



TEACHERS' CONTRIBUTION TO PSYCHO-SOCIAL DEVELOPMENT OF THE STUDENTS (HANDY REFERENCE FOR THE TEACHERS)

: COMPILED BY :

NIMITTA BHATT AND DR. ASHVIN PATEL
LOKSWASTHYA MANDAL
(TRUST FOR REACHING THE UNREACHED - TRU)

SHIVRAJPUR TAL. HALOL, DIST PANCHMAHALS
41, VISHWAS COLONY, ALKAPURI, VADODARA



Mental Health Cell, Health and Family Welfare Deptt, Jivraj Mehta Bhavan, Gandhinagar, Gujarat
[Financed and published under the District Mental Health Program, Panchmahals (DMHP)]



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: Contributions by :

Dr Rakesh Shah, Hospital for Mental Health, Karelibag, Vadodara.

Dr Chirag Barot, Deptt of Psychiatry, Medical College, Vadodara.

Shri Dr Aruna Khasgivala, Dr Ila Raval, Dr Rashmi Vyas from Faculty of Social Work, M.S. University, Vadodara.

Shri Dr Bimala Parimu, Ms Anuradha S. from Deptt of Psychology, M.S. University, Vadodara.

Dr Ashvin Patel and Nimitta Bhatt from Lokswasthya Mandal (TRU) Vadodara.

**Mental Health Cell, Health and Family Welfare Deptt, Jivraj Mehta Bhavan, Gandhinagar, Gujarat
[First Draft Financed and published under the District Mental Health Program, Panchmahals (DMHP)]**

Vidyarthiona Manosamajik Vikasma Shikshakno Falo
(Shikshako Mateni Hath-Pustika)

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The first draft of this book was prepared for District Mental Health Program, Panchmahals,
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A Request :

The first draft of this book manual was printed (1000 copies), distributed, discussed and finalised after obtaining and sharing their experiences and feedback for the content. Still it is like a beginning in this field. Your suggestions are welcome. Please read the book, understand the content and apply the content in your school / among your students. You could also send your experiences chapter by chapter after sharing and implementing the content with your students of different ages.

Please write to us about your experiences, suggestions and alterations you may think appropriate so that we can discuss them among our expert panellists for inclusion in the future edition of this book. We shall be happy to include your writing by due courtesy line for your contribution.

Nimitta Bhatt and Ashvin Patel

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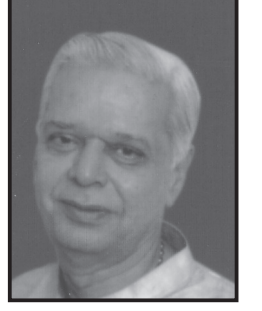
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सत्यमेव जयते

अशोक भट्ट



तारीख : २८/०३/०७

संदेश

स्वस्थ समाजनी रचना माटे समाजनी दरेक व्यक्ति शारीरिक अने मानसिक रीते स्वस्थ होय ते घणुं ज़रूरी छे. शारीरिक स्वास्थ्य प्रत्ये तो आपणे घणा सलान छीअे. परंतु मानसिक स्वास्थ्य प्रत्ये आपणे जेधअे तेटला सलान नथी. आनु मुख्य कारण अे छे के आ प्रत्ये आपणामां जेधअे तेटली जगृति नथी. राष्ट्रिय मानसिक आरोग्य कार्यक्रमनो अमल गुजरात सरकारे करेल छे अने आ कार्यक्रम अनुसार तबक़ावार बधा ज जिहलाओ आवरी लेवामां आपशे. आ कार्यक्रमनो मुख्य हेतु मानसिक स्वास्थ्य प्रत्ये जनजगृति लाववानो तथा दरेक आरोग्य केन्द्रो जाते मानसिक रोगनी सारवार मणी रहे तेवी व्यपस्था करवानो छे. आ हेतु सिध्द करवाना धरादाथी तबीबी अधिकारी, पेरामेडीकल स्टाइ तथा समाजना जगृत लोकोने मानसिक बिमारी तथा मानसिक स्वास्थ्य विशे तालीम आपवामां आवे छे. आ कार्यक्रमना लागरूपे शिक्षकोने ध्यानमां राभीने आ हाथ-पुस्तिका लभवामां आवेल छे.

शिक्षक जाणकोना ज़ुपनमां महत्वनो लाग लजवे छे. जे शिक्षक मानसिक स्वास्थ्य विशे सलान होय तो ते जाणकोना हितमां रहेशे. आ पुस्तिका शिक्षकोने जाण मानस पधु सारी रीते समजवा, तेमज योग्य दिशामां केणववामां अने मार्गदर्शन आपववामां उपयोगी धर्द रहे ते रीते तैयार करववामां आवेल छे. पधुमां शिक्षक दरेक गामे - गाम छे अने तेओ तेना ज्ञाननो लाल शाणा पुरतो ज सिमीत न राजतां समग्र समाजने आपे अने मानसिक स्वास्थ्य तथा मानसिक बिमारी विशे जनजगृति अभियानमां पोतानी महत्वनी लुमिका लजवे तेवी आशा छे.

(अशोक भट्ट)

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मा. मंत्रीश्री,
कायटो अने न्यायतंत्र, आरोग्य अने परिवार
कल्याण, वैधानिक अने संसदीय जागतो, स्पेचिख
संस्थाओनुं संकलन, बिन निवासी गुजराती
प्रलागनुं कार्यालय, गुजरात सरकार, गांधीनगर - ३८२ ०१०.



सत्यमेव जयते

Sudha Anchlia, IAS
Addl. Chief Secretary

Health & Family Welfare Department,
Government of Gujarat,

7/7, Sardar Patel Bhavan, Sachivalaya,
Gandhinagar - 382 010

Tel. 23251401 Fax: 079-23254653

E-mail : sechfwd@gujarat.gov.in

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આમુખ

શિક્ષકગણને ઘણીજ ઉપયોગી થાય એવી પરીચય પુસ્તિકા માટે આમુખ લખતાં મને ઘણો જ હર્ષ થાય છે. માનસિક સ્વાસ્થ્યના ક્ષેત્રના વિકાસ માટે ગુજરાત સરકાર અથાગ પ્રયત્ન કરી રહેલ છે. દર્દીઓને સારવાર તેઓની નજીકના આરોગ્ય કેન્દ્રમાંથી જ મળી રહે તે હેતુસર રાષ્ટ્રીય માનસિક સ્વાસ્થ્ય કાર્યક્રમનો તબક્કાવાર અમલ વિવિધ જીલ્લાઓમાં કરવામાં આવી રહેલ છે.

આ પ્રયત્નોનો હેતુ તો જ સર થાય જો દર્દીઓ તેનો મહત્તમ લાભ લે. પરંતુ આપણા સમાજમાં માનસિક સ્વાસ્થ્ય વિશે યોગ્ય જાણકારી નથી અને તેથી બીમારી લંબાતી જાય છે અને દર્દી સહિત આખા કુટુંબને ઘણું સહન કરવું પડતું હોય છે. સમાજમાં જાગૃતિ લાવવાના આ ભગીરથ કામમાં શિક્ષકોનો સિંહફાળો રહેલ છે. કારણ કે તેઓ ફક્ત બાળક અને વાલી સાથે જ નહીં પરંતુ સમગ્ર સમાજ સાથે સંપર્ક ધરાવે છે. તેઓ માનસિક બિમાર દર્દીઓને ઓળખી તેઓને યોગ્ય સારવાર કરવા પ્રેરી શકે છે. એટલુ જ નહીં, પરંતુ બાળકોના વર્તનની સમસ્યાઓને શરૂઆતથી જ ઓળખી યોગ્ય સારવાર કરાવવામાં મદદ કરી બાળકોના પુર્ણ વિકાસમાં સહભાગી થઈ શકે છે અને આગળ જતાં થતી ગંભીર પ્રકારની માનસિક બિમારીમાંથી બાળકોને બચાવી શકે છે. એક સ્વસ્થ સમાજની રચનામાં શિક્ષકોનો ફાળો મહત્વનો છે.

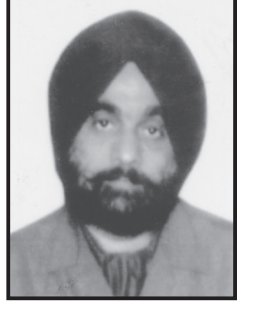
મને આશા છે કે આ પુસ્તિકા શિક્ષક અને સાધારણ જનતાને બાળકોમાં થતી માનસિક સમસ્યાઓની સારવાર તથા માનસિક સ્વાસ્થ્ય અંગેના વિવિધ પાસાંઓથી પરિચિત કરવામાં ઉપયોગી થઈ રહેશે.

(સુધા આંચલિયા)



सत्यमेव जयते

ડૉ. અમરજીતસિંહ
(આઈ.એ.એસ.)
કમિશનર



તારીખ : ૨૧/૩/૨૦૦૭

પ્રસ્તાવના

આધુનિક વિજ્ઞાને માનસિક બીમારી થવાના કારણોના સંશોધન ક્ષેત્રે અને તેની સારવારના ક્ષેત્રે હરણફાળ ભરેલ છે. સામાન્ય રીતે માનસિક રોગ મગજમાં સર્જતા રાસાયણિક અસમતુલાને કારણે થાય છે. કેટલાક સામાજિક પરીબળો આ અસમતુલાને વધુ પ્રભાવિત કરે છે. અસરકારક દવાથી દર્દી ઝડપથી સારા થઈ જાય છે તથા મોટાભાગના દર્દીઓ પુર્વવત્ જીવન વ્યતિત કરી શકે છે. આમ છતાં, આપણા દેશમાં માનસિક સ્વાસ્થ્ય વિષે લોકોમાં જાગૃતિ નથી. લોકો આવા માનસિક અસ્વસ્થ વ્યક્તિના વર્તનને તેનો વિચિત્ર સ્વભાવ ગણી નીલાવી લે છે કે પછી દેવી દેવતાનો પ્રકોપ કે ભૂત-પ્રેતાદિને કારણરૂપ માનીને ધાર્મિક વિધી કે જાદુ ટોણા પાછળ પોતાની શક્તિ, સમય અને સંપત્તિ વેડફે છે. માનસિક રોગો વિષે તથા તેની સારવાર વિષે સામાન્ય જનતામાં જાગૃતિ લાવવાની ઘણી જરૂરીયાત છે. જો આ રોગનાં લક્ષણોને શરૂઆતથી જ પારખવામાં આવે અને સારવાર ચાલુ કરવામાં આવે તો રોગને આગળ વધતો અટકાવી શકાય છે અને વ્યક્તિના વ્યક્તિત્વનો સંપૂર્ણ વિકાસ થઈ શકે છે.

સમાજમાં જાગૃતિ લાવવાનું તથા બાળકોનાં સર્વાંગી વિકાસ સાધવામાં શિક્ષકોનું મહત્વનું યોગદાન છે. આ પુસ્તિકા ખાસ કરીને શિક્ષકગણને ધ્યાનમાં લઈને તૈયાર કરવામાં આવી છે. આ પુસ્તિકામાં સામાન્યરીતે બાળકોમાં જોવા મળતી માનસિક સમસ્યાઓ, માનસિક બીમારીઓ, સારવાર પદ્ધતિઓ, બાળકોના માનસિક સ્વાસ્થ્ય અંગેની માહિતીને આપરી લેવામાં આવેલ છે.

આ પ્રકાશન જીલ્લા માનસિક સ્વાસ્થ્ય કાર્યક્રમ, ગોધરા અંતર્ગત કરવામાં આવેલ છે. આ પુસ્તિકા માનસિક આરોગ્યની હોસ્પિટલ, વડોદરા, માનસિક રોગ વિભાગ, મેડીકલ કોલેજ, વડોદરા, સાયકોલોજી વિભાગ, તથા ફેકલ્ટી ઓફ સોશ્યલ વર્ક, એમ. એસ. યુનિવર્સિટી, વડોદરા તથા ટ્રસ્ટ ફોર રીચીંગ ઇ અનરીચ્ડ દ્વારા શિક્ષકને લક્ષમાં રાખીને લખવામાં આવેલ છે.

બાળમાનસને સમજવામાં તથા યોગ્ય વિકાસ કરવામાં શિક્ષકગણને ગુજરાતીમાં પ્રકાશીત આ પરિચય પુસ્તિકા ઉપયોગી થઈ રહેશે તેવી અમને આશા છે.

હું આશા રાખું છું કે, બધી જ સંબંધિત સંસ્થાઓ, શિક્ષકગણ તથા સેવા સંસ્થાઓ આ પુસ્તિકાનો બહોળો ઉપયોગ કરશે.

ડૉ. અમરજીતસિંહ
(આઈ.એ.એસ.)

કમિશનર, આરોગ્ય સેવાઓ (તબીબી વિભાગ)

૫, ડૉ. જીવરાજ મહેતા ભવન, ગાંધીનગર

Traversing with People's Health...

We have organised various Health programmes for people's health for last three decades which gave us an enormous amount of experiences. We understood that the body and mind both are included in all public health issues. So, if we aspire for a free and healthy society we must have programmes for keeping people's body and mind healthy.

For last 15 years or more the people's conditions, expectations and change in perception and behaviour about illnesses and their treatment have changed also. It is observed that people's knowledge has increased and at the same time people's ability to use opportunities in the environment has been also growing. But still we feel there is a lack of comprehensiveness even among health providers. Therefore, the people have come to nurture the notion that better healthcare requires more and more expenditure along with modernisation of wrong beliefs about healthcare. Towards the end of the last century, the movement for prevention of diseases at grassroots has become weaker and weaker. Therefore, people are continuously seeking care for small and big health problems and so they keep spending also.

On the other hand the movement for reaching mental health to the people is becoming stronger day by day. Thus in perspective of people's health the programs for mental health such as provision of mental health services, training and rehabilitation concepts have found space. The issues of mental health have now come out of the four walls of mental hospitals and are being attributed to other sectors also. For example, role of psychiatrists, psychologists, social workers, village leaders, teachers and above all the relatives and caregivers of the patients is now recognised and various programs are being targeted at these groups. Thus, mental health is not only a domain of psychiatric clinics and hospitals but also involves all other experts in various fields.

Even the govt health services are being more active in this direction. During first decade of the current century govt of Gujarat organised pilot programs for provision of mental health services all over the state. The Indian Institute of Management was the nodal organisers for this work. A good beginning was made in Gujarat. Thereafter the District Mental Health Program was started in two districts and the learning were applied to other districts in a gradual manner.

Out of all the above we, i.e. Trust for Reaching the Unreached worked with the govt as local participant NGO in Panch Mahals district. Where we had programs for training the medical and other paramedical workers of three talukas around Halol. We worked with the teachers of rural and urban high-schools for spreading awareness regarding this important aspect of people's life. As part of this campaign we have organised to produce this manual for teachers and also for parents to become more capable and aware about the mental health needs of children and adolescents. This manual is expected to sensitise teachers so that they are able to inculcate the messages in the daily routine of the school curriculum.

When we started preparing this book Dr Bakre (Mental Health Cell, Gandhinagar) suggested that this book is not for mental illnesses but it must emphasise the need for psycho-social development of children, the possible impediments like social challenges and stress affecting development as well as it should aim at developing the coping skills among the children. Everyone in the group agreed to this suggestion, but it was felt that basic information about the illnesses should also be included in the book. It was decided that we can make an appendix section for this. Also, the teacher must know the basic understanding about the psycho-social development and so we have included the basic theories in nutshell and how they apply to a child's growth. The book may become a key training material for training of the teachers for the subject.

The mental health sector is in childhood and experiences are in a way limited. Therefore, let us all work hard towards the goal and develop our children to a desirable reach. We really hope that the readers' participation and the teachers' experiences will make this volume more complete.

This book was printed in March 2007 as a draft manual. After that the book was used for field testing

for next two three semesters in various schools. There were 145 teachers from 3 districts who participated actively in this process. A workshop for training the teachers for various aspects of this work was held, a post test was organised too and then the teachers promised to implement some of the aspects in their schools. After that implementation we invited page to page response and suggestions for the manual and made changes accordingly. At several pages we have made changes as per teachers' experiences and feedback. Thus, this final copy of the manual has been read, revised and written again and again so far. The draft of this manual was again sent to the experts for their opinion and feedback. Shobha Dey (Faculty member of Faculty of Fine Arts, M.S. University of Vadodara) and her daughter Rahi sketched for the book to accomplish it in the final form. As there were financial constraints, we printed the book in single colour and presentable format.

We hope you will like the book and implement various sections among your students and children for better and brighter tomorrow. We are sure that you will cooperate in making the mental health materials more popular and people friendly. The teachers may use it for teaching various life-skills and making the process of learning more interesting and understandable for the children. It invites for your basic contribution and sincerity for your students and various processes to be brought in favour of the students' development.

We are grateful:

Many many friends and experts have contributed to the format of the book without any precondition. Dr Bakre has been an important active supporter for the book. Dr Aruna Khasgiwala and her faculty members Dr Ila Raval and Dr Rashmi Vyas in Faculty of Social Work contributed to put together to make the social aspects more clearly explained in the chapters. Dr Bimla Parimu and her research student (Dr) Anuradha of Dept of Psychology worked with great enthusiasm to make the chapter on psychological aspects of human life as relevant in the present exercise. Dr Chirag Barot of Medical College of Vadodara (Psychiatry) and Dr Rakesh Shah (Supdt of Mental hospital at Karelilbag, Vadodara) made valuable contribution by penning the appendix on mental illness. We are thankful to them from bottom of our hearts.

Once the draft of the book was made, it was sent to Dr Bharat Panchal (Deptt of Psychiatry at Medical College at Bhavnagar), Dr Rutambhara Mehta (Deptt of Psychiatry at Medical College at Surat) reviewed the book and made many important suggestions which have all been included in this book to make it more presentable. We are thankful to them especially.

All these friends have cooperated so well and helped us to compile this volume for the teachers and children of modern era. We have used visuals from materials produced by many NGOs and others for public use. Important ones among them are Xavier Institute of Communications, Mumbai, Jagori, New Delhi, Sarva Shiksha Abhiyan of Dept of Education, Gandhinagar and Dr Jitendra Adhiya's publications. Over and above all we are thankful to Dr Shubha Dey and her daughter Rahi for making so many useful artworks and visuals for this book.

The typing and retyping various draft materials of this book was done by the staff of TRU. All the typesetting and printing carefully was done by Ritesh Patel and Gajendra Jadeja. We appreciate their meticulous contribution to the process.

After the book was made, we received a warm welcome by the state – Dr Amarjitsinh of Health and Family Welfare Dept Gandhinagar, the Secretary Dr Sudha Ancharia of HFW, Gandhinagar accepted to write a forward for it added to our enthusiasm. Added to that was a message from the Minister of Health and Family Welfare giving boost to this effort is so very well appreciated by all of us. We are quite hopeful that this book will become popular at various levels in various departments of the Govt of Gujarat.

November 2009

Nimitta Bhatt and Dr Ashvin Patel,
Trust for Reaching the Unreached,
41, Vishwas Colony, Vadodara 390007.
Phone: 0265 2338117

Field Testing of the Manual

When we decided to make a manual for teachers it was very important to take the teachers' opinion and know their experiences. We started this process even before making a first draft of the book. The KVS Highschool participated in a workshop to work out the basics. There were many intensive discussions and the content was decided based on this workshop. After that when draft manual was prepared we sent it to various schools of Gujarat. Distribution of 650 copies was done with help of the District Mental Health Program of Vadodara and that of Surendranagar. Rest copies - 350 - were used for field testing by TRU. We sent and distributed this booklet to many teachers and social workers and obtain their feedback.

We organised three workshops one in P.P. Shroff Highschool at Padra, Vadodara district one at K. V. S. Highschool at Shivrajpur, Panch Mahals district and one at Vikalang Seva Trust at Sayla, Surendranagar dist. The teachers who participated in these workshops are listed here.

There were two questionnaires developed to get their structured feedbacks. One questionnaire was meant to understand if the teacher has been able to understand the various aspects. Second one was meant to list all those words, terms and clauses mentioned in every paragraph which the teacher found difficult to understand. A clinical Psychologist went across all the schools and collected their feedback systematically. Some were contacted by our field workers for recording of the feedback.

This took us nearly two years. All the questionnaires were scrutinized, analysed as per response and the report was submitted to the resource group. This resulted into changes in every chapter except for the chapters 4, 5, and Appendix 1 A, 1 B, 2 and 4 were not changed. In the Appendix 3 we added a lot of fun games and how the teachers can add fun with knowledge and science principles, etc from literature authored by Shri Gijubhai Badheka. We have added Appendix 5 and also the Appendix 6. The later enlisted all the difficult words and terms which the teachers found difficult and their meaning. The Gujarati book has highlighted all these words in the text, they are arranged alphabetically and the meaning or concept is explained. In the English version we have not done this exercise. We kept the overall structure and look of the book similar to the draft book because it was found necessary for continuity.

The changed versions of the chapters were again shared with the resource team. They enthusiastically welcomed the changes and gave some fresh suggestions which were incorporated in the new version. We mention the suggestions and comments given by the teachers in this section.

Suggestions from Teachers :

- ❖ Children of poor families have to work hard even at home. So, they are not able to pay good attention to studies. Often they are unable to complete the homework also. These children often remain behind the class and are often not able to understand the complicated concepts. The teachers are unable to work for these children due to workload concerns. Should we enlist such children as “late learners?”

- ❖ The present structure of normal schools probably does not allow the need for special attention to the children with difficulty or run special classes for them, organising special learning aids for them, etc.
- ❖ If we organise yoga, meditation and physical training for the children then the children will not have stress and they will be able to sleep well so that their studies will improve.
- ❖ In the urban areas people's lifestyle has changed. It is dominated by television, videogames, films, etc. All of it has effect on the children. It is seen that children sleep late not so nutritional food, lack of exercise and play outdoors, etc has bad effect on their education.

Teachers' suggestions for change in school structure :

- ❖ We are too pressurised for curriculum teaching and school activities. So, it is but obvious that we cannot pay extra attention to the children let apart the children with difficulty.
- ❖ The school management expect too much from the teachers, so that it is not possible to organise any extra activities.
- ❖ The school management also insists upon organising certain competition based extra-curricular activities. So it is not possible to organise stress-less activities for the children.
- ❖ It is very difficult to organise extra reading without any botheration and giving enough space to the children for library and play for self-pleasure.
- ❖ The suggestions in this book mainly point towards making changes in the school structure and attitude of the management. So more work should be done to improve the school management.
- ❖ If we are given enough freedom and time for implementing this manual we shall be able to do it with enthusiasm.

Teachers' suggestions about the book :

- ❖ It is not necessary for us to remember the medical information as is mentioned in this book.
- ❖ If more and more poetry, stories, life-incidents, games etc are mentioned then the book may become more readable and easy to implement.
- ❖ The learning difficulties of the children as mentioned in the book should be found out by survey of all children at least once in a year and then modify education as per need for improvement in education of children.
- ❖ This book is very good, useful and informational. If we can implement all these things then children will certainly succeed in life.
- ❖ If the manual is put into practice right from primary level then a lot can be corrected before the children reach the high school. Their future education can be brighter in this case.
- ❖ In order to Implement this book there should be intensive training. The teachers so trained should be able to work well if certain facilities are added to the school. E.g. Number of teachers in a school may be increased, the library must have all the reference literature, the teachers should have more free time to read the reference materials, there should be some stress-less extra-curricular activities in the school.
- ❖ If the education department of Govt of Gujarat approves of the implementation of this book, then it can be better followed.

Participant teachers in the field-testing process of the manual

Padra Center, Taluka Padra, District Vadodara

1. Chaudhari Pritiben N.
Shri Navyug Vidyalay, Padra, Dist. Vadodara.
2. Makvana Kailasben M.
Shri Sagar Vidyalay, Chitral, Dist. Vadodara.
3. Gamit Dilipbhai P.
Shri Choksi K. K. Girls' Highschool, Padra, Dist. Vadodara.
4. Padvī Raghuvīrsinh D.
Dabhasa English School, Dabhasa, Dist. Vadodara.
5. Patel Dharmishthaben M.
Shri Vanachhara Vidyamandir, Vanachhara, Dist. Vadodara.
6. Chaudhri Pankajbhai M.
Shri K. M. Patel Nav Vidyalay, Muval, Dist. Vadodara.
7. Patel Pankajbhai M.
Vinay Vidyalay, Ambadi, Dist. Vadodara.
8. Kamol Bharatsinh K.
Shri P.P. Shroff Highschool, Padra, Dist. Vadodara.
9. Nayi Vijaykumar C.
Shri Pradeshjyoti Vidyalay, Kural, Dist. Vadodara.
10. Patel Bhupendrabhai C.
Shri R. B. Patel Vidyalay, Bhoj, Dist. Vadodara.
11. Pancholi Harnish G.
M.N. Vidyalay, Vadu, Dist. Vadodara.
12. Rathva Ranjitsinh F.
Smt C.R.Patel Sarasvati Vidyalay, Sarsavni, Dist. Vadodara.
13. Panchal Bhalchandra M.
P. P. Shroff Highschool, Padra, Dist. Vadodara.
14. Gandhi Hiteshbhai H.
Shri K. K. Choksi Girls' School, Padra, Dist. Vadodara.
15. Makwana Dhirajbhai M.
Shri Karakhadi Highschool, Karakhadi
16. Solanki Harendrasinh P.
Shri D. D. Patel Sharda School, Padra, Dist. Vadodara.
17. Patel Maheshbhai R.
Shri D. D. Patel Sharda School, Padra, Dist. Vadodara.
18. Patel Hemlataben G.
Zen School, Padra, Dist. Vadodara.
19. Parmar Ashvinbhai R.
Zen School, Padra, Dist. Vadodara.
20. Chauhan Pravinbhai N.
Shri Navyug Vidyalay Padra, Dist. Vadodara.
21. Chauhan Naginbhai D.
Pramukhswami Vidyamandir, Chansad, Dist. Vadodara.
22. Patel Narendrabhai M.
Shri Sarvajani Highschool, Ranu, Dist. Vadodara.
23. Pancholi M. N.
Shri M.M.P.S. Highschool, Masar Road, Dist. Vadodara.
24. Patel V. C.
Vakal Highschool, Mobha Road, Dist. Vadodara.
25. Thakkar Niravbhai G.
Shri Sardar Patel Vidyalay, Darapura, Dist. Vadodara.
26. Jayswal M. N.
Dabhasa English School, Dabhasa, Dist. Vadodara.
27. Rohit M. D.
P.P.Shroff Vidyalay, Padra, Dist. Vadodara.
28. Karmara K. S.
Shri Girdhar Vidyalay, Masar, Dist. Vadodara.
29. Parekh M. M.
Shri Sarvajani Highschool, Ranu, Dist. Vadodara.

Shivrajpur, Taluka Halol, Dist Panchmahals

- | | |
|---|---|
| 1. Patel Shaileshkumar K.
Shri Mahakali Madhyamik Shala,
Champaner, Tal Halol | 18 Patel Alpeshaben M.
Shri P. M. P. Sarvajanik Highschool,
Rameshra, Tal Halol |
| 2 Chauhan K. S.
Shri B.S.Bhansali Vidyalay, Ravalia | 19 Patel Kalpeshkumar R.
Sardar Patel Madhyamik Shala, Vitoj, Tal
Halol |
| 3 Shah R. G.
Shri Chandaria Vidyamandir, Arad, Tal
Halol | 20 Patel Jayantibhai M.
Sardar Patel Madhyamik Shala, Vitoj, Tal
Halol |
| 4 Chauhan R.R.
Shri Chandaria Vidyamandir, Arad, Tal
Halol | 21 Shah Bhartiben M.
Shri P. M. P. Sarvajanik Highschool,
Rameshra, Tal Halol |
| 5 Patel Hitendra K.
Adarsh Nivasi Shala, Halol | 22 Baria Mukeshkumar P.
G.P. Somani Nutan Vidyalay, Halol |
| 6 Rathod Pradipsinh A.
M. G. M. Highschool, Halol | 23 Patel Jigneshbhai M.
G.P. Somani Nutan Vidyalay, Halol |
| 7 Pandya R.A. N.S.U.B.Highschool,
Madhvas, Tal Halol | 24 Parmar G. B.
K. V. S. Highschool, Shivrajpur, Tal Halol |
| 8 Patel P. J.
Nutan Vidyalay, Navakuva, Tal Halol | 25 Smt Patel Sharmishtha C.
K. V. S. Highschool, Shivrajpur, Tal Halol |
| 9 Smt Shah R. B.
Smt C. B. Girls' Highschool, Halol | 26 Shrimali Ramesh G. Krupalu
Highschool, Maswad, Tal Halol |
| 10 Smt Godani P. M.
Smt C. B. Girls' Highschool, Halol | 27 Varia Alpesh R.
Krupalu Highschool, Maswad, Tal Halol |
| 11 Rathva Manabhai C. U.Bu. Madhyamik
Shala, Kanjri, Tal Halol | 28 Shah Sanjiv
V.M. Guj. Medium School, Halol |
| 12 Parikh S. K.
Girls' Highschool, Halol | 29 Smt Joshi
M. P. Girls' Highschool, Halol |
| 13 Panchal J.M.
Jay Jalaram Vidyavihar, Baska, Tal
Halol | 30 Patel M. S.
Valmiki Secondary School, Waghbod, Tal
Halol |
| 14 Patel K.K.
Jay Jalaram Vidyavihar, Baska, Tal
Halol | 31 Rathva Karsan K.
U.Bu.Madhyamik Shala, Kanjri, Tal Halol |
| 15 Joshi Mukeshkumar Shivdatt
Gangotri Vidyalay, Jhankharia, Tal
Halol | 32 Parmar P. J.
Vipul Vidyamandir, Sathrota, Tal Halol,
Ghoghamba Taluko : |
| 16 Patel Vinubhai U.
The M. S. Highschool, Halol | 33 Solanki N. N.
S.S. Varia Highschool, Ghoghamba |
| 17 Rathod Devendrasinh D.
The M. S. Highschool, Halol | 34 Rana Kirtansinh V.
S.S. Varia Highschool, Ghoghamba |

- 35 Parmar A. C.
Shri Madhyamik Shala Jhinhri Tal
Ghoghamba
- 36 Baria A.P.
Shri Madhyamik Shala Jhinhri Tal
Ghoghamba
- 37 Chavda G.A.
Shri L. S. Highschool, Paroli, Tal
Ghoghamba
- 38 Baria B. K. Shri
Madhyamik Vidyamandir, Ranjitnagar,
Tal Ghoghamba
- 39 Rathva Bhikhabhai C.
Navyug Highschool, Kharod, Tal
Ghoghamba
- 40 Parmar Udaysinh A. Navyug
Highschool, Kharod, Tal Ghoghamba
- 41 Makrani S. L. Janta Highschool,
Padhora, Tal Ghoghamba
- 42 Raval N. L. Janta Highschool, Padhora,
Tal Ghoghamba
- 43 Parmar P. S. Madhyamik Vidyamandir,
Ranjitnagar, Tal Ghoghamba
Kalol Taluko:
- 44 Pandya Bharatkumar R. R. S. B.
Sarvajanik Highschool, Derolgam, Tal.
Kalol
- 45 Chavda Parvatsinh N. R. S. B.
Sarvajanik Highschool, Derolgam, Tal.
Kalol
- 46 Thakor V. P. Karunesh Vidyamandir,
Saganpura, Tal Kalol
- 47 Patel Naginbhai C. S.L.U. Sarvajanik
Highschool, Bedhiya, Tal. Kalol
- 48 Patel Tejendrakumar V. M. M. S.
Vidyamandir, Delol, Tal. Kalol
- 49 Pandya Arvindkumar P. Shri K. K.
Highschool, Vejalpur, Tal. Kalol
- 50 Solanki Jaypalsinh P. Shri K. K.
Highschool, Vejalpur, Tal. Kalol
- 51 Baria Mukeshbhai S. M. M. S.
Vidyamandir, Delol, Tal. Kalol
- 52 Chauhan Ajaysinh C. Bakrol Sarvajanik
Vidyalay, Bakrol, Tal. Kalol
- 53 Sutaria Rameshbhai S. Bakrol
Sarvajanik Vidyalay, Bakrol, Tal. Kalol
- 54 Gohil Jashvantsinh B. Shri R. J. S.
Vidyamandir, Sansoli, Tal. Kalol
- 55 Rathod K. U. Shri K. L. Highschool, Eral,
Tal Kalol
- 56 Suthar Ajay D. Shantiniketan Rotary
Vidyalay, Kalol
- 57 Patel Rashmikant R. Shantiniketan
Rotary Vidyalay, Kalol
- 58 Kharadi S.N. The M.G.S. Highschool,
Kalol
- 59 Puwar K. A. The M.G.S.
Highschool, Kalol
- 60 Patel Girishbhai P. Navchetan
Vidyamandir, Pingli, Tal. Kalol
- 61 Suthar Sureshbhai K. Navchetan
Vidyamandir, Pingli, Tal. Kalol
- 62 Sharma AShokbhai M. M. G. S.
Highschool, Malav Tal Kalol
- 63 Shah Vinodbhai K. M. G. S. Highschool,
Malav Tal Kalol
- 64 Dasadiya D. U. Jivanjyot Vidyalay,
Paruna, Tal Kalol
- 65 Patel R. P. P. K. S. Highschool, Derol
Station, Tal Kalol
- 66 Chaudhri Umeshbhai C. P. K. S.
Highschool, Derol Station, Tal Kalol
- 67 Purohit Ashvin G. Shri R. J. S.
Vidyamandir, Sansoli, Tal. Kalol
- 68 Soni S. B. Adyashakti Vidyamandir,
Sureli, Tal. Kalol
- 69 Chauhan J. L. Adyashakti Vidyamandir,
Sureli, Tal. Kalol
- 70 Patel V. S. Sarvoday Vidyalay, Muvadi,
Tal Kalol
- 71 Patel D. S. Sarvoday Vidyalay, Muvadi,
Tal Kalol
- 72 Patel C. H. S. T. Patel Sarvajanik
Vidyalay, Jantral Tal Kalol
- 73 Parmar S. G. S. T. Patel Sarvajanik
Vidyalay, Jantral Tal Kalol
- 74 Chauhan V. J.
K. K. Vidyamandir, Kanod, Tal Kalol

- 75 Shah Y. K. Karunesh Vidyamandir, Saganpura, Tal Kalol
- 76 Varia B. B. T. T. Highschool, Ratanpura, Tal Kalol
- 77 Bhavsar M. M. Swastik Vidyamandir, Chalamani, Tal Kalol
- 78 Gavit Dineshbhai Patel
T. T. Patel Highschool, Ratanpura, Tal Kalol
- 79 Patel A. R. Sarvajanic Vidyamandir, Kalol
- 80 Patel D. C. Sarvajanic Vidyamandir, Kalol
- 81 Yadav S. D. M. R. Highschool, Adadara, Tal Kalol
- 82 Bamania K. A. M. R. Highschool, Adadara, Tal Kalol
- 83 Smt Baria M. A. K. S. Highschool, Eral, Tal Kalol
- 84 Patel M. A. M. M. Gandhi Highschool, Karoli, Tal Kalol
- 85 Smt Chauhan R. C. M. M. Gandhi Highschool, Karoli, Tal Kalol
- 86 Barot J. K. S.L.U. Sarvajanic Highschool, Bedhia, Tal Kalol
- Jambughoda Taluko: 87 Baria A. M. Pilu Modi Highschool – Don Bosco, Narukot, Tal Jambughoda
- 88 Shekh I. G. M. B. Vidyalay Khandivav, Tal Jambughoda
- 89 Chauhan Narpatsinh B.
Kirtimandir U.Bu, Vidyalay, Nijhran Dilgam Tal Jambughoda
- 90 Rathva C. G. M.M. Gandhi U.Bu. Shala, Narukot Tal Jambughoda
- 91 Bamaniya B. V. M.M. Gandhi U.Bu. Shala, Narukot Tal Jambughoda
- 92 Sangada B. R. The Secondary School, Jambughoda
- 93 Patel H. D. The Secondary School, Jambughoda
- 94 Khristi P. K. Pilu Modi Highschool – Don Bosco, Narukot, Tal Jambughoda



કુ. અનુરાધા એસ. શિવરાજપુર કાર્યશાળામાં શિક્ષકો સાથે

Sayla Center, Dist Surendranagar

- 1 Raval Arvindbhai Manilal
Matrushri P.A.Doshi Highschool,
Anandpur (Bhadla)
- 2 Bhadja Nandlal Rugnathbhai
Kanya Vidyalay, Chotila
- 3 Rania Nileshbhai Valjibhai
Shri U.Bu.Vidyalay, Molathra (Chotila)
- 4 Lakhtaria Mahendra Nagardas
S. K. Z. Vidyalay, Nagnesh (Chooda)
- 5 Waru Sureshbhai Kesurbhai
Shri Devanand Swami Vidyalay, Barol
(Limbdii)
- 6 Khorali Hakabhai Ravjibhai
Shri P.J. Sheth U. Bu. Vidyalay, Ori
- 7 Chavda Kamlesh Vithalbhai
U. Bu. Vidyalay, Fulgram (Vadhvan)
- 8 Parmar Bharatkumar Chaturbhai
Dr. J.D. Kothari Madhyamik Shala,
Chokdi (Chooda)
- 9 Detroja Chhaganlal Narsibhai
U. Bu. Vidyalay, Bamanbor
- 10 Solanki Pramodbhai Prabhubhai
U. Bu. Vidyalay, Doliya
- 11 Mer Darshanaben Babubhai
M.D.R. Girls' Highschool, Muli
- 12 Chauhan Bhupatbhai Chhaganbhai
U. Bu. Vidyalay, Bhimora
- 13 Rojasara Hareshbhai Ravjibhai
U. Bu. Kanya Vidyalay, Bhimora
- 14 Jodiya Keshubhai Gopalbhai
U. Bu. Vidyalay, Chorvira (Sayla)
- 15 Patel Nayanbhai Mohanbhai
Dharmajivan Madhyamik Shala, Moti
Moldi, Tal Chotila
- 16 Wadher Nagarbhai Narshibhai
G.K. Mandal Highschool, Limbdi
- 17 Zala Jayendrasinh Keshubha
C.C. Highschool, Panshina
- 18 Raval Ajaybhai Niranjanbhai
B.A. Kanya Vidyalay, Limbdi
- 19 Makwana Harshadbhai Jerambhai
N.M. Highschool, Limbdi
- 20 Zala Ravirajbhai Manharsinh
Kamparia Madhyamik Shala, Tal Limbdi
- 21 Parmar Nileshbhai Maganbhai
Sir J. Highschool, Limbdi
- 22 Raval Diptiben Chhelshanakrbhai
Shah S.N. Highschool, Mojidad,
(Chooda)
- 23 Patel Ketanbhai Ratanbhai
Shri Rangpur Madhyamik Shala, Tal
Chooda 24 Makwana Hareshbhai
Vajesangbhai
Gijubhai Shukla Kumar Vidyalay, Limbdi
- 25 Padhiyar Avniba Jilubha
Kumari Shivangi N. Zala Vidyalay
Limbdi
- 26 Makwana Anilbhai Bhikhalal
U. Bu. Vidyalay, Sapar



શિક્ષકોને માર્ગદર્શન માટે ઓરિએન્ટેશન વર્કશોપમાં
ડૉ. બિમલાપારીમુ

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Walter Davis was a sportsman. Point of inspiration is that he achieved all objectives which he had set for himself despite difficulties.

