- Hangs from a bar for at least 5 seconds
- Steps forward with leg on same side as throwing arm when throwing a ball
- Catches a small ball using hands only

6 years-
- Runs lightly on toes
- Able to walk on a balance beam
- Able to skip using a skipping rope
- Can cover 2 metres when hopping
- Demonstrates mature throwing and catching patterns
- Mature (refined) jumping skills

- Painting and creating broad strokes with a paintbrush promote gross motor skills and hand-eye coordination.
- General play – running, skipping, hopping and jumping.
- Bouncing, rolling, throwing, kicking and batting a ball.
- Balancing on tiptoes, a log or a tightrope stretched out on the floor.
- Climbing in safe environments in playgrounds with adult supervision.
- Keeping a balloon up in the air by hitting it with their head or hands.
- Splashing about in water strengthens leg muscles (always supervise water play).
- Dancing, walking and skipping to music improves coordination and balance.
- Learning to ride on wheels such as a tricycle or scooter
.
- Using their body weight to swing and gain momentum.
- Playing hopscotch helps to develop your child's ability to jump.
- Simon Says improves visual cues, body awareness and the ability to plan and carry out moves.
- Bouncing on a trampoline or an inflatable gym like a castle improves coordination and fitness.
- Fun obstacle courses either inside the house or in the backyard encourage your child to explore different surfaces and move through or around barriers.
- Chasing bubbles can provide heaps of fun while moving little legs and stretching arms.
- Hula-hoops encourage children to move their torsos.
- Skipping ropes provide ample fun for jumping, skipping and foot-eye coordination.

CONCLUSION

- Having the knowledge of gross motor development will allow me to focus my daily activities on supporting the childs development.

- In a large early childhood setting many different play areas can be set up that will allow children at different stages in their development to interact and play with each other.

- Language is the divine gift of the God. It is language that distinguishes man form animals. Language is man's finest asset.
- Language refers to all forms of human behavior, what is life is what language is.
- It is the method of human communication.
- The language modes categorize the different types of skills involved in responding and composing.
Listening,
Speaking,
Reading,
Writing

READING SKILLS
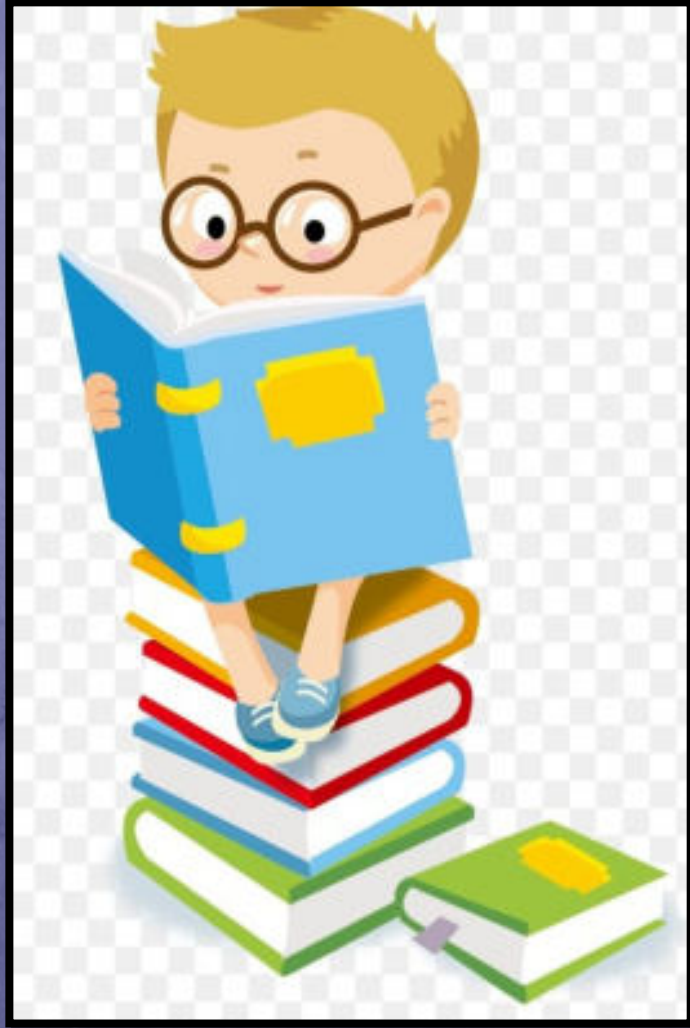
❑Reading is one of the skills among the four skills of language learning.

❑After learning to listen and speak a language, a person has to learn to read and then write a language in order to have mastery of all the four skills of language learning.

❑Reading is a complex process involving many physical, intellectual and often emotional reactions.

❑Reading is an ability of enabling the learners to understand a language in written form with the purpose of being able to extract the thoughts, facts, meanings and information that it was meant to give.
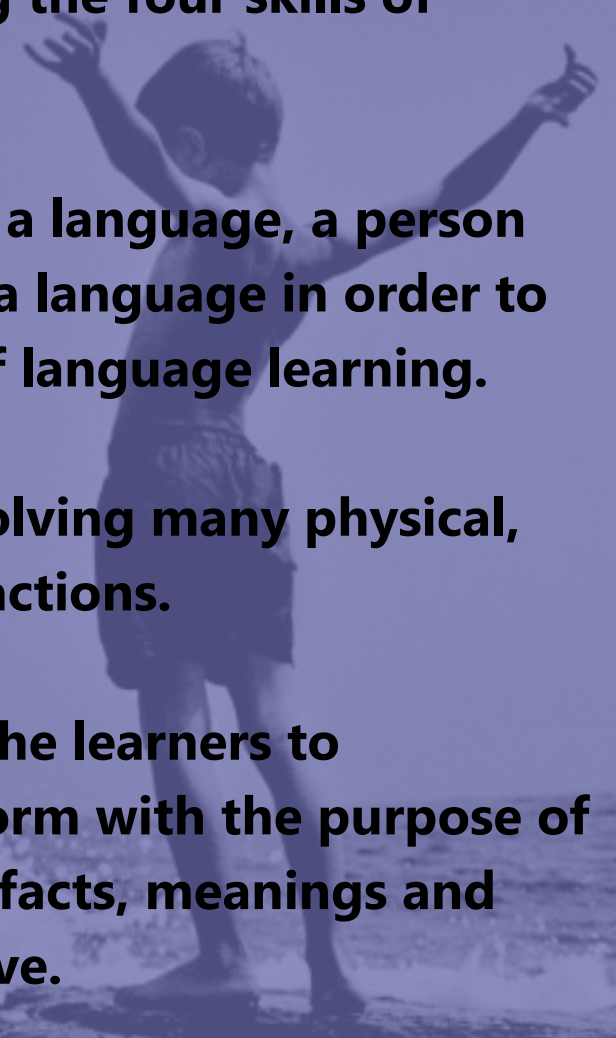
CHARACTERISTICS OF READING

Purposiveness

Text based

Speed

Imposed Organization

Comprehension

Silent

Complexity

Selectiveness

NEED AND IMPORTANCE OF READING SKILL

- IMPORTANCE FOR DAILY LIFE
- DISCOVERY OF NEW THINGS
- CREATION F GOOD IDEAS
- ENCHANCING CONCENTRATION
- EXCERSICE OF BRAIN
- REDUCING STRESS
- IMPROVING VOCABULARY
- ENCHANING ANALYTICAL THINKING
- DEVELOPING A GOOD SELF IMAGE
- DEVELOPING IMAGINATION AND CREATIVITY

PRE –READING AVTIVITIES	WHILE – READING ACTIVITIES	POST – READING ACTIVITIES
DISCUSSION	INDEPENDENT READING	CREATIVE READING
ORAL INTERACTION ABOUT TOPIC	BUDDY READING	CREATE DISCUSSIONS
GUESSSING FROM WORDS	GUIDED READING	QUIZ IN CLASROOM
GUESSING FROM PICTURES	READING ALOUD	FINDING RELATED NEWS
HOW MANY WORD DO YOU KNOW	ASKED QUESTION IN BETWEEN	PREPARE A SURVEY
VIDEOS	SHARED READING	PARTS OF SPEECH
BRAINSTORMING		QUESTIONS WITH PICTURES
TEACHING AIDS		CHARACTER ANALYSIS

TYPES OF READING

1 Intensive Reading

Intensive reading is the close reading of a short text. It is a kind of reading that aims at accuracy of comprehension.

2 Extensive Reading

This kind of reading emphasis less on accuracy and more on gaining fluency. It is done out of the classroom and meant for reader's own pleasure.

EnglishGrammarSoft
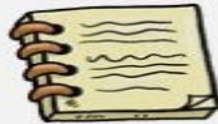
3 Skimming

Skimming means to go through the text quickly to grasp the overall meaning or gist of it. It is to extract the main theme or the core of the text by a quick reading process.

4 Scanning

The sub-skill of reading by which the reader collects a particular information from the given text is known as scanning.

INTRODUCTION

In the process of communication, language plays an important part. Indeed, all the living beings in this world communicate in their own language. These two terms are so closely intertwined that people cannot easily recognize their difference and end up using them synonymously. But, in reality, there exists a fine line of difference between language and communication.

LANGUAGE

Language is described as a tool which helps in the transmission of feelings and thoughts, from one person to another. It is the means of expression of what a person feels or thinks, through arbitrarily produced symbols or sounds, such as words, signs, gestures, posture, etc they convey a certain meaning.

COMMUNICATION

Communication is described as act of interchanging ideas, information or message from one person or place to another, via words or signs which are understood to both the parties. Communication is vital for the organization because it is a principle means by which organizational members work with each other. It flows in various directions, such as upward, downward, horizontal or diagonal.

DIFFERENCES BETWEEN LANGUAGE AND COMMUNICATION

LANGUAGE

- ❑ Language implies the system of communication which relies on the verbal or non-verbal codes, used in transferring information.

- ❑ Language is an abstract system of symbols and meaning governed by grammatical rules.

COMMUNICATION

- ❑ Communication refers to the way of exchanging message or information between two or more people.

- ❑ Communication is the exchange of information between two or more people by speech, sign, signal or behavior.

LANGUAGE	**COMMUNICATION**

❑ TOOL

❑ PROCESS

❑ Signs, words and symbols

❑ Message

❑ Primarily, in auditory channels

❑ All sensory channels

❑ Dynamic

❑ Static

❑ Language can be used by just one person

❑ Communication involves interaction between two or more people

❑ Narrow

❑ Wide

❑ Feedback is not required

❑ Feedback is required

CONCLUSION

Language is sole medium of communication between two person, through which they can share their views, ideas, opinions and emotion with one another. It is aimed at making sense of complex and abstract thought and that also without any confusion. As a system of communication, different language are used by people residing in different areas or belonging to a different community. However, communication has a wide scope than language, as the former covers the latter. Language is the essence of communication, without which, it cannot exist.

History of National Education Policies

▶ **A new NEP usually comes along every few decades. India has had three to date. The first came in 1968 and the second in 1986, under Indira Gandhi and Rajiv Gandhi respectively; the NEP of 1986 was revised in 1992 when P V Narasimha Rao was Prime Minister. The third is the NEP released Wednesday under the Prime Ministership of Narendra Modi**

Multilingualism and the power of language-three-languages formula- Curriculum and Pedagogy in Schools, N.E.P, 2020

National Education Policy suggests that the medium of instruction should be in mother language or mother tongue until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language, mother tongue, local language, regional language. Thereafter, the home or local language shall continue to be taught as a language wherever possible. This will be followed by both public and private schools.