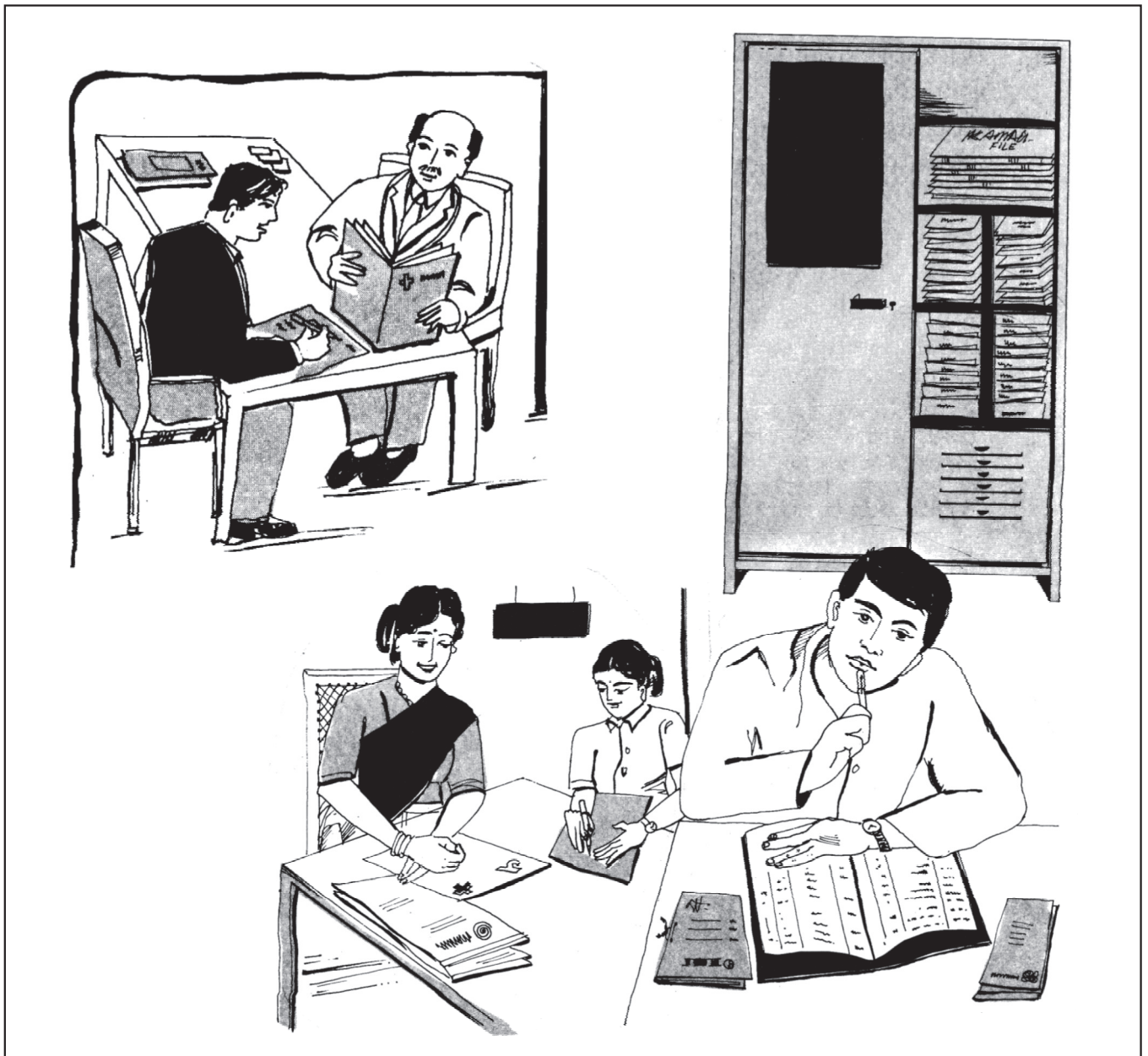
He suffered disability due to Polio Myelitis in childhood. The doctors were not hopeful that he will even be able to walk. But due to loving care from his mother he could stand on his feet. In the beginning he used to walk slowly. Once he spotted a boy doing 'High Jump' practice. He thought that was a very good exercise for him and he wanted to do that. He started practising 'High- Jump' and over a period of time he could jump to a good height. Then only he was satisfied for himself.

But his legs were still weak and he would not be able to participate in any competition of higher level. He started workouts for strengthening of his legs. He got married to a girl who understood his ambition and advised, "Walter, it is not enough to strengthen your legs only, You need to also strengthen your mind and confidence." She gave a new sentence to Walter, "Main thing in life is your self-confidence". This really helped Walter in fulfilling all the ambitions he had for life.

Walter established a world record for 'High - Jump'. He jumped a height of 6.75 feet despite of his weak legs with help of the self-confidence and perseverance. It is so wonderful to know that a boy who was unable to stand on his feet became world champion of 'High Jump'. Such is the strength of self-confidence!

Chapter - 1

Beginning of Journey with Teachers



What will you learn ?

1. Students, how they learn and role of a teacher in the community
2. Learning Objectives for the teacher will become clearer
3. Role of a school in psycho social development of the students
4. Teacher will learn his / her role for psycho social development of children with special needs.
5. The teacher will be more aware of the Children with special needs

Chapter - 1 : Beginning of Journey with Teachers :

1. Students, how they learn and role of a teacher in the community.



Your role as a teacher in a village is just like a social worker. As you have received higher education, you also have a role as an advisor. In this context you are already guiding the students and parents. You can increase your skills in this work. This book will help you in this direction.

Every day you have many different experiences with your students. Sometimes you may be agitated at the circumstances or sometimes you may be sympathetic towards the student. Sometime you may feel hopeless. Even then remember that you are the best guide for the student. You love your students and desire to help them. The students will progress better if you resolve the problems and impediments in students' lives as early as possible. This is your specific / important role as a teacher.

Your second role is to understand the child's behaviour in context of his/her circumstances. Instead of blaming the students for their behaviour it is necessary to think deeply about it. For Example, Suresh studying in standard 3 remains lost and remains silent most of the times. Just think over if he was the same before also. When he was in standard 2 he was very clever, active and participated in all activities of the school. You may inquire with his family and friends about change in his behaviour. Whether there was any incident or environmental change which may have resulted in such a behaviour; e.g. any death occurred in his family? Has someone Physically or mentally tortured him? Is he scarred too much for something? All said and done you may want to obtain more information about the child's circumstances. Please be more sensitive towards the child and see how you can help him to increase his/her coping capacity. This is your important role as a teacher.

You have observed and understood the child's expression of pain, anger, hopelessness, etc. Decide the strategy for counselling with the student or with his/her parents and then discuss to find solution of the problem. If required you can refer the student to a clinical psychologist / counsellor.

Most important is that you have to encourage the student for fighting against difficult circumstances and coping with patience. For this you have to develop your own inner strength to develop deep sensitivity, patience and understanding for your students and the community.

This book contains chapters regarding various aspects of child-development, learning and how the teacher can help them to achieve full potential. After studying this book, you will learn and understand various aspects of child-development and how you can be of help to your students in process of development. As a result, your students will become more sensitive and competent. They will be able to cope up with difficult situations in life. You will learn the following from this book:



Learning Objectives:

The teacher will learn -

1. Promotion of health among children.
 - 1.1 Definition of health
 - 1.2 Psycho-social development of a child. The teacher will know how to develop one's own behaviour and expressions to achieve the same.
 - 1.3 Life skills for the child
2. Stages of mental development, events and their responses
 - 2.1 Various phases of mental development and which qualities can be developed in each phase
 - 2.2 How the positive and negative responses evolve
 - 2.3 Teacher will learn to identify positive and negative responses by the child and will learn to change the negative responses for positive outcome.
3. Child development and learning processes
 - 3.1 Milestones of development of a child and stages of learning
 - 3.2 How to know child's difficulty in reading, writing and counting
 - 3.3 How to help the child to overcome the difficulties
4. Child's Behaviour
 - 4.1 Factors affecting the child's behaviour
 - 4.2 Understanding of problems in child's behaviour
 - 4.3 How to help the child for correction of problems in behaviour
5. Child violence and exploitation
 - 5.1 Three kinds of violence against a child
 - 5.2 Recognise the change in behaviour due to violence
 - 5.3 Identification of a child victim of violence from the class
 - 5.4 Understanding how the victim of violence can be helped

The appendix 1 of this book contains Brain, Human behaviour, mental illnesses and the teacher's role. It is not expected that the teacher spends time and effort to treat these illnesses but he will understand and refer the problem to appropriate health facility. It is expected that the teacher will understand the psycho-social need and behaviour of the child, discuss with parents and community and spread awareness regarding such issues.



Role of the Schools in Psycho-Social Development of a Child

Children start schooling at the age of 6 years. Since then, they spend 5 – 7 hours every day in the school till he/she becomes an adult. He/she learns various subjects and obtains knowledge along with peer group of students. Role of the school is to help the child gain knowledge, develop interest in learning processes, and develop skills to do so. All these will help the person to develop himself and earn for livelihood. The structure of the school, teachers, fellow students and environment of the school have a deep effect on the child's psycho-social and intellectual development.

Following factors affect the child's development at school:

1. Physical facilities of the school
2. Environment at the school
3. Educational standard of the school
4. Skills of the teachers at the school
5. Co students
6. Extra-curricular factors

We will discuss some of these here. It is understood that the teachers and the school management are aware of these factors. They try to improve upon them so that their school stands higher in the competition with other schools.



Physical facilities at school :

Various physical facilities at the school are helpful for educational inputs. It makes the process of learning easier. For example, spacious and well-ventilated classrooms, educational aids, library for teachers and students both, laboratory, indoor and outdoor sports, art classes, etc help the educational process. All these arrangements should be accessible and continuously usable by the students and the teachers. They enable introduction of variety of activities for the students, which in turn contributes to positive learning environment.

Environment at school : The physical facilities create a specific environment; but for a child's development more things are required. Features such as attitude towards maintenance of discipline, participation of students in the educational process, teacher's personality as a role-model for students, weightage over academics, etc have deep effect on the child's development. The school can have positive or negative effect on the psychosocial development of a child depending upon all these factors. At the same time in a mutual relationship, just as the school, community and the family have an effect on the child. Similarly, the child also has an influence over the school environment. Such a give and take between the students and the environment results in mutually mature relationship that is beneficial in long run.

School and the parents' mutuality : A school that calls the parents for various matters related to the children's benefit and the parents who participate in such occasions / events at the school develops a link between the two. Especially, if the parents participate in the school's events enthusiastically, then the student also understands that he/she should participate in all activities which are taking place at school. This is also vice-versa true. So, the schools which are not able to get parents' participation properly, students of that school are unable to develop relationship with the school.

School, teachers and violence in environment affect the student : In many schools, new students or weak (in academics) students are subjected to a lot of disciplinary actions and violence. Most students are able to get over this kind of violence, but those more sensitive ones and the physically and socially vulnerable students face a lot of difficulty in coping with this. These students face threats, ordering attitude and punishment from the administration of the school or also from the teachers. Such students also face violence and neglect at the hands of their peer group (co-students). The teacher is a key factor in resolving such situations and helping or not helping the problem of these students.



Educational level of the school : Well-known scientist Eric Erikson says, "children develop self-confidence or inferiority complex between the age of 6 – 11 years. When a student is able to accomplish any activity or task efficiently / in time, then he/she develops a sense of competence and healthy personality. Failure to master / accomplish the task adds a sense of inadequacy

in the student's mind. Naturally the school or the teacher becomes a key influencer for the child's development".

The activities at school help the students to develop qualities of concentration, skill to work, ways of solving the intellectual problems, etc. Additionally, the subjects such as language, maths, geography, history, art, music etc will help him/her to understand the world and the global factors. This understanding helps the child to develop his/her personality and also directs the decision about what the student may do in future.

Teacher's role :

A child has a special relationship with the teacher. He/she has respect and special feeling for the teacher. Often the teacher is a role-model for the child. Whatever experiences he/she has with the teacher has a deep effect on the mind of the child. At the same time the teacher is expected to have a deep concern for the child's future, but the teacher is not directly related to the daily activities (such as eating food, sleeping, personal cleaning, etc). So, the child has to develop a new relationship with the teacher. If the child feels that the teacher supports, understands, is concerned about his/her future and trusts his/her competence, then this understanding/feeling works like a protection barrier for the child in all his/her difficulties. At the same time, it is observed that the teacher who has high expectations from the student, can inspire the student to think in right direction and solve difficult questions. Sometimes the teacher can also correct the different responses of the student. But a teacher who is pessimistic/feeling hopeless about any child does not do any of such things for the student.



On the other hand, why is a teacher pessimistic/feels hopeless about a student is a matter of deep internal questioning. It is very clear that the student is not always responsible for the lack of hope situation by the teacher. The outcome is that the student who understands that the teacher does not have trust or feeling of hope from him/her is not able to be the same as the other students. Often the teacher uses certain words like "fool", "weak at study", "ullu" etc for some students. The teacher uses these words for certain students in presence of other students or teachers. This is greatly detrimental to the child's growth. It is important that the teacher becomes conscious about all the above.

Often the teacher has developed certain attitude for the student depending upon external factors like experiences with other children or students. Sometimes the teacher has experiences when more than one child from the same family has been in the class (may be younger or older). In such incidences the teacher's attitude or behaviour is based on his previous experience with other child of the same family. In small villages it also depends upon how the teacher is accepted or not accepted by the community. A good teacher has generally a pleasant and enthusiastic approach. Such a teacher interacts with the students well, tries to understand issues faced by the students and helps the students.

Such a teacher organises curricular activities with fun and carries forth the teaching. The teacher knows how to encourage the student. He finds time for the students. The students who do not like the school, consider the study as a burden and neglect the teacher's efforts. These students also should be helped by the teacher with love and concern. How to help a student can be understood if the teacher tries to observe the student in some of the following ways:

- How does the student behave with other peer group students



- How the peer group students behave with this student
- Whether the student is able to concentrate during curricular teaching
- What is the behaviour of the student in the class or in the school during free hour or while going or coming back from or to the school or whether there is any change being observed in the behaviour of the student.
- How is the student's progress in the exams
- What are the intellectual or social weaknesses of the student
- What are the weaknesses related to the student's nature e.g. is he/she too shy, aggressive, loud, wavering mind, etc. are the indications of the student's behavioural problems

These observations can be made by giving a little more personal attention and time to particular student/s. this will help the teacher develop supportive attitude for the student and also it can help to guide the parents about the child/student's growth.

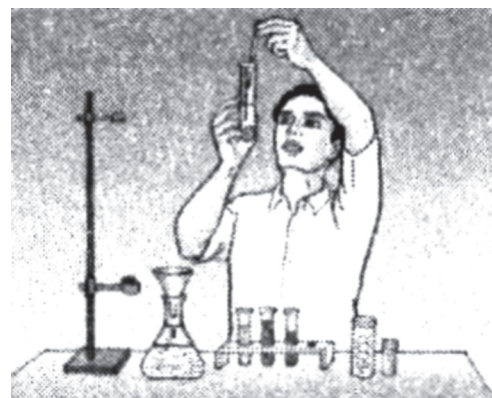


Role of peer group students : When a child goes to the school, he/she is one of the many children of his/her same age. Then, his personal qualities such as intellectual abilities (reflecting in knowledge of the subjects, good performance at the exams, etc), special skills such as performance of art, music, sports, leadership, etc affect other children also. His/her looks such as height, weight, hair, styles, etc also have an effect on other children. He/she becomes conscious of his/her acceptance or non-acceptance by other peer group students. Near adolescence it becomes important for him/her about how others look and understand him/her. Often the child tries to impress others regarding his/her own capabilities and skills. All of these help the child to develop his/her sense of self. His/her give and take

relationship and the experiences in the class, in free hour, in the community etc has an effect upon his social behaviour. A teacher gets most important information about the student by observing his/her behaviour with other students.

Extra-Curricular Activities : A child's sense of self – self-confidence – develops depending upon how much acceptance or non-acceptance of his capabilities and skills take place in the school. Therefore, the sensitization received from the peer students, teachers, extra-curricular activities and the activities to enhance the intellectual abilities of the child are greatly important.

For the child/student to develop his/her own identity in life, the extra- curricular activities in the school have an important contribution. Even such activities help the teacher to know the capabilities of a student e.g. Tina had difficulty in reading and writing but she was very good at singing. So, the teacher would encourage musical abilities of Tina by giving her a chance to perform before others. By this the teacher could develop special relationship with Tina and could impress positively how Tina could improve her reading and writing capabilities. Today Tina studies well and could clear almost all exams successfully. Tina could understand that the teacher respects her abilities and so whatever the teacher told, Tina took positively.



A student could be given more responsibilities in the class, can be involved in science activities and cultural programs. These activities can help the student inculcate leadership and hence give various kinds of experiences to the student.



Participation in such extra-curricular activities offer varied experiences to the student, e.g. working in a collective, way of presenting one's opinion, advocating for individual or group's needs before the school authority, etc. Some children develop abilities which serve as a base for developing life-skills (very important for future life). Most of the times the senior student or the organiser teacher becomes role-model for the student.

School and parents' interaction : The school which invites the parents for interesting discussions or events sets up a link – communication with the parents who participate in such events. It is important to note that if the parents sincerely and actively participate in these events, it gives a message to the student also that he/she should keep up participation in activities offered by the teacher / school. Such a realisation contributes positively for success of the curricular activities for the student. The schools which are not able to encourage such participation in extra-curricular activities remains slightly behind in developing the special relationship with the student.

4. Children with problem/difficulty and the school :

There are some children in a school who may have some special difficulty. Whenever the children / student shows different behaviour in a school, he/she is not to be considered as a problematic participant of the school. The school and the teacher should try to understand nature of his/her difficulty and help to find solution. At a larger level we would like to advocate that the schools should also be rated on their ability to help the students with special difficulties. Just as how many students are ranking high is one way of evaluating a school, there should also be a parameter which measures how the school is able to help children with difficulty. Here we will try to understand some of the difficulties the children face.

- Child is a late learner
- Has physical handicap
- Has difficult family circumstances like financial difficulty, not having a parent/s, someone in family having a mental illness, etc
- Child may be a victim of violence in or around family
- Child not interested in studies
- Child having bad / unacceptable habits.

Usually in every class there are a few such children. If the teacher is aware of these issues and if he / she is actively helping the child to bring about a change in life of his/her students, then he/she can definitely help such children with special difficulties.

Usually, the teacher faces difficulties in accomplishing the curriculum teaching in time. He / she is also expected to carry out a lot of extra-curricular activities in the school. So the teacher feels that having such a student with special difficulty makes him waste time in helping him / her learning. The extra-curricular activities are like putting salt in the food. Just as not adding salt results into bad taste of the food; not having extra-curricular activities is futile. Most of the times the extra-curricular activities like extra reading, educational tour, sports, science fair, etc can be easily organised at school only and they contribute to the psycho-social development of the children. Such activities cannot be organised at home. Additionally, so many children carrying out same or similar activities at



a time helps the child to learn fast. It is well-known about how to help children without special difficulty but a little is known about what they should do in other times of crisis of the children. If you pay attention to some of the following points and even more such points then you are able to undo most of the bad effects of environment on the child's education.

- Pay attention and time to the child's difficulty
- The child should not feel that his disability is burdensome
- If you understand the child's difficulty then easier will it be to find a solution for it.

Under the section "Teachers' role" it has been mentioned that if you look at the problem of a child closely then only you will understand the issue that is bothering the child. Based on this understanding you will be able to help the child yourself or make others like the peer students to help / solve the issue. You may have to make a strategy to help the child with help of other students and making use of the school's other resources. You have to become active and put the strategy in action. It should be possible to organise some activity keeping this child in centre. More information on this topic is also mentioned in the chapters 4, 5, and 7 of this manual.



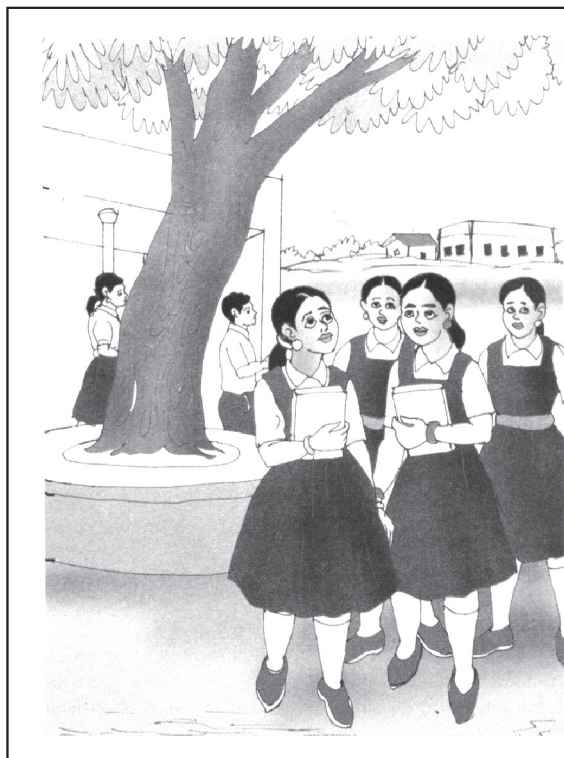
5. Children with special needs :

Children with physical disability or mental retardation do not get properly accepted by normal children in the school's environment. It is usually seen that either the child receives more than required amount of compassion or is subjected to punishment, physical beating and harm, negligence or insult routinely. It must be understood that these children are not burdensome/problematic for the school or the class. Such children should be identified by the school and appropriate arrangements should be organised for their disability. Usually, in most of our schools, annual health check-up for each child is organised in primary school only. At this time special needs can be articulated and needs can be fulfilled by the school management. For example, disability assessment can be made and some help can be extended by the management for such children. Secondly, the experts are available at the taluka or district head-quarters. So, the student can be referred



and basic needs such as assessment and treatment for such difficulties can be easily taken care of. The disabled children can get a certificate and are also eligible to get some

monetary allowance by the govt schemes. If such children need special education or extra training (esp. the deaf and dumb or blind children, speech therapy, psychotherapy, occupational therapy, etc) that can be organised at school level or district level. Individual child can be helped this way. These days a view taken and implemented by all educationists is that all kinds of disabled children and the normal children can study together in a school. Looking to the detailed view and availability of school infrastructure we need to make certain decisions though all children should be looked after is a mandate of the school only. Among all disabilities the problem of mental retardation requires a different outlook. Children with profound retardation (IQ less than 25%) cannot learn anything in a mixed school. In case of such children the local school teachers or the school authorities can provide proper guidance to the parents.



The children who have been successful in studies are less likely to join violence and disruptive activities, wandering around leaving the school, start addictive activities such as alcoholism or intake of drugs etc. Successful students work with concentration and enthusiasm in their work-life. At the same time, they remain away from defaulting factors.

Chapter - 2

Promotion of health of children



What will you learn ?

1. The teacher will learn the definition of 'Health' and organise different activities for students' understanding of 'Health'.
2. The teacher will learn what qualities, behavioural changes and expressions can promote psycho-social health of the children / students.
3. The teacher will learn about life-skills (Ref. WHO)
4. Teacher will understand what can he/she do for the psycho-social development of the children / students

What is 'Health' :

According to WHO 'Health' is not only an absence of disease in an individual. A person is healthy if he is happy or one who feels well by society, well by physical status and well by himself/herself. Physical well-being refers to a person, who is free of illness and lives his life to the best potential, Mental well-Being means a person not having stress, tension and undue anger that derails his/her normal life. The Social well-being also refers to the society which does not have differences based on caste, gender or religion, differences between rich and poor, etc. The social well-being necessitates positive environment that encourages development and full capabilities of a person.

The environment at the school deeply affects the physical, mental and social well-being of the students.

1. Physical health : The child develops his/her basic physical and psycho-social capabilities during 6 to 16 years of his/her life. During these years the child undergoes physical development. To a large extent, his/her psycho-social abilities depend upon the physical health and capacities. Similarly, the physical illness or any physical problem of his/her family member has far-reaching consequences upon the person's development and performance in long run. It is important to develop capability of a student to understand his/her own and the familial problems so that he/she can contribute towards solving related issues. Let us examine how a teacher can contribute to develop the student's ability regarding physical health.

For example: The child/student learns to use a toilet, learns how to handle drinking water hygienically, learns importance of proper ventilation, nutritious food, etc in the school. A teacher can see if the students practice such good and desirable habits, so that they are inculcated in student's mind. This will help the student to become more health conscious in times to come. There are many such habits of daily life which can be learnt from the school and they will help to maintain his/her health and his/her family's health.

These things will also help him/her to understand and save oneself and the family from different infectious diseases as also to prevent nutritional deficits in the family. The health messages learnt and practised at this age helps to save from many diseases in future life.

2. Psycho-social Health : The experiences in the school, in the family and in the society / community and the current value system have deep effect upon the child's psycho-social health. A child perceives contradiction between the values expected - taught and real-life experiences. This results in confusion and tension in his/her mind. A child who is not able to resolve or accept the contradictions faces many problems in life. If the student is not able to cope with these confusions, then it contributes to different psychosocial problems in the student's life. The teacher should resolve these issues with a good amount of sensitivity and understanding. The teacher has to learn necessary skill for this.



For example, the teacher should look for difficulties in learning and find out any active factors contributing to the difficulty as faced by the student. The learning difficulty can contribute to unacceptable and altered behaviour of the student. The teacher should try to understand the confusions bothering the student and suggest possible solutions. The teacher should obtain this knowledge / information use it to solve the issues bothering the student. Such efforts by the teacher also may result in a positive environment in the class and even in the school. Students of school where such environment prevails are able to develop some of the following qualities.

2.1 The child learns to be respectful to others and their opinions. The child also learns to present one's own opinion. He develops a sense of equality with girl-students. He/she is able to play or work with other students (both male and female students). He /she also accepts the results with open mind and willingness. All such qualities will help in betterment of his/her social and mental happiness.

2.2 Similarly, the girl-students will develop good self-esteem, learn values of equality and will adapt to new progressive roles in life instead of traditional roles.

2.3 Additionally, the students will develop ability to face peer-group pressures or influence by the media (also social media) and avoid misbehaviour for the sake of fashion. Also, the students will not fall in the trap of addictive substances if the teachers have maintained a positive environment in the school.

2.4 The student develops national pride in the school only.

2.5 The student learns to be positive and mutually helpful to each other.

2.6 The student develops broad perspectives about environmental issues such as conservation of water, land, forest and other ecological problems.

3. Life-skills development :

The students should learn the life education life skills recommended by the World Health Organisation. The following 10 skills are required to be developed by the students and the teacher has to make conscious efforts that each child learns these skills. They are as follows.

- | | |
|--|-----------------------------------|
| 1. To learn to make decisions | 6. Develop human relationships |
| 2. To learn to solve problem | 7. To learn to have self esteem |
| 3. To develop creative (positive) thinking | 8. To learn to be empathetic |
| 4. To develop critical thinking | 9. To learn to cope with emotions |
| 5. To learn effective communication | 10. To cope with stress |

In the description below each heading, the meaning or comments are given and then there is a story explains about these life-skills. A teacher can use similar story or event or a poem or some biography to practice each skill.



3.1 Learn to make decisions : The teacher should explain the process of decision making and how a person should take responsibility of his/her decisions may also be clarified. E.g. after the board exams one should continue to study or take a job, whether to get married after desired completion of his/her studies, etc are situations which can be discussed in detail.

Activity 1 :

Objective of the activity :

- ❖ To gradually develop decision making by the students
- ❖ Students are able to make decision

Expected change :

- ❖ The students learn to think before taking decisions
- ❖ The students are able to know right and wrong decisions
- ❖ The students will learn to have a detailed thinking about what can happen
- ❖ The students can understand a situation by logical thinking



Methodology :

Following story should be narrated before the students.

Bhavesh was absent yesterday in the school. When he came today, he saw that the ground in the school premises has not been cleaned. He remembered that today it was the turn of his team to clean the ground. He also came to know that all members of his team have reached the school but are playing around. He quickly went to his class and put his bag in his seat. He collected all students of his team and started the clean-up. As the ground was quite big and they had only five minutes. Bhavesh knew that if they reached late to the assembly then the teacher will scold them. At the same time if they did not complete the clean-up then also, they will have to face consequences. So, what he/they should do is a dilemma.

The teacher will ask various questions to the students. e.g.

1. What was the problem? Why?
2. What should Bhavesh and his team do?
3. Give reasons for your answer.



Discussion : We come to know from this story that whether we have made an intentional lapse or not, we often land up into situations which can be stressful. If we get scared or angry then we lose the ability to make decision. But instead, if we neutrally think about what options and their pros and cons are available to us then we are able to choose one of them and work towards the goal. Thus, in order to make proper decision, we have to think properly about our priorities and make decisions rather than be emotional or stressed.



Teacher works towards following related life-skills:

- ❖ Helps self-esteem
- ❖ Have human relations with others
- ❖ Have critical thinking
- ❖ Coping with stress
- ❖ Solve the problem in given situation

Exercise :

1. You are going back after the school hours. You see that a rabid dog is running towards the group of students. All students start running around and then your friend falls down and is injured badly. The dog is coming closer and closer. What will you do?
2. You are a good Kabaddi-player. Your team is selected to play in the final competition of your district. Suddenly in the early morning of the day you have pain in abdomen. What will you do?
3. There is a debate contest in your school. You have been selected to give a talk. Suddenly your younger sister develops diarrhoea and vomiting. Your parents have gone to the farm for working. What will you do?

Activity 2 :

Title : Should I go or not?

Objectives :

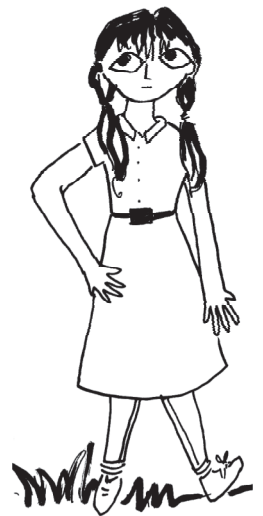
- ❖ Students will make small or big decisions and so they develop decision making skill gradually.
- ❖ Students will develop ability to implement the decisions taken

Expected outcome :

- ❖ Students will take decision after thinking properly
- ❖ They learn the right and wrong decisions
- ❖ They will learn to think critically about any problem
- ❖ They will learn to overcome dilemma in the situations
- ❖ They will learn to develop logical thinking

Methodology : Following story to be narrated

Jaina lives in a small village. She is good at studies and also, she participates enthusiastically in all activities of the school including cleaning sessions. One day on way to home from school the postman gave a cover to Jaina and asked if she would give it to her parents. She went home and gave the post to her mother and asked, "Whose post it is mummy?" Mummy replied, 'It is the invitation card for the Mama's marriage.' Jaina was very happy and asked her mother to get her new clothes for the marriage.



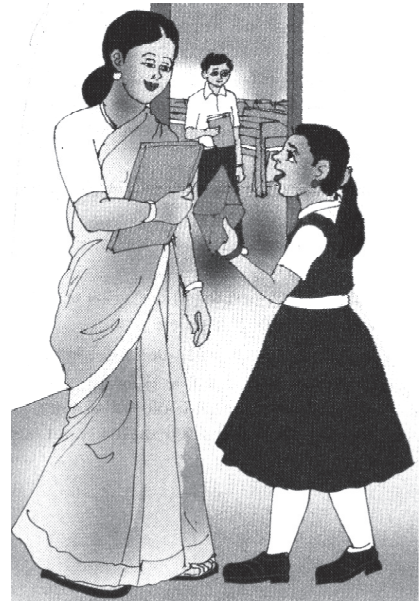
Mummy said, "Of course I will get new pair of clothes for you." She added, "Jaina, you will have to take leave from your school. Remember that we will have to go between Thursday to Saturday." Jaina readily agreed and said, "I will take leave on this Monday only". Excited Jaina went away to the friend's home for playing. On the Monday she went to the school. After prayers everyone went to their respective classes. She immediately contacted the class teacher and asked for leave of three days. The teacher replied, "Jaina there is no problem to grant you leave, but on Thursday itself your semester exams are starting. Will you miss the exams?" Jaina became sad to hear this.


What will Jaina do?

After telling the story the teacher should get answer from every student. Also ask supplementary questions for every response and get answers.

For example:

1. Why was Jaina so happy?
2. What did Jaina decide after knowing about the invitation?
3. Why did she become sad after knowing about the exams?
4. If you were in place of Jaina, what you will do?





Related Life-skills

- ❖ Learn self-esteem
- ❖ Logical thinking
- ❖ Critical Awareness
- ❖ Coping with emotions

Discussion : Just like this we also face similar situations at home, at school, with our friends, etc in our everyday life. In all such situations we face dilemma. We have to think about all sides of a problem and understand what is right and what is wrong. When we have to choose one out of many alternatives, we have to make our choice with patience and understanding. We should select an option which is least damaging. If we are able to make such a decision and implement it properly, then we are able to cope up with the stress in the situation.

Exercise : The teacher should tell some more such stories from real life situations where the students have to think logically and make critical decisions. Group discussions will help the students learn further.



3.2 To learn problem-solving : In any situations, how different aspects should be thought of and how solution should be found, how related dilemma can be overcome.

Activity 1 :

Title : What should I do?

Objective :

- ❖ Students learn how to understand the problem and think about various solutions for solving the problem.
- ❖ Students learn to choose between available options for solution of the problem

Expected outcome :

- ❖ Students realise that there can be more than one option for any problem
- ❖ Students will think of what are the options for solution of the problem
- ❖ Students will enlist / think of the points to be considered under each option and suggest solution of a problem.

Methodology :

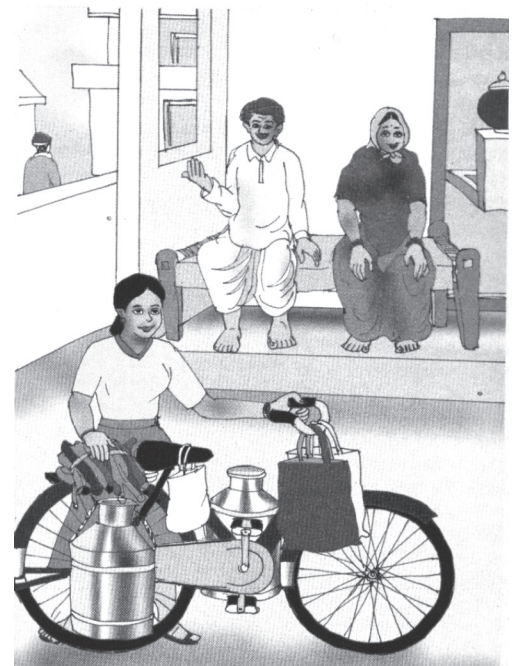
The teacher should tell the story in which a problem is enumerated.

Students can be divided in small groups for discussion of various points and alternative solutions for the problem. Teacher can also give a copy of the points to be discussed.

Story :

Lakshmi Narayan's family has five members the parents and two daughters and one son. Economic situation of the family is weak. The eldest daughter Swati is very clever at studies and also wise. She is the class monitor. She never spends money unnecessarily. She also helps in the home. She uses her bicycle for going to the dairy-counter for giving (selling) milk, goes to the bazar for small purchases and is generally very helpful at home.

In the month of March there are Board exams. The whole class wanted to celebrate because now they will go to different schools for studying in Higher Secondary School. They organised a picnic for a day. Individual expense would be Rs. 150 for the picnic. Swati did not know how to manage the money. So she expressed her inability to go for the picnic. But all the friends pressurised her to come with them. So, Swati was in dilemma. On one hand she cannot tell her parents because the financial situation was not good in the family. On the other hand, she would like to go for picnic. She thought how to get the money? She suddenly remembered that her mother keeps some money before the god's statue in a box. "Should I take away 150 rupees from it? No no... I don't know. What to do?"



The teacher asked following questions:

1. What was Swati's dilemma?
2. What alternatives Swati has? Which are they?
3. Which alternative Swati should select? Why?
4. Can you suggest any other alternatives for Swati?
5. Did you have any such problems in your life? How did you solve?
6. Do you think that any problem has only one solution? Why?



Let all groups enlist their answer on a paper after the group discussion. Each group should make their presentation after the discussion. Let everyone listen to all presentations. There can be some discussion in this larger group about each presentation. The teacher has a final word. He / she will make

comprehension of all suggestions and talk about relevant learning in each of them.

Discussion :

We understand from this story that we have to face many problems during life at different stages. In such situation we have to understand the problem from all aspects, think of various alternative solutions and know the consequences in each alternative. We should select the most convenient, beneficial and least damaging solution.



Related Life-skills learnt :

- ❖ Develop critical thinking
- ❖ Learn to think creatively
- ❖ Make decisions
- ❖ Human relationship
- ❖ Effective communication

Exercise :

1. Enlist such examples of different life-skills from all textbooks and different subjects
2. Make at least two stories based on culturally relevant values, get questions answered by the students, discuss each of them and comprehend the learning. For example, Whether the girls should go for higher education, early marriage and its consequences for boys and girls, etc

3.3 To learn creative thinking : Development of thinking capacity, to think in a new way about the traditionally accepted and stereo typed roles (such as, higher education for girls, girls can become professionals, using newer methods in agriculture, working for upliftment of one's community, etc). The teacher can also give exposure to the children in the events being organised by the school or otherwise. The teacher can organise activities like having lady officers as chief guest for giving inspirational speech to the children, encourage participation of the students in organising of science fares, in going for educational excursions, etc

Activity 1 :

Title : To enter the world of creative imagination

Objective :

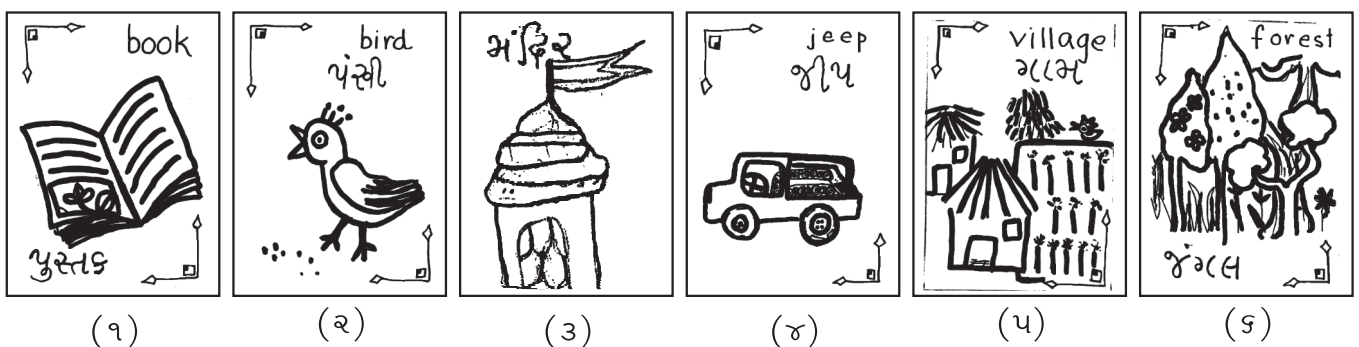
- ❖ Learn imagination and new way of thinking
- ❖ Be original in thinking
- ❖ Creative learning

Expected change :

- ❖ Students will learn to think differently than routine, develop originality
- ❖ Encouragement to imagine with open mind
- ❖ Learn to imagine and be creative

Methodology :

The teacher encourages the children to participate and tells that today we shall have an activity which will be interesting and we will answer the questions and have fun. In this activity there is nothing right or wrong. So do not worry and write your imagination as quickly as possible. Then the teacher divides the class in six groups. Then each group will be given one set of 6 cards. The teacher will then ask the groups to see and read the word written on each card.



The teacher also asks the group to add whatever words come to their minds the imagined word should be connected to the original word as written on the card. The teacher will guide the students to give equal attention to all six cards and write the relevant words for each of them. The exercise is to be completed in 20 minutes. At the end of 20 min the teacher shall ask the different groups to present the first card. Notice the variety of answers and discuss each possible connection with the original word.

Out of all presentations note the important points on the black-board and then draw attention of the class towards what may be lacking. At the end the teacher makes the class to applaud and appreciate the output of the children. All students will be asked what they liked and did not like in each presentation, stories or poems of every group. Discuss all the points and draw attention of the students how well different persons have contributed new ideas for the same exercise. Also, the teacher will emphasise that different persons think differently and that new ideas presented by various people have made the world as it is today. If the students participate in such activities, then they learn to think and expand horizons of creative thinking. It is an important way of developing the students' imagination.

The students can also be asked to make a story or a poem using the suggestion in all six cards. They can also make a poem using all six words or about each of them separately. At the end again discuss the output of the groups. Then the teacher follows all the steps as above for the group. Also, asking relevant questions and drawing attention to the nuances in answers by each group should be discussed and brought to the attention of the groups.



3.4 Develop critical thinking : The teacher is able to bring before the students, how logical understanding of pros and cons / potential risks and benefits should be thought of before making a decision. E.g., not to get influenced by advertisements and social media to prevent the evils of the bad habits, for example addiction of gutkha, smoking, alcohol consumption, etc, not to purchase things which you really do not need, etc can be discussed in detail.

Activity 1 :

Title : Propaganda through advertisements

Objective :

- ❖ Sensitization of students to understand the wrong things / lies told by the advertisement and think seriously about its consequences

Expected Change :

- ❖ Students learn that it is not necessary to believe whatever is said in advertisements / media and do not reform your own behaviour / habits based on such propaganda promotions.

What you require : One or two advertisements visual or audio-visual for use to start discussion.

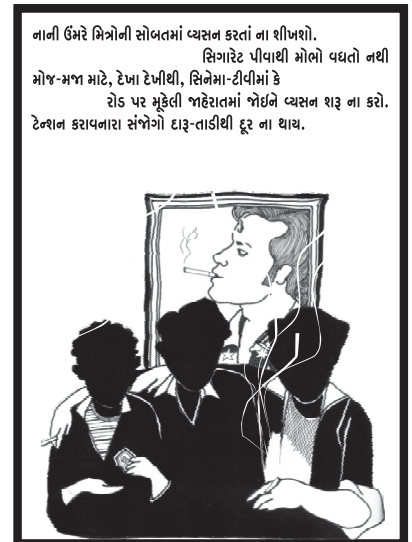
Methodology : The teacher reads aloud the advertisement showing the visuals or orally recollects the advertisement and holds discussion.

For example :

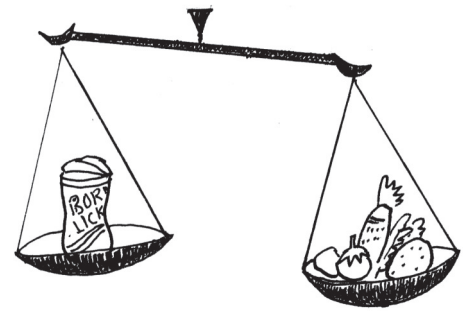
1. **Well-known Film hero** is shown participating in an ad. It says that in the olden times our kings used to have their food in plates made of gold and silver because gold gives strong immunity and silver gives strong brain. You can obtain similar effect by consuming X brand of Chyavanprash.
2. **Housewife mother**, "Whatever income I get I divide in two parts. Some money I save for my son's future and some for purchase of nutrition powder to be taken with milk." Background notifies that it is necessary to give nutrition powder for good development of your child.
3. **Students :** In one scene, the ad says "you cannot become taller by hanging on the bars. Tell your mother that she gives X nutrition powder in milk to make you taller. In second scene the ad shows a tall boy saying, " I am a X nutrition powder boy. In third scene a lady talks like a scientist. She says, "normal food increases the height of your child by one cm, but if you give X nutrition powder then the height increases by 3 - 4 cms. So feed your child with X nutrition powder.

Conclusion : Teacher can discuss the following points about each of them.


1. The metals like gold or silver cannot be eaten. If you eat any metals then your liver gets damaged. So, eating in vessels made of gold and silver can cause liver damage while the expected effect (strong immunity and strong brain) is doubtful. It is not likely to penetrate into the food. This ad tries to influence your opinion that their product gives you the effect of gold and silver in less money. This is a lie. Chyanvanprash is made of 'aanvla' and sugar with some masalas. We can eat all of it in original form. To spend so much money for packs of such products is waste of money.



2. In this ad the teacher should read aloud what is the content of the powder in the pack. This contains cereal, pulse, sugar, chocolate and/or some edible smelling substance. All of it has the same effect as in the daily diet. Therefore, daily diet should be taken in enough quantity and if required you can add some masala to make it more tasty. The amount of money you spend on purchase of this milk powder pack is a lot. If you purchase cereal etc with same money, then you get much more quantity and more nutrition and more energy from these items.
3. There is no medicine or vitamin or any substance for increasing height of a person. Every human being gets the height is genetically determined most of the times, i.e. the person acquires this at birth.



Discussion : The ads on TV or in magazines or newspapers display colourful pictures of good-looking persons (models) and advocate the use of their products. It may be impressive but all the aspects of the claims should be thought of in the light of knowledge that we have learnt and then only assess a product for purchase. If we do not do this then both our time and money are lost in the process for doubtful benefit / worth.



Related Life-skill :

- ❖ Develop self-esteem for decisions
- ❖ Learn to make decisions

Exercise :

1. The teacher can motivate the students to enlist the important components of our daily diet. Then the students can be guided for listing variety of recipes which can make out of these ingredients.
 2. Based on the science textbook find out the nutrients we can get from different ingredients used in our preparation of our daily food. Discuss various details and implication of this knowledge.
 3. The teacher can also encourage the students to write slogans, etc from the information and discussion on this subject.
 4. The teacher makes the students to write an essay on “Importance of the advertisements in modern world and consumers' attitudes”
 5. The teacher can also encourage the students to find more advertisements of this kind and discuss in detail. Ads like “pay for two and get six”, “enhance your beauty by using our cosmetics”, “use our shampoo for smooth and shining hair”.
- Having such activities with the students one can develop critical thinking among students. The students learn about good and bad aspects of so many things and also teach how to make decision.

3.5 Learning effective communication / expression :

Teach the students to make verbal or written presentation about anything in a clear manner. Despite of peer pressure having different viewpoint, learn how to make assertive response. You can encourage the students in focus group discussions, mock scenes, etc as tools for communication.

Activity :

Title : Visit a hospital Mock hospital scene

Objective :

- ❖ The students learn to ask questions to obtain necessary information
- ❖ The students learn to effectively express their thoughts
- ❖ The students learn how to make effective communication

Expected outcome :

- ❖ The students learn to obtain information from their contacts, organisations and the society about a topic
- ❖ Students are able to express their opinions in different situations

Methodology :

(In the village not having a hospital, the teacher should give proper information about a hospital and activities and services given by its employees.)

The teacher can create a mock scene of a hospital in the school itself with help of other students. Assign different roles to each of the participating student and explain them their role in detail (e.g. doctor, nurse, patient, caregiver, ward-boy, etc characters can be given to students). Also prepare different signboards at different sections. The teacher asks all students of the class to get relevant information about various activities and services given at the hospital.

Once the visit to the mock hospital scene is over, the teacher can ask and discuss the following questions:


1. Could you get all information? What all you have come to know?
2. Whom did you meet first at the hospital?
3. What response the person gave you?
4. What efforts did you have to make in order to obtain necessary information?

After that the main points of information obtained from the hospital should be noted on the blackboard. Identify the gaps and discuss about what efforts the students had to make for effective communication to the other person and also what kind of preparation is needed for such a communication.

(Note: Where ever possible please make an actual trip to a place instead of creating a mock scene.)



Discussion : Through this activity we have learnt to collect information and present it effectively. By facilitating in this way, the students learn to obtain key information and also organise the information in a presentation that makes it an effective communication (which is easily understood by others). This way the students can present their thoughts also. If such activities are taken repetitively then it helps the students to increase their capacity to think about any topic.



Related life-skills :

- ❖ Inter-personal relationship
- ❖ Critical thinking

Exercise : The teacher can organise visit to several places/services around our village or town and before that make the students to prepare what information they would like to collect from that place. Also visit to local festivals, fares, exhibitions etc can also help the students to widen their horizon of thinking to add to important skill useful in life.

3.6 Inter-personal relationship : It is important for the students to learn to develop and maintain relationship with family and friends. At the same time, they have to learn to respect other people's relationships. Also, it is known that the human being needs to develop relationships which help them in one or other way. In certain circumstances old relationship can break. It is important to learn how to tolerate the shock of breaking relationship. When needed developing new relationships and getting relevant information or guidance from this is also an important life-skill. The teacher should explain all of the above to the students.

Activity 1 : "I love my family and friends". Let there be a simple discussion on this topic.

Objective :

- ❖ The students learn to respect the value of relationship with family and friends and also learn to keep good relations with everyone.

Expected outcome :

- ❖ Students learn to develop respect for family and friends
- ❖ Students also learn to approach others for help if needed or they also learn to support others in problem.

Methodology :


The teacher asks the students to think about their family and friends. Every student will write about why he/she likes this person. Then the teacher also asks the students to think about



the person they do not like and also the reasons for dislike should be written down. Then arrange to carry out a group discussion about relationships and ensuing liking or dislike. Ask the students following questions:

1. If the person in your relationship does not have the qualities you like then also will you like that person? Why?
2. Do you have qualities similar to the person of your liking?
3. What is the expectation of the person whom you like from you? Do you think it is justified?
4. The person whom you like may have qualities which you do not like, will you still like that person? Why?
5. What is your behaviour with the person whom you do not like? Is it justified?

Discussion : The teacher should facilitate the discussion and draw attention of the students that, our behaviour with others must have same qualities we expect from others. Often, we behave with others in a manner that we ourselves do not like others to behave with us. If we are conscious about this then we can mutually make more human relations with others.



Related Life-skills :

- ❖ Self-esteem
- ❖ Critical thinking
- ❖ Decision making

Exercise :

The teacher should tell the students what sort of relationship we may need in future. Different stories and incidents should be narrated to the students which enhance realisation of need for inter-personal relationships. The students can also be made to understand how the relations like mother, father, sister, brother, husband or wife are indispensable in life but how they can help in problem-solving or how they contribute to creating a problem should be discussed in detail. The teacher can also make them to play group games and sports like kho-kho, hockey, football, etc can help them to develop inter-personal relationship with co-players.

Activity 2 : “Good friend” group activity

Objective :

- ❖ Students can learn to understand spirit of true friendship and learn to develop a friendship.

Expected outcome :

- ❖ The students will understand qualities of good relationship and develop a true friendship with each other.




Methodology : The students can be asked to sit in small groups. They may be given two cards. They should write good qualities of a friend on one card and the bad qualities of a friend on another card. There is no need to name the friend. All the information so collected can be discussed anonymously after that.

Following questions can be posed:

1. What sort of friends you like? Why?
2. What are the qualities of a good friend?
3. What do you do with others in friendship with others?
4. What behaviour of your friend makes you angry? Why?
5. Is your friendship a true friendship?

Discussion : The discussion may be guided for the students to realise that a true friend helps in bad times as well as in good times. So, if we expect cooperation and friendship from someone then we also need to give same cooperation to that person. Everyone aspires for a friend who will understand him/her, helps to sort out problems as well as the friend will help and guide us so that we do not do anything which is not correct. When one friend stops the other from doing something wrong, at that very moment one does not like or appreciate it. Afterwards when he / she understands the reality he /she feels good about our friend.



Related Life skills

- ❖ Critical thinking
- ❖ Positive / creative thinking
- ❖ Coping with emotions
- ❖ Self esteem

Exercise :

1. Teacher can facilitate true stories to inspire qualities of friendship
2. Make them to play small games which need mutual coordination and understanding, e.g, passing the ball between two teams in a speculated time limit.
3. Pair up the students and ask them to say a few lines about his/her partner.

3.7 Develop self-awareness :

The student should be aware of himself/herself, i.e., knowing one's own weaknesses and strengths, understanding of one's responsibilities and rights, learning to control one's emotions, etc

Activity : Write your own story

Objective :

- ❖ Students learn to be aware of their own physical, social and emotional behaviour and attitudes

Expected Outcome:

- ❖ Students should know their strengths, limitations and desires
- ❖ In different situations students will use this information in various situations and learn to bring a change in attitudes
- ❖ Based on the attitude inculcated they will learn to change their behaviour

What you need : Pencil, rubber, etc writing material and copies of the story

Methodology :

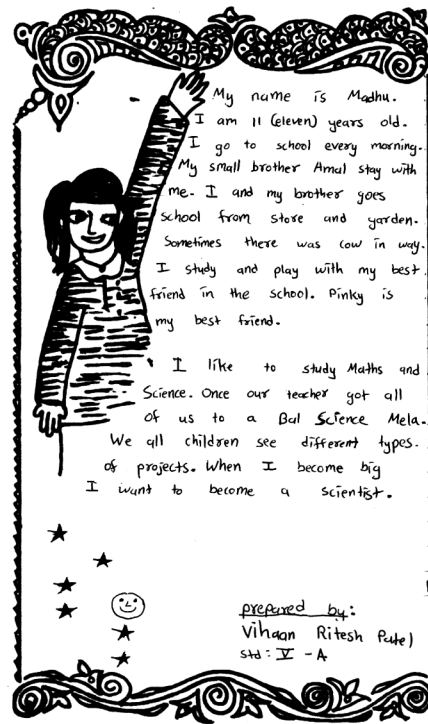
The teacher distributes copies of a story with empty gaps in between sentences. The students are expected to fill in the gaps by selecting words they like from the brackets given at the end of the sentences.

My Story How am I ?

My name is My age is years. I am (small, young, adult). I am a (boy or girl). I want to be a (boy or girl) because

But sometimes I think that if I was a (boy or girl) then it would have been better because

I feel (happy, sad, active, energetic, impatient, confused, unhappy, grieved, anxious). I am a (weak, strong) person. I generally remain (clean, dirty). I am generally (sick, healthy). My favourite activity is (story-telling, reading, watching TV, fighting, beating each other, sports/games, painting, talking, housework, solve puzzles, art and artifact preparing, music, dance, going to temple, prayers, other specify - , etc). I think it is important for me to (study, do housework, participate in extra-curricular activity, go out, help others, other specify -). I like myself because I am



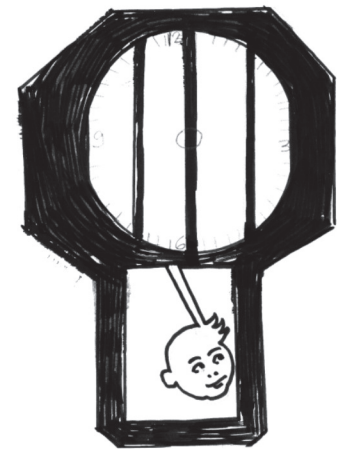
(strong, wise, obedient, mischievous, clever, other specify -). I do not like when I am (crying, angry, smiling, resting, alone, happy, sad, sick, other specify -). Mostly I like to be (healthy, ill, happy, sad, active, lonely, resting, other specify -). I love my (mother, father, grandfather, grandmother, brother, sister, friends, teachers, school, pet animals, other specify -). I want to become (medical doctor, teacher, engineer, business person, police, film artist, sportsperson, other specify -).



The above story may be either xeroxed and students write on the same paper or they can copy it from the blackboard. Students may be allowed to change their option before submitting also. Teacher gives enough time and flexibility for the same. Each time motivating them to understand reasons for selection of the option.

After they have completed writing this story, ask the students following questions and also discuss what is understood by each option.

1. If you are a girl or a boy, do you think it is a weak point or strong point? Why do you think this way?
2. Which activity do you like after school hours? Why?
3. Which of the aspects mentioned in this story are good and desirable of you? Why?
4. Which parts of the story are not proper or weakly described?
5. Do you want to improve your strong or weak aspects? How will you do that?




There could be more such similar questions. The teacher can write the questions on the board and encourage the students to reply.

Conclusion :

The students are able to understand their strengths, limitations and emotions from the above story. The teacher explains that such consciousness of self helps us to correct our behaviour and attitudes towards others and that way we are able to develop desired relationship and behaviour with others. The teacher draws attention of the group that every person has certain good qualities and certain weaknesses. It is totally dependent upon the person that he/she is able to convert the weaknesses into good and desired qualities. All these will guide us to develop our personality and accomplish the desired goal.





Related life-skills :

- ❖ Interpersonal relationship
- ❖ Critical thinking

Exercise :

The teacher can instil this kind of thinking about their self through other activities such as biography of one self, elocution, essay writing, and other such competitions, etc.

3.8 Develop empathy : Not everyone in this world is same. They are all separate individual. How to make students aware of this fact. The students should learn to think beyond biases and discrimination's prevalent in our society.

Activity :

A boy walking on the road falls down at a banana peel lying on the road. He gets hurt and he is in pain. The other onlooker boy laughs at him and cuts jokes of his condition. The teacher can also show a picture or picture story to the students.



Ask following questions :

1. What do you see in this picture story?
2. What would you say about the onlooker's expression? Why?
3. What do you do when someone falls down before you?

The discussion can be guided to make the students understand the difference between sympathy and empathy. The teacher should encourage students to talk about their experience, in similar situation.


Also ask following:

1. Have you experienced any incident when you require others to help you, but everyone moved away without helping you? What was your feeling at that time?
2. Have you ever helped someone who may have experienced a bad incident such as an accident? What was your feeling at that time?



Discussion :

The students will learn from this that if someone is in pain, then one should try to imagine that what would happen if I was in his/her place? We should think like this because we have to know that this situation can be equally painful to yourself. So, if we want that others should behave in certain manner with us then, we should behave in similar way to that person when he/she needs our help. This is called empathy that gives us satisfaction as well as happiness in relationship. This should be taught to the students.



Related Life-skill :

- ❖ Critical thinking
- ❖ Interpersonal relationship.

One can imagine if the similar situation/event happens to him/her then what will be his/her own response to such situation. Such an imagination/understanding will help the person to behave positively.

Exercise :

1. When the teacher comes across similar lessons in the textbooks, at that time only the teacher should draw the attention of the students. Even the students can be given these lessons for discussion for making them aware of the life-skill to learn empathy.
2. Even similar situations can be observed in the village or in the environment the students live. E.g. a student is poor and is not able to wear good and washed clothes every day, some student gets less and less marks, some student is not having enough self-confidence, etc. In such situations how the other students can show empathy and help the other student.



3.9 To cope with emotions : The student should understand various expressions of different emotions, how the emotions affect behaviour, how to control emotions situations causing experience of pain, unhappiness, anger, etc.

Activity :

Title : A story which says when in hurry / anger you are likely to lose

Objective :

- ❖ The students should learn to control the impulses such as anger or depressed mood.
- ❖ Situation that causes anger they should not behave impulsively but take some time to think and take appropriate decision

Expected Outcome :

- ❖ The students learn to understand one's own reflexes in various situations
- ❖ The students also learn that impulsive behaviour leads to wrong decision.



Group games are good medium to learn how to control impulsive behaviour and achieve positive result.

Methodology :

The teacher narrates the following story:

Once upon a time there was a lady in a village. She had a child whom she loved a lot. She would pay a lot of attention and time for the child during a day. She had an animal as pat who was very friendly with the child also and kept playing with the child every now and then.

Once she had gone to fill water at the pond. The child was sleeping in the crib at home. A big snake came up near the crib. The animal stopped the snake and fought. The snake died in this fight. When the lady came back she saw that the animal's face showed blood. She somehow saw the animal and decided that 'this animal has killed my child, so that his mouth is filled with blood. She got very angry and threw the filled water utensil immediately on the animal. The animal died. Then she went inside the home and saw that the child was playing and the body of the snake was lying beside the crib. She was sad and now repented for her decision to punish the animal for no reason.

Ask following questions:


1. What the lady may have felt when she saw the animal having blood on its face? What she thought and why?
2. In the impulse of anger what she did was reasonable? What she should have done?
3. That lady killed her pat animal. If she had gone inside the house and realised what exactly may have happened, then what would be her response?
4. When we are angry, we also behave impulsively. Is this correct?

The students should present their answers and discuss in the group. The teacher should give more situations of daily life to the students and encourage the students to think what their behaviour should be.

1. Your mother could not prepare your lunch box in time because there were guests in the home. What emotions do you feel in such situation? Why?
2. Your brother or sister is playing with your set of toys and is not willing to give back to you. What would you do?
3. When your co-student enters into fight with you. What will you do?
4. When you are angry what do you do? How do you express anger?

Discussion :

The teacher tells the student that we often come across difficult situation and we get angry. In that impulse we break things at home or in school that causes damage. This is not proper. Similarly, we fight badly with our brother/sister and hurt them, we often throw our toys in anger situation and it may break. In all these situations when your anger is cooled down what do you feel? We would then feel and hoped that you had behaved thoughtfully in such situation. Then only the damage caused would be prevented.



Related Life-skills :

- ❖ Coping with emotions
- ❖ Critical thinking
- ❖ Decision making
- ❖ Interpersonal relationship
- ❖ Stress modification

Exercise :

The teacher should prepare more of such activities and encourage the students to often participate and enact such situations. E.g. discussion about situations giving sudden shock, floods, fire, earthquake and related incidents may be narrated. The students can then be guided into how can they make decisions by overcoming the emotions. By repeatedly participating in these incidents through stories or descriptions the students can be encouraged to handle and overcome their emotional impulse.



3.10 Coping with stress :

The teacher talks about situations which cause stress to the mind and also narrates how one can think beyond the stressful situation and make decisions.

Activity :

Title : Mono-acting - "What will I do?"

Objective : The students learn to overcome different stressful situations in their life.

Expected Outcome :

- ❖ The students will learn to make decisions in difficult situations causing enormous stress.

Methodology :

The teacher will talk about the theme - why is it necessary to overcome stress and take decisions which prove beneficial. He will also guide the students into group discussions about various situations and ways of taking decisions. One student will be involved into a situation given by the teacher. It is about an incident that happened to the student. The student acts in a way that clarifies how the decision is taken so that the stress does not happen. The following story / incident will help discussion:


The student named Shyam has done all the homework in a notebook. By mistake he left the notebook on floor. At that time his little sister comes there and starts playing with the notebook. She tends to tear apart some of the pages in the notebook. When it is time to go to the school, Shyam returns to collect his bag and the notebook. He felt a shock when he saw that the notebook and the homework pages are torn apart and water has also fallen on some of them. He got perturbed and also got angry. He starts shouting, "what do I do now? Why little sister came here and took my notebook? Why she tore my pages? Etc etc".

Teacher asks following questions to the class:

1. Why Shyam was perturbed and caught stress? How this situation arose?
2. What could be Shyam's response to this situation?
3. What should Shyam do now?
4. In case such a situation had come to you, tell your story. What did you do in that situation? Why?
5. What is the best way to overcome such situation? How will you overcome stress?

Discussion : Let the students discuss for some time. The teacher guides the discussion and makes the students to realise that careless behaviour can result into stressful situations. If we learn to be more systematic about our things and behaviour then we can avoid stressful situations. Still if something goes wrong and we are faced by stressful event then there is no point reacting impulsively. But we must think with a cool mind about alternatives to solve the problem and consider what best can be done so that there is minimum damage and the situation is handled properly.





Related Life skills

- ❖ Critical thinking
- ❖ Decision making
- ❖ Overcoming the problem causing stress

Exercise : The teacher prepares various incidents depicting similar situations. Analysis of alternatives and thinking properly can guide the students to be prepared for coping with stressful situations. Such exercises is not a one timepoint work. They should be repeatedly done with students so that the students can have a fair idea about how to think about alternatives and how not to be carried away by the stress in life. E.g. to get ready for the school in time, prepare for exams by using the time available, to win or loose a game / sport, harassment by others on way to the school, etc incidents can be narrated and clarity should be achieved by in-depth discussion.

4. Activities a teacher can organise :

The above activities are given only for serving an example of what can a teacher do about inculcating life-skills and thus enabling psycho-social development of the students. Following listing will also help the teacher to organise activities at the school:

- 4.1 The students can be exposed to various sensory experiences (seeing, hearing, touching, smelling, etc). Games, sports, music, pictures and drawing, excursions, understanding environmental issues, knowing diversity in flora - fauna, etc can be organised at the school.
- 4.2 The students can be exposed and taught skills required in every day living so that they can become independent. E.g. going to market, make purchases, storytelling, writing letters, washing own clothes, mending the books, helping parents in home chores, etc should be encouraged and taught.
- 4.3 The student should be able to express one's opinions and make representations for his/her needs. Group discussions, debate, project exhibitions, science experiments, etc can be organised.
- 4.4 The students should also be able to express his emotions in a proper way. For this drama competitions, cultural programs, etc can be organised. Certain other skills such as to express anger, dislike, etc in a way that is clearly understood instead of adhering to violent and destructive methods. Also the children can be taught to make representations, observe non-cooperation, etc when required.
- 4.5 To enable students to carry out requisite preparation for exams, talking to the teachers, the principal, organise cultural programs and other events, etc is to be facilitated in the school. The students should be encouraged to participate and take leadership roles in the management of various activities also.



4.6 Always encourage the child for good behaviour. Do not punish the child for undesirous behaviour. Never beat or insult the child. Instead help the child to understand why his behaviour is unacceptable and understand the situation in which he/she has behaved in a particular way.



4.7 Encourage the students to play in group games so that he/she can develop team spirit.

4.8 The young adolescents should be taught how not to waste money on things not so required. There could be activities such as making a budget, playing 'business' game, etc. help them to understand the financial situation of their homes and how to adopt simplicity should also be discussed with children. Dangers of extravagant expenses or demands before the parents should be also discussed and help the child to accept the financial situation in his/her home.

4.9 Children learn to respect all living being around us and do not harass other people or even animals should be inculcated in the children from beginning. Respecting all castes, creed, religions, sex and not keeping differential behaviour is also an important quality they can learn at school. The school can encourage the students to participate in picnic, understand life cycles of various living beings in environment, etc through various creative programs such as exhibition, project preparation, etc.

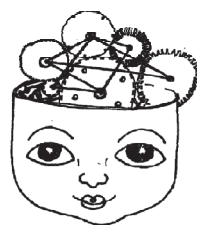


4.10 Child should also be encouraged to develop inquisitiveness by reading extra-curricular books, participating in group discussions, quiz, question answer sessions among co-students, etc. For this the school should get different newspapers, magazines and have a proper library which the students can access.