High-quality textbooks, including in science, will be made available in home languages or mother tongue. All efforts will be made early on to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged.

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Teachers will be encouraged to use a bilingual approach, including bilingual teaching-learning materials, with those students whose home language may be different from the medium of instruction.

All languages will be taught with high quality to all students; a language does not need to be the medium of instruction for it to be taught and learned well.

All languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation, and with early reading and subsequently writing in the mother tongue in the early years, and with skills developed for reading and writing in other languages in Grade 3 and beyond.

States, especially States from different regions of India, may enter into bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective States, and also to encourage the study of Indian languages across the country.

The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India.

All efforts will be made in preparing high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language or mother tongue and in English.

Launch

▶ At 4pm on Wednesday , July 29,2020

▶ Aims of making "India a global knowledge superpower".

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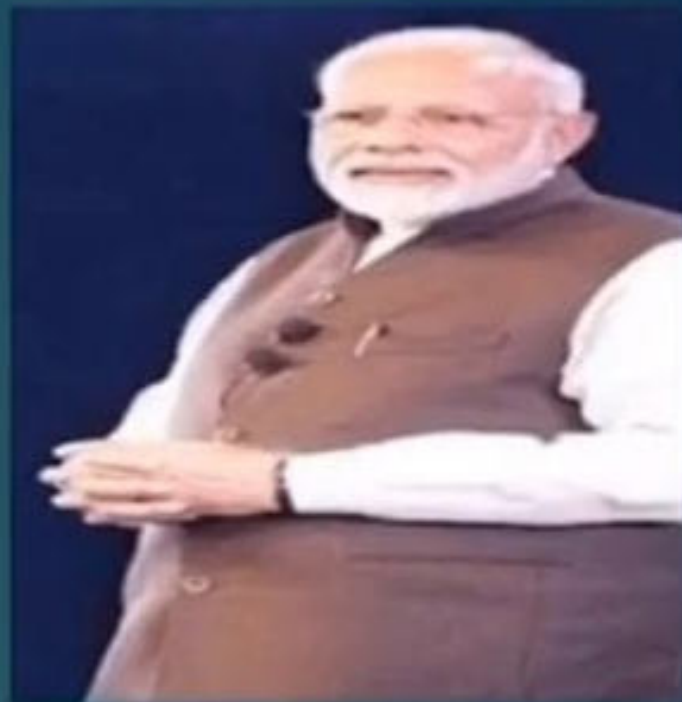
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CLASSROOM DISCOURSE

- Discourse is the **communication of thought by words, talk, conversation, discourse denotes written and spoken communication** .It is a body of text meant to communicate specific data, information and knowledge. It is a written or oral form of communication.

- The classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom

- The study of classroom discourse is the study of the process of face-to-face classroom teaching.

PURPOSE OF CLASSROOM TEACHING

❑ It brings clarity and distinctiveness in the speech

❑ During interaction teachers have the scope to identify the intelligence, talent and excellence of the students.

❑ It provides learner the scope of speaking and examine into his/her subjects.

❑ Main purpose is to motivate the students to develop innovative ideas, plans and strategies.

❑ Encouraging classroom communication

MODES OF INTERACTION IN CLASSROOM

- Teacher - Student
- Teacher - Two Students
- Students - Students
- Small peer group
- Teacher – All Classroom Students
- All students of the Classroom

TYPES OF CLASSROOM DISCOURSE

1- **INITIATION-RESPONSE-EVALUATE(IRE)**

IRE possess a traditional pattern of discourse , the teacher ask questions, the student answers and the teacher evaluates.

2.**INSTRUCTIONS**

Teacher gives directive or informative instructions and students responds to it depending upon the type of instruction.

3.**THE PROBING QUESTIONS**

The teacher asked referential questions or thinking questions and students are encouraged to give longer answers through their thinking.

4. **ARGUMENTATION**

The teacher involve the students in a challenging situation in order to make them to justify their reasons, question or statement forms.

IMPORTANCE OF CLASSROOM DISCOURSE

- *TEACHERS AND STUDENTS CAN COMMUNICATE IN SECOND LANGUAGE*

- *STUDENTS CAN LEARN NEW VOCABULARY*

- *STUDENTS CAN SHARE IDEAS AND LEARN DIVERSE LANGUAGE SKILLS*

- *HELP TO RESPECT EACH OTHERS VIEWS*
- *EVERYBODY CAN SHARE THEIR IDEAS AND THOUGHTS EASILY*
- *STUDENTS PROVIDED AN OPPORTUNITY TO WORK TOGETHER.*

Reading

It is a cognitive process of decoding symbols

to derive meaning from text (as in reading a

book or reading music).

Three Components of Reading

1. Decoding
2. Comprehension
3. Retention

Decoding

Decoding refers to the process of translating a printed word into a sound.

Two Skills in Decoding :

1. *Identification Skill*
2. *Word Attack Skill*

Comprehension

It is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

Comprehension relies on a mastery of decoding. Children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have very little mental energy left for understanding.

Retention

The condition of retaining (keeping) something. It could be in the Short term memory or Long term Memory.

The ability to retain, which relies heavily on a child's decoding proficiency and ability to comprehend what is read.

Factors Influencing Acquisition of Reading Ability

Intelligence

Interest

Motivation

Language Facility

Factors Influencing Acquisition of Reading Ability

Auditory Discrimination

Home Background

Visual Discrimination

Teaching Strategies
1. Vocabulary
2. Comprehension
3. Literary Appreciation
4. Study Skills

Motor-Ocular Discrimination

Attitude of/toward
1. Parents
2. Siblings
3. Teachers
4. Peers
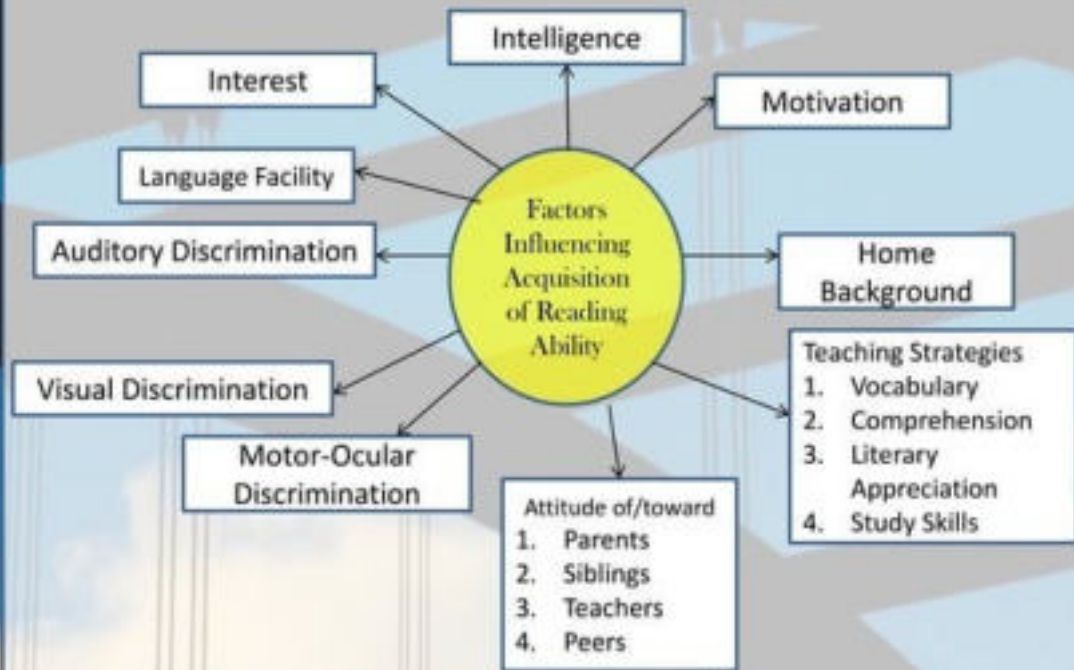
Required Skills in Reading

1. Skills Related to Eye Movement

2. Abilities Related to Visual Discrimination

3. Association Skills

4. Interpretation Abilities

STAGES of reading Development

Stage 0: Pre-reading

- Preschool (ages 6 mos. To 6 years)
- "Pretending" to read, retelling story when looking at pages of book previously read to the child
- Naming letters of alphabet; recognizing some signs
- Printing own name
- Playing with books, pencils, and paper

Stage1: Initial Reading and Decoding

- Grade 1 and beginning Grade 2 (ages 7-8)
- Learning relation between letters and sounds and between printed and spoken words
- Being able to read simple text containing high frequency words and phonically regular words
- Using skill and insight to "sound-out" new one syllable words

Stage 2: Confirmation and Fluency

- Grades 2 and 3 (ages 7-8)

- Child reads simple, familiar stories and selections with increasing fluency. This is done by consolidating the basic decoding elements, sight vocabulary, and meaning context in the reading of familiar stories and selections.

Stage 3: Reading for Learning the New

- Grades 4-8 (ages 9-13)

- Reading is used to experience new feelings, to learn new attitudes.

- Reading generally from one viewpoint

Stage 4: Multiple Viewpoints

- High School (ages 15-17)

- Reading widely from a broad range of complex materials, both expository and narrative

- Reading a variety of viewpoints

Sage 5: Construction and Reconstruction

- College and beyond (ages 18+)

- Reading is used for one's own needs and purposes professional and personal)

- Reading serves to integrate one's knowledge with that of others, to synthesize it and to create new knowledge

- Reading is rapid and efficient

WHY IS READING IMPORTANT ?

1. Reading is fundamental to function in today's society.

2. Reading is a vital skill in finding a good job.

3. Reading is important because it develops the mind.

4. It is how we discover new things.

5. Reading develops the imagination.

6. Reading develops the creative side of people.

7. Reading is fundamental in developing a good self image.

Reading Problems

DEFINITION OF TERMS:

1. **Reading Deficiency** – a mild to severe retardation in learning to read which is disparate with the individual's general intelligence and with his cultural, linguistic and educational experience.

2. **Reading Retardation** – Originally used to designate the condition of all children whose reading was significantly below age and grade norm, regardless of the children's potential or intelligence.

3. **Reading Disability** – refers to retarded readers whose mental ability should enable them to read considerably better than they do. This is synonymous with reading deficiency.

4. **Underachiever in Reading** – Restricted to those whose reading performance is not below age and grade standards but who are judged to be functioning significantly below their own potential level in reading. It is used broadly to designate the slow learner, the disabled reader, the bright underachiever, the reluctant reader, and the culturally or socially deprived pupil.

5. **Dyslexia** – Defective reading which may represent loss of competency following brain injury or degeneration, or a developmental failure to profit from reading instruction. It is often genetically determined.

6. **Primary Reading Retardation** – refers to a sense impairment of capacity to learn to read which, although there is no brain damage, this is based on a constitutional pattern of disturbed neurological organization.

7. **Secondary Reading Retardation** – refers to a reading disability for which the causation is mainly environmental or external.

MAIN READING DIFFICULTIES

- **Dyslexia**

    Although dyslexia typically affects spelling and writing, including transposing letters and words, it can also contribute to reading comprehension problems. When a student has this type of learning disorder, he or she usually has problems with letter and word recognition, as well as difficulties pronouncing words. It also contributes to slow reading speed. Students who have these issues may have problems with overall reading comprehension because there can be so many "roadblocks" that the overall meaning of the words becomes indecipherable.