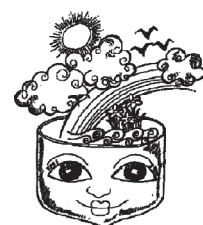
4.11 Children should be encouraged to participate in creative activities such as learning music, play activities, learning new games, reading and understanding about the great men/women of our world can be organised at school.



Teach free expression through questioning process



Deep thinking and perseverance will help getting answers of difficult questions



Giving exposure and learning from novel experiences is very important

Listening, telling and reading stories



Children listen and read the stories from childhood. The stories make them to travel and experience through a very different environment than their own. The characters of the stories are woven in such a way that articulation of the problem becomes easy. When the child reads or listen to a story, he/she identifies with the characters and feel that the problem is his/her own. He automatically starts looking for

solution of the problem as described in the story. This really helps them to develop imagination, intelligence and courage. These are important qualities contributing to the psycho-social development of the child. Here we have tried to enlist the common stories from 'Panchtantra', 'Isapni vato' etc and which life-skill or quality for growth is encouraged to the child through that story. The teacher can find many such stories which help the child to improve his/her life-skills. E.g.

Pigeon and the Ant : The story helps the students to develop empathy. It helps the child to solve problems and of course helps the child to understand dynamics of interpersonal relationship (friendship).

Monkey and Crocodile : The story helps the children to learn problem solving, coping with stress and critical thinking. At the same time, it teaches the value of sharing. It also helps students to understand the interpersonal relationship especially not to betray our friend is an important message from this story.

Brahmin and the Goat : In this story there is reinforcement of qualities like decision making, critical thinking and self-confidence.

Lion and the Rabbit : The story narrates how to overcome fear by controlling one's emotions and how to talk clearly about one's views. It reinforces how to overcome the difficult situations for oneself and the community by consistently working with courage, clever approach and faith.

Cunning fox and the crow : The story depicts the life-skills such as self-esteem, creative thinking, coping with emotions, decision making, etc. Also the fox has presented his desire in strategic way through effective communication and thoughtful estimation of the crow's weakness.

Shekhchalli : The story narrates in a very effective way the person's false imagination about one's capability and how the person loses due to false sense of understanding about the situation.

Titodi and the farmer : In this story we learn how the bird solved her problem by coolly thinking and understanding the situation. She also used her knowledge about the human behaviour and through critical thinking and coping with stressful situation. The farmers also display a decision making in favour of hard work with self-confidence and self-dependence.

Three fishes : The story talks about strategic thinking results into critical decision making and the strategy is put in practice by hard work.

"No, I will sing" : The story depicts the innate quality required to overcome / control emotions, ability to understand the situation and lack of creative thinking that resulted into self-destruction.

The children should learn all the above stories and more such stories in childhood and remember as life-lessons and use the knowledge in their own life situations.



Chapter - 3

Stages of Psycho-social development, various life-events and responses



What will you learn ?

1. Various stages in psycho-social development and what qualities can be learnt by the child in each stage.
2. How the child develops positive and negative responses. - life events
3. The teacher will be able to identify positive and negative responses of the child and help the child to change his/her negative responses.

1. The psycho-social development stages in a child's life :

From birth to adulthood the child passes through various physical and psychological stages. At every stage the child's interaction with the parents, the family, the school and his/her community have a deep effect in how the child develops. In difficult times a lot depends upon these interactions and what the child has learnt from them.

Different psychologists have described each stage in a different manner. The two most important persons in the list are Sigmund Freud and Eric Ericson. We shall obtain understanding of these stages by analysing and grasping the essence of their theories. Such understanding will help to know behaviour and attitude of the child.

Stage 1: Birth to 1 year: Primary Trust :

During this time the child learns to put trust in other persons such as the mother / parents. It depends on how well the child's hunger and sleep is being taken care of. The child who is able to develop primary trust is optimistic and self-confident. If the parents are able to satisfy the (visual, taste, smell and touch) basic sensory stimulations then the child is able to develop better primary trust upon his parents. But if his/her primary needs are not satisfactorily looked after then he develops pessimistic attitude.

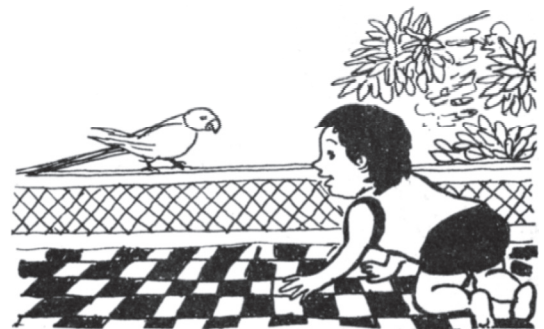


At the same time the child becomes aware of the environment and learns to understand and identify various things. If the child is supported well during these experiences, then the child learns to have confidence about the mother and others. At this stage the child should be exposed to various things, singing songs, telling stories, playing with toys, experience various sounds, colours, shapes etc etc. This child develops the positive attitudes and experiences and so becomes optimistic in life.

Stage 2: Two to Three yrs: Independence, shame and dilemma :

During this time the child learns to eat and talk by himself. He/she learns to control natural sanitary calls. During this time the child learns to be independent by understanding the suggestions from the parents depending upon how strongly and with consistency the suggestions are made. If the child cannot become independent enough then he/she develops shame and dilemma about basic things.

E.g. if the child wants to eat with a spoon, but the food falls off the spoon quite often. At such times some parents scold the child or due to the fear of falling off the spoon, they do not allow the child to use the spoon. Then either the child does not learn this skill or he/she does not feel that this activity is well within his/her control. Also the child feels that he/she is dependent upon the parents and so his own feeling of independence is hurt.



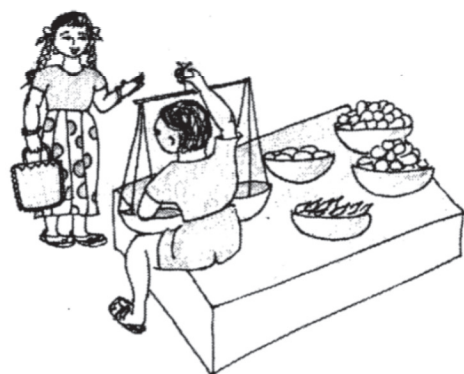
In some cases, the children are not given certain things unless the child demands very strongly. In such cases the child is not able to develop the sense of self-confidence. Such children are not able to have faith / trust in their near ones, they develop pessimist view for life and have difficulty in taking decisions independently. The teacher has to learn various ways of learning creatively from various experiences.

The parents have to support the child but it should not amount to over-protection. Do not stop the child from any child-like activity because for the fear of hurting themselves or making untidy surrounding or wastage / damage to certain things. If you stop or comment upon unnecessarily then the child feels a sense of dilemma or even shame. All these are detrimental to development of self-confidence.

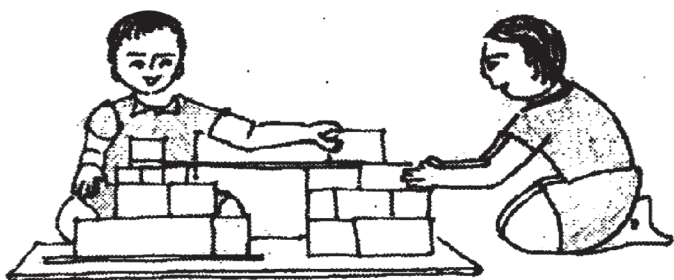
Stage 3: 3 yrs to 5 years: Taking initiative or guilt consciousness :

At this age the child is able to take initiative, leadership and / or become helper in any activity and the child also learns to do many things on his own. The parents or a teacher can play a very important role. At this age if the child is exposed to new, creative things, productive work or even different creative and challenging toys, then it serves as a greatly encouraging factor.

Toys ranging from doll, car, truck, to gardening or kitchen equipment are very encouraging for the child. Generally, the child likes to imitate all those activities which the elders in the family are doing. Even simple things like making a tower using blocks, empty matchboxes put together to make a train, etc are intellectually challenging. Small activities like giving glass of water when the mother is very tired or sharing food with others give a good amount of satisfaction to the child which also raises his/her confidence levels. It is important that the parents / teacher can lay faith in the child by giving small tasks to the child and encouraging at every stage.



The child starts intellectual activities and also motor development takes place at this stage. If the child has enough independence and support for doing activities then he/she develops initiative and capacity. If these activities are not given or if the child is stopped / discouraged to accomplish such activities then the child remains doubtful about his/her capacity. The child then remains uncertain about his/her own future involvements. E.g. at this age the child likes to participate in small sports like running, jumping, throwing and receiving a ball, etc. If activities of any child seem dangerous or damaging then also do not punish the child. At the same time do not encourage the child in that activity. Instead help the child to do more participating activities, competitive activities, etc where he/she has to follow certain discipline or work with other kids. This will also inculcate a sense of leadership and develop initiative in such activities and later on in life also. Such activities encourage the child to obtain and see result. Thus he/she aspires to higher goals / results. It is also possible to make the child understand what is correct and incorrect. This is a higher goal in life and helps the child to understand his/her own discretion and decision making understanding and anticipating result.



At this age the child is quite curious about genitals and organs behind clothes. If at this time the parents scold him/her or suggest fearful outcome then the child experiences shame and contradiction in his personal or bodily experiences. E.g. If you touch it again then the doctor will cut it off and you will be hurt a lot then. Such suggestions which promote fear in the child should be avoided. Instead satisfy his/her curiosity by giving explanation for the thing in question.

Stage 4: Age 6 years to 11 years: Entrepreneurship and inferiority complex :

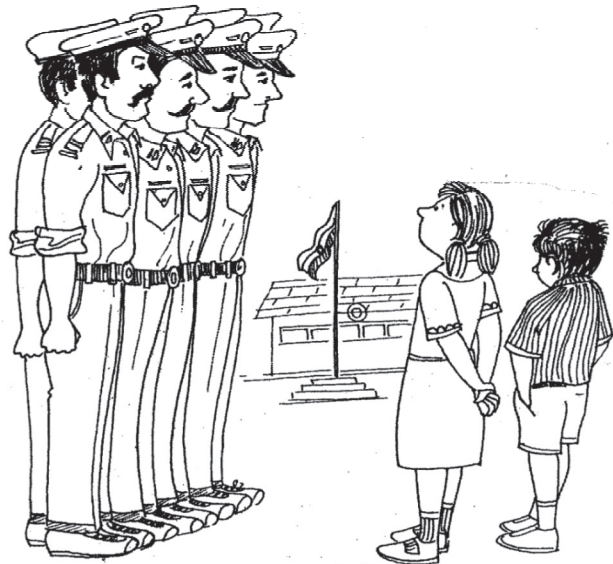


This is a school-going age. At this age the child participates in learning systematically. Children who do not go to school start learning to use small or bigger equipment used in the home activities or home business / economic activity. They also learn the home-chores. E.g. cooking, cattle care, help in farming activities etc are very interesting for the child. The child can learn different tasks and responsibilities of these activities and also become mini-entrepreneurs by learning to accomplish a task with responsibility. If the children face a lot of rules and too much discipline then again, they lose self-confidence. So, parents or teachers should not be too dogmatic about it. Too many restrictions in such activities will teach a sense of duty and not a sense of independent creativity or initiative.

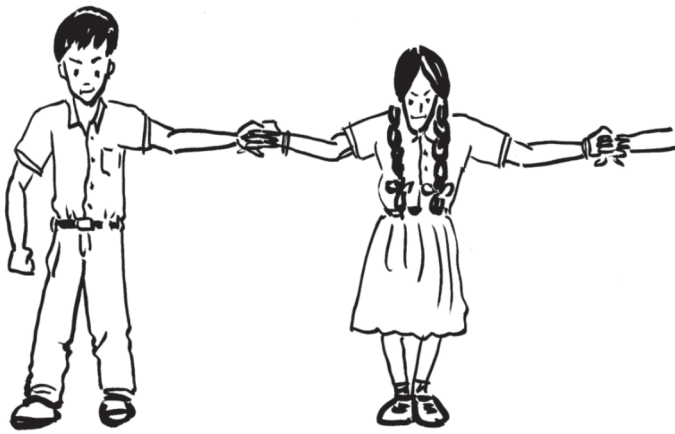
If a child experiences discrimination for whatever reason or he is given to understand that he/she is useless and cannot understand anything, then the child develops inferiority complex and is not able to perform independently. Similarly, if a child is taken too much care at home and is not allowed to do his/her own work independently then the child develops a sense of incapacity and inferiority complex. If the child is motivated to participate in all tasks and works continuously and encouraged to accomplish the same by his / her own efforts then the child does not develop inferiority. At the same time if parents are encouraging as above but the school environment is discouraging and insulting then also the child develops inferiority and loses self-esteem. On the other hand if the school environment is encouraging and positive, but the parents are not positive and encouraging enough then also he/she can develop self-esteem and remains away from feeling inferior. Thus, the teacher or the school has a major influence in the child's life.

Stage 5: 11 years to 18 years: Developing identity and clarity in personality :

At this age the child becomes conscious of himself / herself and is conscious of his / her looks. He /she develops infatuation towards a person of his/her liking and also feels attracted towards particular thinking and ideas. The child adolescent now becomes aware of his / her personality and is in process of developing identity vis a vis others in the community. He / she accepts thoughts and values of a particular social group and changes behaviour as required by that group. Often they make a mistake in selecting a group and identity. He / she tends to do the same antisocial activities as the group with which he /she is attracted. At such times the teacher can have a major role and can influence the student. Most of the time he /she is able to overcome the bad influence and once again he / she develops identity with more socially acceptable group.



As said before, if the school, teacher, friends and family have positive interaction with the adolescent then he / she is able to overcome the emergent situation. He / she overcomes the same and develops positive and correct identity in community. The influencing factors such as primary trust, independence, initiative and entrepreneurship help him /her to overcome the crisis and develop positive identity which is more acceptable to his society / community. This identity means to believe in the values of the group with whom he/she is identifying with.



Many times, the children in adolescence have problems related to the gender identity and sexual orientation also. As said before the child becomes more conscious about his/her looks and changes in body structure. E.g. the child now goes from adolescence to become a teenage girl or boy. The boy would have started with moustache, change in voice and more conscious about himself being a young man. The girls have menstruation, breast development and more conscious of her becoming a teenage / young woman. Along with these changes they also have

mental vigour, impulsiveness and strong curiosity about the changes and also the world. At this time all the correct or incorrect information they receive create a kind of confusion and tension in the young mind. Often this confusion is reflected in the issues related to gender identity. If they do not get correct information or proper guidance at this hour then they experience loneliness and become introvert sometimes resulting in depression. Such confused minds even find it difficult to make friends from among their peer group. Often they are unable to develop intimacy and emotional relationship even with their family.

Again, at this interval of age the child starts going to the school. The teacher at the school is most influential person in life of this child / adolescent to give correct information and guidance. The teacher should understand the changes physical, mental, sex and gender related problems and attitudes of the student. The confusion and anxiety in the young mind can be dealt with by the teacher with empathetic and patient interactions. For this ample activities can be organised at the school level. Such activities / events bring new opportunity for the teacher student interaction. Organising of events like exhibitions, science projects, educational excursion, cultural programs, games and sports, meetings and competitions etc help the teacher to know and help the students better and facilitate interaction on allied aspects of life.

2. Some life events and the responses :

As the child grows older, he/she gets connected with a larger and unknown world from the small and known safe environment of the family. During this transition the child gets exposed to many experiences that he/she may like or dislike. While passing through these experiences he / she may or may not get requisite mental and emotional support. So the child develops adjustment with these events and experiences in either positive or negative manner.

If the child develops positive ways to deal with them then he/she becomes more capable of facing the difficult situations in the future. If the child deals with these events by adopting to negative methods, then the negative response methods get slowly inculcated in his/her personality and remains same even when he/she grows up as an adult. All of these tend to serve as blocks to positive development and the person fails to face the difficulties in future ages. He/she tends to be more depressed about situation. Let us make an effort to understand some positive and negative responses of the person.



Events and experiences :



A student's mental development depends upon the various stages in his/her life as described in the previous section. The student keeps coming across various kinds of challenges, events causing stress, experiences, teaching and learning processes, family events and difficulties, etc. e.g. Expectations are not met properly, different kinds of fears, facing hospital when sick, birth of a sibling, differences between parents, death of a parent, going to school, failure in exams, accidents, migration with parents, going to a hostel, loss of friendship due to circumstances, carrier goals, marriage at young age, start of economic activity, social embarrassments, gross negligence, insults, etc etc. The students / young persons deal in different ways with different situations. There

may be positive or negative influence of all these on their minds.

Process of responses :

At the time of severe stress or emergency situation anyone passes through three processes as follows:

1. Shock, denial and confusion: The first reaction is that of shock. He is not able to accept the incidence even when it has actually happened. So, there is a state of confusion in which the person keeps up daily activities and working like a machine. He is not able to focus on anyone's advice, information or guidance.
2. Change in feelings: the person is now in a state of anxiety and resentment where he fixes blame for the incidence on others. He / she stops doing one's daily activities on their own. Now the person slowly starts accepting suggestions made by others.
3. Response: He / she now accepts that the incident has actually happened and tries to adjust himself / herself to the new situation. The response for adjustment could be positive or negative depending upon the personality trait.



Positive responses :

The positive responses can be achieved by using the life-skills obtained in earlier life of the person. At the same time it is important to teach primary strategies to the student to obtain positive response to the situation. E.g. Failure at exams.

1. The student understands and accepts the result of exams.
2. The student is made to understand / analyze his / her reason for the result, e.g. because I did not prepare properly for the exams I failed.
3. The student is made aware of the situation in which the parents are angry, e.g. the student failed in the exams parents are angry at the loss of a year.
4. The student then is able to understand his / her lacunae and is able to express himself / herself. In this case which subject or lessons he /she is not able to perform well, whether extra teaching / tuition is required, whether reading and practice of the lesson are to be done, whether the time he / she spent on particular subjects was enough or not enough, etc. Now he / she tries to cover this lacuna by studying harder and probably has guts to give exam again and passing now.

5. He / she is able to mobilise help from family, friends or teacher.
6. He / she is now able to understand the bad results of the failure / incident. So he / she is able to be aware, find solutions and follows the execution of the solution with continuity and diligence. In this example, the student is able to understand the difficulties in particular subjects, understands the usefulness of home-work, paying attention in the class, solving old question papers and practice to write answers, etc is done more diligently.

Strategy to positive response :

There are three suggestions for strategizing of the response.

1. To understand the incident giving stress and get as much information as possible e.g. If he / she has to go to a hostel for further studies then it may be worth to obtain as much information about it as possible. One can visit the place if possible, talk to other children staying there, information gaining about the staying arrangements, knowing the staff there, etc. Such information and exposure to the new place gives the student a confidence to cope with the stress of the situation.
2. The student can talk to the family and friends about the situation and use their contacts and resources to help cope up with the new situation. If required there could be reorganisation of tasks to suit the new situation. Also, the student can equip oneself to adjust to the new situation.
3. Social support can be mobilised by the student. E.g. the teacher, school friends, other friends, family, relatives, etc can help the student.



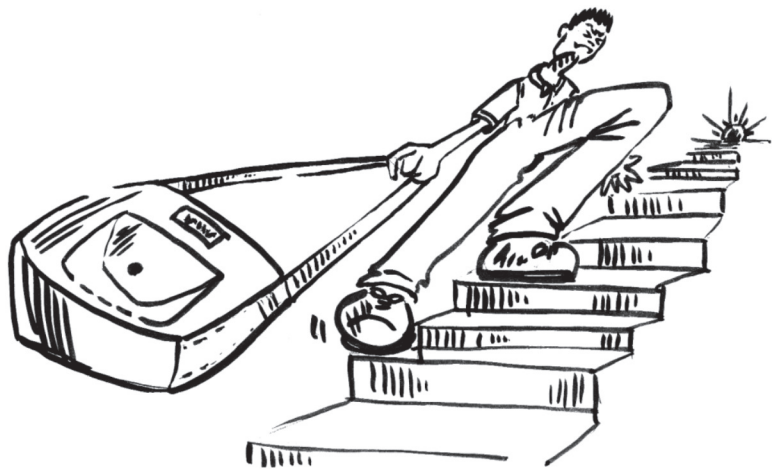
Such strategy will help the teacher to develop the positive attitude and positive behaviour by the students. Often the student is not prepared to cope up with this kind of stressful events. So, his / her behaviour is often guided by negative responses and is physically and / or mentally damaging. At this point the teacher should understand the situation and prepare the student implementing similar strategy as mentioned above. This will help the student to be prepared for similar events in his / her future life also and prevents from developing negative responses to any event. Following kind of negative responses can be prevented if the teacher is careful and has empathy for the students.

Some negative responses :

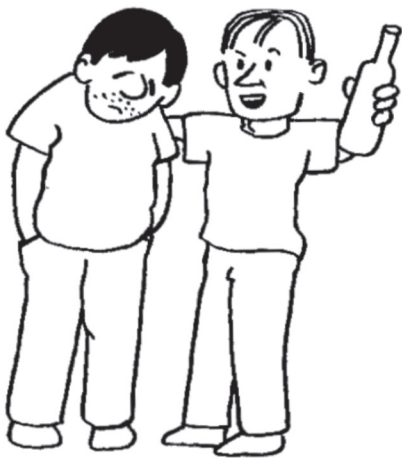
1. Non-acceptance of the situation
2. Passing on the blame on others, e.g. bad luck, god, society, etc
3. To get angry on others and show the feelings in improper way
4. To run away from taking responsibility in difficult situation
5. To justify one's own inactivity, mistake or failure in improper way
6. To assert that others are responsible for one's wrong attitude and behaviour oneself
7. To get sympathy or help one acts out being sick.
8. To shout indiscriminately, dramatic behaviour or try to divert attention.



9. One tries to damage oneself, e.g. injure oneself, banging head against something, use blade to cause bleeding, etc
10. Start drinking or use other substances
11. Get involved in religious rituals or try to solve the difficulty unscientifically e.g. resort to black magic, go to bhava, mantra, tantra, tying threads, wearing star rings, etc
12. Remaining absent from school for many days
13. Not giving exams
14. Break the things around
15. Behaving younger than true age
16. Inattentive in the class due to day-dreaming
17. Talking high of oneself for things one cannot do



The teacher needs to pay extra attention to the student who shows any of the above behaviours.



- (a) The teacher can call the student and talk to him in confidence, so that the student narrates what circumstances or incident he / she is facing.
- (b) Meet the family to find out if there is any familial incident affecting the student's behaviour
- (c) To keep concern about the reasons leading to the situation and try to identify solution for them. E.g. if the child / student is neglected at home then explain the family members about how it affects the student and also make them aware about long-term effects in the life of the student.
- (d) If the circumstances are unavoidable or not changeable then try to follow the strategy suggested in the previous sections with help of the family, friends or other teachers.

Such efforts and activities related to the strategy suggested above are not necessarily targeted at one student with the problem. They can be organised for the whole group of students so that the life-skill education is done for the whole group. The student with problem also gets the inputs and can relate his / her circumstances with the lesson.

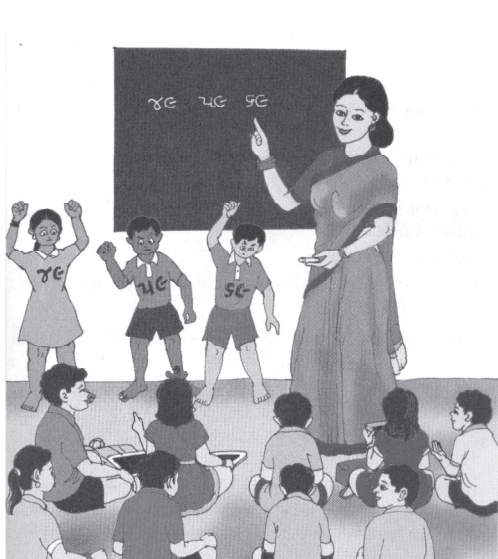
3. Changing response to life events :

The overall development (Physical, mental and intellectual) of a child depends upon various factors like genetic factors, up-bringing, home environment, the experiences and opportunities, teacher's approach and school environment etc. When these factors are vitiated the child's development has a negative effect which is reflected in the child's behaviour and personality.

The process of child development is not so simple. The child's development is dynamic and continuously changing. The child steps up the ladder of development one by one, each step contributes to further development. Generally the child's development starts at birth and continues upto adulthood. But here we will discuss more keeping the primary and secondary level age of the child in mind.

Entering the school :

The school has a very important role in the child's educational and intellectual development. In modern times every section of society including any geographical area give importance to



school. We can go to an extent to say that the school is indispensable for the child's development. At the age of 5 - 6 years the school education starts. The child has to go out of the protective and loving environment at home in presence of parents, siblings, etc. the child faces difficulty and the child takes some time in adjusting to the new environment, place and people. The children often are scared and have fears. Some children cry, do not want to leave the parents and so refuse to go to the school. This is a very common feeling. The child is able to overcome the fears with help of the understanding and responsible behaviour of the teacher and parents.

There are some expectations from the child going to the school, e.g. sit in the class, obey the teacher's instructions, control the physical natural calls, eat and drink by oneself, keep his / her own things properly, etc. The parents and the teacher have to prepare the child for the school environment as part of starting process to go to school. First and foremost is to prepare the child for remaining away from the home for some time. The small children can even be taken to visit school in the village. Facilitate talking and playing with children already in the school, etc. if it can be organised. All such activities will help to reduce the fear from the child's mind.

If the parents or teacher's behaviour is not proper at this time then it affects the child and he / she comes to dislike the school and the environment at school. If the child / children make too much noise then the teacher can tell firmly but no punishment should be given. Not all children's capacity to cope up is the same. At this time the teacher should act patiently and help the child to develop friendship with other children.



Go to a school outside own village :

In our country, not every village would have a school. In such circumstances the child has to go to a neighbouring village for studies both at primary and secondary levels. At the new place the co-students are unknown as well as the school environment is different. At this event the child does face some stress. The child then, often has symptoms like excessive tiredness as a result of going and returning from school. Often, he / she reaches late in school, which adds to the stress, often the child is not able to take interest and participate in all activities of the school. Often due to seasonal changes such as cold, heat or rains the child finds it difficult to go to school. The route to the school may be kachcha or passing through the forest not having vehicles for transportation from village to village, etc are also the factors contributing to the stress in the mind of the student.



The girls face many more difficulties than the boys. Entering the school and then continuing the study pose many challenges for the girl student. There are many beliefs attached to girls' education in our society, such as school education is useless for girls because they do not have to work outside the home, the girls start misbehaving if they are educated in school, other people will talk about my daughter, how to find groom for the girl who is better educated, the girl will not be able to perform home-chores if she spends time at the school, etc. Over and above these, the girls have to face sexual harassment quite often on way to or from the school. Every such thing adds extra stress on the girl's mind. So, she has to learn ways of dealing with the situation. The teacher has an extra role for the girl student.

Negligence and insult :

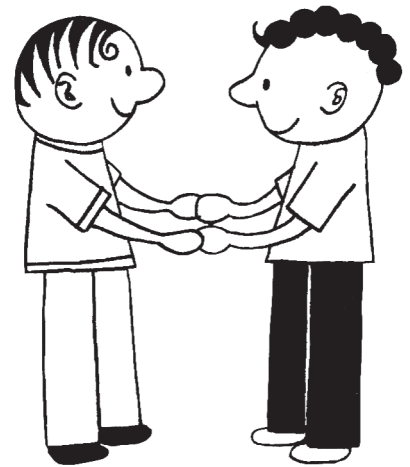
Often the adults make fun of the child and enjoy the situation. But sometimes the situation is not pleasant for the child. Small children start crying but often the child is not able to express his feeling of insult or sadness due to such loose talk. It can affect the child's mind. E.g. to draw something on the sleeping child's face and then as he wakes up he /she does not like this while others enjoy the situation. Sometimes the older children put a frog or lizard in his / her bag, when the child comes across the animal he / she is too scarred while others enjoy the situation. There could be many more such instances which are either insulting or fearful for the child. Often the people talk insulting things for the parents of a child, then also similar situation occurs. If the child is not able to reconcile the insult in his / her mind then there is an effect on the personality and it could negative impact on the child's psychosocial development.



When a child is born, a nice name is given to him / her which is suffixed by the family name. Both these words decide the identity of the child. But in our communities often we do not call a child with his name. People use a nick name or a distorted name for the child. But the community should appreciate that if they talk nicely and give respect by saying the name well then the child also learns the same. It is also important to give him everything as per his rights then the child is likely to be more responsive and responsible for the tasks he / she has to do. The teacher has to be sensitive towards the fact that the student / child has a right to take decisions. Instead of addressing things to the child, the teacher should take the child in confidence and allow him / her to decide about play, enjoyment, work, study, etc.

Going to the hostel :

Often the child has to go to different place for study. He has to stay in a hostel and study. There could be other reasons also for sending the child to a hostel. E.g. there is nobody to take care at home, the parents not able to look after the child for some reason, etc. Whatever be the reason, it is painful to leave all family, friends, village, etc and go to the hostel. At times the parents send the child to hostel as part of punishment to some behaviour of the child. At this time it is much more insulting and painful for the child to accept. Often the child is sent to hostel (Ashramshala, buniyadi shala, etc) at a very tender age in rural areas. The parents / teacher have to counsel the child before he / she is sent to the hostel. The purpose of sending the child to the hostel should be made clear and convincing to the child. It is not enough to say that it is in his / her interest or it is necessary for sake of his / her study. The long term or short term benefits of going to



the school should be explained. At the same time the child should be sensitized about the life at the hostel, the rules, the food practice at the hostel, the discipline part, etc should be explained in as much detail as possible. Additionally, how to manage the circumstances and get best educational results should be explained. At the hostel the parents are not available to guide at every moment. So, the child should know whom to approach for any issues. The new such person either the warden or the teacher should introduce the child to his co-students at the hostel, should see that there is no harassment and should see that the child gets helped in difficult times. Often the child gets sick at the hostel and misses his / her home environment. In such circumstances it is important that adequate care and concern is offered to the child. Also the warden / teacher should ask the child to report acts of harassment or obstacle in studies if any.

Selection of friends, break up in friendship :

Children should understand what type of friends they should select. How to keep away from the persons who speak lies and do not have good behaviors should also be taught to the children. The teacher can help the child if his / her friends are not proper and manipulate the child in a way that affects his / her studies or psycho-social behavior. The teacher can also inform the parents /



guardian in such a case and work with them to bring the child out of such bad friendship. On the other hand if the child's friends are well-mannered and good at studies, then the child progresses well. A friend who is enthusiastic about good things will also boost enthusiasm while a friend who is pessimistic will do the opposite. Thus, the teacher should pay enough attention to the sitting arrangement in the class and make a silent and non-participating child to sit with a child who is better at studies and behavior. There are quite a few tasks in the school which can be accomplished by the students by working in teams. So the selection of team members also should be such that one child learns from the other and is not carried away by misbehavior or non-compliance.

Children especially in adolescent age have emotional need to make friends and maintain friendship. For some reason if they are not able to make friends or friendship is broken, the child's mind gets disturbed and is shocked. If this happens the teacher and parents have to take the child more seriously and help him / her to come out of the shock. This should be handled very sensitively and helping the child to make new friends is also important. Often this happens when the parents migrate to other places for work or for circumstances. At this time the emotional needs of the student / child should be understood well enough.

Failure at exams :

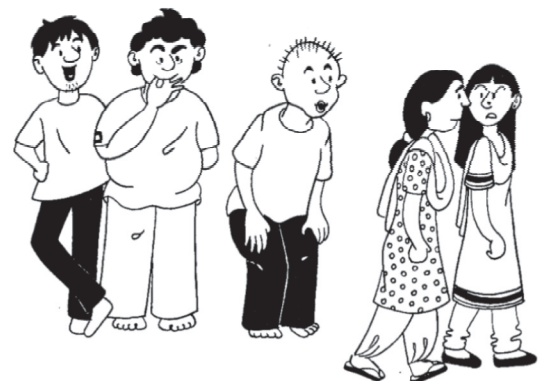
This is most painful for a child who is studying. The student who is unable to clear exams or does not get the result as per expectation gets depressed and often, we hear of suicidal attempt by such students. It may be ok if the child remains sad for some days. But after that he / she has to get over this feeling and prepare for future. The teacher has a special role in the circumstances. Teacher should not only guide the student how to do better at the exams but should also discuss with the student about his / her weakness and strength in the curriculum and help prepare better. The teacher should also sensitize the parents about dealing more sensitively. Also it is no point negating the child for failure but help is required to relate and empathize in the child / student's feelings. If required proper treatment for the problem can also be obtained.



Opposite sex infatuation and marriage :

Adolescence and teenage (14 to 19 years) is a delicate time when the child develops physical, mental and social maturity. At this age opposite sex attraction is increasing because the sexual maturity is achieved now. The sexual organs develop now and there is sexual drive which needs to be satisfied. That is why in our society institution of marriage is founded. It is seen that the teens imagine about how the life partner should be. Often they relate with the film character or actor to be their life partner.

It is common that the adolescents in the high-schools or college get attracted to the person of opposite sex. He / she feels a kind of pull towards the person while on the other hand there is a feeling of scare and anxiety. Sometimes they are unable to concentrate properly due to these confusing feelings. The teacher often comments or scolds a student for his / her lack of concentration. The teacher has to adopt a sensitive view about this. Instead of taking a harsh view and scolding or insulting the student the teacher should try to understand this behavior. If required call the student in privacy and talk about the problem. If the student has written love letters to the person about which the teacher knows, then also the student should not be insulted. Instead of that the teacher should explain that need of the time for the student is to study well and develop a good base for future life. At times the person in student's life may be of different caste and not agreeable to the parents. It is important to keep an eye



so that the young student does not take an adverse step in course of intense experience with the person. If this happens the situation becomes difficult to handle and can have a long term consequences on the psycho-social life of the student and detrimental to the family.

The parents somehow think that the boy or girl has grown up now and so they should be married off. They do not sometimes ask or take consent from the boy or girl. At this time the teacher has a major role to play. The teacher should insist that let the boy or girl should accomplish the studies and be independent enough to lead a married life. In our country a girl cannot be married under the age of 18 years and that for a boy is under 21 years. Marriage before this age is considered a child marriage and is a crime as per Indian law. The teacher can organize a drama, a discussion or any such activity where in the dangers of early marriage may be discussed. The teacher can also help individual children to accomplish his / her study and then only get married.

Most of the times in our society the children do not get any guidance about the sex, marriage and marital life. The children have to be given scientific knowledge about growth of the body organs and related matters. Even the textbook of science contains lesson regarding reproductive education. It is often found that the teacher himself / herself is hesitant to talk on this subject to the students. So this lesson is not taught properly. Even the language and vocabulary about this topic is not developed so the teacher is not able to teach. The school organization has to take care of this situation and must manage to teach this topic to the students.

Often the students express their sexual feelings by writing on the walls of toilets or on the black-board of a class. At such incidents the school environment is disturbed. Everyone comes to know about it and the teachers or the school authorities think as if it's a crime and insult the students in question. Great amount of strictness is in place about such a 'crime'. Due to this orientation the students do not express themselves to the teacher and they often take many different and un-called for solutions to resolve the situation.

Career selection :

Many students are worried about what they would do after finishing the studies. The rural students hardly have guidance about which career to select and so it is seen that they adhere to the work and vocation of the parents / family. Even the parents think that 'a son of a tailor must become a tailor only'. There is hardly any different orientation or thinking. Even the students tend to think that they cannot go beyond a certain limit and there is no ambition to rise higher in life, their progress is obstructed.