- **Remedial Vocabulary**

    Many students with reading comprehension problems have trouble with vocabulary and may fall behind their peers. They typically perform poorly on vocabulary tests, as well as on standardized tests. These shortcomings may affect a student's self-esteem and make him or her prone to avoiding speaking aloud in the classroom in front of other students and teachers.

- **Memory Problems**

    Short-term and long-term memory problems can be
another aspect of reading comprehension issues. When a
student doesn't fully understand what he or she just read, the
student will have difficulties remembering the information.
Teachers can identify students with memory problems before
the issue gets out of hand by using pop quizzes and mini-tests
after reading sections.

- **Omission of Words**

  Some students with reading comprehension problems omit words when reading aloud or writing. This tendency could be a sign of other disorders, such as dyslexia or vision problems. When teachers see repeated behavior of this nature, and carelessness has been ruled out, other reading comprehension tests should usually be administered.

- **Attention Deficit Disorder (ADD)**

  A student with ADD may be at risk of having reading comprehension problems because of an inability to concentrate on material for long periods of time. Children affected by ADD typically have short attention spans and have problems not only grasping the meaning of paragraphs or short stories, but also even comprehending a sentence.

DECODING DIFFICULTIES

- consistent difficulty sounding out words and recognizing words out of context

- confusion between letters and the sounds they represent

- slow reading rate when reading aloud (reading word-by-word)

- reading without expression

- ignoring punctuation while reading

COMPREHENSION DIFFICULTIES

- confusion about the meaning of words and sentences

- inability to connect ideas in a passage

- omission of, or glossing over, detail

- difficulty distinguishing significant information from minor details

- lack of concentration during reading

RETENTION DIFFICULTIES

- trouble remembering or summarizing what is read
- difficulty connecting what is read to prior knowledge
- difficulty applying content of a text to personal experiences
- inability to view content from multiple perspectives

READING STRATEGIES

1. Play word games.
2. Read aloud every day
3. Model reading as an enjoyable activity.
4. Put learning to use.
5. Listen to books.
6. Read to your child every night
7. Engage children's senses while learning.

Ways to Improve Reading Comprehension

- Mumbling
- Underlining key words/rereading
- Start the conclusion
- Kinesthetic reading
- Reading on a walk
- Stopping at predetermined reflection points
- Visualizing yourself as a reader

Reading Teacher's Role

1. Diagnose each student's reading skills to ascertain the grade level of the material that the student can read.

2. Diagnose each student's reading skills to determine from a total list of skills, which specific ones have been mastered.

3. Be aware of the reading demands and teaching strategies of the content areas so that these skills can be highlighted and reinforced.

4. Provide instruction in these skills at the appropriate level of difficulty.

TOPIC: FEATURES OF LANGUAGE

MEANING OF LANGUAGE

- The word language has been derived from the Latin word '**Lingua**' which implies '**tongue**'. So the derivative meaning of language is a simple stream of sound that flows the mouth of the speaker.
- Language is a kind of conventional arrangement, a common usage and mutually intelligible pairs of words which help the group to communicate.
- **Some Definitions of Language**
1. Oxford Dictionary defines language as "words and methods of combining them for the expression of thought."
2. According to Bloch and Trager, "Language is a system of arbitrary vocal symbols by means of which a social group co-operates."
3. According to Gardeners, "Common definition of language is the use of articulate sounds and symbols for expression of thoughts and feelings."

NATURE OF LANGUAGE

1. Language is learnt
2. Language is Species Specific
3. Language is Species Uniformed
4. Language is Arbitrary
5. Language is System
6. Language is a System of Systems
7. Language is System of Symbols
8. Language is made up of Habits
9. Language is Related to the Culture of Society
10. Language is a Skill Subject

The Nature of Language
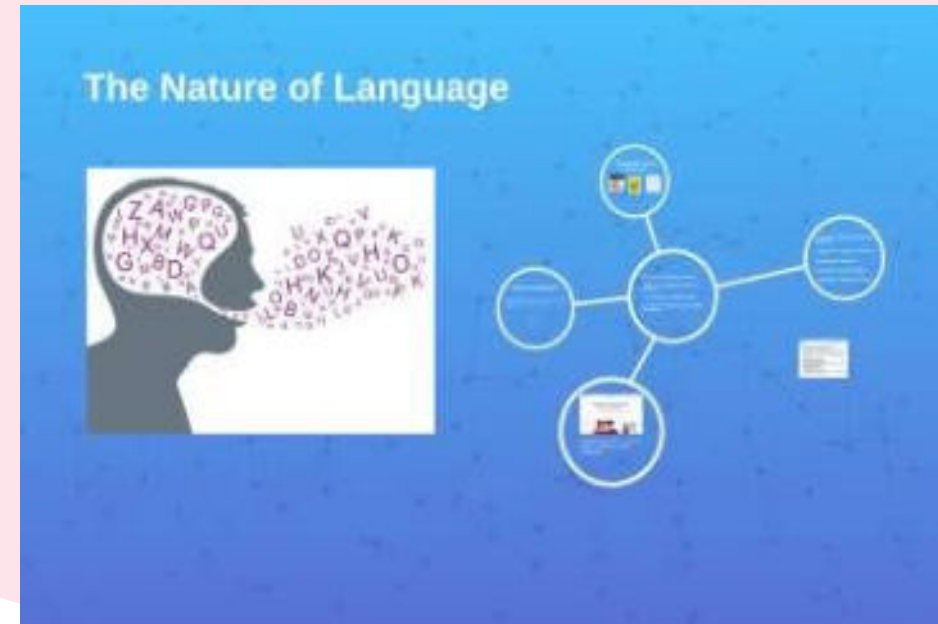
IMPORTANCE OF LANGUAGE

1. **Language for the existence of society:** Language is the means of for the man in society. It is language which makes it possible for the man to live in society and to progress. So, language is important for the existence of society as it is not possible to think of life without language.

2. **As a means of connecting the world**: Language is the means to connect the world. It is the only means which brings human beings closer to each other.

3. **For delimiting social groups:** Language delimits the social groups. Certain words are spoken in a particular community which are understood by the member of that community only. Thus it delimits a particular group or community.

4. **For self expression:** Language helps in the expression of one's idea, thoughts and feelings. Without language it is very difficult for man to express himself.

5. **For preservation and transmission of ideas:** In society everyday new ideas are formed. All the new ideas are preserved with the help of language and are subsequently transmitted to the next level generation. Thus language is preservation of ideas.

6. **For studying other discipline:** A discipline, however important it maybe, cannot be studied without language. For example, in philosophy we can understand the ideas of different philosophers only when we know the language in which they are written.

FEATURES OF LANGUAGE

FEATURES OF LANGUAGE

1. **Language is verbal, vocal**: Language is sound Language is an organization of sounds, of vocal symbols – the sounds produced from the mouth with the help of various organs of speech to convey some meaningful message. It also means that speech is primary to writing. There are several languages because they are spoken. Music and singing also employ vocal sounds, but they are not languages. Language is systematic verbal symbolism; it makes use of verbal elements such as sound, words. and phrases, which are arranged in certain ways to make sentences. Language is vocal in as much as it is made up of sounds which can be produced by the organs of speech.

2. **Language is a means of communication** Language is the most powerful, convenient and permanent means and form of communication. Non-linguistics symbols such as expressive gestures signals of various kinds, traffic lights, road-signs, flags, emblems and many more such things as well as shorthand, mores and other codes, the deaf and dumb and braille alphabets, the symbols of mathematics and logic, etc. are also means of communication, yet they are not so flexible, comprehensive, perfect and extensive as language is. Language is the best means of self-expression.

3. **Language is a social phenomenon** Language is a set of conventional communicative signals used by humans for communication in a community. Language in this sense is a possession of a social group, comprising an indispensable set of rules which permits its members to relate to each other; it is a social institution. Language exists in society; it is a means of nourishing and developing culture and establishing human relations. It is a member of society that a human being acquires a language.

4. **Language is arbitrary** By the arbitrariness of language, we mean that there is no inherent or logical relation or similarity between any given feature of language and its meaning. That is entirely arbitrary, that there is no direct, necessary connection between the nature of things or ideas the language deals with, and the linguistics unites are combinations by which these things or ideas are expressed. There is no reason why the four-legged domestic animals should be called Dog in English, Kutta in Hindi, Kukkur in Sanskrit, Kutta in Telugu, Kukur in Bengali, Chien in French, hund in German, Kalb in Arabic and so on.

5. **Language is non-instinctive, conventional** no language was created in a day out of a mutually agreed-upon formula by a group of humans. Language is the outcome of evolution and convention. Each generation transmits this convention on to the next, Like all human institutions languages also change and die, grow and expand. Every language then is a conventional community, It is non-instinctive because it is acquired by human beings. Nobody gets a language an innate ability to acquire language. Animals inherit their system of communication by heredity, humans do not.

6. **Language is symbolic** The symbolism of language is a necessary consequence of the feature of arbitrariness discussed above. A symbol stands for something else; it is something that serves as a substitute. Language is a system of arbitrary vocal symbols. For concepts, things ideas, objects etc. we have sounds and words as symbols. the language uses words essentially as symbols and not as signs (e.g in Mats.) for the concepts represented by them.

7. **Language is systematic** Although the language is symbolic, yet its symbols are arranged in a particular system. All languages have their system of arrangements. Though symbols in each human language are finite, they can be arranged infinity; that is to say, we can produce an infinite set of sentences by a finite set of symbols.

8. **Language is unique, creative, complex and modifiable** Language is a unique phenomenon of the earth. Other planets do not seem to have any language, although this fact may be invalidated if we happen to discover a talking generation on any other planet. but so far there is no evidence of the presence of language on the moon. Each language is unique in its own sense. By this, we do not mean that language do not have any similarities or universals. Despite there common features and language universals, each language has its peculiarities and distinct features.

9. **Language is human and structurally complex** No species other than humans has been endowed with language. Animals cannot acquire human language because of its complex structure and their physical inadequacies. Animals do not have the type of brain which the human beings possess and their articulatory organs are also very much different from those of human beings.

CONCLUSION

1. Language plays a very critical role in our life. It is a language that helps us to communicate to one another.
2. It is a very powerful tool that we can apply for our own comfort and for the others as will.
3. Variety of languages can be seen if we grow from place to place spoken by different communities.
4. The nature of language also changes when we visit a particular institution or Individual.
5. So we can say that language is not only a tool of communication but also act as an weapon of ourselves.

Major language spoken in India

- All together, there are 122 major languages spoken by more than 10,000 people. Here are short descriptions of the languages in India that are used by more than 10 million people. Keep in mind that many of these languages have their own writing script as well.

- **Hindi**

- **English**

- **Bengali**

- **Telugu**

- **Marathi**
- **Tamil**
- **Urdu**
- **Gujarati**
- **Kannada**
- **Malayalam**
- **Odia**
- **Punjabi**
- **Assamese**
- **Maithili**

LANGUAGE DIVERSITY IN INDIA

India is most diverse country in the world. The pie graph depicts the percentage share of each prominent languages.

Hindi language is being the largest share by percentage typically spoken in all of north India, while Gujrati and Tamil being less in percentage because of their regional use in their respective states.