Again, the onus is on teachers. The teachers know better about the students and their capabilities. So they should provide the guidance about different courses and ways of doing something better in life. The teacher should also talk to the parents for support and not stopping the student from going out to higher studies. The school can facilitate career guidance through experts at times and help students to visit different centers where such guidance is available or places of interest.



The boys and girls should be treated equally for such information and guidance. Let there be no gender discrimination for achieving higher goals in life.



There are five kinds of functions for a teacher as mentioned in our epics. They are: Welcome the students, give shape to his life, teach your subjects well, teach moral values and make them conscious of their internal capabilities.



Chapter - 4

Development of a child and learning process



What will the teacher learn ?

1. Steps to child development and stages of learning in a child
2. To identify the learning disability of a child such as in reading, writing, maths etc
3. How to solve these difficulties
4. The teacher will be able to make efforts to correct these difficulties

1. Child development is understood in three different ways:

1. Physical development (height, weight, motor development)
2. Psycho-social development (initiative, confidence, leadership, friendship, etc)
3. Cognitive development (language, counting, basic maths, logical thinking, value understanding, comprehension, etc)

The above three aspects of child development are connected to each other in such a way that progress in one aspect contributes to the progress in other aspect. Development of a child is dependent upon the physical capacity, social conditions and mental traits of the child and the family. A child's physical development is dependent upon the hereditary trait, food security and food habits. Similarly psycho-social development is dependent upon so many inputs the child has received during his / her early life. The cognitive development is dependent upon the school environment, quality of the teachers, creative inputs and variety of exposures the child receives at early age.

The child starts learning from birth, including values and capabilities depending upon cultural upbringing, scientific understanding and socio-political situation of his / her family. Importantly at the school child learns about different cultures, science, social and political history and perspectives. The child also receives some training about life-skills at the school. All these inputs build his / her identity and personality.

Many scientists have tried to understand this complex process of development and come out with their own theories. At least three educationists / scientists need special reference, they are Sigmund Freud, Eric Ericson and Jean Piaget. Eric Ericson mainly understands the psycho-social development, Piaget talks about cognitive functions of the child. Learning from these two give us a framework of understanding about the positive or negative responses of a child especially in his / her school. Additionally this helps us to give shape to the child's growth.

The child starts development at a very young age. The love and attention he / she receive mainly from his / her mother / father is basic to his / her health in future. It contributes to the emotional and social development. There are three components of this social development, viz self, gender and moral processes. The child learns from his community / society about his / her friends, colleagues, older relatives and what behaviour is expected from him in interacting with them.

The cultural and social norms are transferred from one generation to another generation through interactions in society and environment. The child also learns when to show emotions and when not to show emotions. The child's behaviour in situations shows the effect of those around him / her. The persons whom the child considers strong influence his / her behaviour and the child attempts to become like those persons. E.g. the parents, the teacher, etc are more knowledgeable and are powerful. So the child tries to copy them. These persons are called role-models. When the child grows older the influence of his / her friends and other peer group is also seen. In order that the child learns socially acceptable behaviour the process of education should be objective. This is a two way process. When a child learns socially acceptable behaviour and acts accordingly, he / she leaves his / her influence over the community. This way society changes and the process becomes dynamic for generations to come.

Various components of child development such as motor development, social attitudes, emotions, language, thought process, etc happen gradually. We can observe motor development such as standing up, walking, running etc, but development of emotions and thought process cannot be seen. In the previous chapter (Chapter-3) we saw how the child's psycho-social personality develops at different stages in life cycle as per theory laid down by Ericson. Now we will try to learn the basics from Piaget.





Piaget establishes that the child development takes place in four stages. How the child's thought process develops and reaches maturity is suggested by him. E.g. when the child opens a book he / she reads by letters only. Its only after sometime he / she is able to read by words and then by sentences. Understanding of a story or some writing takes place after the child has learnt to read and understand the use of words and sentences. After that the child learns to identify with the characters in the book / story. As the child grows older he / she understands the information in newer ways and that way the new understanding leaves an influence upon his / her thinking process and understanding of the world around. Thus, the child keeps imbibing different things from childhood to adolescence. After completion of one stage only the second stage starts. The speed with which this progress can be seen depends upon the physical capacity and situational factors.

The four stages are:



The child enters every stage after completion of previous stage. So the child having problem should be checked about which stage has been completed and where he / she is now.

1.1 Sensorimotor stage (birth to two years) :

During this stage all senses such as vision, hearing, touch and understanding of place is developed. The child learns fast at this stage. The learning is enhanced if he / she gets different kind of exposures and stimuli. Different kinds of people interacting with the child also help faster progress. The child has to have a sensorial experience of things around him at a very young age. But during the age of 9 months to 12 months he slowly learns that even if he / she cannot see or touch a thing but that thing exists, e.g. he joins to play hide and seek. This is called object permanence. During the age of 18 to 24 months the child learns to understand symbols. E.g. as soon as you say 'Ball' the child remembers how does a ball look.

1.2 Stage of preoperational thought: age 2 to 7 years :

At this age the child learns without really understanding it. He / she does not think logically. The child speaks the name of things but is not able to classify/categorise them. The child is unable to understand the task and reasoning. The child also understands what is good and bad. But he cannot distinguish between two similar looking incidents. E.g. one person breaks two dishes intentionally and the other person breaks 10 dishes unknowingly or by accident. Then the child knows that it is bad to break a dish. But is unable to understand that intentionally done damage is considered much more compared to unknowing or accidental damage. He / she thinks that the

second person has broken more number of dishes than the damage of only two dishes and so the second person is more at fault than the first one.' Also the child is still selfish. He / she cannot change his / her behaviour for sake of others. E.g. knowing that the older brother is studying and that making noise at this hour is not to be done; but he / she cannot resist himself from making noise. He / she understands that when parents have to go out he / she should wind-up the toys and adjust with the timeline. So, it is necessary for the adult to know that we cannot force a child to behave in the way we want. Slowly when this phase will be over he / she will understand the need of the hour.

At this age the child learns symbols, he / she can now draw a tree, house, the sun, the flower, etc.

If there is one thing placed in two different manners then also the child cannot understand that it is the same thing . Conservation of quantity is also not well understood at this stage. The child is really able to know the quantity, length, numbers, volume, etc by the age of 6 or 7 years only. But conservation of area takes place at the age of 9 to 10 years. At the age of 6 - 7 years the child also develops the understanding of reversibility. E.g. a thing can be converted from one to other form and it can come back to its original form. The child is able to understand that water gets converted into ice and again comes back to water form. Both forms remain the same.

We give below examples of conservation of quantity in different ways. The following tests can be applied to see if the child has learnt Conversion of quantity or not. If the child is able to say that the things in group A are the same as things in group B, then it is understood that the child has learnt conservation of quantity.

1. Conservation of volume :



Make two balls of same quantity of earth. Put them as shown in picture. Ask the child if both have same amount of earth or not. The child will say that they are same.



Now break one ball and make a horizontal line from it. Ask the child. If the child says both are same then we can conclude that the child understands conservation of volume.

2. Conservation of Length :



Draw two lines of same measurement parallel to each other and ask the child if they are same. The child will say they are the same.



Now move one line slightly away from its place. Ask the child. If the child says they are the same then we conclude that he knows conservation of length.

3. Conservation of numbers :



Get a few pebbles and arrange them as above. The child will say that they are same



Now move pebbles in one line away from each other, still keeping the order. If the child is able to say that the both are same then we conclude that the conservation of numbers is understood by the child.

4. Conservation of volume of a liquid :

A



Take water in two same kind of glasses upto the same level. The child says they are the same.

B



Now pour one glass into another glass of different volume. If the child is able to say that both are same then the child has understood the concept of conservation of volume of a liquid

5. Conservation of area :

A



Take two cardboards and arrange some blocks on both of them. The child says, they are the same.

B



Now change one block by separating them from one another. If the child maintains that they are the same, then he / she has understood the concept of conservation of area.

1.3 Stage of Concrete Operation : 7 - 11 years of age: At this time the child makes definite conclusions about things and incidents. Now the child is able to also act accordingly. The child tries to understand the other viewpoint and act as required. E.g. so far he / she was not able to understand why noisy things should not be played when the older brother is studying. Now he / she if explained properly then understands that noisy toys should not be played while the brother is studying. He / she even changes behaviour accordingly. In this example, now the child goes out to play the noisy toy when brother is studying. He / she is now able to think logically. The child is not only able to classify things based on one premises but he / she is able to understand two primary premises at a time and make new conclusion. E.g. If you give heat to an iron ball then it increases in volume and its density is reduced. The child then understands that if heat is given to a solid then its density decreases. The child's ability to understand the basic logic in science, maths etc develops now. If this phase is properly attended to then the future development of the child is on good foundation. The child even learns and obeys the rules. He / she now understands what is good and what is bad. So a patient attitude and learning environment is important for the child in this age.

1.4 Stage of formal operation : 11 to 18 years. At this time the child is able to understand systems, symbolic presentations, complex logical thinking etc and progresses to develop personal capacities. E.g. the student can understand the concepts like gravitational force, magnetism, energy, etc. Similarly the basic mathematical principles and symbols, basic concepts and information of history and geography can be understood and remembered by the student. The language becomes clean, logical and grammatically correct. He / she is able to think without the thing actually being present. As a result he / she is able to take part in analysis of philosophy, literature, politics, policy making, etc. The student is able to make conclusions based on many observations (Deductive thinking). As the student is able to start and practice thinking process logically, he / she becomes independent. Now he /she is able to say that "I will be able to accomplish this difficult task myself." It means he / she is not dependent on other person's help to solve and carry out the difficult task.

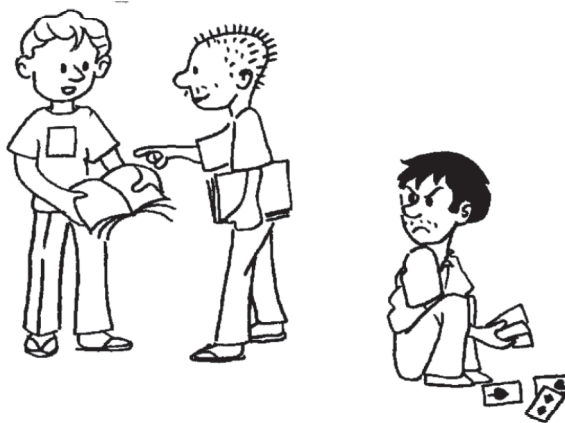
It may be noted that all students in a particular age are not at the same stage of development. Depending upon the life situations and personal capacities some may not be able to cross the particular stage of development, while some may accomplish it faster. When you come across a student who has not reached a particular stage despite of crossing the age limit, you need to help him / her to overcome the previous stage first and then expose them to the demands of the current stage. E.g. a child who has not learnt concept of conservation of quantity then he / she cannot practice - enter into stage of Concrete operational thought. So the child has to be motivated to learn the stage of conservation first. Thus understanding of development stage of every child is necessary for the teacher to take the student to higher learning and independence.

In nutshell we have tabularised and compared the two principles of learning and development as put forward by Ericson and Piaget as follows:

Principle of	0-1 Year	2-3 Years	3-6 Years	6-12 Years	12-20 Years
Ericson's, Psychosocial Development	Primary Trust	Independence or shame or dilemma	Initiative or sense of guilt	Entrepreneurship or inferiority complex	Identity or non-clarity in personality
Piaget, Thinking process	Sensorimotor stage →		Preoperational stage	Concrete Operation stage	Formal Operational stage

2. Factors affecting child's capacity to learn

- 1.1 Physical difficulty e.g. no or low vision, hearing loss, etc
- 1.2 Genetic reasons e.g. Mental retardation
- 1.3 Infection in brain, infection in ear
- 1.4 Head injury
- 1.5 Pollution and side-effect of medicine
- 1.6 Nutrition in childhood
- 1.7 Home environment e.g. environment encourages learning or not
- 1.8 Lack of social, cultural relations e.g. child brought up all alone
- 1.9 Method of teaching curriculum at the school e.g. learning mechanically by ruting, severe punishment to the child, etc



The above reasons have an effect on a child's learning ability. But it is difficult to find one reason for a child's difficulty to learn.

3. Learning disability of children :

There are no definite symptoms in the children who have learning difficulty. The symptoms or level of difficulty depend on their cognitive disability, home environment, family and socio-cultural environment, experiences at school, etc. e.g. If there are two children with memory issues then the two children may suffer from different kind of learning difficulties depending upon the above factors. E.g. one child has a supportive family and has a fairly good control over language, is able to concentrate to some extent then this child may have less difficulty in reading and writing or learning at school. If the other child's family is disturbed, parents have no time due to struggle of livelihood, is having difficulty in language and is not able to concentrate properly, then this child will have more difficulty in reading - writing and learning the school curriculum. All of it calls for an open mind and better knowledge about a child's learning difficulty.

We need to understand the 8 functions of neurodevelopment in a child.

- i. Attention
- ii. Memory
- iii. Language
- iv. Visual spatial ordering (coordination of space and sight)
- v. Temporal sequential ordering (awareness about time and serial of happenings)
- vi. Neuromotor function (muscular activity - movement of various parts of the body)
- vii. Higher order cognition (ability to understand complex thoughts and situations)
- viii. Social cognition (understanding of social exchange - talking, relations, friends, etc)

There could be children having similar learning difficulties but each child can have different combination of the above functions - permutation and combination of the basic functions may be many. For a student having behavioural problems or learning difficulty the teacher helps the child by evident symptoms or specific difficulties. Sometimes it is impossible to find the cause of the difficulty. It is seen that 5 - 15% of the students have learning difficulties.



3.1 Difficulty in reading : some of the difficulties are:

- i. Cannot read or pronounce or understand written word
- ii. Cannot understand by paragraphs or written sentences
- iii. Cannot remember and pronounce letters and spellings
- iv. Cannot comprehend and make precis of a write-up

The children who cannot read properly avoid reading and lack of practice results into further difficulty in reading.

Symptoms of reading difficulty



- | | |
|--|--|
| <ul style="list-style-type: none">➤ Reads by words➤ Keeps a book very close to eye➤ Keeps finger below a word while reading➤ Changes serial of letters e.g. reading 'road' in place of 'door'➤ Forgets to read some words inbetween➤ Reads wrong words➤ Reads like two years younger child➤ Forgets reading lines inbetween or repeats the same line again➤ Cannot read continuously for some time, Gets tired after a while➤ Changes serial of words in a sentence➤ Confuses two similarly pronounced words | <ul style="list-style-type: none">➤ Makes wrong pronunciation➤ Adds words not in the sentence➤ Cannot sing baby rhymes properly➤ Keeps complaining about itching and burning in eyes➤ Cannot identify even common words➤ Cannot understand even main points in a paragraph➤ Weak in expression➤ Wrongly pronounces a letter➤ Cannot read vowels correctly➤ Starts thinking about different subject than reading➤ Replaces word by similar meaning word |
|--|--|

3.2 Spelling Difficulty : A child may not be able to pronounce well; another may remember pronunciation and write accordingly e.g. "fight" can be spelled as "fait".

Some children write correct spelling when asked to word by word. But some children can write wrong spelling when it is part of a paragraph / essay.

This is because while writing a paragraph / essay the child needs to think, change thoughts in a serial as also writing. So, many activities are done at a time. Then, the child is not able to be conscious about correct spelling.

3.3 Difficulty in writing :

Following is also observed

- i. Fingers cannot keep with speed of thinking due to some motor difficulty. So the child forgets the thought.
- ii. Cannot write using a proper language.
- iii. Cannot remember details while writing.
- iv. Cannot write thoughts one after other in series
- v. Cannot concentrate while writing

While writing one needs to think, arrange language / words and write have to be done at the same time. So multiple memory functions have to be used at a time. Often there are grammatical mistakes and forgets to use punctuation marks.

Writing difficulties



- | | |
|---|--|
| <ul style="list-style-type: none">➤ Cannot identify letters fast enough➤ Cannot keep space between words➤ Letters in a word not written in order correctly➤ Writing posture is not proper e.g. keeps the paper too close to eyes➤ The writing paper is kept oblique or in reverse position➤ The letters do not have same size➤ Cannot maintain line➤ Holds the pen too tightly or in odd position, Presses hard on the paper➤ Keeps moving one's body or the paper too frequently | <ul style="list-style-type: none">➤ Ends of letters are incomplete➤ Cannot remember spellings➤ Cannot copy what is written on the blackboard properly➤ Cannot write what he / she thinks➤ Misses letters or writes letters which are not necessary➤ Cannot maintain margin space➤ Makes mistakes of grammar➤ Writes punctuation marks when not required➤ Writings are very bad |
|---|--|

3.4 Maths Difficulty : A child who learns the basic numbers very late then it is very difficult to practice maths at a later date. It is generally seen that the child must know the maths upto standard 5 properly. If a child in 6th standard is behind in learning by more than 6 months, then is not able to get requisite expertise in maths.

- i. Basic concepts of maths are difficult to understand if there is problem in cognition
- ii. Difficulty in recall makes it difficult to remember tables and sums stepwise
- iii. Problem in language makes it difficult to understand what the teacher teaches in class. This child finds difficulty in solving the sums assigned orally.
- iv. Lack of concentration results in not understanding of a sum and makes mistake or due to negligence, the child is not able to solve correctly.
- v. Many children are scared of maths. Such children are unable to perform in maths due to this fear.

Difficulty in Mathematics :




- | | |
|---|--|
| <ul style="list-style-type: none">➤ Cannot classify as per measurement➤ Cannot understand language of arithmetic➤ Cannot understand the concepts of decimal point, fractions, etc | <ul style="list-style-type: none">➤ Cannot correlate shapes with things➤ Difficulty in summation, subtraction, multiplication, etc➤ Cannot follow logic of solving equations etc |
|---|--|

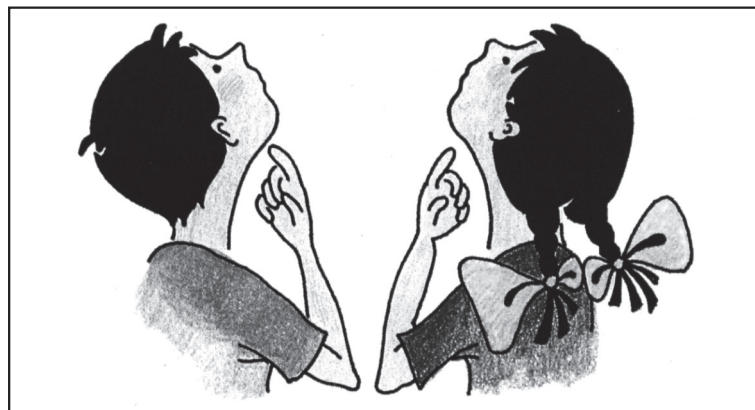
3.5 Subjects - curriculum : The subject of 'Science' needs to understand a lot of concepts and new words. Also it requires to remember them with speed. One concept may emerge from the previously learnt concept. So if the student does not remember the first concept then the emerging concept becomes difficult to understand and remember. E.g. an object expands if heat energy is given to it, the expansion results into decreasing of density. So if the student is told that applying heat to an object results into decreased density, it is hard to understand and the statement is to be memorised without actually knowing the logic of the process.

Similarly the subject of Social studies also requires Proficiency in language and understanding of terms, e.g. democracy, representative, etc. The student who has no proficiency in language is not able to understand the words and then tends to memorise the text, which is detrimental to study.

Foreign language (English) : a student who has difficulty in one's own language - mother tongue - , is naturally not able to understand the logic and meaning of the words and sentences. Even the child who cannot recall the learning or who has a memory gap proves to be slow at learning English.

In nutshell we want to say that the person who is a slow learner may not be so because of innate disability but it is likely that the way he / she receives education could also be responsible for that.

Other learning difficulties :		
<ul style="list-style-type: none"> ➤ Does not understand the difference between important / essential information and useless / unimportant literature. ➤ There is specific difference between speech and writing capacities ➤ Cannot serially remember information, e.g. cannot recall months serially, days of the week serially, etc. ➤ Does not understand the concept of time ➤ Generally weak / late learning 	<ul style="list-style-type: none"> ➤ Does not get as good results as compared to others in his / her class ➤ Cannot concentrate for a long time ➤ Makes mistake in left and right, shows wrong directions ➤ Cannot differentiate between colours, volume or shapes, etc 	



4. Change in Behaviour because of learning difficulties :

Many times the child's behaviour changes due to the learning difficulty. But the change in behaviour is seen first and the teacher usually tries to bring about correction in the student's behaviour. This effort proves to be insufficient and the student cannot overcome anything. The teacher therefore requires to understand the learning difficulty and the change in behaviour due to that.

5. What can a teacher do?

1. Different children show different signs of behavioural change due to same or similar learning difficulty. The teacher should first try to understand the learning difficulty especially in children who also show change in behaviour.
2. Save the child from social insults, e.g. do not name the student as "stupid", do not punish the student like stand up on the bench, stand outside the classroom, etc
3. Try to solve the problem by the teacher's own efforts, e.g. If a student is not able to follow the oral teaching can be given written notes and printed material, manage extra practice sessions for a student who cannot remember properly, etc. The teacher has also to monitor that the student implements what is given to him in this process. E.g. Homework, special exercises, etc.
4. Teach the student how to evaluate his own efforts. This will make the student self-sufficient in knowing his weak points and consequent corrections by reviewing.
5. The teacher should contact the parents and take them into confidence by making them aware of the student's difficulty and what efforts the teacher is doing for correction on the problem.
6. If possible the teacher should manage extra classes for the student and individual attention.
7. The teacher can refer the student to some experts in this field.
8. Some students may have learning difficulties but they may be good at other things. To find out what extra skill the student has and take him further to develop that part by giving opportunities. E.g. athletics, play, sports, drawing, music, etc.

With these efforts some children / students improve and overcome their difficulty. For this individual attention is expected from the teacher.

6. Advocacy in education sector :

In our country identification of children with learning difficulty, diagnose their problem and make efforts to correct their problem does not happen very regularly. For this the teachers should be specially trained to understand the issue and can act positively in both at primary and secondary level schools. There are many tests which can be subjected to the children and for the problem child so that their specific difficulties and inabilities can be diagnosed and proper neurodevelopmental and educational inputs can be given.

Some students may be given special gadgets such as calculator, computer, etc for overcoming certain difficulties. There could be organised more classes to encourage the students' other skills such as drawing, painting, sports, athletics etc.

Some story tales for life-skill development

Everyone enjoys reading and listening to stories. The stories entertain any person at any age. We all read them, understand the gospel of the stories, learn various things, also use the stories for understanding and explaining complex concepts and incidents. We also talk about the values and teachings through the well-known stories. The teacher is in unique position to use this cultural heritage in form of stories and use the same for the students and learning experience can be made more pleasant. Following stories are universal and every child enjoys reading and listening to them and learning from them. These are the must read and must experience basic to learning. Every school or library must have these booklets and books.

Panchtantra - 75 Children Stories :



List of stories :

1. Colourful Fix
 2. Donkey without brain
 3. Brahmin and three thugs
 4. Sparrow and Monkey
 5. Elephant and Sparrows
 6. The snake and ants
 7. Three fishes
 8. "No, I will sing"
 9. King and Foolish servant
 10. Pandits without
 11. Monkey and Crocodile
 12. Four Friends
 13. Two swans and Turtle
 14. Lady and Mongoose
 15. Dharmabuddhi and Pabuddhi
 16. Four Pandits
 17. Shekhchalli
 18. Lion and Carpenter
 19. Clever Rabbit & Lion
 20. Sacrifice of a thief
 21. The heron and Crab
 22. Foolish Disciples
- And many more.....

Isap Children Stories :



List of stories :

Part - 1

1. The ant's bite
2. Brother and Friend
3. Titi Ustad

Part - 2

1. The goat and wolf
2. The pigeon and water glass
3. "We are Friends"
4. Lion and Rat
5. Cat and Cock
6. Food and Friendship

Part - 3

1. Scared like fear it self
2. Value of a parl
3. Crow with one eye
4. Magician Donkey
5. Silk saree and a fly

6. Prayer bell

Part - 4

1. Rabbit and Turtle
2. Enemy's advice
3. Wood cutter's finger
4. Happiness to help
5. Kindness
6. Crow's bullying
7. Music by Crow

Part - 5

1. Complaint
 2. Fox and the Lion
 3. Pigeon king
 4. Wild and defeat
 5. Beautiful horns
 6. The servant
- And many more.....

Every teacher can draw his/her own list of story tales. There could be true life incidents also which can be narrated before the children.

Chapter - 5

Children's Behaviour



What will the teacher learn ?

1. Factors affecting children's behaviour
2. Problems related to children's behaviour
3. Teacher can help the children's behaviour

1. Factors affecting Child's behaviour :

1.1 Environmental factors : A child who grows in an environment full of activities, toys which stimulate intellectual development, encouragement, peer-group exposure and play, etc will help the child develop positive personality. Parents, family and home environment are responsible for development of the child. They can help the child by advice and guidance to stand various situations in the society. Child learns to behave by observing the parents and family. Thus, the contribution of the parents' behaviour is very important in development of the child / in shaping the child's behaviour.



1.2 Social and cultural factors : A child is like a mirror of the society and culture in which he/she grows. Many social and cultural factors are responsible for affecting a child's behaviour that may continue in adulthood also. Some of those are : Prevailing good and bad behaviours, beliefs, responsibilities, rights, social rules / traditions, ways of socialisation, safe or unsafe environment, personal ambitions, behaviours sanctioned or not sanctioned in that society, etc.



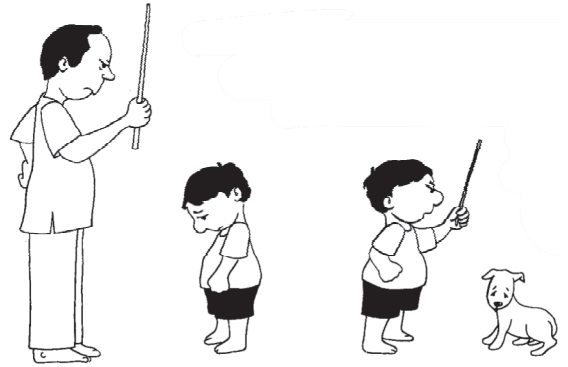
1.3 Physical deformities or illnesses :

- Children with congenital deafness require special attention. A child's development depends upon what kind of attention he/she has received for the disability.
- Children with low vision or partial deafness may face difficulties in learning which may result into behavioural problems. They should be helped with kindness for correction of the deformity.
- Children who have physical deformity of limbs or face are not well-accepted in the class. They are often ignored or isolated by other normal children. This may result into the child becoming aggressive or withdrawn. The teacher can help by positive intervention.
- Childhood illnesses such as epilepsy or infection in the brain (meningitis, encephalitis, etc) are difficult to treat. Often with treatment also certain residual damage of the brain affects him/her. Because of this, the long-term effects such as mental retardation, Hyper activity, speech deficiency, etc may occur. The mentally retarded children should be specially assessed for IQ. Depending upon their quotient they may be helped to study in special schools with specific inputs at different stages of learning.

1.4 Effect of the teacher, the school and education : As the child goes to the school, the environment at school affects him/her. Method of teaching, scoring higher in the exams, extra-curricular activities, textbooks, and the teacher affect the child's personality deeply. All of these promote intellectual abilities of the child. The child learns ways to solve various problems in life. But too much discipline, strict rules and structural regulations of the school systems, harsh competition, punishments, insulting approach, etc often result into mental difficulties (anxiety, depression, indecision, etc) in later life. Such children often cannot express compassion, love or sympathy for others and so suffer from negative attitude. They experience stress in carrying out task, they lack patience and feel dissatisfied. They also suffer from psycho-social issues in life.

2.0 Behavioural Problems among children :

At times the behavioural problems are noticed before the teacher comes to know the cause, which could include some difficulty in studies. At such times the teacher makes an effort to correct the behaviour. Obviously, these efforts are insufficient and the child's problem remains unsolved. So the teacher has to assess / know the cause of the behavioural change. Most of the times the teacher observes following changes in behaviour of a student.



1. Being violent to others
2. Destructive activities
3. Obstructive behaviour
4. Causing damage to oneself
5. Repetitive behaviour
6. Strange / unsuitable behaviour
7. Asocial behaviour
8. Remaining alone
9. Rebellious behaviour
10. Excessively active

The child may show following under each of the above:

2.1 Violence towards others :

- a. Threatening others, causing physical damage
- b. Push others so that they fall down
- c. Pricking with fingers
- d. Spitting on others
- e. Pulling hair, pulling ear, etc
- f. Biting others
- g. Kicking or feasting others
- h. Pressing throat of other
- i. Attacking with some kind of weapon
- j. Throwing things so that they hit others
- k. Pricking with a sharp object.

There could be more such behaviours seen.



2.2 Destructive behaviour :

- a. Pulling threads from clothes
- b. Spoiling good things owned by others
- c. To urinate or throw toilet or dirt at others
- d. Tear apart others' books
- e. Breaking things
- f. Breaking others' toys, tear apart clothes,
- g. Damage or break others' furniture



2.3 Obstructive Behaviour :

- a. Snatching away things from others
- b. Not allowing others to work
- c. Shouting or making noise when others are talking
- d. Crying too much
- e. Making shrill noise
- f. Pushing indiscriminately the doors and window shutters
- g. Throwing down articles vigorously
- h. Disturbing others by jumping frequently
- i. Kicking the floor or rolling on the ground

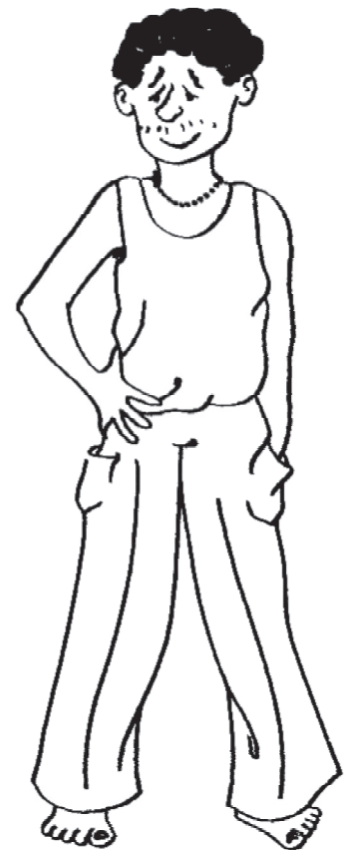
2.4 Damaging oneself :

- a. Bang one's head by self
- b. Biting oneself
- c. Falling down by oneself
- d. Pulling own hair
- e. Injure oneself
- f. Beating oneself
- g. Inserting objects in eyes, nose or ears
- h. Eating inedible things



2.5 Repetitive Behaviour :

- a. Sucking one's own fingers
- b. Biting nails
- c. Clinching teeth
- d. Inserting finger in the nose
- e. Shaking head
- f. Shaking body or limbs
- g. Making noise by hitting one's feet / limbs against something
- h. Repetitive movement or any activity



2.6 Odd Behaviour :

- a. Laughing without reason
- b. Talking with oneself loudly
- c. Making unpleasant sound
- d. Copying other persons
- e. Playing with unacceptable things e.g. shoes, dirty water, mud, etc
- f. Getting too close to other persons
- g. Talking irrelevant
- h. Hugging or handshaking without reason

2.7 Remaining aloof:

- a. Sitting idle for hours, without doing anything
- b. Not answering / responding
- c. Hiding from others even in a group
- d. Not playing with other children
- e. Remaining alone / avoid contact with others
- f. Staring at some object / person for long
- g. Does not respond even when personally called by name
- h. Does not mix / plan with others



2.8 Asocial Behaviour :

- a. Telling lies
- b. Stealing things
- c. Making sexual gestures at person with opposite sex
- d. Undressing before others
- e. Gambling
- f. Use of abusive language



2.9 Opposing Behaviour :

- a. Not implementing instructions
- b. Not obeying rules and regulations
- c. Not participating in regular activities at school or at home
- d. Not doing regular activities in time
- e. Not maintaining personal hygiene
- f. Taking unduly long time to accomplish any activity
- g. Talking in insulting tone or arguing unnecessarily
- h. Not paying attention when called or talked to
- i. To do exactly opposite of what is told



2.10 Excessively active :

- a. Talking continuously without reason
- b. Wandering out of school or home
- c. Running or climbing restlessly
- d. Not sitting in one place for five minutes
- e. Create chaos by pulling or pushing things



3. How will the teacher help the child

Most of the above-mentioned problems can be solved by the teacher himself / herself. But some children may need help from a child-psychologist.

1. Find out if the child has a learning difficulty (see chapter 4 section 3). If the child has learning difficulty, then give individual attention and try to help learning. If the child gets individual attention then the behavioural problem will ease.
2. Find out if any incident in the family or other environment which may have resulted in the present problem. If possible make an effort to solve that issue so that the child's behaviour improves.
3. If you find that any incident is responsible for the child's behaviour then help the child to develop positive responses to it. This will help the child to correct his / her own behaviour.
4. If the above is not possible to do then the child should be referred to a child-psychologist / counsellor.

Case study :

Priya, 8 years old, was hyper-active. So the teacher sent her to the child-psychologist / counselor. She could not concentrate upon any activity and often be obstructive to other students. Her unpreventable behaviour had become problematic for the teacher as well as other students. She would start hitting other students without reason, throw away things in the class, wipe off all the writings on the black board, tear off books and note-books, break away important things in the school, etc were some of her symptoms of unpreventable behaviour. She would also keep moving around in the class or keep talking and try to draw the teacher's attention towards herself. She was weak at studies despite the teacher's attention. She was always jealous of other co-students. All these created a lot of problems for the class and the teacher. The psychologist found that Priya was very intelligent and often could answer some very complicated questions without any extra effort. So after a good amount of counselling and also a few medicines for a short period Priya started improving and also pay attention to the studies and proved worth in the exams. The teacher and rest of the class were happy for her.



Jay, 6 years old, was always scared of something. He would not want to get away from his mother to kindergarten or to primary school. The parents were referred to the psychologist who talked to him in phases. As a result she found that Jay's mother was very possessive about Jay and over-protective about her son. The psychologist also did some counselling for the mother and got rid of the scare from both the mother and child. Then Jay slowly adjusted to going to school without the mother being around. Now he is in standard 3 and is studying well enough.

It is observed that the children who may be slow-learners cannot progress without the teacher's encouragement and support. The teacher has to act with patience, teach the subjects slower than rest of the class, be repetitive, be kind and give personal attention to this child. These children need to be given extra assurance and greeted for their small achievements and success. Then only the children can progress well.

Chapter - 6

Violence towards children and Exploitation



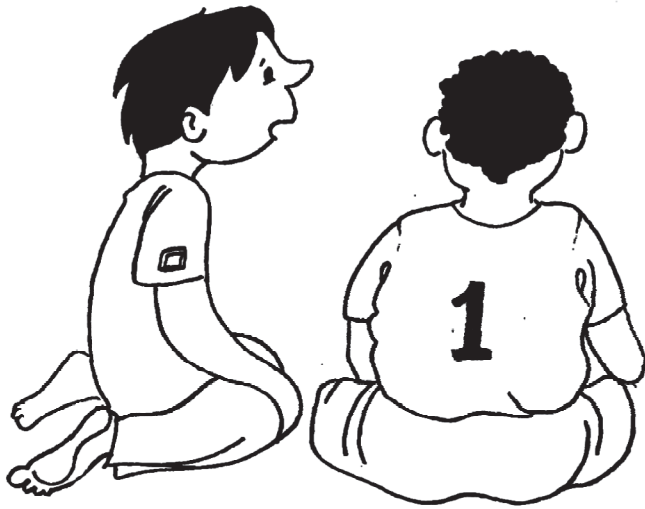
What will you learn ?