Indian Languages : Distribution
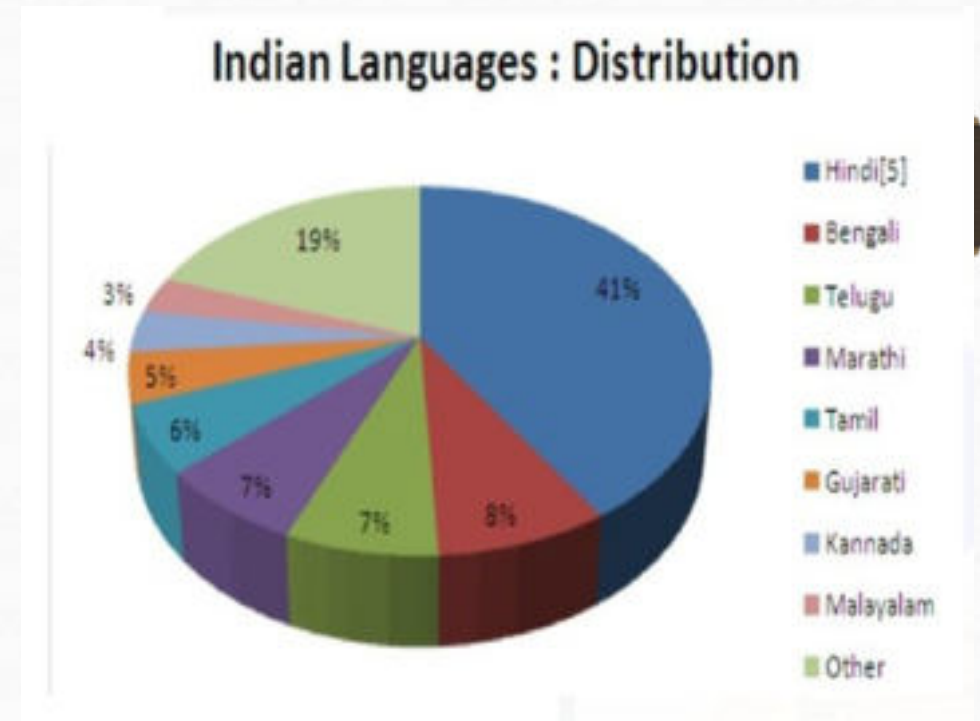
"The picture showcases the diversity of language spread across Indian land mass "

"Hindi being typically spoken in northern India while rest are state languages spoken in their respective states "

What does the Constitution say?

- The Constitution's Article 343 says "the official language of the Union shall be Hindi in Devanagari script," it also empowers the use of English indefinitely.

- Furthermore, the provision coexists with the Eighth Schedule, which, as per Articles 344(1) and 351, permits the use of 22 languages as official languages

- And then there is Article 347, which provides for the recognition and use of even those languages that are not the 'official language' of the State, allowing for greater State autonomy

Conclusion

- India is most diverse country in the world, there are 122 major languages that is being spoken by more than 10,000 people out of these 22 are being considered as the main stream languages.

- Hindi language is being the largest share by percentage typically spoken in all of major North Indian States.

- Time to time Hindi is being push forward as the national language but our constitution only allows usage of Hindi in Devanagari script as official language of the Union(Central government).

- While the constitution, also recognize the use of even those languages that are not the official languages permitting the use of 22 languages as official languages.

"At last I wanna say that debate is still going whether India should have any official language or not, while at the same time different states are adopting the use of English in their official use without any political hinderance"

TOPIC

Multiple childhood

Meaning of multiple childhood

Childhood is the time for children to be in school and at play, to grow strong and confident with the love and encouragement of their family and an extended community of caring adults. It is a precious time in which children should live free from fear, safe from violence and protected from abuse and exploitation. As such, childhood means much more than just the space between birth and the attainment of adulthood. It refers to the state and condition of a child's life, to the quality of those years.

Multiple childhood on the other hand refers to the different kinds of childhood seen in india as mentioned in the ten alloted topics above.

Types of multiple childhood

1- SOCIO-ECONOMICALLY HIGHER CLASS CHILDREN

These children attain the highest class in the society compared to their counterparts and are financially secure.

2-SOCIO-ECONOMICLLY MIDDLE CLASS CHILDREN

It is a broad group in the society, and most of the people fall under this category only. Middle class is an over used expression and its very difficult to pin down. It is not only defined in terms of income but also in terms of culture,

3-SOCIO-ECONOMICALLY LOWER CLASS CHILDREN

These children fall at the lower edge of socio economic hierarchy and belong to category of daily wage earners.

4-DIFFERENTLY ABLED CHILDREN

Children with a chronic physical, intellectual, mental impairment which obstructs their participation in the society compared to the other children and hinders their equality.
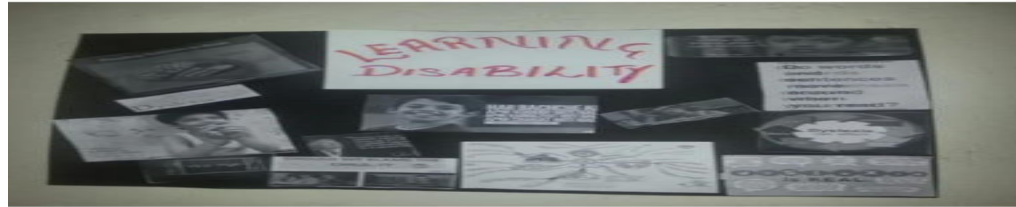
5- CHILDREN WITH LEARNING DISABILITIES

Children who face difficulty with the order and arrangements of letters in a word and find it difficult to read and write because they are not able to recognize it properly. Such children even find it difficult to recognize color, speed, distance and velocity properly.

6- ORPHANS

...ans are the children whose ...the parents are dead or they ...prived of the love of parents ...ose who are not adopted.

7- DELINQUENT CHILDREN

Children of particular age who got involved in unethical, immoral and anti-social activities. such children develop a criminal mindset and have a tendency to disobey the laws. such children are in need of rehabilitation.

8- CHILD LABOUR

Children who are forced to work commercially to earn livelihood and are below 14-16 years are called child labours. such activities hinders the educational attainment of the child and are very harmful for their mental growth as a healthy mindset person.

9- SURVIVOR OF CHILD ABUSE

Child abuse is the physical and emotional maltreatment and harassment of the children of really young age which leaves a very dark impact on their mind and it becomes very challenging for the family and closed ones to bring the child out of that trauma.

10- CHILDREN HAVING SINGLE PARENTS

These children do not get the love and support of both the parents due to many reasons such as separated parents, unmarried parent, widowed parent.

FACTORS AFFECTING MULTIPLE CHILDHOOD

1- HEREDITY:- it is considered as one of important factor of multiple childhood growth of an individual depend upon the combination of the genes which he inherits from his parents.size, height, structure of the body colour of the hair and the Physics are determined by the type of chromosomes of the parents.

2- FOOD AND NUTRITION:- food is also the most important factor for the normal development of the child. Defective teeth skin disease and other health problems can be trace directly to poor diet during the infancy and childhood. Imbalanced diet and nutritions is required for proper physical development. Care should be taken for proper balanced diet personal hygiene cleanliness various disease and measure to check these diseases.

3 fresh air and sunlight:- these are very important as the child must get specially during a early year of the life with influence general health condition size and maturity age of the child.

4- PHYSICAL EXERCISE AND ACTIVITIES:- These are very essential for child physical development.sports drill games like dancing, hiking etc should be encouraged.

5-:- CHILD REARING PRACTICE:- how the child is reared and the practices adopted by the parents also determine the growth pattern of the child.

7:- SEX DIFFERENCE:- gender difference play of Vital role in the physical and various other aspects of personality development of the child.

8:-INTELLIGENCE:- low grade intelligence associate with retardation,High grade intelligence is associated with speeding up of development.

9- RACE AND CULTURE:- studies have shown that children of certain race develop physically Sooner than to the children of certain other races.

SIMILARITIES OF MULTIPLE CHILDHOOD

1- NEED TO FEEL GOOD:- praise is one of the best way to improving child behaviour when you praise tell your children exactly what they did that you liked. so each child want to feel good about them.

2-DEVELOPING RELATIONSHIP:- Children need warm and loving interaction in their childhood. it developed confidence and communication among children the good and healthy relationship help in life for working through problems dealing with stress.developing relationship with societies common in childhood.

3- PRIMARY SOCIALIZATION:- primary socialization takes place during in fancy childhood and early adolence. In childhood children built their basic core identity and personality. The process starts at home through family in which child learn what is or is not accepted in society,socia norm and culture practice that eventually one is likely to take up . Primary socialization through the family teach children how to Bond, create relationship and understand important concept including love, trust and togetherness.

4- NEED OF RECREATION AND PLAY:- the recreational and play has an important role in. With the help of this children become social and confident. They learn new things when they play with other. Play and Recreation allow children to develop conflict resolution skills and learn to take turns.

5- NEED FOR AFFECTION AND ACCEPTANCE:- children need affection and acceptance in childhood. It help parents to build good bond with their children adding a sense of trust and support between them. Mostly children want parents listen and trusting them. trust is most important in childhood for child growth.

6-NEED OF CONSISTENCY:- consistency allow boundaries and Expectations to be set which actually provide children with a sense of safety. When unexpected changes occur their safety and security is impacted sometime causing anxiety. IT form habit that become almost second nature.

7- LINK BETWEEN VISIBLE AND BRAIN DEVELOPMENT:- the brain undergoes to main periods of increase production of gray matter. the first begin during fetal development around 18 month of age and the second occur during early adolence resulting in the developing of primary cognitive abilities in the Young Child and higher executive function such as decision making in andolence children having Rapid development in early age.

DIVERSITIES OF MULTIPLE CHILDHOOD

1- GENDER DIVERSITY:- ine childhood children having different gender identities and practices and different gender role in society. A child understanding of gender role impact how they socialise with their peers and form relationship.

2- DEVELOPMENT PACE IN DIFFERENT:- every child is having different development base in mental growth,physical growth in intellectual growth emotional growth and cognitive development in childhood.

3- LEARNING APTITUDE DIVERSITY:- each child is unique and has an individual learning style and attitude toward learning the pace of learning attitude toward learning is different in same age group.

4- EXCEPTIONAL CHILDREN:- an exceptional child is one who deviates physical, intellectually, emotionally or socially from the normal or average child so markedly that he cannot receive maximum benefit from the regular School program.

5- SOCIO- ECONOMIC DIVERSITY:- socio- Economics is one of the major factor responsible for diversity in the childhood groups. Those belonging to lower or higher social economics group need to be given due space in the textbook curriculum and classroom activities. Diversity due to social economics status can be utilise as teaching learning resources as each child bring with them their own experience to the classroom which can be share and use for teaching learning.

6- LANGUAGE DIVERSITY:- in India each state has it all language it is not just the accent but the dialect that also changed from region to region. children from different Geography speaking different language. children's struggle to follow the teaching taking place in the class due to the variation and language between home and school.

7- CULTURAL DIVERSITY:- culture background given children a sense of who they are. the unique culture custom and believe of food, art,expression, language and religion affect the way they development emotionally socially physically and linguisticly.

8-DIFFERENCE WITH RESPECT TO RACE, CASTE, TRIBE, RELIGION AND REGION:- in India race, caste, tribe, region, religion and lead diversity among the different childhood groups.

9-PERSONALITY DIVERSITY:- personality development in childhood emerge through the interaction of social influences biological maturation and the Child representation of the social world and the self. Personality development occur by the ongoing interaction of temperament character and environment. so the variation in culture, education,class etc lead diversity among different childhood groups.