1. Teacher will learn three types of violence towards the children
2. Teacher will know the changed behaviour due to violence upon the children
3. How to find a child who may be victim of violence
4. How to help such a child.

1.0 A child is usually exposed to three kinds of violence and exploitation.

- (a) Physical violence
- (b) Sexual violence
- (c) Situations of Emotional neglect / personal abuse to arouse child's emotions.

Physical Violence : Most of the children across class, caste or economic background are exposed to such violence. Mostly such violence happens due to psycho-social issues faced by the people around the child, the family or the neighbours. The child usually is beaten up to an extent of causing serious injuries often or to somewhat lesser extent also. Sometimes the child is



not given food, clothes, sleeping in bad corners, etc are punishments they receive in normal course. In certain situations like mental retardation, physical disabilities, difficult children (too stubborn, excessively crying babies, etc), excessively active (hyperactive), not obeying the rules or not observing discipline at home or other place, etc face physical violence to a great extent. The child gets violent/severe punishment such as not getting food (quantity and quality both), locked in a room, forcing to do more work than what the child can do, holding hot things or burning thing in hand, beating excessively, given work despite the child may be sleepy, etc.


Sexual violence : Often the small boys or girls get sexually harassed by persons whom they trust or know / relatives, neighbours, older family members, etc. Children cannot find way out of the situations of small or serious sexual harassment, rape, etc. because they are quite scared / frightened that if they speak up / complain about the incidence then they would be driven out from the home, no one would believe them, the older person will hurt someone whom the child loves / confides upon, etc. Thus the child keeps being exploited in the same manner for a long time. At times if some children speak up against the same, they are either thrown out of the home or become victim of social hatred by the family. The teacher can certainly help such children.

Emotional neglect : Often the children who are emotionally abused and agitated suffer from hopelessness, fearfulness, painfulness, social isolation etc. The child faces adverse verbal comments with or without reason. It results into igniting the child's emotions. This is also a kind of violence. The child faces intolerable situation when any insulting comments are made for himself or his / her loved ones. Sometimes it results in further change in behaviour of the child. Consequently he / she gets more punishments. A teacher can help such a child in various ways.




2.0 Children's behaviour when victims of violence :


2.1 Behaviour shown by the victims of physical violence :

<ul style="list-style-type: none"> ➤ May not like older people ➤ Quietly watching everything around ➤ May not be able to play with other children ➤ May not be able to respond immediately ➤ May be aggressive and damaging to thers ➤ May be damaging to other students ➤ May not be able to concentrate on study, so remain behind the school curriculum 	<ul style="list-style-type: none"> ➤ Illogical behaviour or crying without reason ➤ Telling lies, stealing someone else's things ➤ Run away from the school ➤ Get involved in small or big crimes ➤ May not trust others ➤ May not be able to develop new friendship. 
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2.2 Behaviour of a child who has faced sexual violence :

<ul style="list-style-type: none"> ➤ Sudden change in behaviour ➤ Thinks low for oneself ➤ Does not take personal care ➤ Talks like an adult, speaks double meaning words, sexual connotations, ➤ Becomes introvert or does not express well (hiding certain things) ➤ Remain behind other students in study ➤ Bedwetting or toileting in bed / in clothes 	<ul style="list-style-type: none"> ➤ Gets depressed, overdosing of some medicines or damages oneself ➤ Shows seductive or flirtatious behaviour ➤ Absconds from school ➤ Gets scarred often esp. when someone gets too close ➤ Becomes addictive ➤ Overeating or eats too less ➤ Does not sleep adequately
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2.3 Behaviour of Children who are neglected :

<ul style="list-style-type: none"> ➤ Sluggish walk or communication ➤ Display of hopeless behaviour and lacks normal activity ➤ Cannot make friends easily ➤ Lags behind in school studies ➤ Lacks close relation with family members ➤ Low self-esteem 	<ul style="list-style-type: none"> ➤ Shows excessive friendship with outsiders / new acquaintances ➤ Behaves badly with peer group ➤ Unable to concentrate well ➤ Difficulty in playing games of imagination 
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3.0 Role of a teacher :

Identify such children in difficulty and help them personally.

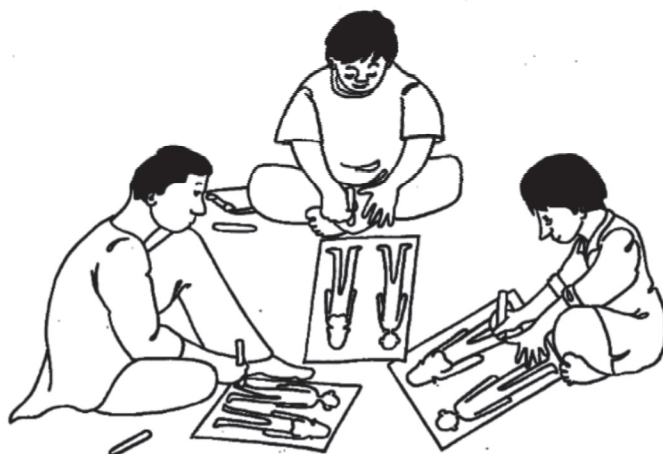
1.1 Child who is a victim of violence displays many symptoms. Often the adults beat them to an extent of physical damage also. Such children are depressed or show severe mental illness, Work with such a child with an understanding and enable him/her to tell his/her story. The teacher will counsel the child who cannot express well. While the student is speaking do not negate his experience or his behaviour but reassure that the problem can be sorted out and you will help him/her to reach to solution of the problem.



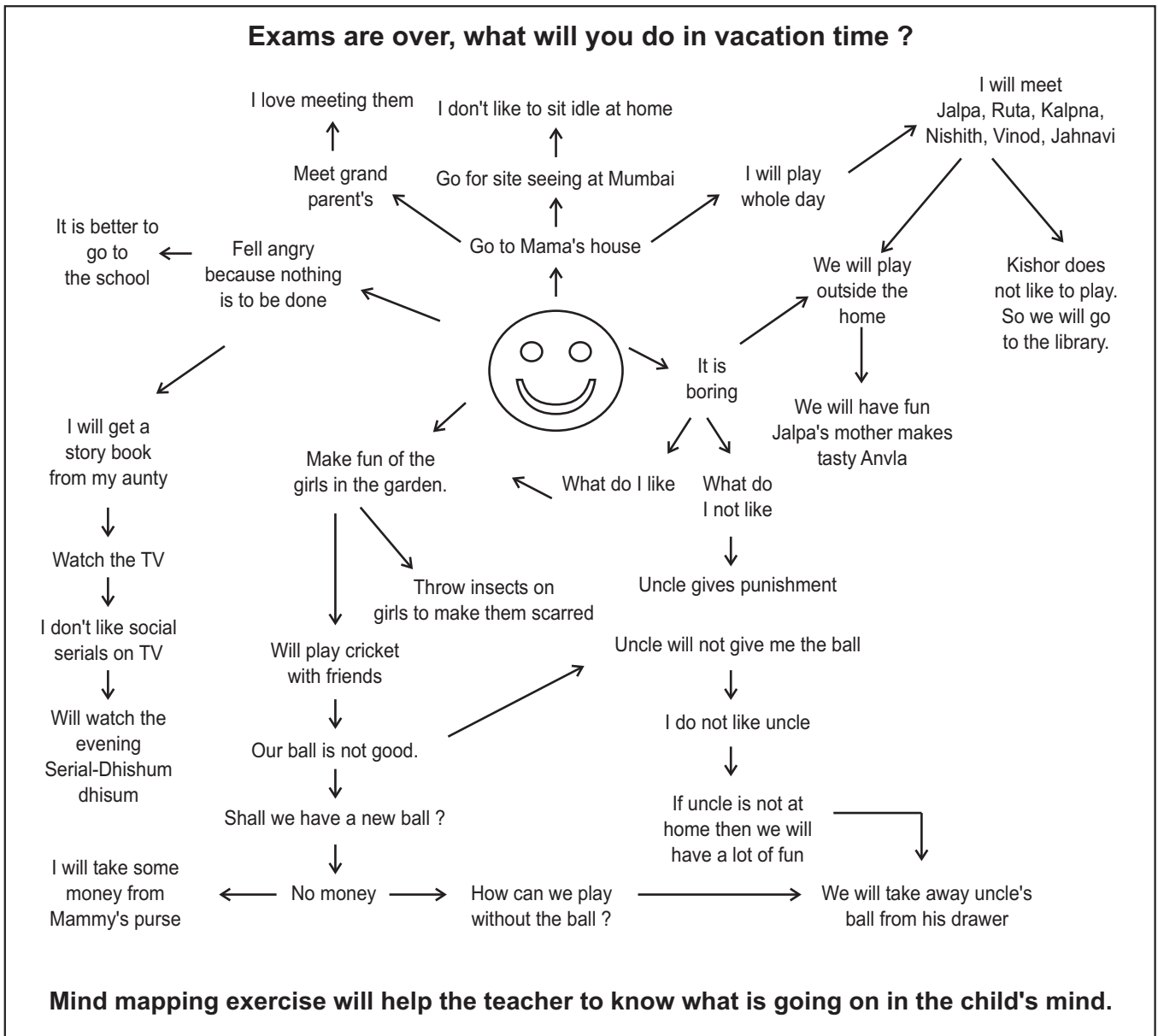
1.2 Keep an eye: If a child has been itching on his/her genitals, urinates very often, his/her clothes smell foul or has spots on his/her inner clothes, then try to get more information, especially about any sexual assault. If there is a sudden change in behaviour of any child in your class, then try to find out what is wrong with him/her. The acts of sexual violence upon children do not get reported too often and people are not aware let apart helping such children. (See annexure 2 about case study of Sonu)



1.3 Make the child draw his/her picture free hand: Arrange discussion sessions with the class for different types of violence they face. Then make the students draw a picture of their experiences. Discuss with each child about why he /she has drawn particular picture. Enable the child inculcate trust in you and that you will be able to help him / her. If you start discussion about the picture then the child will tell his /her story during the same.



3.4 Mind-Mapping activity : As part of routine activities the teacher can ask the children to take half an hour on activities such as mind-mapping. The teacher gives a topic. Basically the child has to be guided to pen down his thoughts as emerging from one to other in a map manner. This will enable the teacher to see what is the thought process the child passes through. The teacher looks at all the thoughts carefully to get a clue for the possible problem the child is facing. See e.g. “Exams are over, what will you do in vacation time?”



When the teacher spots a negative response such as “ I will steal money from Mummy's purse” or “ I do not like uncle because he beats me” or “ I will harass the girls by throwing cockroach on her” etc, the teacher has to probe further and find out the issues that a child faces and counsel him / her so that the negative response is minimised and positive thinking is started.

It is possible that when you visit his/her family for finding solution to the problem you may come across someone like his / her father or near relative suffering from mental illness. You can sympathetically advise such a family to get help from a psychiatrist or a psychologist.

Remember that if a child is experiencing act of violence for a long time, then also do not believe that the child agrees to the same. The child is unable to speak. So it is important for you to enable and encourage the child to speak about it and help the child to find a solution to the problem. As a teacher you have to be very compassionate and adopt a positive attitude for the child. There are many organisations who take up the issue of violence against children because the law supports the child against any kind of violence.



Three things are important in the life of a student - Health, self-confidence and self-satisfaction. There are two keys to increase self-confidence in a child:

1. The child / student should not get insulted and shown pessimist picture of future life.
2. When a student is involved in small activities and tasks, he / she likes to be busy with them. When he / she is able to accomplish the activity well enough, then he / she feels satisfied and the skill levels are elevated so he / she gets confidence in self.

The teacher has to create such an environment in the school / class. The exact task of the teacher is to enable the process of thinking positively in a student. Once the thinking process starts the child / student becomes creative in performance.

A well-known educationist Shri Gijubhai Badheka has said, 'Do not show any kind of fears to the child even if the child commits mistake. Because the child will lose his brightness and internal strength when subjected to fear. Showing fearful outcomes is not a solution for a mistake because fear is like a demon that destroys inner strength.'

Medical facts about mental health issues in children :

1. Brain and human behaviour
2. Mental problems among children
 - 2.1 Anxiety disorder
 - 2.2 Mood disorder
 - 2.3 Attention Deficit and Hyperactivity disorder
 - 2.4 Oppositional Defiant disorder
 - 2.5 Conduct disorder
 - 2.6 Psychosis
 - 2.7 Substance use alcohol, tobacco
 - 2.8 Borderline Intellectual Functioning
 - 2.9 Learning disorder
 - 2.10 Tick disorder
 - 2.11 Bedwetting
 - 2.12 Mental Retardation



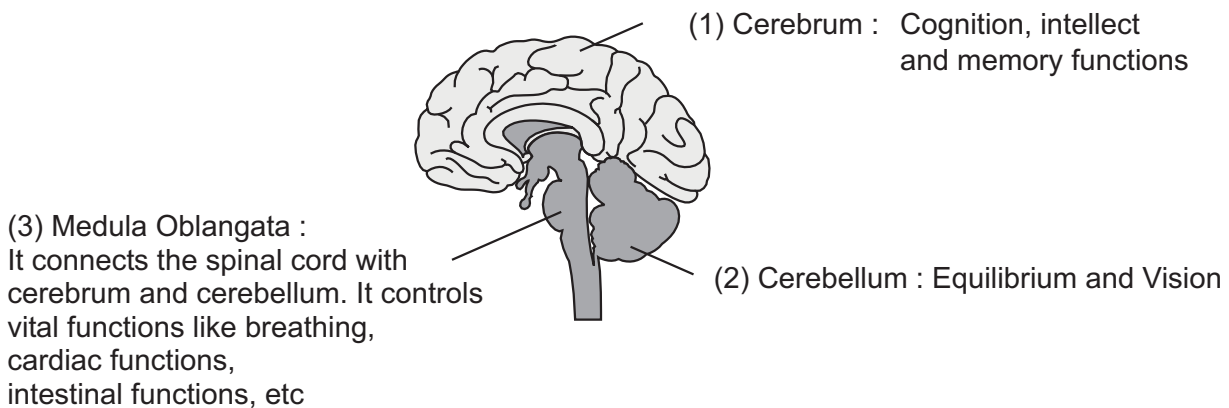
1. Brain and Human Behaviour

Our body is the best creation of the nature. It is more complex than a super computer also. Coordination of various processes and various functions of all body systems is organised in wonderful manner. There are different body systems for different functions. E.g. taking food, digestion and assimilation, breathing and reaching the oxygen to all cells through blood, child-birth, seeing, hearing and speech, etc work in the body by coordination with each other. This complex coordination is done by nervous system and by hormones.

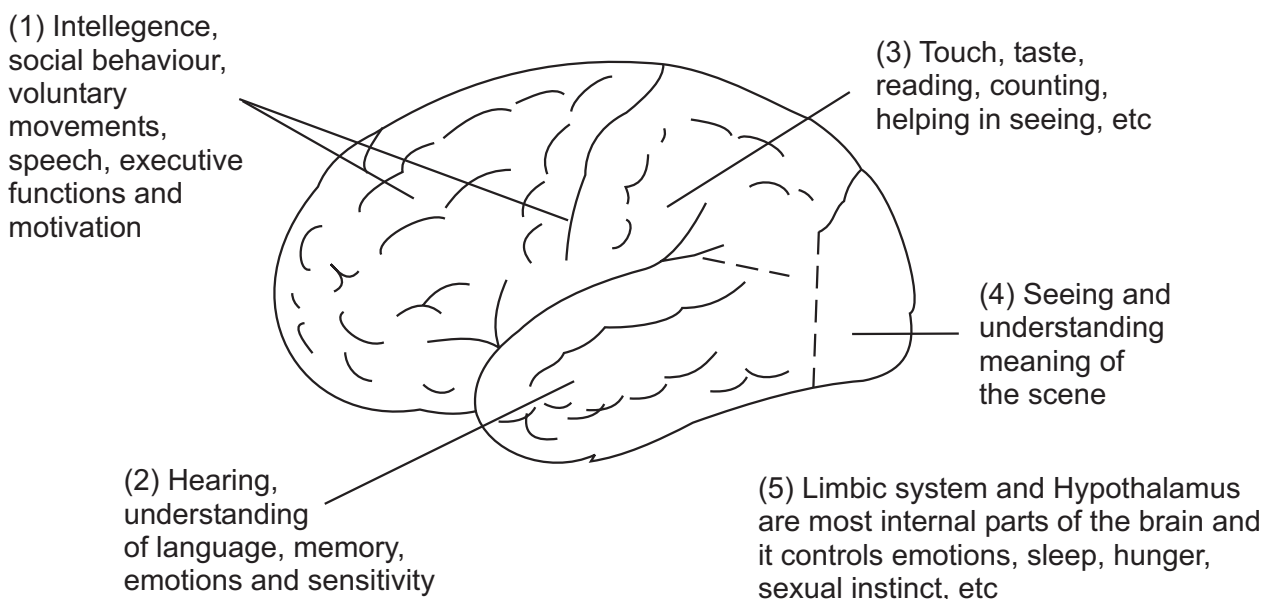
The brain is the most important organ of the nervous system. It coordinates all body systems. Additionally, human behaviour, emotions, thoughts, understanding, etc are functions of the brain.

Brain is made up of millions of neurons and nervous fibres.

As shown in the figure below, the brain has mainly three parts - Cerebrum, Cerebellum and Mid-brain (Medula oblangata).

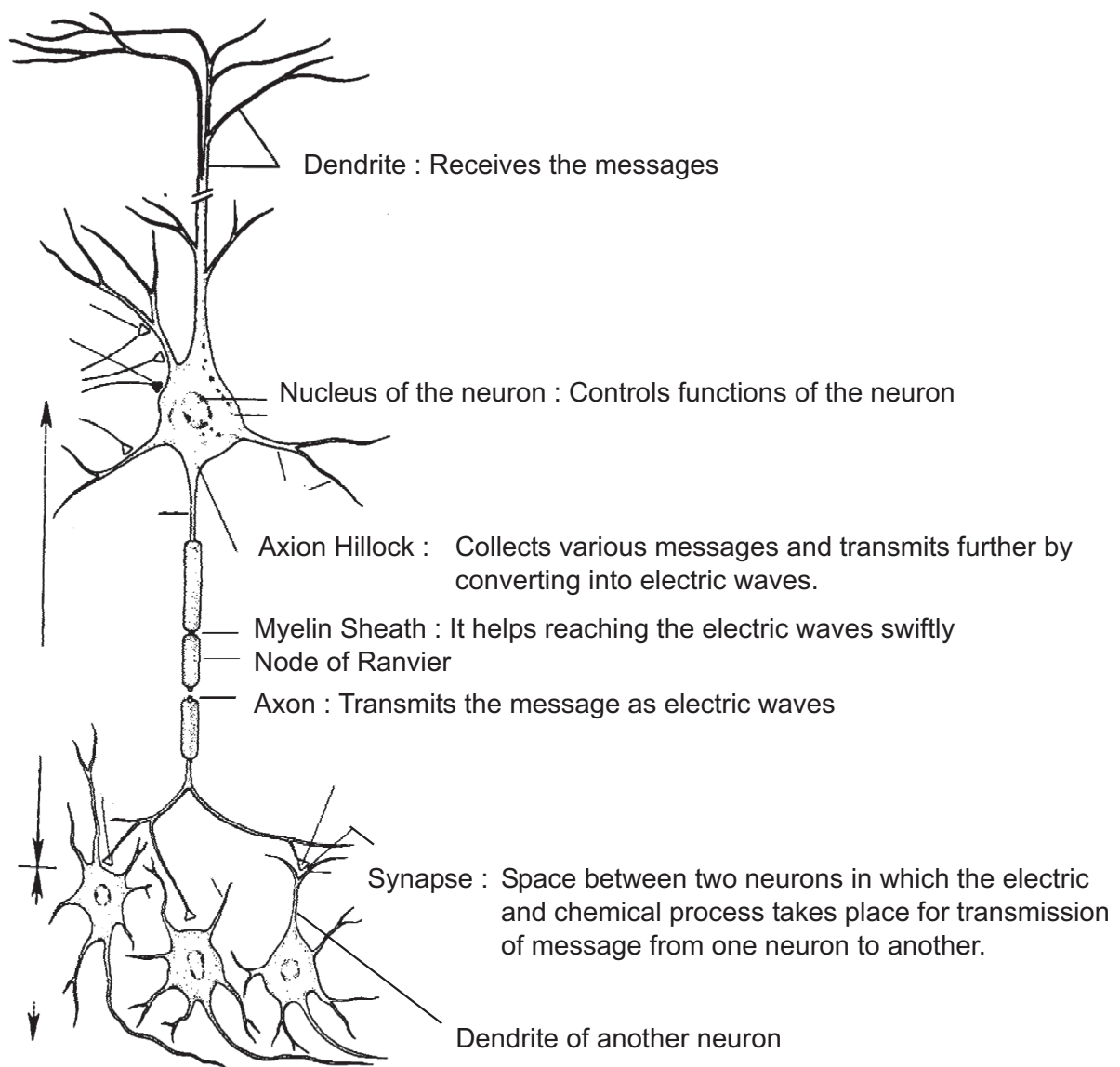


The Cerebrum consists of five parts and it performs the functions shown in the figure below:



The brain is a very complex organ. Its unit of activity is a neuron. It works continuously (24 x 7). The neurons function by electric pulse and chemical (neurotransmitters) processes. There are one hundred billion neurons. One neuron is connected to other through synapse (see figure below).

It used to be believed that the synapses do not change and cannot get regenerated. But the newer research shows that the synapse can change and new can be generated as well as the what are not required get destroyed. The synapse play an important roll in learning and memory. The following figure depicts various parts and functions of a neuron.



For transmitting of information from one to other neurons the synapses are created. If we frequently use particular neurons then more synapses generate and help the process of memory and action. But the neurons which are not used again and again the synapses are destroyed and the information is forgotten.

Human Behaviour :

Different people behave in different ways. Same person behaves differently in different situations. Some behaviour is normal / acceptable by others while other may not be normal / acceptable by others. Thirst, hunger, happiness, pain, separation, meeting, etc are internal processes which are responsible for the human behaviour. It also depends upon the personality and nature of the person. E.g. some people can control anger at the work place but express anger violently at home with the wife or children.

Build relations and maintain them, social and religious activities, objective and targeted action, etc are different aspects of human nature. Some people are introvert, they cannot express themselves with ease and speak very little. Some are extrovert, some have loving nature, while some have suspicious nature, some depend too much on others while some independently handle all work, some are antisocial in behaviour, etc. Thus, different people have different behaviour.

Brain Development :

Brain of a two-year-old child is almost well developed. The child should be given nutritious food during early childhood. The child cannot behave like an adult. It takes long time to get the nervous system mature enough. When small the child usually expresses by crying. He / she gradually learns how to speak, think, understand, reform behaviour according to situation, make decisions, to read, to write, to solve problems, etc. If the brain does not develop properly the child's behaviour is deeply affected.

Physical defects, illnesses also have effect on child's behaviour. Persons who are disabled or suffer from long standing illness such as anaemia, asthma, epilepsy, arthritis, etc have changed behaviour. They can be more emotional, tired of the illness and may get angry very often.

Parents have greater role in shaping a child's behaviour.

A small child observes the parents' behaviour and learns accordingly. The child remembers the behaviour which get positive response from the parents and then repeats the same behaviour again and again. A child who receives enough love, enthusiasm and guidance develops better. But also it is detrimental to be overprotective, to be inattentive, and neglecting for the child. Such children are not able to cope with the difficulties in their life and be dependent on others for everything.

Stress :

Any situation which requires change is stressful. Stress is also personal. Different persons behave differently in matters of stress. One person may feel stressful for a change while the other may be relaxed and welcoming. The stress affects the person's emotions and behaviour.

E.g. A person may be pessimistic, feel confused, are under psychological pressure.

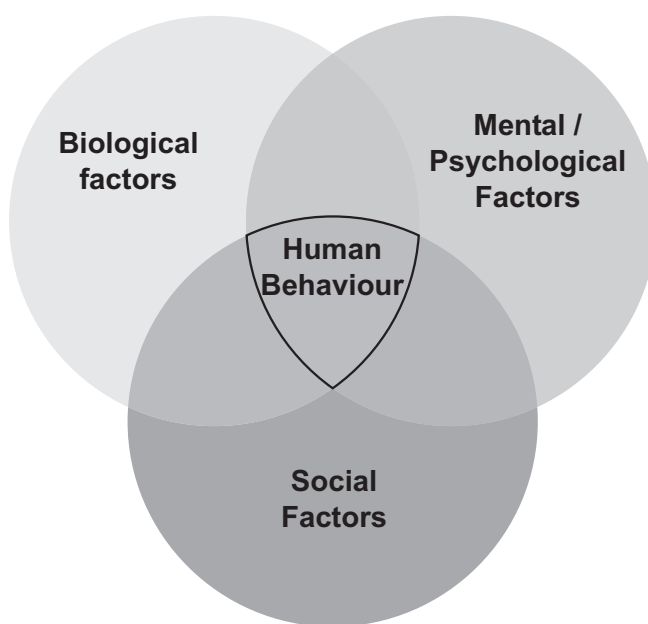


The person who is unsuccessful again and again becomes pessimist, while upcoming change results into stress. He / she is not able to take decisions about what to do and what not to do. Stress is result of internal and external circumstances of a person wherein he / she feels helpless and cannot function properly.

When a person is under stress there is a change occurring in his brain and body system also. In this stressful condition the hypothalamus and pituitary glands send message to adrenal gland. The adrenaline is a hormone that helps a person face the stress by fighting or by escape. The stress makes following symptoms: rise in pulse, rise in blood pressure, fast breathing, body uses more glucose, person feels anger or fear.

The research has concluded that the stress has a direct relationship with common mental diseases. Some stressful situation like death of a near relative, divorce, loosing a job, natural disasters like flood, earthquake, fire, building collapse, etc has a deep effect on the mental health of a person. Other symptoms like anxiety, sadness, anger, etc are experienced by the person. He / she also has some physical problems such as lack of hunger, lack of sleep, weakness, pain, etc for which consults a doctor. If it lasts longer then the person can also have high blood pressure, ulcer and other psycho-physical illnesses.

Now we have seen that the human behaviour depends upon a combination of factors like genetic aspects, mental development, familial environment, the effect of the society, etc. So, if you come across someone with not so normal / acceptable behaviour, you should try to understand his / her situation. It is possible that the person's previous experiences, problems, painful incidents, social and economic condition are dictating his / her behaviour. Thus, the human behaviour depends upon genetic / biological factors, mental factors and social factors in a person.



2. Mental illnesses / problems among children

2.1 Anxiety Disorder :

- Anxiety is the most commonly occurring problem in children too.
- Approx 5-8% children suffer from anxiety of various degree'
- Some children feel a sense of fear and / or tension. This feeling remains continuously for a long time. The child is not able to perform socially and in studies. They often suffer from an inferiority complex in daily life
- Small children are often not able to express the fear or anxiety. They have symptoms like excessive perspiration, trembling of limbs, increased heart rate, heaviness in chest, breathing trouble, headache, stomach ache, excessive crying, hugging the parent/s time and again, does not like to detach from mother, etc
- Anxiety has many manifestations like continuous uneasiness, tension, obsessive compulsion, panic, etc
- The child feels depressed if the uneasiness or tension remains for long time
- The child suffers from the above symptoms. There is sleep reduction and he / she start getting angry very often, is not able to focus on studies or any one activity.
 - (1) The child sometimes feels fearful without reason or is afraid of a specific situation or object. Exposure to this precipitates symptoms like uneasiness, suffocation, perspiration, trembling etc. The symptoms go away within 10 minutes but the child feels the same if exposed to it again. Approx. 1-4% children suffer from such a fear that needs treatment.
 - (2) Often the child is scared if he / she has to detach from parents or a person whom he / she loves or a caretaker. Sometimes even a thought of this situation makes him fearful and the symptoms come again.
 - (3) Some children often have repeated thoughts and their behaviour is moulded according to the thoughts. This is called obsessive compulsive behaviour. Due to this the child is not able to concentrate in most of the daily activities such as study, play with peers, helping the family with home chores, etc. Most of his / her time is spent on such recurring thoughts and consequent behaviour.

Treatment :

If the above problem persists for a month and it has an effect on the child's education or social relations, then treatment is required for which a psychiatrist or a psychologist should be consulted. There could be two kinds of treatments depending upon the severity of the symptoms psychotherapy and pharmacotherapy.

- Psychological treatment includes cognitive and behaviour correction
- Behavioural therapy tries to focus on positive thoughts and reducing uneasiness.



- The child can be made to write about the thoughts which make him / her uneasy and fearful. This way the teacher is able to understand the difficulties faced by the child and can guide the child into the process of positive thinking.
- Relaxation and deep breathing should be taught. The child should be motivated to use this technique when he / she feels a sense of fear or anxiety.
- The specific situation in which the child suffers the symptoms then motivational talking such as how other children face similar situation makes an important part of healing process.
- There are some medicines which can be given by a psychiatrist to help the anxious child.

2.2 Mood disorders in children depression and mania :

- The depression and maniac phases are two poles. Children feel depressed due to social tensions like family issues, disputes, facing sexual harassment or violence of other kind, negligence by others, facing failure in exams or in school, etc. when depressed there are symptoms like lack of interest in play, lack of concentration in class, feeling sad, low self-esteem, not liking things of choice, has virtual experiences and psychotic symptoms, etc.
- When a near relative dies, the child may feel sad, cry, sleeplessness, lack of hunger, etc. All symptoms of depression should go away in a month or two. Other wise the child can be diagnosed depression and is also given treatment from a psychiatrist and psychologist.
- When the depressed episodes occur quite often then it is termed as 'Cyclothymia'.
- It is also advisable to rule out the thyroid problems in cases of depression.
- Depression prevails in 2% of small children in primary school. It increases to nearly 5% in adolescence.

Symptoms of Depression :

- Sad mind often feeling of uneasiness and anger lasting for more than two weeks. The feeling of sadness etc overrides and the child's performance is reduced.
- Increase in weight, feeling weak, lack of sleep or too much sleep
- Reduction in activity, feeling of worthlessness,
- Failure or bad performance in exams due to lack of concentration in study
- Unfriendly behaviour with peers, the teacher, the parents, etc.

Symptoms of Mania in children :

- Changes in mood becomes frequent sometimes at peace or sometimes at height of volatility
- Cannot concentrate becomes inattentive,
- Feeling that one is more clever or stronger than other students
- Starting tobacco or smoking, sometimes alcohol
- Try to organise impossible things / events

Children with above symptoms should be treated properly by a psychiatrist. If not treated well, then it lasts up to approx. 9 months and then recurs after 2 - 5 years in 90% cases.

If during depression there is suicidal ideation or during maniac episode there is likelihood of hurting or damaging self or others, it will be necessary to hospitalise the child. Psychiatric treatment includes medicines like Fluoxetine, Cetriline, etc in depression episode. The maniac episode includes lithium treatment. If proper response cannot be obtained by medicines then Electro Convulsive Therapy (ECT) is also tried.

The psychotherapy is aiming at change in behaviour and cognitive therapy. Such therapies try to get an articulation of the thought process of the child and change it to positive thinking by talking and counselling. An effort to increase coping capacity and social intervention aiming at active help to the child are organised. Family should be informed properly about the disease process and involved in support to the child.

2.3 Attention Deficit Hyperactivity Disorder :

- In this condition the child is very active, cannot concentrate on one thing, cannot control his / her thoughts and feelings impulses.
- One can understand inattentiveness through following activities:
 1. Making mistakes in routine tasks at home and at school
 2. Cannot keep in the same activity or play for a long time.
 3. Is not able to follow / remember straight instruction also
 4. Cannot accomplish given task.
 5. Cannot follow time table or serial tasks in a row
 6. Activities which require good mental strength or patience cannot be accomplished
 7. Forgetting daily activities or things
 8. Changes activity leaving current activity unfinished.



- Following activities suggest hyperactivity
 1. Cannot sit still or keeps playing with fingers continuously
 2. Getting up where sitting is required
 3. Running around without purpose, climbing up on furniture, etc that is not proper.
 4. Does not follow rules of a game and so cannot play properly
 5. Speaking too much
- Following activities impulsive responses
 1. Wants to answer without properly listening to the question
 2. Cannot wait for his / her turn
 3. Speaking too much without reason.

Most of the times this condition affects study and social relationships. As the child grows older the hyperactivity is reduced but inattentiveness and impulsive behaviour affects the work performance. This condition continues even in young age in 16-20% of cases. It is seen that 50% of these cases suffer addiction to substances or even anti-social activities. Proper diagnosis at an early age and use of medicines with psychotherapy helps to a great extent.

2.4 Oppositional Defiant Disorders :

- The child becomes non-cooperative, cruel and violent for at least 6 months
- Keeps arguing and starts opposing or getting angry too often
- Becomes upset and instigates others
- Blames others for one's own mistakes
- The child shows hatred and revengeful behaviour

The above type of behaviour affects the social development and progress in study. This condition is treated with medicines and psychotherapy. Approximately 25% children overcome this problem but others slip into Conduct Disorder when they grow up.

2.5 Conduct Disorder :

In this condition the child usually is aggressive and does not respect rightful activities. The child does not follow rules and ethical behaviour. Following symptoms affect the social relationships and study objectives. E.g.

- Giving threats or beating others
- Use things like bat, glass bottle, hammer, revolver like things for beating others.
- Being cruel to animals
- Be part of violent crimes like loot, theft, speaking lie, etc
- Damaging other person's property or makes others to be unethical
- Remain outside the home or leave home

Children below 18 years are termed as behavioural disorder but after that it is termed anti-social. There is a good amount of role for psychotherapy and pharmacotherapy.

2.6 Psychosis among children :

- This condition is not so common among children. One in one thousand can get psychosis or schizophrenia. It can start as early as 10 years of age. In this condition the coordination between thought process, feelings and behaviour becomes defective or is lost.

Causes of the disease : Causes are similar between adults and children.

- Social factors like familial environment, worries and tension, etc
- There are more chances of transmission of the disease from parents to children due to Genetic factors.
- Bio-Chemical changes in the neurotransmitters like dopamine and serotonin are responsible for the disease.

Symptoms of the disease :

- Abnormal behaviour
- Disturbed emotions like laughing or crying without reason
- Facial expressions are improper
- Abnormal thinking
- Talking irrelevant
- Staying aloof, not interested in surrounding
- Stop going to school
- Lack of social acceptance leads to lack of proper social and logical behaviour
- Developing a complex or belief which has no basis
- Auditory hallucinations
- Feeling scared without reason
- Disturbed sleep, not paying attention to food or personal hygiene

If the disease has started in younger age, then the person faces a lot of difficulties in adult life and often the person develops depression in older age. So, the patient needs to be treated as early as possible.