CONCLUSION

Does we can stay that gender discrimination race, caste, social economic status education etc are common factor which affect childhood. Mostly children have some similarities among different childhood group. But the diversity among them lead variation among them. Childhood is the time that make our adulthood special. Also childrens are like poetry vessel that you can shape in any way you like. Their Innocence and helpful nature gives everyone the message of humanity.

PROTECTION OF CHILD RIGHTS

Introduction
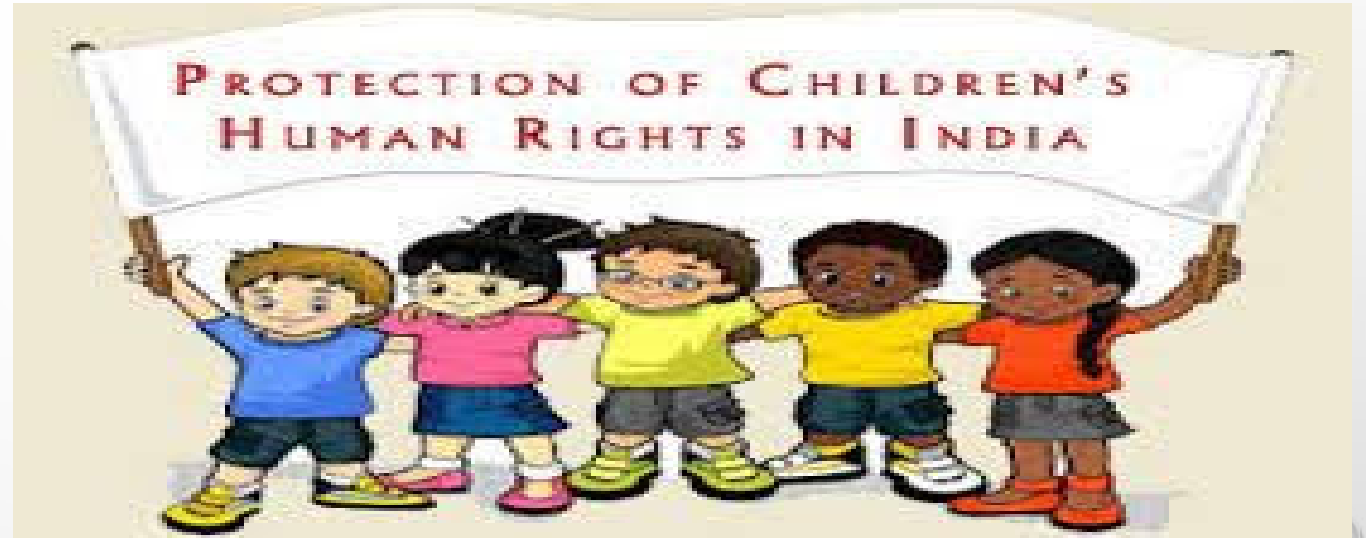
Every child regardless of their age, race, gender, wealth or birth place, has rights. Convention on the Rights of the Child (CRC) recognizes all children must be treated fairly, equally and with dignity. According to CRC, all children should grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity, and all countries have a responsibility to provide these rights by the law of the United Nations.

PROTECTION OF CHILD RIGHTS

Our constitution provides right to every child. These rights are limited only for children who have suffered violence, abuse and exploitation but are extended to all children to ensure that social security and protection is provided without any discrimination.

Protection of child rights become more important in case of :

1. Disabled children
2. Children whose parents cannot or are not able to take care of them.
3. Homeless children (pavement dwellers, displaced/evicted etc.
4. Street and working children
5. Trafficked children
6. Child beggars
7. Victims of child marriage
8. Children who are victims of crime.
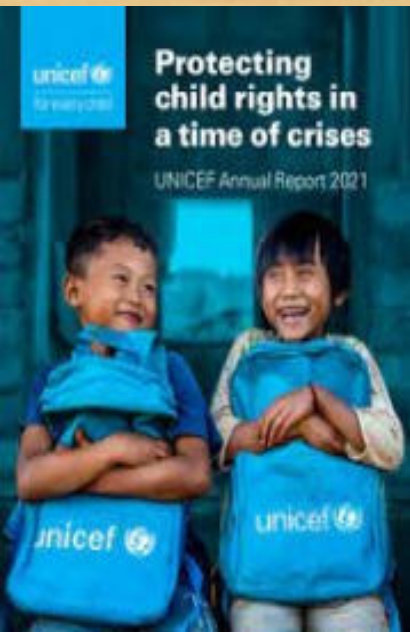
UNICEF

The United Nations International Children's Fund (UNICEF) was created by the United Nations General Assembly on December 11, 1946 to provide emergency food and healthcare to children in countries that had been devastated by World War II. United Nations Children's Emergency Fund, the organization was created to provide humanitarian assistance to children living in a world shattered by the Second World War.

ROLE OF UNICEF

The role of UNICEF for protection of children can be divided in the following areas:

1. Birth Registration
2. Child Labour
3. Child Marriage
4. Child Sexual Exploitation
5. Child Trafficking
6. Children in Conflict and Emergencies
7. Children and Justice
8. Discrimination

CONTRIBUTION OF UNICEF

❖ UNICEF has been working in India since 1949 advocating for the rights of children.

❖ UNICEF India's programmatic approach to child protection aims to build a protective environment in which children can live and develop in the full respect of their fundamental rights.

❖ UNICEF has been supporting the Government of India in its journey from Sarva Shikshan Abhiyan to Right to Free and Compulsory Education.

❖ UNICEF has developed manuals for social workers, judiciary and counsellors who are working on issues of child trafficking in order to enable rescue.

❖ In its efforts to improve the implementation of the Juvenile Justice System in India.

World Health Organisation (WHO)

❖ World Health Organisation (WHO), established in 1948, is a specialized agency of the United Nations.

❖ The main objective of WHO is to further international cooperation for improved public health conditions.

❖ The International Office of Public Health at Paris.

❖ WHO defines health positively as " a state of complete physical, mental and social well being and not merely the absence of disease or infirmity."

Role of WHO

The objective of WHO is the attainment by all peoples of the highest possible level of health. In support of its main objective, the organization has a wide range of functions, including the following:

1. To act as the directing and coordinating authority on international health work.

2. To promote technical cooperation.

3. To assist Governments, upon request, in strengthening health services.

4. To stimulate and advance work on the prevention and control of epidemic, endemic, and other diseases.

5. To promote and coordinate biomedical and training in the health, medical and related professions.

CONTRIBUTION OF WHO

World Health Organisation has done extensive work on the protection of various diseases among children. The results are visible in terms of the reduced child mortality rate and the rising health standards among children. Some significant milestones of WHO are discussed below:

1. WHO focused major attention on specific infectious diseases afflicting millions of people. These included malaria, yaws, tuberculosis and venerable diseases.
2. WHO has given high priority for maternal and child health services, for environmental sanitation (especially safe water), and for standardization of drugs and vaccines.
3. WHO lead the great victory of eradication of smallpox.
4. WHO also promoted the family planning by promoting research and development on human reproduction.
5. WHO also promoted the training of auxiliary health personnel such as India's traditional birth-attendants.
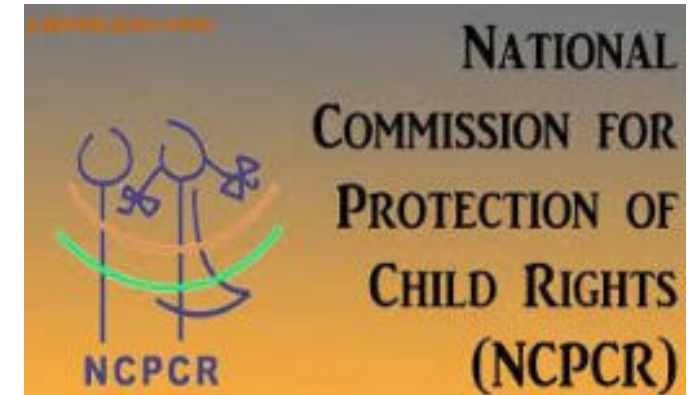
NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS (NCPCR)

The National Commission for Protection of Child Rights (NCPCR) was set up in March 2007 under the Commission of Child Rights Act, 2005, an Act of Parliament (December 2005).

ROLE OF NCPCR

1. Examine and review the safeguards provided by or under any law for the protection of child rights and recommend measures for their effective implementation.
2. Inquire into violation of child rights and recommend initiation of proceedings in such cases.
3. Look into matters relating to children in need of special care and protection including children in distress, marginalized & disadvantaged children, children in conflict with law, juveniles, children without family and children of prisoners and recommend appropriate remedial measures.
4. Undertake and promote research in the field of child rights.
5. Analyze existing law, policy and practice to assess compliance with Convention on the Rights of the Child.

CONTRIBUTION OF NCPCR

National Commissions for the protection of child rights has made a significant contribution in protection and development of children.

1. In 2007, NCPCR took initiatives to protect school children from harsh corporal punishments.

2. The involvement and assistance of Panchayat Raj Institution in child protection matters with the commission has made commendable results.

3. NCPCR had submitted its reports towards the strategies for protection of child rights especially for abolition of child labour in Eleventh plan.

4. The commission has started a helpline on education in the light of the rights of children free and compulsory education act, 2009.

5. NCPCR had issued guidelines by the commissions to the Railways Authorities for the protection of Railway children.

NATIONAL HUMAN RIGHTS COMMISSION

- ❖ National Human Rights Commission is a unique expert body, which is created under the Protection of Human Rights Act, 1993.
- ❖ For examining and investigating the complaints relating to violations of human rights.
- ❖ The role of the NHRC and the impact of its intervention is too well known to require elaboration.

ROLE OF NATIONAL HUMAN RIGHTS COMMISSION

1. Promote and protect human rights.
2. Review the safeguard provided by or under any enactment for the protection of human rights.
3. Review the factors or difficulties that inhibit the enjoyment of human rights.
4. Prepare reports on the national situation with regard to human rights in general, and on more specific matters.
5. Exercise such other functions as it may consider to be conducive to the promotion and protection of human rights.

CONTRIBUTION OF NATIONAL HUMAN RIGHTS COMMISSION

1. In 2004-2005, the Commission in 45 cases, recommended interim relief under Sec. 18(3) of the Act, to the extent of Rs. 23,27,000.

2. Since 1993, the Commission has recommended more than Rs. 10 crores by way of interim relief in 632 cases.

3. NHRC has been working for the eradication of bonded labour and child labour, rights of the women, dalits, minorities and other marginalized groups.

4. The Commission has been engaged in prison and penal reforms and training of personnel to sensitize them to human rights.

5. The Commission has intervened in a case on police reforms pending before the Supreme Court.

CHILD HELP LINES AND NGOs

❖ A Child Helpline is an emergency phone service that links services and resources to children in need of care and protection.

❖ A Child Helpline aims to respond to calls from children in distress offering immediate assistance and linking them to long term rehabilitation.

❖ The concept of a Child Helpline is rooted within the child rights framework.

ROLE OF CHILD HELP LINES AND NGOs

1. Child helpline and NGOs are the voice of children.

2. Child helpline and NGOs provide information to children about their rights.

3. Child helpline and NGOs help in identifying gaps in services and strategies to adapt the child helpline to available resources.

4. Child helpline and NGOs assist in familiarising the helpline team with available resources and services in the region at a glance.

5. Child helpline and NGOs encourage feedback from children about the helpline. This feedback makes it a service of the children, by the children and for the children.

CONCLUSION

❖ India has a child population of 420 million in the age group of 0-18 years and therefore manages the largest network of State run public institutions in the world today.