Treatment :

1. Medicines: Antipsychotic medicines such as Olanzapine, risperidone, haloperidol, etc are given. The children take some time to respond to treatment and often they have side-effects also.
2. Psychological treatment: Parents / family are explained in detail about the disease. They are explained about need for continuing treatment, care for the child and training in how to behave with the child is also given. This child needs to be helped at every stage in life. The child may need help in how to take care of himself / herself. There are special efforts made to gain social acceptance for the child.



3. Rehabilitation: Amount of education as needed should be imparted and the person should be given appropriate training for productive work.

2.7 Use of addictive substances and illness :

- Consumption of certain habit-forming substances may result in bodily and / or mental excitement. The person may develop addiction to such substances. The illnesses caused by the substances are divided into two sections biological effects and effects on thought processes, emotions and behaviour. More and more people suffer from illnesses due to consumption of addictive substances. Usually it is seen between the age of 20 – 40 years. It is more prevalent among men than among women (2 – 5 times more in men). Some children are also addictive to substances.

Reasons for use of addictive substances :

1. Social and environmental factors: The social approval or disapproval for use of substances, peer pressure, availability of such substances etc are responsible for addiction. Broken families, lack of parental care and guidance, etc are some other social reasons. Depression or hopelessness and lack of self-confidence also lead to addiction.
2. Genetic reasons.
3. Children contract the substances from parents or other direct relatives especially for alcohol and tobacco.
4. Mental factors: According to the psychologists, persons with high ego and having aggressive nature are more likely to fall into addictive habits.
5. Person who consumes these substances feel a temporary joy and relief from pain, stress and unpleasant feelings. So, he / she tends to consume the addictive substance. Once addicted, withdrawal of substance may lead to physical and mental symptoms. So, the use of such substance is continued.
6. Other factors such as severe competition in employment or work, machine like modern life, continuous mental stress, etc also result into person getting into addictive substance use.

There are 5 types of addiction that most of the people have. Most of the times people choose a substance according to their social, economic and geographical situation. It also depends upon how available the substance is in their vicinity.

(1)Alcohol (2)Tobacco (3)Opium (4)Cannabis (5)Other addictive drugs

If a person gets at least three of the following symptoms in last 12 months the person is said to have addiction.

- The person has to consume more and more amount of the substance to get the same effect. Or the person gets less effect for the same amount of the substance.
- Withdrawal of the substance increases the adverse symptoms which compels the person to consume the substance

- The person has to continue the usage of this substance for a long time.
- The person may have unsuccessful attempts for stopping the substance
- The person is not able to carry out the social and economic / livelihood activity properly
- The person knows the serious consequences of consuming the substance but is not able to stop it.
- The person spends his / her day in just obtaining and consuming the substance and remains under the effect of the substance the whole day
- The person faces legal offences often.

Effects of Alcohol :

- Short term effects of Alcoholism: Drinking alcohol stimulates a person so that he / she feels a sense of euphoria, feels happy, feels at rest, slowly the speech starts stammering, gait becomes clumsy / stumbling, Coordination of limbs, vision, hearing, etc is lost, respiration becomes slow, memory and alertness are affected, nystagmoid movement of eyes, the person becomes unconscious and may die with higher dose.
- Long term effects of Alcoholism: The mental capabilities are compromised and other physical problems like cirrhosis of liver, jaundice, swelling in abdomen (ascites), loss of libido, infertility, neuropathy, etc.

Socio-economic and professional effects :

- Due to addiction of alcohol, the person loses wages and becomes financially weak which has an effect on the family
- His / her children's education and health is hampered
- He / she loses the social respect
- The person is not able to fulfil the social responsibilities
- The person is also not able to fulfil the work responsibilities

Treatment : It is done in two phases. First phase includes the treatment for physical effects of alcoholism. The person may be suffering from many withdrawal effects of the substance. They are treated by giving medicines which rectify the physical effects of alcohol and alcohol withdrawal.

In the second phase, mainly counselling is provided to the person and his / her family. Various factors which influence the person to intake alcohol or leave alcohol are discussed in detail with the patient and the family. They are also given confidence that alcohol can be stopped effectively with therapy. Various mental effects of alcohol such as psychosis, depression, etc are discussed with the family and the patient. They are educated about restart of Alcohol and in that case they need to repeat the treatment.

2.8 Borderline Intellectual Functioning :

- Children suffering from this problem are not skilful to maintain relationships in the school, in the family and in other social fields. These children often fail in exams, have a smaller number of friends, are behind other students in play and sports. Their intellectual quotient falls between 71 to 84. Children who are consistently behind others in sports, education, etc should be referred to an expert and get his / her IQ measured. It is understood that 6-7% children suffer from this difficulty. The children may have some of the mental problems manifesting in different manners. So, it is important to get them diagnosed.

Causes : There are many risk factors which may contribute to development of this problem. E.g. genetic factors, environment which may have affected the foetus, serious illness during pregnancy or in childhood, exposure to poisonous substances, etc. Problems such as congenital rubella, foetal alcohol syndrome and chromosomal abnormalities affect the child adversely.

Treatment : These children need special education and training. They also are taught the social mannerism so that they have similar status in the society. They should be made to study in normal schools with other children.

2.9 Learning Disorder : Some children have normal IQ but they may be deficient in one of the following skills such as reading, writing, calculation, logic, etc. This is termed as Learning Disorder. These children are disheartened, have less confidence, cannot maintain relations with peer group and often suffer from depression and other mental illnesses also.

Kinds of Learning Disorders :

(1) **Reading Disorder :** These children are deficient in reading skills. These children may not be able to read and even pronounce the words.

- Approx 2 to 8% of children have this disability
- More boys suffer from this disorder than girls
- Often children lend up into depression due to this difficulty.
- Causes of this difficulty are not exactly known. But it is found that the genetic constitution, development process and family environment could contribute to the child's ability to read.

Diagnosis is made based on complaint of the parents or teachers. Some IQ tests are developed to find out severity of the problem. One is able to diagnose this problem at around 6-9 years of age. While reading These children omit words or letters, may add certain words, may read very slowly, etc difficulties affect studies and education process.

Treatment : Special methods of teaching are used to help the child overcome reading disability. If there is any associated mental illness then it should be taken care of.

(2) **Difficulty in Calculation :** The child is not able to understand and internalise the language of calculation such as addition, subtraction, multiplication, etc. Early diagnosis can be made at around 8-9 years. Special tests are developed to find out the severity and level of the

problem. Special methods are used to diagnosis. The difficulty can be overcome to certain extent by special step-wise teaching by special teachers.

- (3) Difficulty in writing : The child has problem in written expression. The child makes mistakes in writing, grammar, making sentences, expressing oneself fully, etc compared to other children of the same age. Approx 4% of school-going children have this difficulty. More boys than girls have this difficulty. The child lacks self-confidence, gets angry very soon and is often unsuccessful in studies. Special tests are available to find out about severity and level of problem. This problem can be overcome to a good extent if special teachers are available who are expert in training of the child like this.

If the IQ of the child is normal but has difficulty in learning (reading, writing, calculation) compared to other children of same age then the child should be referred to a psychologist or psychiatrist.

2.10 Tic Disorder :

- The child keeps shaking on of his / her limb or other body part vigorously and frequently. E.g. the child makes loud noise, lifting his . her eyebrows, abrupt lip movements, pull observed in the face and neck muscles, etc. This may disrupt the child's regular activity frequently or sometimes it may be socially embarrassing.

2.11 Bed-wetting (Nocturnal Enuresis) :

- In this condition the child passes urine unknowingly during sleep. Normally if the child passes urine at least twice a week for more than 3 months and if the problem does not go away by bladder training, then medical attention is required. If this is not treated then it may be physically, socially and mentally disturbing to the child and the family. This can have adverse effect on the child's study.

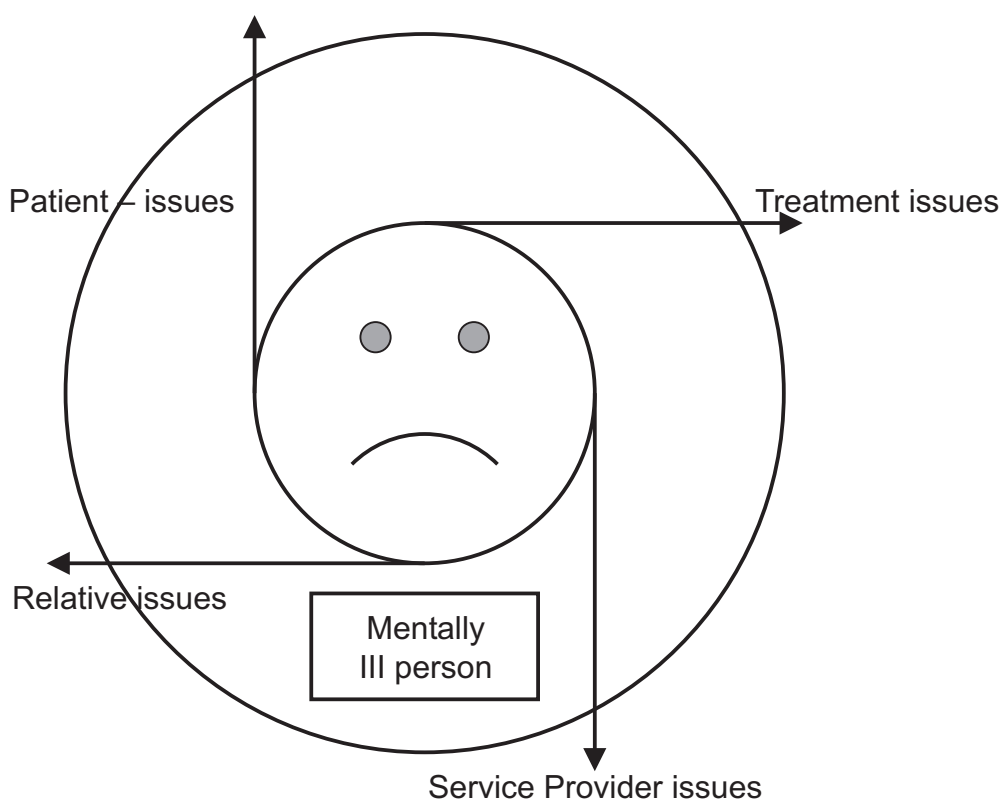
2.12 Mental Retardation :

- If a person below 18 years is unable to adjust as per time and circumstances, and is having low intellectual capacity then it is termed as mental retardation. It is possible to decide the intellectual disability by measuring the Intelligence Quotient of the child. If it is less than 70 it is considered mental retardation. See the following:

<u>Type of disability</u>	<u>Intelligence Quotient</u>
Mild Mental Retardation	50 to 69
Moderate Mental Retardation	35 to 49
Severe Mental Retardation	20 to 34
Profound Mental Retardation	less than 20



Causes : Genetic deficiency is the main cause. Also, birth injury, frequent seizures, brain infection, iodine deficiency in the mother, etc also contribute to development of mental retardation. Also certain infections during pregnancy is also a cause of mental retardation. Normally these children have delayed development milestones e.g. sitting, walking, speech, etc. Depending on severity of retardation the child learns to take care of oneself or doing personal activities in a delayed manner. These children can achieve the best of their potential if they are trained properly for whatever area. There is no medicine for mental retardation but the associated disease like epilepsy and behavioural problems like anger, violence, destructiveness can be treated and kept under control.



Patient remains without treatment

TRU believes that there is no alternative to establishing community services, i.e. It is only by bringing psychiatry outside the four walls of institutions. It should become more understandable and more accessible to the community; we can reach out to many more patients and people. If these issues are not taken care of in time and in right manner then patients remain untreated in the community. The community also feels disheartened and neglects the mentally ill persons more and more. We seek cooperation from every sector and every person to help in this herculean task of reaching out to those who require help. Teachers are a resource at the community level and if they also join hands then probably, we have almost achieved the goal.



Case Study

1. Undisciplined Ayesha :

Ayesha is 11 years old and is a very clever girl. But she was known to behave in undisciplined manner right from 1st standard. She was good at studies so her behaviour was acceptable by others. She continued to take away other students' materials (pen, rubber, etc), run around unnecessarily in and outside the class, start singing aloud and would not allow others to study on their own.

Artiben is the new class-teacher who has been just transferred from Vadodara to this school. She immediately understood the problem and was interested in solving the same. She visited the parents 2-3 times. She came to know that Ayesha's mother passed away two years ago. The father was too busy in his business. So Ayesha was looked after by her father's mother and sister. The aunty was very strict and advocate of discipline. Ayesha used to get beating for her disapproved behaviour. She's punished and does not get food for her behaviour quite often. The grand mother would keep cursing Ayesha's mother for giving such an undisciplined girl at her care. Ayesha would also get angry and would speak flat on their face or would misbehave to disturb them. She has tic like thumb sucking all the while, hair pulling and breaking, breaking the toys, crying unreasonably loud for small reasons, shutting the grand mother or aunty in bathroom, etc were her bad behaviours. For all these she would be further punished.



Artiben called upon Ayesha's father and discussed her case. She advised the father that Ayesha is too stressed because her mother is no more. She also asked him to keep an eye that the others in the family would not speak bad words for Ayesha's mother. A photograph of Ayesha's mother was found and hung on the wall. She asked the family to speak a prayer before the photograph every evening and garland the photo. All these measures had positive impact on the home environment and Ayesha also started responding positively. Ayesha was good at singing. So, the teacher asked her to teach singing of poetry to other girls in the class. Ayesha was very happy to get this recognition from the teacher. She cooperated also and became quiet and attentive in the class. Ayesha's study improved further and she stood first in the class in her annual exams. Thus simply by understanding the problem and diverting Ayesha's energy to a positive direction, the teacher could obtain good results and the family also benefitted.

2. How was Sonu helped?

Sonu, 13 years old everyday faces harassment by older boys on the way to school. They laugh at Sonu's clothes and cut jokes at how he speaks and give other personal remarks. Once or twice the boys dragged Sonu to a bush, removed his clothes and harassed him sexually. Sonu was threatened by them and strictly asked not to talk about this to anyone. Sonu remained quiet

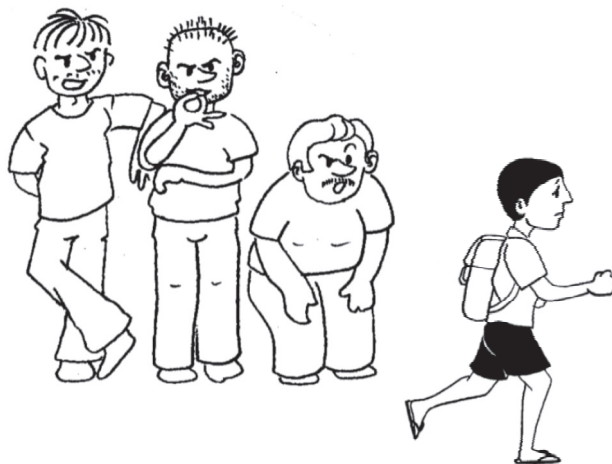
but changed his route to the school. But the boys found him and again started sexual assault one by one by all four of the older boys. They threatened Sonu that if he told about all these to anyone then they would harass Sonu's younger sister. Again Sonu became quiet.

But all of these had adverse effect on Sonu. Now he remained aloof, did not participate in play and games, could not pay attention to studies and so his performance worsened. The annual exams came and Sonu could not pass the exams. The class-teacher Jatinbhai was surprised at Sonu's failure in exams because all along Sonu had a good record for studies. He met the parents and Sonu's friends and asked for reason.

As he could not elicit any obvious reason, he started paying more attention to Sonu in the new semester. Sonu was still inactive and remained aloof. Jatinbhai took the parents also in confidence about this issue. The parents complained that the child is not quite well. He has started having low fever and he puts his hand in the undergarment to touch his lower organs. He cannot sit for a long time at one place and is totally inattentive. The parents took Sonu to a doctor in the PHC. The doctor found some injury and infection at the Sonu's anus. He gave him medicines but wanted to know about what was the history. As Sonu would not speak the doctor left it to the parents and the teacher to find out about it. Sonu told about the incidents of harassment to Jatinbhai, the teacher. Sonu was reassured of support and help. The teacher quietly followed Sonu once and identified the boys who used to harass Sonu. Jatinbhai took help from other teacher and also the Village Sarpanch to get Sonu released from those bad boys. Sonu was treated by the medicine regularly and was now free of the fear of those boys. He got good results at the annual exams.

3. Prachi's problem :

Prachi studies in std 10 and is also good at studies. Her teachers have high expectation from her. Prachi complains that these days she is not able to concentrate on studies and has different thoughts when she tries to read for the exams. The teacher Nilaben gave her some instructions about how to concentrate etc. But her problem was not solved. So Nilaben offered to give her special tuition for preparing for exams. She also started the tuition. Still the problem did not change much. Nilaben then decided to discuss the issue in detail with Prachi and her mother. It was found that Prachi's mother lives in this city with her two children and her father lives in Dubai for work. Prachi's mother does not take too much interest in the children's study. She spends her day in partying and club meetings as well as going to friend's home wearing fashionable garments. Thus Prachi is deprived of her mother's attention all the while. Prachi is also in her adolescence and she likes to talk to the boys and making friends with them. Prachi is also then worried that she may become pregnant if she cannot leave her thoughts about the boys.



Nilaben explained Prachi about adolescence and how is it natural to think of boys in this age. She gave scientific information about the body processes and encouraged her to set aside the worry of getting pregnant and consequent problems. She also taught her to be normal and be friendly with the boys while not losing focus on the study.

Still her problem of worrying about exams was not solved. She always worried that if she does not get enough marks as per her father's expectation then what will happen. So Nilaben talked to Prachi's mother and encouraged her to talk and support the daughter in her day-to-day problems. The mother understood the seriousness of the issue and started be with the girl for every small detail regarding her study. She also took her to a counsellor who recommended that she should take some medicine to relieve her stress. After some sittings with the counsellor Prachi became normal and now is able to study properly. She got good result in the preliminary exams and is hoping to appear in the Board exams with good preparation and get good marks to pave a way for future career. Thus Prachi's problem was solved because of the teacher's deeper interest in her case. Similarly many students can be helped if the teacher plays a sympathetic role and is deeply interested in the student's life.

4. Difficulty faced by Prakash :

Prakash is 15 years old and studies in standard 9th. Next year he will be in 10th std. His older sister Jigisha is very bright and good at studies. She stood first in std 10th and now she is now in std 12th . The school teachers and everyone else believe she will perform well and the school will have a good name after her. There is always a comparison between the two kids and the teacher thinks that Prakash is not as good as his sister Jigisha.

Prakash has heard this comparison several times and is quite disturbed by this. He is not very good at studies and he passes the exams with difficulty. So he is all the while worried and anxious that he is not good and that he cannot perform well enough. He also thinks he is a dull student and so no one likes him including the parents because everyone keeps praising his sister only.

Prakash also shows other signs not very acceptable in the society. He likes to peep into his sister's room to see her change clothes. He even wants to see his parents spending time together and tries to see them at night. There are complaints that Prakash is now teasing the girls around him. He steals some money from father's wallet to party with his friends. Now the mother and the sister often feel scared of Prakash's behaviour. The sister is often not able to study properly when Prakash is at home.

Day by day Prakash became more and more callous about himself and his behaviour became very odd and arrogant. He would copy from other students during exams, hurt other boys during play, would enter into fights without reason etc were some more worrisome behaviours.

Prakash's mother was really worried about the son. She talked about this difficulty with her friend Kalashri who is a science teacher in the nearby town. Kalashri called Prakash to her home and won his confidence by patient listening and empathetic attitude. Prakash told her that no one loves him in his family and everyone loves his sister who is bright at study. Prakash tried to




become like her but feels he will never be able to be as bright as his sister and that the parents will never love him. Seeing this possibility he does not want to live and wants to commit suicide or run away from home where no one will be judgemental about him and compare him with others about study. Being alarmed at the seriousness of the situation, Kalashri intervened with Prakash's



family. She convinced the mother that she needs to be as attentive to the son as she is with the sister. No two students could be alike and that getting little less marks or even a failure should not result into neglect and loss of affection for the child. Prakash is now growing up and needs some pocket money also. She managed to convince his father to give some pocket money to Prakash. She managed to encourage parents and others around Prakash not to make comparison between him and other students. She also convinced the parents to buy a new watch for Prakash to help him to read as per time table. All these efforts and sympathetic talking by the parents Prakash is now encouraged to read more and pay attention

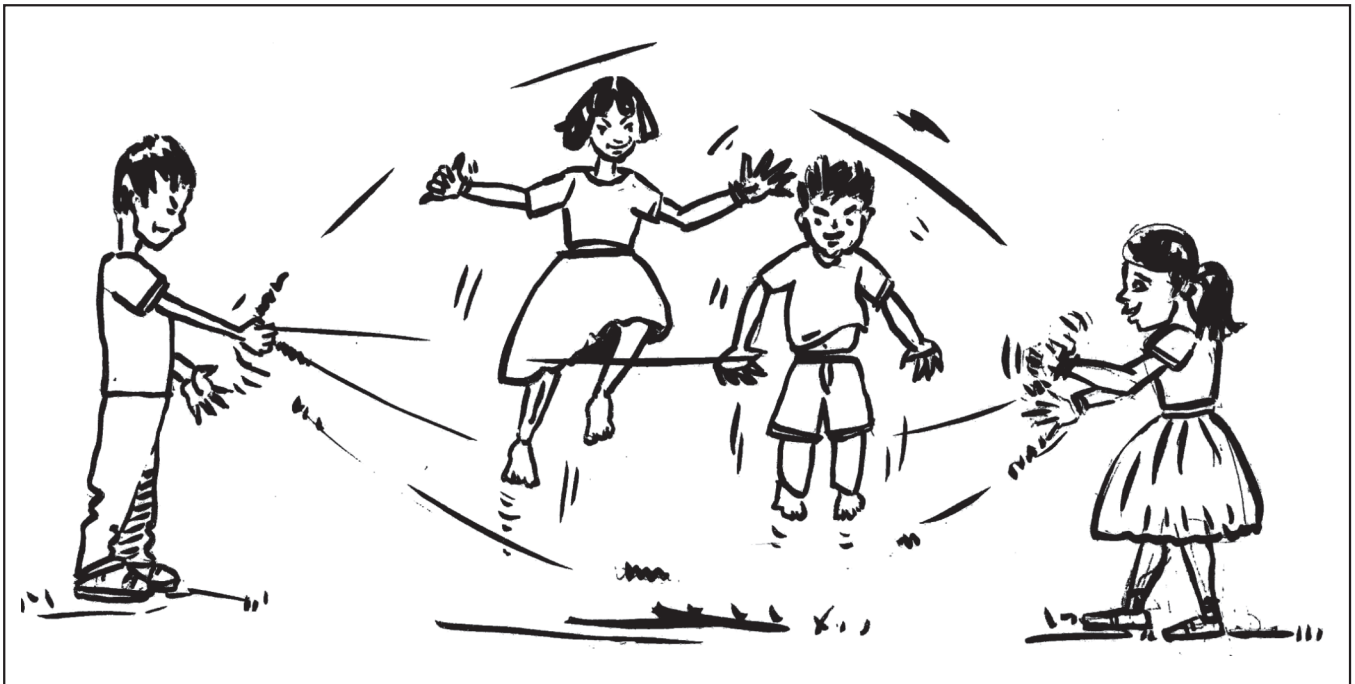
to the study. He is now aiming at getting as best result as he can and win the confidence of the family. Kalashri started teaching him at home during the weekends and encouraged his mother to help Prakash in his study on daily basis. Mother also changed herself and took deeper interest in Prakash and his studies as well as other needs. Now Prakash feels more confident that the family loves him and now that he has attention from everyone he needs to prove his worth by studying more and more. Exams were close by and Prakash performed quite ok at the exams. The family was happy and celebrated his success by inviting his friends to home and enjoying with them.



The teacher should pay more attention to the children who may be slow at studies. The teacher should pay personal attention and understand the child's problem and try to solve. If there is no specific problem then the teacher should try working with the child in order to explain all the difficult sums and lessons again and again till the student is able to grasp the same.

Note : All the above are case-studies which classically show that a genuinely interested teacher can, not only arrive at correct understanding of the child's problem; but also work with parents to solve the same. This way a life is saved by an attitude of patience and cooperation.

Play and games for psychosocial health promotion of the students



What will the teacher learn ?

1. Importance of play in a child's life
2. Benefits of playing, kinds of play and role of a teacher
3. Age appropriate games and play enables good psychosocial development of a child.
4. Some play and games based on science experiments will help the child understand the complex issues in science in a better way.
5. Play and games to encourage good psychological development of the child.

We do not repeat the description of various play (Pages 100 to 121) and fun-games because many of them are culturally embedded and are not quite possible to translate and carry the same into English. However every culture has such and similar games which can be replicated for the small children. For older children there are many games which are to be organised with some effort by the school..



Games for health promotion

Games are not only meant for fun but they help psychological development of a child. To run, to jump, to swing, to slip, cycling etc also help physical development of a child and make him / her more energetic. Also the games teach sportsmen spirit, decision making, maintain one's safety, group spirit, to stand against odds, do adventure, accepting and living defeat and winning, etc to the child. All of these add to child's self-confidence. Artistic skill and expression are also part of the games and play. The child also learns to deal with anger, frustration, worry and other such very personal experiences. The child develops to enjoy happiness and become mature during the play and games. Child also learns to follow rules, ethical



values, social expectations and roles and above all the basic values like environmental degradation and exploitation are learnt through play and games. Child also learns to become curious about what is happening around and learns to question. The important learning is that one needs to keep trying and struggling for result without getting tired through games and sports only. So it is our earnest appeal to the teachers that they must include sports, games and playing in daily curriculum of a class.

The children require age appropriate toys and games. So, it is a must to have a toy room / play room in primary school also. The secondary schools must have a play ground and other space for indoor and outdoor gaming.

1. Play with water : The child loves to play with water. Bathing, playing in water, swimming etc are important for the child to learn coordination and science properties of water.

2. Play with sand : The child learns to be creative making different shapes and making floor painting. Exploration with different consistency of the sand helps him / her to be happy and feeling through coordination of fingers and eyes.
3. Musical instruments : Music gives a different experience to a child. The child learns to concentrate, know the difference in various sounds and expressions, languages and emotions. Simple instruments and playing with them is an important experience in life for a person at all ages.
4. Playing with art and related instruments : Play with colours, paper, brush, crayons, etc are very important tools for expression. Often drawing and painting becomes a way of making a child express his / her feelings and impressions of any happy or untoward incident or social circumstances. Carving, pasting, modelling, shapes from paper mesh, developing new games like puppets etc from such materials really help imagination and coordination of various organs at all ages.
5. Story books : Stories are also an important medium of learning for a child. Reading and seeing pictures in a book help increase the observation skills and learning to concentrate, imagination and experiencing the situations help the child a lot. When the child repeats the story to another person the confidence levels boost up and the child is satisfied to see that others are also equally enjoying his / her narration.
6. Play with building blocks : Helps the child imagine the shapes and realisation about how they are formed. The child creatively plays to make different shapes and buildings etc again and again.
7. Doll house : A small doll house helps the child recreate the family and daily life through imaginative and interesting way. Social relationships and roles are also learnt through such a play. Use of a mirror and different kind of clothing etc is also a way of learning for a small child. After growing up the child learns to enact a role in drama or functions in his / her school. The child becomes more expressive and responsible through this kind of play.
8. In-door games: Games such as carrom board, many other kinds of board games, chess, business game, etc also help a person to develop concentration and imagination.
9. Free play toys: They help a child of different ages to understand the vehicles, the animals, the home instruments, the musical instruments, the story telling using these toys, etc and therefore they are important for a child and intellectual growth.

Many kinds of out-door games can also be given to the children of all ages, especially the grown up child, the adolescents etc to develop many practical ways of dealing with problems and also learn how to control one's emotions. There could be science laboratory, library, computer labs etc also for students of different ages. They all help in widening the horizons of thinking and imagination for the students. So we appeal to all the schools to make provisions of different types for enabling play and games by the students of all classes. These certainly help the students to develop healthy living and development of brain and mind.



Benefits of playing. Types of sports, Importance of a teacher

Importance of play and games are known since history dates back. Human being and even the animals enjoy play. Children develop the power of observation, and creativity through games and sports only. Here are some other benefits of play:

1. Increases energy levels in the body
2. Makes one happy and to develop pleasant outlook
3. Enables physical growth and body building
4. Enables to learn team spirit and friendship
5. Courage, control over feelings, patience, observing rules, learning to lead, quick decision making, concentration, generosity, sports spirit, compliance and tolerance are all developed through practice of various games.
6. It provides good exercise, muscle training, enables good sleep, breathing exercise, balancing, elasticity to various body parts, etc which help in healthy and disease-free body.
7. The play helps reducing negativity and impulsivity in life
8. The games and sports create an environment to reduce criminal activity, discrimination, unhealthy competition and rigid belief structures in the society.
9. It can be instrumental for propagating peace and equality



Teacher's role in the play at school : The teacher has a great role in giving direction to the psycho-social development through games and sports. The teacher observes each child's play and expressions during play and then helps modify the responses in positive direction. Thus a good play teacher is an asset for the future development of the students at school because the base for future personality develops now.



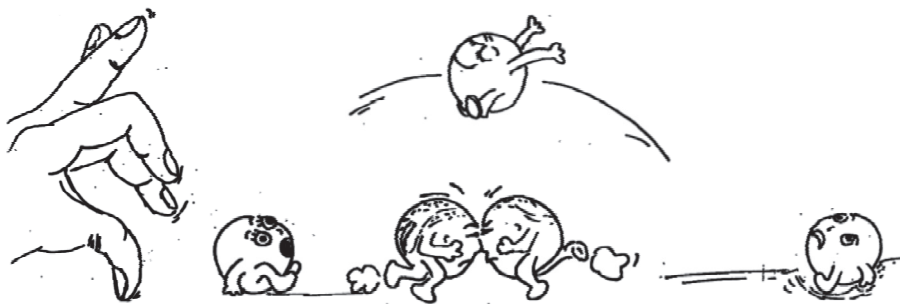
Experts say that the effect of mass media, child's nutrition and better opportunities have increased the child's observation power, curiosity and intellectual capacity for the children of modern age. But it is important to see that the experiences of the children at school and encouragement through play and extra-curricular activities have the most important contribution for the future citizens. Hence the playground and play are to be made a way of life for most students at school.

Playground for Children : Play ground has a very important contribution to a child's development as well as it leaves the child with memories in his / her adulthood. Right from the small age of 3-5 years, the child finds out a play place for himself / herself. That could be a corner of the home, under a tree, near neighbourhood, in front of the house, or wherever space permits the child makes it the play place/ground.

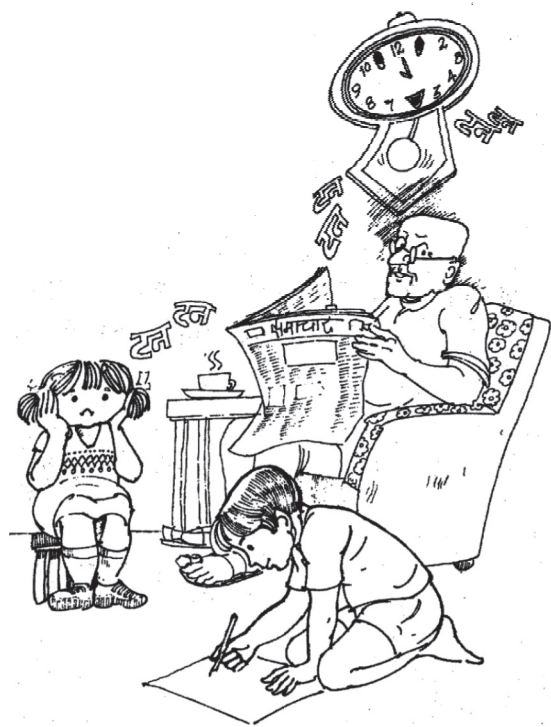
But if the school provides a play-ground and promotes age-appropriate sports and group games, it provides a great stimulation and exposure to the child. The child learns to be tolerant, resilient and develops capacity to stand odd situations. Not only his physical growth, but also he / she becomes more energetic, responsive, be aware of and accepts co-players and their abilities, learns group discipline, team-spirit and rules and most importantly the child learns to control emotions and develop logical thinking.

Types of play :

- | | |
|--|--|
| 1. Physical training and exercises | 7. Table tennis, badminton, etc |
| 2. Boxing, karate, judo, etc | 8. Jim games |
| 3. Group games such as kabaddi, football etc | 9. Electronics games |
| 4. In-door games | 10. Hiking biking cyclohone, triothone, etc |
| 5. Various types of running games, swimming, etc | 11. Games for small children as given in this book. |
| 6. Adventure games such as horse riding, etc | 12. Sitting in one place and playing antyakshari, puzzles, etc |
| | 13.And many more. |



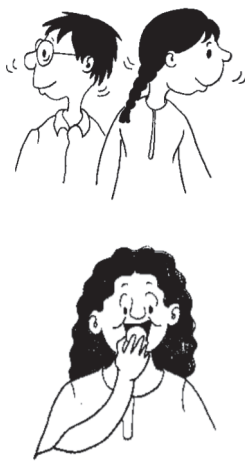
A lot has been said in this book about the importance of games and art as medium for expression and they pose a world of different experiences and enhance learning in a child's life. Games and extra-curricular activities contribute to a person's psycho-social development is now without doubt. Children of all ages are very creative and if they are given freedom and enough stimulation to participate in any of such activities their motor development, their cognition and their body goes a long way to transform into a positive personality. As the children spend more time at school it is the school's responsibility to organise for such stimulating exposures through play and games. Obviously, the teacher acts like a catalyst in their growth and cognitive development. We therefore advocate for age appropriate play for children of all ages at the school under direct eye of a sympathetic and caring teacher.



Science education through play : It is seen that a lot of scientific principles are part of the formal curriculum of children at primary and secondary schools. The teacher has to organise various experiments using appropriate apparatus in the laboratory. At the same time we need to also organise the play around these principles, e.g. properties of air, water, light, etc can be easily learnt in many ways through practical.

In this book a lot of such practical games and play are suggested for children of various ages, especially small children. Young children below 10 years are found to be quite creative and they like to play. Secondly, their burden of curriculum is not so heavy and they find time for play at the school as well as at home. The teachers and parents should pick up this freedom when children are small and enable their psycho-social development.

Note : We have kept the pages 100 to 121 in Gujarati version as same in this English version. These kinds of play and games are culture specific and language specific. The user may collect and collate them as required.