❖ The UNICEF movement towards developing truly inclusive societies is already underway in many parts of the world.

❖ WHO's main functions can be summed up as follows: to act as a directing and coordinating authority on international health work, to ensure valid and productive technical cooperation, and to promote research.

❖ The main drawback of the NCPCR is that it is a more replica of other commissions like Human Rights Commission and Women's Commission.

❖ Child helpline and NGOs offer both direct and indirect assistance to the child calling in.

IMPACT OF DIVERSE SOCIALIZATION PATTERNS ON INCLUSION AND ITS IMPLICATIONS

INTRODUCTION

Every society tries to make a responsible member out of each child who is born into it.
 socialization is a process which converts a living organism into a social being. It is a continuous process which flows from one generation to another.
The concept of self is developed through a gradual process, which continues throughout life. The concept of self is actually an image, which one builds with the help of others.
 An ordinary child whose efforts are appreciated and rewarded will get the feeling of acceptance and self worth which help shape her/his personality in

➡ Inclusive education means the types of education in which educational barriers are removed and students of all abilities are educated in general educated classrooms .

➡

Teachers gives explicit instructions in social inclusion ,   provides socially inclusive opportunities for students , and expect that all pupils will adhere to an inclusive belief system .

It is two way process involving both the interest of children with disabilities and without disabilities .

Diverse inclusive patterns proposes to create a learning environment which caters the need of both the types of students .

The social exclusion of the student with disabilities will create an environment where there will be intolerance among the students .

<u>The socialization of students has the following impact inclusive classroom :</u>

1) It provides students a change of scenery and opportunities to work with by changing up your seating plan several times during the school year .

2) It gives students a chance to get know one another in a fun and informal manner .

3) It fosters group behaviour among the students which enhances sense of cooperation and gives a positive experience .

4) It creates an atmosphere of respect and makes everyone understand how to use words that are appropriate and culturally responsive .

Conclusion

It is an ongoing process in which individuals get familiar with the social norms and behaviour or attitudes of other individuals of society. It helps better understand the social setup of an area which results in personality development of the individuals of a society.

स्किनर का सिद्धांत

भाषा के संदर्भ में स्किनर का सिद्धांत

स्पिनर का विचार है कि वातावरण के प्रभाव के कारण बालक भाषा अधिगम करते हैं वह मानते हैं कि माता-पिता शिशुको सही ध्वनियों और संकेतों की अधिक ध्यानपूर्वक और आनंददायक प्रतिक्रियाएं प्रदान करते हैं ।

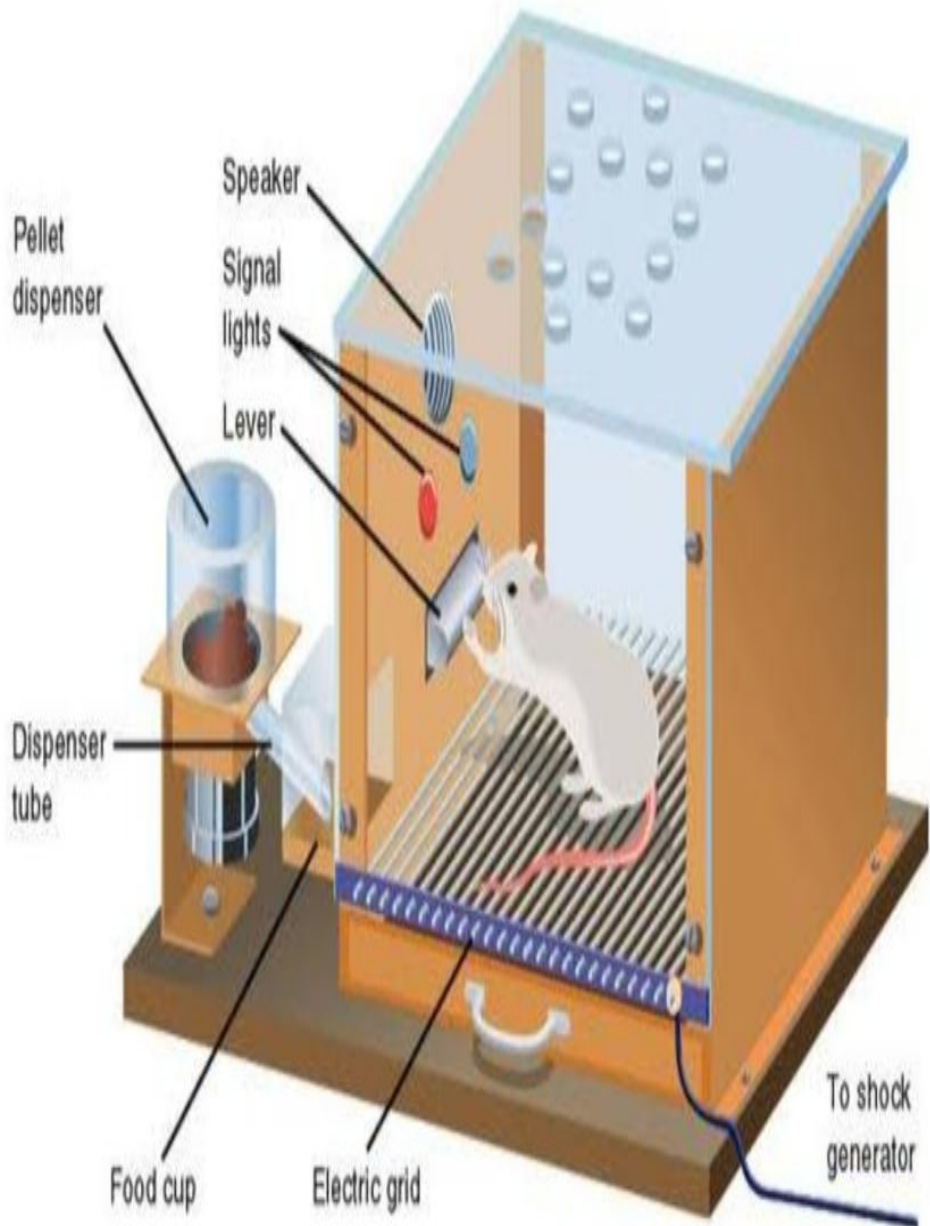सीखने के सिद्धांतों का प्रतिपादन करने से बी०एफ ०स्किनर ने विशेष योगदान दिया है । स्किनर ने दो प्रकार की क्रियाओं पर प्रकाश डाला क्रिया प्रसूत तथा उद्दीपन प्रसूत जो क्रियाएं उद्दीपन के द्वारा होती है वे उद्दीपन पर आधारित होती हैं क्रिया प्रसूत का संबंध उत्तेजना से होता है।

बी०एफ० स्किनर ने अधिगम में अनेक प्रयोग करते हुए यह निष्कर्ष निकाला कि अभिप्रेरणा से उत्पन्न क्रियाशीलता ही सीखने के लिए उत्तरदाई है।

स्किनर ने चूहों तथा कबूतरो आदि पर प्रयोग करने पर यह निष्कर्ष निकाला कि प्राणियों में दो प्रकार के व्यवहार पाए जाते हैं ।अनुक्रिया तथा क्रिया प्रसूत अनुक्रिया का संबंध उत्तेजना से होता है और क्रिया प्रसूत का संबंध किसी ज्ञान उद्दीपन से नहीं होता है क्रिया प्रसूत को केवल अनुक्रिया की दर से मापा जा सकता है।

स्किनर ने चूहों पर प्रयोग किए उसने लीवर वाला बक्सा बनवाया लीवर पर चूहे का पैर पड़ते ही कट की आवाज होती थी।इस ध्वनि को सुन चूहा आगे बढ़ता है और उसे प्याले में भोजन मिलता है यह भोजन चूहे के लिए पुनर्बलन का कार्य करता है। चूहा भूखा होने पर प्रणोदीत होता है और लीवर को दबाता है ।

इस प्रयोग से स्किनर ने यह निष्कर्ष निकाला कि यदि किसी क्रिया के बाद कोई बल प्रदान करने वाला उद्दीपन मिलता है तो उस क्रिया को शक्ति में वृद्धि हो जाती है।

स्किनर शिशुओं को खाली बर्तन की तरह देखता है जिसमें भाषा को डाला जाता है उनके अनुसार बालक उनके वातावरण तथा कार्यों के परिणाम द्वारा भाषा का अधिगम करते हैं स्किनर कहता है कि एक बालक सकारात्मक पुनर्बलन द्वारा भाषा का अधिगम करता है ।

यह शिशु की अलग-अलग बुदबुदाने को अभी प्रेरित करता है कई बार दुर्घटनावश बालक अधिक पहचानने योग्य वाणी ध्वनियों का उत्पादन करता है।

- उदाहरण के लिए यदि एक शिशु अचानक से दा दा दा कहता है माता-पिता इस पर बहुत ही उत्सुकता से प्रतिक्रिया देते हैं और यह सोचते हैं कि बालक " डैडी" शब्द कहने की कोशिश कर रहा है बालक के इस प्रकार की वाणी ध्वनि के उत्पादन की प्रतिक्रिया को पुनर्बलन देती है अन्य ध्वनियां जो वास्तविक ध्वनि की तरह नहीं है उन्हें नजरअंदाज किया जा सकता है।

भाषा अधिग्रहण के व्यवहार सिद्धांत की सीमाएं

स्किनर के सिद्धांत की एक महत्वपूर्ण विशेषता यह है ,कि बालक देखभाल करता की वाणी ध्वनि और शब्दों का अनुकरण करता है और यह अनुकरण प्रदान और पुरस्कृत किया जाता है एवं अधिगम होता है हालांकि सिद्धांत यह मानता है कि अधिगम का परिणाम बिना पुनर्बलन,अनुकरण के नहीं होता हैं। यह विवरण में कई कारणों से विश्वसनीय नहीं है-

। बालकों की गलतियों से पता चलता है कि वे केवल अनुकरण नहीं कर रहे हैं बल्कि ,सक्रिय रूप से नियम लागू कर रहे हैं उदाहरण के लिए- एक बालक " run " के बजाय " runned " कहता है वह वयस्क का अनुकरण नहीं कर रहा है बल्कि एक नियम को लागू कर रहा है।

जो एक वयस्क कहते हैं प्रायः बालक उसकी पुनरावृति करने में अक्षम होते हैं विशेष रूप से जब एक वयस्क की संरचना किसी उच्चारण से जुड़ी हुई है एवं बालक ने इसका प्रयोग करना शुरू नहीं किया है।

भाषा अधिग्रहण हेतु एक महत्वपूर्ण अवधि के लिए प्रमाण है। एक बालक जिसने 7 वर्ष की आयु तक भाषा अधिग्रहण नहीं किया है वह कभी भी पूरी तरह से अधिग्रहण नहीं कर पाता है इसका सबसे प्रसिद्ध उदाहरण " जिनी" का है जिसकी खोज 13 वर्ष की आयु में (1970) में की गई थी उसे अत्यधिक अपेक्षा के साथ अकेलेपन में पाला गया था एवं मानवीय संपर्क से वंचित रखा गया था ।

वह विभिन्न प्रकार से अविकसित और अशांत थी पुनर्वास के कई प्रयासों के दौरान उसके देखभाल कर्ताओं ने उसे बोलना सीखने की कोशिश की कुछ सफलता के बावजूद जो मुख्य रूप से शब्दावली अधिगम में थी, वह कभी सहज वक्ता नहीं बन पाई । वह एक औसत 5 वर्षीय बालक की व्याकरण क्षमता को प्राप्त करने में असफल रही थी।

धन्यवाद

SOCIO CULTURAL VARIATION

- **The term linguistic variation (or simply variation) refers to regional, social or contextual differences in the way that a particular language is used variation between languages , dialects and speakers is known as interspeaker variation .The formal study of variation is known as the variationist linguistic. The system of communication in speech and writing that is used by people of particular country is known as language.**

  - *According to Hudsan(1980),"Variations in a language is a set of linguistic items with similar distribution."*

- **No two speakers of a language speak exactly the same way. Also ,no individual speaker speaks the same way all the time. In order to reflect appropriate impressions and the given another. This adaptation in our speech depends on who we are talking to and a nature of the contact.**

Factors Affecting Socio-cultural Variations in language accents and linguistic

- ✓ **Social Situation**
- ✓ **Occupation**
- ✓ **Age**
- ✓ **Geography**
- ✓ **Education**
- ✓ **Gender**
- ✓ **Social Status / class**
- ✓ **Ethnicity**

Importance Of Socio-Cultural Variations in Language accents and linguistic variations.

- ❖ **It reveals the interaction process of language and society .It shows the effect of social attitudes, social ambition and social bonding on the language that people speak.**

- ❖ **Language variation and change help in Understanding the process of interaction of internal language structure with external social factors.**

- ❖ **It highlights the importance of social factors in the process of modification of languages.**

- ❖ **It helps in understanding of specific social situations and the process by which these general principles are confirmed or refuted.**

- ❖ **It throws light on the relationship of the standard of a language and dialects.**

Education And Social-Cultural variations in language accents and linguistic variations

❖ **Learning activities are accompanied by the language.**

❖ **Literature should be selected from different culture and dialects.**

❖ **Use of language in different settings should be emphasized.**

❖ **Teachers and other academicians should develop your curiosity among students about their language and dialects.**

❖ **Teachers should familiarize students with the features of different academic lanuage.**

Role Of A Teacher

❖ **Teacher should acknowledge first language or dialect as a valid form of communication.**

❖ **Teacher should procure details about students home language or dialects i.e, phonology , morphology syntax ,semantics or pragmatics. These should be integrated while developing the teaching learning material and strategies for students.**

❖ **Various activities like songs, nursery rhymes, fingerplays etc.Our should be used for providing stimulus to students with socio cultural variations.**

CONCLUSION

❑ **The socio cultural variations in language accents and linguistic variations has largely been caused due to the cultural diversity and increasing modernization. The linguistic variations may largely be attributed to the class, gender and ethnicity**

❑ **Differences ,curriculum planning should integrate provisions for incorporating such differences.Teacher should we use suitable strategies to enhance the knowledge and understanding of diverse language among students.**

Information is not knowledge.

The only source of knowledge is experience.

You need experience to gain wisdom.

Albert Einstein
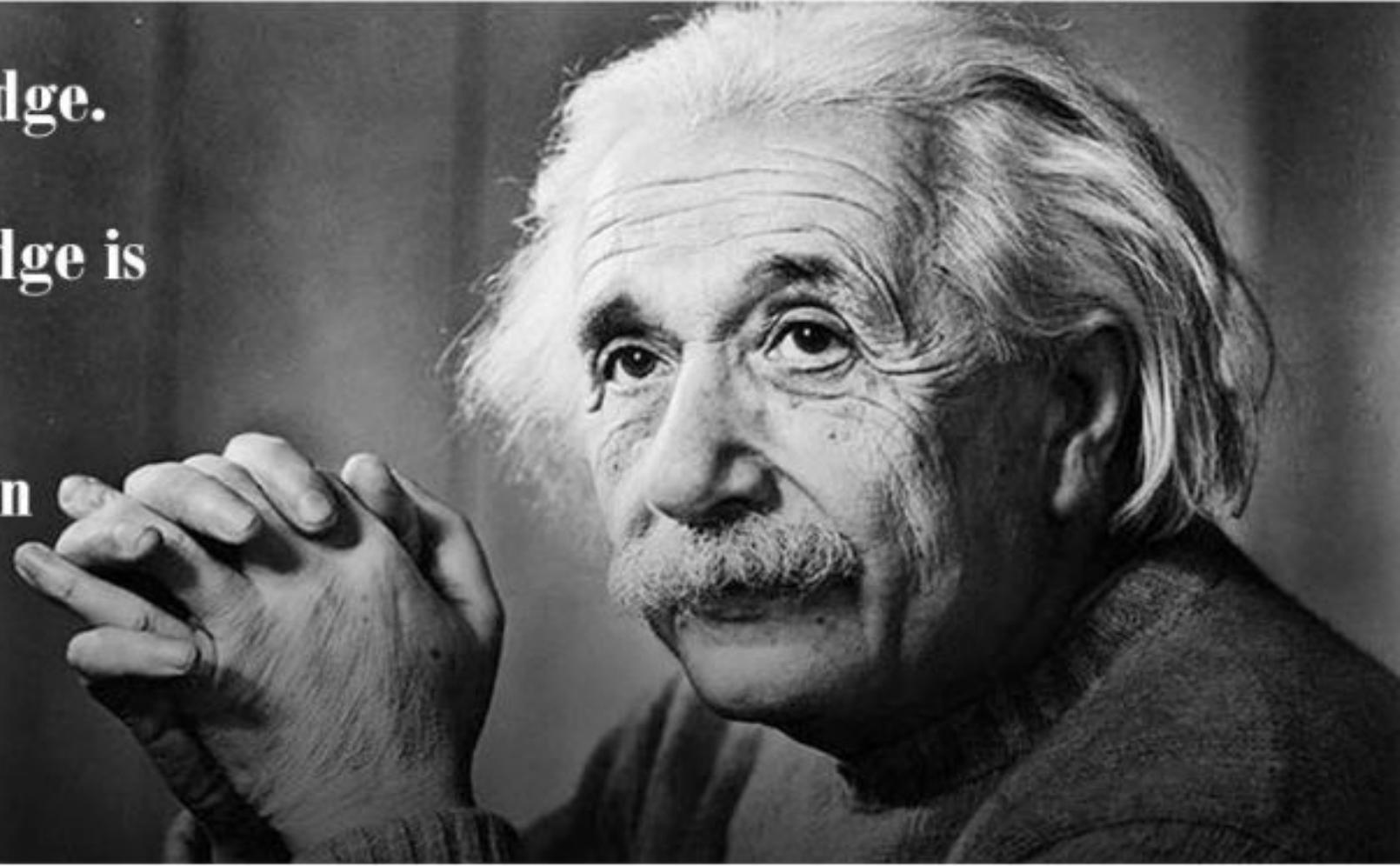
Source of Knowledge (ज्ञान के श्रोत)

1. Empirical knowledge (अनुभवजन्य ज्ञान)

2. Rational Knowledge (तार्किक ज्ञान)

3. Authentication of Knowledge (ज्ञान का प्रमाणीकरण)

4. Experience (अनुभव)

5. Values and Ideals (मूल्य और आदर्श)

Empirical knowledge (अनुभवजन्य ज्ञान)

- Knowledge acquired through observation, investigation and experimentation is called empirical knowledge.

- The senses are the main source of empirical knowledge.

- It is information that confirms the truth or falsehood of a claim.

Rational Knowledge

(तार्किक ज्ञान)

- The knowledge gained by the conscience/reason is called logical knowledge.

- Logical knowledge is based on intelligence and not on experience and sensations.

- Wisdom helps us to reach definite, true and universal knowledge.

Authentication of Knowledge (ज्ञान का प्रमाणीकरण)

- Many times we have to believe the facts given by others to get the right knowledge.

- Authority means any reliable book, record or expert who has the right information.

- As an example, the judge in the court accepts a criminal's report of a psychiatric balance prepared by a psychologist.

Experience (अनुभव)

- Knowledge is absorbed within one's experiences.
- Learning from personal experience and the experience of others is also an appropriate way of acquiring knowledge.
- Personal knowledge and experience of knowledge gained by others is the most ancient, familiar and original source of knowledge.
- In ancient times, the person used to remember through his experiences that which grain grows at a particular time of the year, due to excess rainfall, floods and the flow of water is not constant on the hills.
- The children used to know from the experience of their elders that the food items given by the unknown people should not be accepted.
- When a person is faced with a problem, he tries to seek answers from his own personal experiences and acquaintances.

Values and Ideals (मूल्य और आदर्श)

- The preservation and transfer of society-based knowledge takes place through traditions.
- Values, ideals and social skills are followed by traditions within the society.
- Different traditions provide us with knowledge of values and ideals.
- Values originate through life, environment, self, society, culture and ideals.
- Values provide us with knowledge of behaviors that are desirable and followed in our daily lives.
- By values, a person is directed to act or behave in such a way that he can get happiness, satisfaction, mental peace etc.

STAGES OF GROWTH

AND

DEVELOPMENT

Dr Manju Sharma

INTRODUCTION

- Every individual grows and changes day by day .

- Starting with the time of birth through adolescence, the little ones move through a steady progression of growth and development that encompass every area of development.

- There are variations according to growing age and individual's acquire new motor abilities , better thinking skills and learn emotional regulation , besides social growth.

STAGES

Various psychologists and medical practitioners have classified the whole life span of human beings into different stages .
THESE ARE :-

| INFANCY | CHILDHOOD | ADOLESCENCE | ADULTHOOD |

INFANCY (BIRTH TO 1 YEAR)

- During the first year of child's life , where as a naïve newborn he/she has a little motor control to the verge of an early childhood there is a rapid physical growth , supporting new abilities.

- During the end of infant stage , children develop fine motor skills such as picking up or putting down small objects , attempt to scribble with a crayon.

- Also the child begins to purposefully babble and laugh or squeal with emotion between 4-6 months of age .

During this stage child learns to make adjustment to the following :

- To temperature changes
- To sucking and swallowing
- To breathing
- To elimination

CHILDHOOD

EARLY CHILDHOOD

MIDDLE CHILDHOOD

LATER CHILHOOD
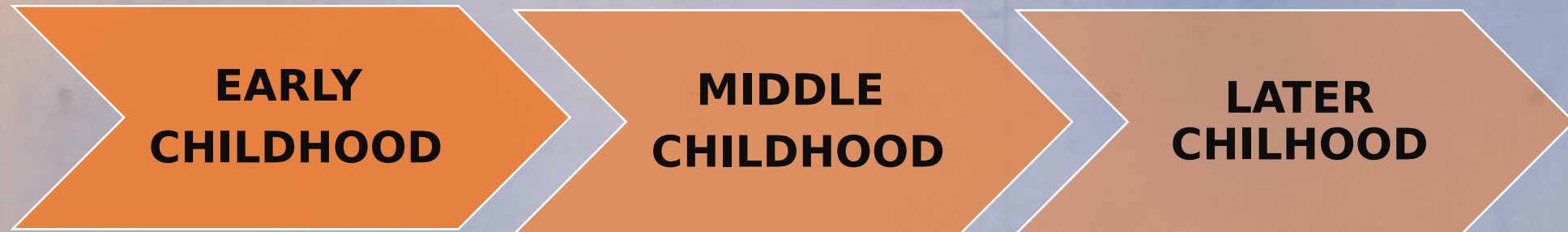
EARLY CHILDHOOD (1 TO 3 YEARS)

- In the age span of 1 to 3 years , the child makes major strides towards independence.

- During this stage, children start walking and running . By the age of 2 years , most children develop capability to kick a ball , carry objects while walking.

- Language and communication skills sharply improve at this stage .

- Although , toddlers are immature socially and emotionally , with little self-control and unsophisticated style while playing with their peers .
  For example – a toddler yell or hit another child while sharing a toy with him/her.

During this stage following development takes :-

- Learning to take solid foods
- Learning to walk and talk
- Learning to distinguish right and wrong and beginning to develop conscience.
- Getting ready to read .
- Learning to control the elimination of body wastes.

MIDDLE CHILDHOOD (3 TO 5 YEARS)

- A child is termed as a preschooler between the age of 3 to 5 years even if he/she doesn't attend a formal preschool program.

- The development of fine motor and cognitive skills enable them to draw geometric shapes, patterns etc.

- The preschooler builds greater self-regulation abilities and has the ability to verbally express their feeling .

- Socially, preschoolers enter a new world , meet their first peer group and make first true friends on the basis of similar interests .

During this stage the following development takes place :

- Learning physical skills necessary for ordinary games.
- Building a wholesome attitude toward oneself as a growing organism.
- Learning to get along with age- mates.
- Beginning to develop appropriate masculine or feminine social roles.

LATER CHILDHOOD

- Between the age group of 6 years to early adolescence , children are usually called as grade schoolers .
- During early grade school years , children depend more on their parents for their social and emotional requirements.
- In physical terms, grade schooler possesses the gross motor abilities for tackling new forms of movement , like sports or dance lessons .
- Besides , fine motor skills that allow for formal drawing and writing of alphabets .

During this stage following changes take place :

- Development of fundamental skills in reading , writing and calculating.

- Development of concepts essential for everyday learning .

- Developing attitudes towards social groups and institutions.

- Achieving personal independence

ADOLESCENCE

- During the teen years , the child begins to look and act more like an adult instead of a little kid .

- In the beginning of adolescence , children pass through a set of physical changes called puberty.

- This includes the onset of menstruation , growth of body hair and a voice change particularly in boys.
- The stive to become independent is developed among teens.
- Besides, adolescents may look toward their adult futures and investigate a potential through internships etc.

Adolescents has roughly been categorized into three stages :

- **Early Adolescence** – generally includes ages 11 t o14
- **Middle Adolescence** – generally include the age group of 15-17 years.
- **Late Adolescence** – covers the age group of 18 -21 years

EARLY ADULTHOOD

- The period of adulthood encompasses the changes occurring in biological , psychological , and interpersonal domains of an individuals life since the end of adolescence till the rest of life.

- The changes may be rapid or gradual and may reflect positive , negative , or neutral functioning as compared to previous levels.

During this stage following development takes place :

- Getting started in an occupation
- Starting a family
- Managing a home
- Taking a civic responsibility

MATURE ADULTHOOD

This period ranges from 30-65 years.
- It is otherwise called middle age.
- During this stage of life , the crisis encountered is generativity v/s stagnation.
- This requires expanding one's interests beyond oneself to include the next generation.

During this stage following development takes place :

- Achieving adult civic and social responsibility .

- Assisting teenage children to become responsible and happy adults.

- Accepting and adjusting to the physiological changes of middle age.

- Reaching and maintaining satisfactory performance in one's occupational career.

OLD AGE

- This stage is the extension after 65 years till death .
- By this age people's goals and abilities have become more limited .
- The crisis in this stage is the integrity v/s despair in which the person finds meaning in memories or instead looks back on life with dissatisfaction.

During this stage the following changes takes place :

- Adjusting to decreasing physical strength and health.

- Establishing an explicit affiliation with members of one's age group.

- Establishing satisfactory physical living arrangements.

- Adapting to social roles in a flexible way.

CONCLUSION

All the ages are interrelated and dependent on each other. If earlier periods of child's life are spent in good manner then ultimately it effects positively on latter stages.

Hence each and every child should to be given importance and value by parents , so that a good human being can be produced.

Validation of Knowledge
(ज्ञान का मान्यकरण)

- Validation means To Confirm

- To confirm the truth of a fact

- It is the theory of Knowledge

- It solves two fundamental problem of knowledge – Origin of knowledge and validation of knowledge.

- It is the process of determining whether knowledge is true or false.

- It can be referred to the Authentication of knowledge

Indian Perspective of Validation of Knowledge
(ज्ञान के सत्यापन/मान्यकरण का भारतीय दृष्टिकोण)

1. Praman (प्रमाण)
2. Pratyaksh (प्रत्यक्ष)
3. Anuman (अनुमान)
4. Upman (उपमान)
5. Shabd (शब्द)

Praman (प्रमाण)

- The means of acquiring knowledge is called Praman.

- That is, through which one has knowledge of reality, it is called Praman.

- Praman is the main subject of Nyaya Philosophy.

- Gautam Muni has considered four Praman - Pratyaksh, Anuman, Upman and Shabd.

Pratyaksh (प्रत्यक्ष)

- When the knowledge of an object or action is obtained through the senses, it is called Pratyaksh Praman.

- That is, the knowledge acquired by the senses is called Pratyaksh Praman.

- This Praman is considered the best because it is direct (in front of us).

- For example, if we see a fire burning in front of us or if we feel its heat, then it is a direct proof that the fire is burning.

- In this incident there is a direct connection between fire and the senses, so we have direct knowledge in this.

Anuman (अनुमान)

- The knowledge that comes after the previous knowledge is called Anuman.
- When there is no knowledge of the existence of a thing by direct, then its knowledge can be done on the basis of the direct knowledge of something which indicates the existence of that thing.
- For example, seeing the black cloud, it is expected to rain.
- This type of knowledge is based on prior experience.
- In this, the unknown subject is guessed on the basis of the known subject.
- When knowledge cannot be obtained from direct sources, then Anuman should be used.

Upman (उपमान)

- The literal meaning of Upman is knowledge acquired on the basis of uniformity.

- In the philosophy of Nyaya, Upman is considered a Praman.

- Upman is the proof by which we get knowledge of an unknown thing on the basis of a known thing.

- Knowing an unknown object by a name on the basis of its similarity to a known object is called Upman.

- For example, Nilgai is like a cow. When we hear this and see a Nilgai in the forest, then we have the knowledge that it is a Nilgai.

Shabd (शब्द)

- The meaning of the word is said in the Vedas or the speech of a superior, reliable, skilled person.

- Through this, knowledge can be obtained by listening to the mouths of great men or by studying the texts composed by them.

- When it is not possible to get the knowledge of any subject by Pratyaksh, Anuman and Upman, then the word should be used there.

- In today's era, the means of mass communication like press, radio and television etc. have great importance in education. All these come under the word.

Western Perspective of Validation of Knowledge
(ज्ञान के सत्यापन/मान्यकरण का पश्चिमी दृष्टिकोण)

1. Perception (अनुभूति)
2. Inference (अनुमान)
3. Comparison (तुलना)
4. Testing (परिक्षण)

VYGOTSKY'S THEORY

INTRODUCTION

Lev Vygotsky, a well known Russian Psychologist , known for his work on social constructive and cognitive devopment

A Key component of Vygotsky theory of cognitive development put emphasis on social intractions as the key ingredient for how human understands the world.

He throught that how people share information and culture and how they learn new things.

His theory focused on the relationship of the learner and the teacher, as well as the information sharing through language.

Vygotsky introduced the notion of zone of Proximal development

ASSUMPTIONS

1) Vygotsky's theory is that through both formal and informal education, adults convey their cultural and interperate and respont to the world.

2) Vygotsky's theory is that thoughts and language become increasingly independent in the first few years of life..

3)complex mental process begin as social activites, as children develop they gradually internalize

Vygotsky identify two levels of development :-

Actual development- upper limit of the task a child can perform by itself.

Level of Potential development- uper limit of task a child can perform with assistance of more competence individual.

challenging task promote maximum cognitive development, i.e ZPD (Zone of Proximal development)

play allows children to stretch themselves cognitively

COMPONENTS

LANGUAGE DEVELOPMENT : Tool to organize thought. Language develops from social speech to private speech the to inner speech.

First stage: (outer environment) child interact through meaningless general verbal prompts and body actions.(AGE From 2). vygotsky, child's skills and perssonalities develop as they take part in co-operative dialogue with skilled parents on task are within ZPD.

Second stage:(Private speech) is self directed speech that child use to plan and guide their own behaviour. (FROM age 3). Vygotsky regards it as the foundation for complex cognitive skill such as controlled, attention,memorization and recall, planning, problem solving,etc.

Third stage:(inner speech/verbal throught) As child get older and task become easier, their self-directed speech decline and is internalized as silent, inner speech (From age of 7)

A **Part is the area is the level of skill reached by the child independently.**

B **part is the area of ZPD is the area in which child can complete the work with the assistance/guid of more skilled person.**

C **part is the area is the level child cannot complete the task with or without assistance/guide.**

A

B   C

ZPD
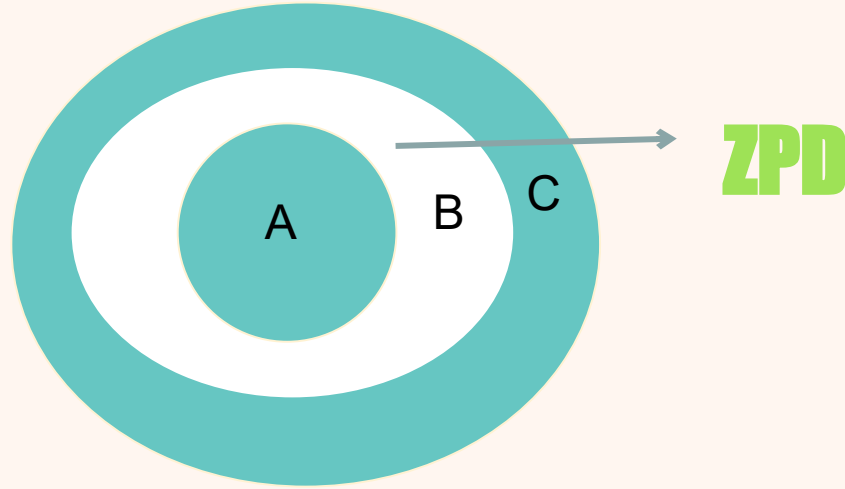
SCAFFOLDING

Scaffolding can be define as guidence of more skilled person which can be provided as easy steps, motivation,providing regular feedback about the progess of active person on that particular work.

SOCIAL INTERACTION

This is more knowledgeable other is often a parent, teacher but not always. In many instance peers provide valuable assistance and isntruction. In certain period they look for peers more than the adults.
Vygotsky belives that peer intraction was an essential part of the learning process.

EDUCATIONAL IMPLICATION

USEFUL FOR TEACHERS: Knowing both levels of Vygotsky's zone is useful for teacchers, these levels indicate where the child is at a given movement as well as where the child is going.

APPROPRIATE CURRICULUM: It should be developmentally appropriate. the teacher must plan activities that encompass not only what children are capable of doing on their own but what they can learn from help of others.

USE HINTS AND PROMPTS: that help the children during assessment could form the basis of instrumentional activities.

EMPHASIS ON SOCIAL INTERACTIONS: because it is the best way and effective way to learn complex topic.

EMPHASIS ON DISCOVERY LEARNING: young children are curious and actively involved in their own learning and discovery and development of new understanding.

TO PROVIDE GUIDANCE: Guidance must be given while allowing the children to develop skills, which they would then use on their own, helping them in developing higher mental functions.