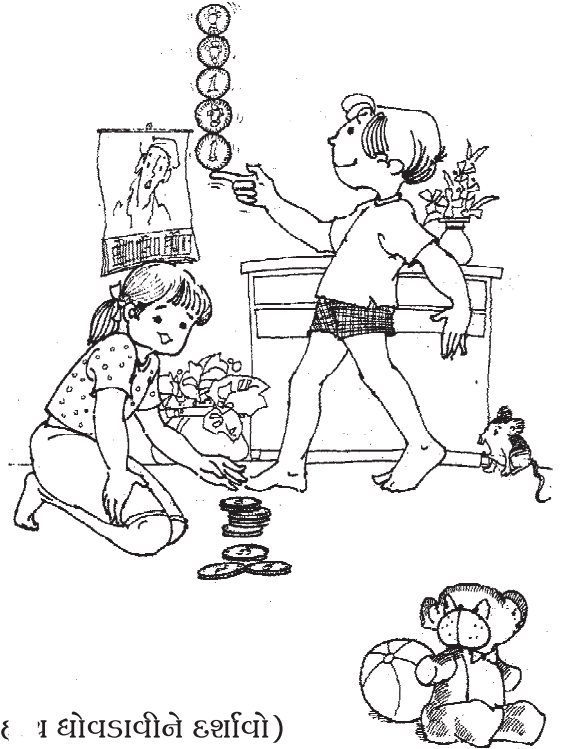


વિજ્ઞાનના પ્રયોગો અને બાળકનો મનોસામાજિક વિકાસ

બાળકોના ભણવામાં આવતા જુદા જુદા વૈજ્ઞાનિક સિદ્ધાંતો તેને જાત-તપાસ અને જાત અનુભવથી શિખવા દો. શાળામાં આ અંગે જૂજ સાધનો જ જોઈએ છે. આ પ્રયોગો બાળકો શાળામાં સાથે મળી ટુકડીબદ્ધ રીતે રમે/કરે તે જરૂરી છે. આવા પ્રયોગો કે રમતો બાળકો શિક્ષકના સાબિનિધ્યમાં કરે તેથી તેમને આયોજનપૂર્વક વિધિવત્ સિદ્ધાંતોનો વ્યવહારિક અનુભવ મળે છે. વળી આવા પ્રયોગોથી બાળકોની નિરીક્ષણ શક્તિનો, તારણ કાઢવાની આવડતનો અને સાથે મળીને કામ કરવાની સમૂહભાવનાનો વિકાસ થાય છે. કહેવું જરૂરી નથી કે આ બધા જ પ્રયોગો શાળાકીય શિક્ષણને વધુ રસદાયક બનાવે છે. તેમજ સિદ્ધાંતોના દઢીકરણ માટે ખૂબ જરૂરી છે.

પાણી સાથે વિજ્ઞાનની રમતો :-

૧. પાણીના આકાર (જેવું વાસણ તેવો),
૨. હલકું ભારે, તરતી ડૂબતી વસ્તુઓ,
૩. ફૂત્રિમ વરસાદ (ડબ્બીમાં કાણાં પાડી),
૪. પવાલુ ઊંધું કરવા છતાં, ભરેલા પ્યાલામાંથી પાણી ઢોળાવું નથી. (રૂમલ કે કાગળ, પૂર્ણ ભરેલા પ્યાલ પર મૂકી, પ્યાલો ઊંધો કરવો) (હવાનું દબાણ - વગેરે મોટા થતા બાળકો સમજશે.)
૫. જુદા જુદા રંગો (પાણી તેરા રંગ કેસા ? જીસમેં મિલાયે લગે ઉસ જેસા),
૬. સ્વાદ (લીંબું, મીઠું, ખાંડ, ડૂહીનો, ફટકડી, મરચું, મરી, આમળાં, લીમડી),
૭. સાબુવાળા પાણીના પરપોટા,
૮. વાદળી પાણી ચૂસે છે.
૯. મીણ લગાડેલી સોય તરે છે.
૧૦. ઇંડુ તરે છે.
૧૧. પાણીમાં ચોક ડૂબતા પરપોટા થાય,
૧૨. દ્વાપ્ય અદ્વાપ્ય ચીજો.
૧૩. ટોટીમાં પ્રવાહી ચઢાવવું,
૧૪. પાણીમાં લાકડી વાંકી દેખાય છે, (વક્રીભવન).
૧૫. બ્લેડ તરે પણ, ડૂબે પણ (નાંખવાની રીત).
૧૬. પાણીમાં વમળો.
૧૭. સ્ટ્રોપાઈપથી પાણી પીવું (કાણું પાડો તો ન પીવાય),
૧૮. કાંકરાથી પાણી ઉપર ચઢાવવું.
૧૯. પાણીની પીચકારી (હવાનું દબાણ),
૨૦. ભીના ચોકથી લખવું,
૨૧. ચોખ્ખું પાણી - ગંદુપાણી (બહારથી રમીને આવનાર બાળકના દાંડ ધોવડાવીને દર્શાવો)
આ યાદી ખૂબ લાંબી કરી શકાય.



આરોગ્યના સંદર્ભમાં મોટા બાળકોને જૈવિક અને રાસાયણિક પ્રદૂષણવાળા પાણીથી કેવા કેવા રોગો થાય છે તે માઈક્રોસ્કોપ વાપરીને કે અન્ય રીતે સમજાવી શકાય.

અવાજની રમતો :- (૧) તાળી (૨) પાંદડામાંથી પટપટિયું (૩) કાગળનું પટપટિયું (૪) મોં પર હાથ મૂકીને અવાજ (૫) પ્લાસ્ટીકની બાટલીનું તળિયું કાપી બૂચવાળા ભાગેથી બોલવું (૬) ચપટી વગાડવી (૭) કાનમાં ફૂક કરવું (૮) જલતરંગ - બાટલી કે કાચના પ્યાલા - (પાણી ઓછું વતું રાખવું) (૯) ખાલી ખોખામાં કાંકરા મૂકી ઘૂંચરો બનાવવો

(૧૦) સિસોટી (૧૧) વાંસળી (૧૨) ડુગડુગિયું (૧૩) ખંજરી (૧૪) ફૂલાવેલા ફૂગામાંથી ધીમે ધીમે હવા કાઢવી (૧૫) લાંબા સર્પ જેવા ફૂગા પર હાથ ઘસવો (૧૬) અંબુડિયો (૧૭) વઘારનો અવાજ (૧૮) પાણીમાં બાટલીનો બૂડ બૂડ અવાજ, (૧૯) પડઘા પાડવા, મંદિરમાં, ખીણમાં, ફૂવામાં (૨૦) પથુ પક્ષીની ગર્જનાના અવાજ યાદ કરાવાય, (૨૧) વાદળના ગડગડાટ (૨૨) વીજળીના કડાકા - પ્રકાશ.

કાચ - અરીસાથી રમતો :- (૧) સાદો (૨) જાડા, પાતળા બતાવે તેવા અરીસા (૩) બે અરીસા સામસામા મૂકી, વચ્ચે બાળકને ઊભું રાખીને કે મીણબત્તી મૂકીને (૪) સૂર્યકિરણોનું પરાવર્તન (૫) કેલિડોસ્કોપ, (ત્રણ કાચ ત્રિકોણ ગોઠવી તળિયાની બાજુ - કાચથી અંધ કરી, તૂટેલી અંગડીના ટુકડા નાખી અનેક આકારો બનાવવા) (૬) બિલોરી કાચ - મોટા અક્ષરો - વસ્તુઓ દેખાય, કાગળ બાળી શકાય (૭) પ્રકાશનું પરાવર્તન (૮) પાણી ભરેલી ડોલના તરંગોના પ્રતિબિંબ - દીવાલ પર જોવા.

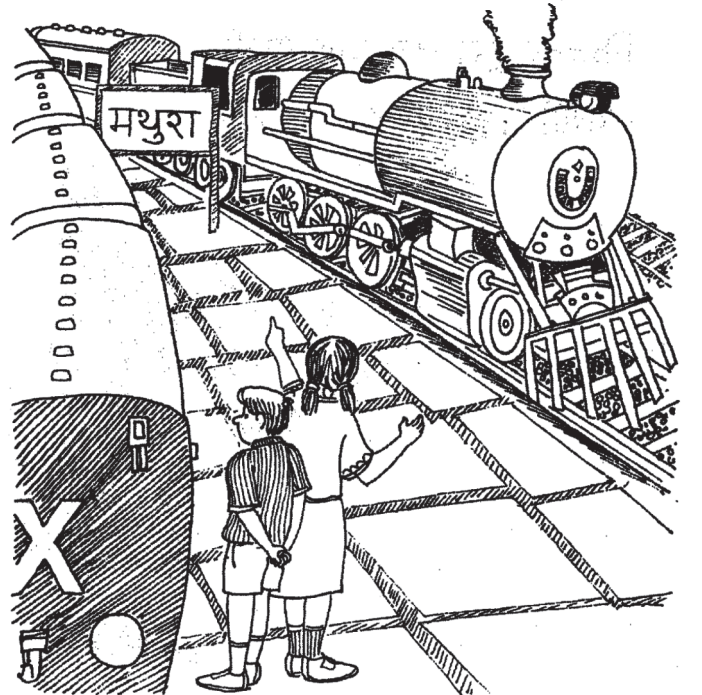
ઠંડુ અને ગરમ :- (૧) બરફ (૨) ગરમ પાણી (૩) મોંથી ગરમીની ફૂંક (૪) નાકમાંથી હવા (૫) રૂમાલમાં ફૂંક મારી અંધ આંખોને શેક આપવો (૬) ભીની માટી, ભીનો રૂમાલ પેટ પર, માથે મૂકવો, (૭) કાચકા ઘસવાથી ગરમ થાય (૮) અંધ હાથ ઘસવાથી ગરમ થાય (ભીના હાથ સૂકા થઈ જાય) (૯) ભીના કપડાં તડકે વહેલાં સૂકાય.

લોહચૂંબકની રમતો :- (૧) ટાંકણીઓ કાગળ પર દોડે (૨) છરા/પારા કેપ્સૂલમાં મૂકી ડોલાવવા (૩) બે લોહચૂંબકો હવામાં ઉછાળી અવાજ ઉત્પન્ન કરવો.

લંબાઈની ઓળખ :- ૧ થી ૧૦ સે.મી.ની કાગળ કે લાકડાની પટ્ટીઓ લેવી. લંબાઈ પ્રમાણે બાળકો ગોઠવશે. તેવી રીતે પિરામીડ ગોઠવવા.

મીણબત્તીની રમતો :- (૧) ડોલતી મીણબત્તી, (અંને છેડે સળગાવવી, વચ્ચે લાંબી સોઈ આરપાર ખોસી, પ્યાલા પર મૂકવી - ડોલવા માંડશે) (૨) મીણબત્તી સળગતી રાખવા પ્રાણવાયુ જરૂરી છે. (ગ્લાસ પર ઢાંકણ ઢાંકતા બૂઝાશે) (૩) મીણબત્તીથી ગ્લાસનું પાણી ચઢાવવું (૪) ગ્લાસ ઢાંકતા બે મીણબત્તી વહેલી ઓલવાઈ જશે, એકને વાર લાગશે. (પ્રાણવાયુ) (૫) ગરમ કરી મીણને આકાર આપવા (૬) સિક્કો રૂમાલમાં મૂકી ગરમ કરો - રૂમાલ બળતો નથી. (સિક્કો ગરમી ખેંચી લે છે)

પ્યાલ-સમજની રમતો :- (૧) હલકા અને ભારે પદાર્થો, તરતા ડુબતા, ઓગળતા ન ઓગળતા (૨) સ્વાદ પારખવો (૩) ઘન અને પ્રવાહી (૪) સજીવ - નિર્જીવ (૫) ભાગો ૧/૨, ૧/૩, ૧/૪. (૬) વિવિધ આકૃતિઓ ત્રિકોણ, ચોરસ, ગોળ (૭) લાલ, પીળો ને વાદળી - મૂળ રંગ કહેવાય, બાકીના બીજા બધા મેળવવાથી થાય (૮) મેઘધનુષ્યના રંગો - પીછામાંથી સૂર્ય, વીજળીની બલ્બ તરફ જોઈ, પાણીમાં આયનો મૂકી (૯) વનસ્પતિની ઓળખ (૧૦) હળદર - સાબુ પાણી - રંગબદલાય (૧૧) પોટેશિયમ પરમેનગેનેટથી રંગ બદલાય (૧૨) જાસુદના ફૂલને કાગળ પર ઘસી, લીંબુના રસથી ચિત્રો દોરવા (૧૩) કાગળનું વાસણ / બોક્ષ બનાવી તેમાં પાણી ગરમ કરવું (૧૪) અદૃશ્ય ચિત્ર - મીણબત્તી સફેદ ચોકથી, મીણબત્તીથી ચિત્રો દોરી પછી બતાવવા - દૂરથી ન દેખાય - ઉપર રંગીન સહી ચોપડતાં, દોરેલું ચિત્ર સ્પષ્ટ દેખાશે (૧૫) પોપટ



પાંજરુમાં (એક તરફ કાંડી પપેટમાં પોપટ પાડવો, બીજી તરફ પાંજરૂ પાડવું. પછી કાંડી ઝડપથી ફેરવવી /- તેમ તળાવ માછલી, ફૂલો અને ફૂલદાની) (૧૬) બાટલીમાં રંગીન કુવારો (બે બોટલમાં - એકમાં સાદું ડુંડું પાણી, બીજીમાં રંગીન ગરમ પાણી ઉપર ચઢશે) (૧૭) વસ્તુ ઊંચી ઊછાળવા છતાં નીચે જ આવે છે (ગુરૂત્વાકર્ષણ) (૧૮) વરસાદ કેમ પડે છે ? (૧૯) છોડ કેમ ઊગે છે ? (૨૦) બાળક કેમ જન્મે છે ? (૨૧) ગંધ - લસણ, કાંદો, કુદીનો, કેરોસીન, પેટ્રોલ (૨૨) દૂરના રેલ્વેના પાટા નજીક જણાય, ટ્રેન શરૂ થતા સામેની ચીજો ચાલતી દેખાય (દ્રષ્ટિભ્રમ) (૨૩) લજમણીનો છોડ લજવાય છે (૨૪) તેલવાળા કાગળ પારદર્શક બની જાય છે (૨૫) મેશ બનાવવી (૨૬) ખાતર બનાવવું (૨૭) અડદની દાળનો બાંધેલો લોટ ખેંચી શકાય (૨૮) પડછાયા બતાવવા (૨૯) પ્રકાશમાં રજકણો બતાવવા (૩૦) શ્વાસોચ્છવાસ તથા વૃક્ષો શંકર ભગવાનની જેમ - અંગારવાયુ લઈ પ્રાણવાયુ - અમૃત આપે છે (૩૧) સ્પ્રીંગનો વજન કાંટો (૩૨) ચાવીવાળાં ઘડિયાળ (૩૩) બેટરી સેલ કે વીજળીનાં ઘડિયાળો (૩૪) એલાર્મ ઘડિયાળો (૩૫) રેત ઘડિયાળ (૩૬) પૂરી કેમ ખીલે છે ? (૩૭) વૃક્ષો કેમ ઊભા રહે છે ? (૩૮) કેરોસીન પંપ (૩૯) સાબુ રંગીન, પણ ફીણ સફેદ (૪૦) ઘરો પર ભમરડો ફરે (૪૧) ગ્રામોફોન (૪૨) ટેપ-કેસેટ (૪૩) રેડિયો (૪૪) ટી.વી. (૪૫) ટેલીફોન (૪૬) ગોળ વસ્તુ ગબડે - ઇંટને ખસેડવી પડે (૪૭) દૂરબીનથી જોવું.



બાળકોના મનોવિકાસ માટે રમતો

બાળકો માટે રમત તે અગત્યનું માધ્યમ છે. રમત રમતમાં બાળકો ઘણું બધું શીખે છે, સાથે રહેતાં શીખે છે, રચનાત્મકતા, કલ્પનાશક્તિ, શારિરીક કાબૂ, લાગણીનું યોગ્ય પ્રદર્શન, એકાગ્રતામાં વધારો, આત્મવિશ્વાસમાં વધારો, જ્ઞાનમાં વધારો, વગેરે થાય છે. આ પુસ્તિકામાં આપણે આ વિશે ચર્ચા કરી છે.

અહીં નીચે થોડી રમતો દાખલા તરીકે આપેલ છે. તે રમત કેમ રમાય, તેના ફાયદા વગેરે પણ સાથે આપેલ છે. આ રમતો જાણીતી રમતો છે. પરંતુ આ હાથ-પુસ્તિકા માટે નીચે કેટલાક ઉદાહરણ આપેલ છે. જે કદાચ ઉપયોગી થઈ શકશે.



રમતનું જેટલું મહત્વ છે. તેટલું જ વ્યાયામ નું પણ મહત્વ છે. દરરોજ સવારે હળવો વ્યાયામ તથા પ્રાર્થનાનું આયોજન જરૂર કરવું. પ્રાર્થના તો મનનો ખોરાક છે. સવારે સુંદર રીતે કરાયેલ પ્રાર્થના, યોગ, વગેરે બાળકને આખો દિવસ તાજગી અને સ્ફૂર્તિ આપે છે.

સ્મૃતિ વધારવા રમાડાતી રમત

એક કપડાની અંદર અલગ અલગ રૂપ વસ્તુઓ જેવી કે - પેન, પેન્સીલ, રબર, અંગડી, પેપર, રમકડું, સ્ટેપલર, સ્લેટપેન, ચોપડી, ચોક, મોજું, ચમચી, વાડકી, અરિસો વગેરે વસ્તુઓ કે જે સામાન્ય રીતે બાળકના જોવામાં દરરોજ આવતી હોય તેવી વસ્તુઓ મૂકો. બાળકોને એક પેપર-પેન્સીલ જોડે રાખવાનું કહો. ગોળાકારમાં બેસાડો. કપડામાં ઉપર જણાવેલ બધી વસ્તુનું પોટલું મુકો. બધા બાળકો બેસી ગયા બાદ પોટલું ખોલો. તેમાં મુકેલ દરેક વસ્તુ હાથમાં લઈ દરેકને બતાવી નામ બોલો. પછી દરેક વસ્તુ પાછી કપડામાં મુકો. બાળકોને તે વસ્તુઓ જોવા માટે પાંચ મીનીટનો સમય આપો. ત્યારબાદ પોટલું બંધ કરી દો. હવે દરેકને દશ મીનીટનો સમય આપો અને જે વસ્તુઓ કપડામાં બાંધેલ છે તે લખવા કહો. બાળકો એકબીજામાં જુએ નહીં કે બોલે નહીં તેની કાળજી રાખો. જુઓ કે બાળક કેટલાં નામ યાદ રાખી શકે છે. વારંવાર અલગ અલગ વસ્તુઓ મુકી અમુક આંતરે દિવસે આ રમત આપવાથી બાળકની સ્મૃતિ વધુ તેજ થઈ શકે છે. અવલોકનની શક્તિ વધુ ખીલે છે. લખી વાંચી શકનાર કોઈપણ ઉંમરના બાળકને આ રમત આપી શકાય.

હસાવી દો

સંખ્યા : હસથી વીસ. સરખી સંખ્યાની બે ટુકડી.

સાધન : કાંઈ નહિ.

તૈયારી : પંદરથી વીસ પગલાંને અંતરે બંને ટુકડીને સામ-સામી હારમાં ઊભી રાખવી.

રમત : એક ટુકડીમાંથી કોઈ પણ એક બાળક સામી ટુકડી પાસે જાય. તે બાળકે એવા હાવભાવ કે વાતચીત કરવી કે જેથી સામી ટુકડીવાળા હસી પડે. જે હસી પડે તે રમતમાંથી બાદ થાય. પછી વિરુદ્ધની ટુકડીમાંથી એક જણ જાય અને તે સામેવાળી ટુકડીના બાળકોને હસાવવાનો પ્રયત્ન કરે. એમ વારાફરતી એક એક જણે હાવ લેવા જવું.

આ રીતે રમતાં જેની ટુકડી આખી બાદ થઈ જાય ત્યાં સુધી રમત ચાલુ રહે.

નોંધ : હસ્યા ત્યારે જ ગણાય કે મોં ઊઘડી જઈ દાંત દેખાય. સહેજ મોટી ઉંમરનાં બાળકો મરક મરક હસે તોપણ તેમને બાદ કરવાનો નિયમ રાખી શકાય.

વિશેષ : આ રમતથી બાળક હસવાની વૃત્તિ ઉપર કાબૂ મેળવી શકે છે.

અવાજ ઓળખો

સંખ્યા : દસથી વીસ જેટલાં પરિચિત બાળકો.

સાધન : એક લાકડી અને આંખે બાંધવાનો એક પાટો. બીજાંઓને ગોળાકાર વર્તુળ હોરીને ઊભાં રાખવાં. ઢાવ દેનારની આંખે પાટો બાંધવો ને હાથમાં લાકડી આપવી.

રમત : સીટી વાગે એટલે વર્તુળ પરના બાળકો કચું બોલ્યા વિના ચાલે. બીજી સીટી વાગે એટલે અંદર મોં રાખી ઊભાં રહે. એ વખતે ઢાવ દેનાર કોઈ એકની સામે લાકડી લાંબી કરે. જેની સામે લાકડી આવે તેણે એક હાથથી છેડો પકડી ઢાવ લેનાર કોઈ પણ પશુ કે પંખીની બોલી બોલવાનું કહે તે મુજબ સામેના બાળકે બોલવું. જો એ બોલી પરથી તેને ઓળખી જાય તો તેનો ઢાવ પૂરો થાય તે પેલાનો વારો આવે. ન ઓળખાય તો ફરી પાછું પહેલાંની જેમ ગોળાકારે ફરવું. ઊભા રહીને લાકડી લંબાવી રમત શરૂ કરવી. આ પ્રમાણે બાળકો થાકે નહિ ત્યાં સુધી રમત રમાડવી.

વિશેષ : આ રમતથી બાળકોની શ્રવણશક્તિ ખીલે છે અને પશુ-પંખીની બોલીની નકલ કરતાં શીખે છે.

સંગીતપુરશી

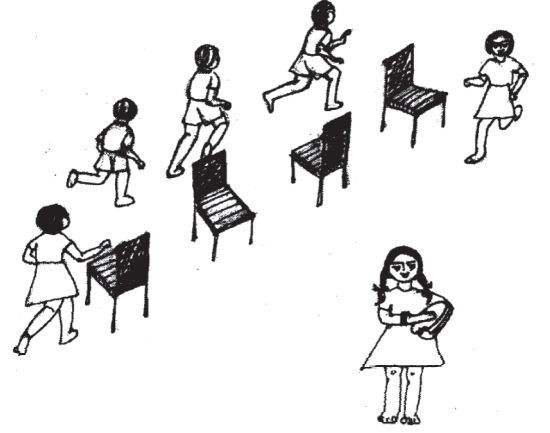
સંખ્યા : બેથી દસ

સાધન : રમનારની સંખ્યા કરતાં એક ઓછી સંખ્યા જેટલી ખુરશી, એક ખંજરી કે બીજું કોઈ વાદ્ય.

તૈયારી : ખુરશીઓને અવળસવળ એક દારમાં ગોઠવવી. રમનાર સૌને એક એકની પાછળ ખુરશીની ફરતે દોડવા ગોઠવી દેવા.

રમત : ખંજરી વાગે એટલે ધીમે ધીમે ખુરશીથી થોડે દૂર ખુરશીને અડ્યા વિના અને કોઈની આગળ દોડ્યા વિના દોડવું. ખંજરી બંધ થાય એટલે કોઈપણ એક ખુરશીમાં બેસી જવું. ખુરશીમાં બેસવા માટે પાછા ન જતાં આગળ જે દિશામાં દોડતાં હોય તે જ દિશામાં આગળ દોડીને બેસવું. એક જણ રહી જાય તે રમતમાંથી બાદ થાય પછી એક ખુરશી ઓછી કરવી અને ફરી ખંજરી વગાડી રમત શરૂ કરવી. આ રીતે છેલ્લે બે જણ રહે ને તેમાંથી જે છેલ્લે ખુરશી પર બેસી જાય તેની જીત થઈ ગણાય.

નોંધ : ખુરશી ના મળે તો મેજ, મેજ, ના મળે તો નીચે જમીન પર કૂંડાળાં દોરવાં. એ રીતે રમાડી શકાય. આ રમુજી રમત છે. રમનાર અને જોનારને ગમ્મત પડે છે.



તડ ને ફડ

સંખ્યા : દસથી વીસ

સાધન : એક હાથરૂમાલ તેને રીંગણું બનાવો અથવા કપડાનો ઢડો.

તૈયારી : એક જણ સિવાય રમનાર સૌને વર્તુળાકારે બેસાડી દેવા. ઢાવ દેનારને હાથમાં રૂમાલ લઈ વચ્ચે ઊભા રાખવો.

રમત : ઢાવ દેનારે કોઈ પણ એક બાળકના ખોળામાં રૂમાલ ફેંકવો અને તુરત 'પંખી' એમ બોલવું. જે બાળકના ખોળામાં ઢડો આવે એટલે એણે ઢડાને હાથમાં લઈ ઝટ પોતાની જગ્યાએ ઊભા થઈ જવું ને કોઈ પણ એક પંખીનું નામ (કાગડો) બોલવું. ત્યાં સુધીમાં ઢાવ દેનાર ૧ થી ૫ સુધી સૌ સાંભળે તેમ અંક બોલવા. ૧ થી ૫ સુધી ગણતાં સુધીમાં ઢડાવાળા બાળક પંખીનું નામ ન બોલી શકે અથવા ખોટું બોલે તો તેને માથે ઢાવ આવે.

નોંધ : ઢાવ દેનારે પંખી, પશુ અથવા ફળ, ફૂલ વગેરે બોલવાનું પણ રાખી શકાય. શરૂઆતમાં કમસર રૂમાલ ફેંકાવી શકાય. દરેકને બોલવાનો વારો આવે તે ધ્યાન રાખવું.



અસહયોગ

સંખ્યા : ચાર-ચારની બેથી વધુ ટુકડીઓ

સાધન : જેટલી ટુકડીઓ એટલાં ચોરસ કાપડનાં આસન.

તૈયારી : ઓરડામાં ચાર ખૂણે ચાર આસન જમીન પર મૂકવાં. દરેક આસનને ખૂણે ખૂણે એક એક બાળક ઊભું રહી જાય એ રીતે એક એક આસન દીઠ એક ટુકડી ગણાવે.

રમત : શિક્ષક કહે 'ઉપાડો', ત્યારે કોઈએ આસન ઊંચકવું નહિ. જ્યારે શિક્ષક કહે 'મૂકી ઘો', ત્યારે ચારે બાળકોએ એક સાથે નીચે નમી એક એક ખૂણાને પકડીને આસનને ઊંચકીને ઊભા થવું. શિક્ષકનો જે હુકમ મળે તેની વિરુદ્ધની ક્રિયા કરવાની છે. એક ટુકડીમાં કોઈ એક જણ ભૂલ કરે તો તે આખી ટુકડી બાદ થાય એ રીતે દરેક ટુકડી બાદ થતાં સુધી રમત ચાલુ રહે.

નોંધ : સાંભળવા કરતાં ઊંઘું કરવાનું છે અને ચારે જણે સંપીને કાર્ય કરવાનું છે. તેથી મનને એકાગ્ર રાખવું પડે છે. એક કામ એકસાથે કરવાની વૃત્તિ કેળવાય છે. આસનને બદલે બીજી કોઈ એક ચોરસ ચીજ પણ રાખી શકાય. શરૂઆતમાં બધે જણને રાખી શકાય.

શાંતિની રમત

સંખ્યા : બેથી વીસ જેટલી

સાધન : હાથથી વગાડવાની ટકોરી.

તૈયારી : વર્તુળાકારે શિક્ષકની સામે ચાર-ચાર કે પાંચ-પાંચની હારમાં બેસી જવું. સૌએ પલાંઠી વાળી સ્થિર બેસી જવું.

રમત : શિક્ષક ટકોરી વગાડે એટલે સૌએ આંખ મીંચીને શાંત થઈ જવું. એટલી શાંતિ રાખવી કે આપણને દૂરદૂરના અવાજો પણ સંભળાય. શરૂઆતમાં અરધી મિનિટે એક મિનિટે ટકોરી વગાડવી. પછી સૌએ આંખો ઉઘાડવી અને પોતે શું સાંભળ્યું છે, તે મનમાં ગોઠવી રાખવું. આ રીતે શાંતિ પૂરી થયા પછી શિક્ષક વારાફરતી બાળકને પૂછે કે તમે શા શા અવાજ સાંભળ્યા ? બાળકોએ જે જે અવાજ સાંભળ્યા હોય, તે તે અવાજની વાત કરવી. વળી ફરી વાર રમત શરૂ થાય.

નોંધ : રમનારે અવાજ કે વાતચીત કરવી નહિ. દૂરદૂરના અને ઝીણામાં ઝીણા અવાજો સાંભળવા પ્રયત્ન કરવો. શિક્ષકે આ રમતમાં ભાગ લેવો.

આ રમતથી બાળક શાંતિપ્રિય થાય છે. વળી શાંતિના સમય દરમિયાન ધ્યાન કેન્દ્રિત કરીને પોતે શું સાંભળે છે કે અનુભવે છે તે સમજવાની અને યાદ રાખવાની કોશિશ પણ તે કરે છે. તેથી તેની સ્મૃતિ શક્તિ ધ્યાન કેન્દ્રીતા અને વર્ણનશક્તિનો વિકાસ થાય છે.

છાનગપતિયું

સંખ્યા : આઠથી દસ છોકરા કે છોકરીઓ.

સાધન : ઠીંકરી.

તૈયારી : સૌએ ગોળાકારે પાસે પાસે બેસવું. દરેકે પોતાના બંને પગ સામે ગોઠણ ઊંચા રહે તેમ રાખવા. એક છોકરી દાવ દે, તેણે વચ્ચે ઊભા રહેવું. બેઠેલામાંથી એક જણે ઠીંકરી રાખવી.

રમત : પેલી ઠીંકરી દરેક જણે પોતાના પગ નીચેથી હાથમાં લેતાં પસાર કરવી. દાવ દેનારે વચ્ચે ગોળ ફરતાં જોતાં જવું કે ઠીંકરી ક્યાં કોની પાસે છે. ઠીંકરી ફરતી વખતે સૌએ નીચે પ્રમાણે બોલતાં જવું :

છાનગપતિયું ચાલ્યું જાય,

જૂનાગઢમાં માલ્યું જાય;

છાનગપતિયું ચાલ્યું જાય;

જૂનાગઢમાં માલ્યું જાય.

દાવ દેનારને એમ લાગે કે અમૂકની પાસે ઠીંકરી છે એટલે તેણે તેનો હાથ પકડીને કહેવું, 'આ રહ્યું, જો સાચું પડે તો પકડાઈ જનારને માથે દાવ આવે.

નોંધ : ઉપરાઉપરી ત્રણ વાર દાવ દેનારનું ખોટું પડે તો બીજાને દાવ દેવા કહેવું.

આ રમતથી બાળકની અંદાજશક્તિ ખીલે છે.

મૂર્તિ / સ્ટેચ્યુ

સંખ્યા : બે થી વીસ.

સાધન : કોઈ પણ વાદ્ય, ખંજરી, ઢોલક અથવા વાજું.

તૈયારી : સંખ્યાના પ્રમાણમાં ઓરડામાં અથવા બહાર વર્તુળની અંદર રમનાર સૌ આડાં-અવળાં ઊભાં રહે.

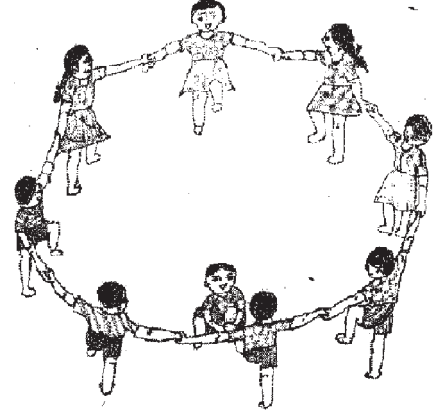
રમત : શિક્ષકે વર્તુળ બહાર ઊભા રહીને ખંજરી વગાડવી. ખંજરી વાગે એટલે રમનાર બાળકો નાચવા-ફૂલવા માંડે. થોડીવારે ખંજરી બંધ કરવી, એ વખતે જે સ્થિતિમાં હોય તેમ જ સૌએ હાલ્યાચાલ્યા વગર સ્થિર થઈ જવું. જે હલી જાય તેને રમતમાંથી બાદ કરવા. આ પ્રમાણે ઘડીક સ્થિર રહ્યા પછી વળી પછી ખંજરી વગાડવી. ખંજરી વાગતાં સૌ નાચવા-ફૂલવા માંડે. આમ, વારંવાર ખંજરી વગાડવી અને બંધ કરવી. આ પ્રમાણે એક જણ રહેતાં સુધી રમત ચાલુ રાખવી.

નોંધ : રમતી વખતે કોઈએ બોલવું નહિ. કોઈએ એકબીજા સાથે અથડાવું કે ઘક્કામુક્કી કરવી નહિ. એક જ સ્થળે કોઈએ રહેવું નહિ. વર્તુળની બહાર જવું નહિ. ફૂલવું, હોડવું, ચાર પગે ચાલવું, નાચવું વગેરે ક્રિયા કરી શકાય.

ગતિમાન શરીરને સ્થિર રાખી કાબૂ મેળવી શકે છે. છૂટથી શરીરનું હલનચલન કરી શકે છે. આમ પોતાની ક્રિયાઓ પર નિયંત્રણ કરવાની તાલીમ બાળકોને અનાયાસ મળી જાય છે.

પક્કડ દેડકી ડાઉ ડાઉ

એક વર્તુળમાં રમનારા અંદરની તરફ મોં રાખી, કમ્મર પર હાથ રાખી, રમત શરૂ થતાં ગોળાકારમાં જમણી (કે ડાબી) તરફ ખસતા જશે. સાથે સાથે ડાબો અને પછી જમણો, એમ વારાફરતી પગની આંટી મારતા હોઈએ તેમ વિરૂદ્ધ બાજુએ એક પગ ઊંચો કરશે. ઠાવ આપનાર દેડકીબહેન દેડકાની જેમ જમીન પર બેસી, તક મળે એકાદ બાળકનો ઊંચકાવેલો પગ પીંડીમાંથી પકડશે. જેનો પગ પકડાય, તે દેડકીબહેનને પૂછશે, ‘દેડકીબહેન, દેડકીબહેન, ચીભડું કેટલું મોટું થયું?’ દેડકીબહેન પગની પીંડી ક્ષણ માટે છોડી, બે હાથ પ્હોળા કરી, ‘આટલું મોટું’ એમ બતાવશે, તરત પગ પકડી લેશે. જો પગ પકડાઈ જાય તો તે બાળક દેડકી બની, ઠાવ આપશે. પણ છટકાવી શકે તો ફરી રમત શરૂ થશે. આ ખૂ...બ મઝા કરાવે તેવી રમત છે.



આ રમતથી ઠાવ લેનાર અને ઠાવ દેનાર બંનેની વિચક્ષણ બુદ્ધિ અને ચપળતા બંનેનો વિકાસ થાય છે. વર્ગમાં ‘ફૂલણજી કાગડો’ વાર્તા કહેવાથી કાગડાની કમબુદ્ધિનું ઉદાહરણ આપણે આપ્યું હતું. પરંતુ આ રમતમાં બાળકો કઈ રીતે બુદ્ધિપૂર્વક ચુક્તિ કરીને નુકસાન અટકાવી શકે છે તેનો સીધો અનુભવ લે છે.

નેતા શોધ / કેપ્ટન કેપ્ટન

સ્વેચ્છાએ કે સર્વસંમતિથી એક બાળક નેતા / કેપ્ટન બને. ઠાવ આપવા જનાર દૂર જાય ત્યારે, તેને ખૂબર ન પડે તે રીતે, તે નક્કી કરાય. તાળી પાડવાથી ઠાવ આપનાર પાસે આવશે. નેતા / કેપ્ટન તેની નજર ચૂકવી પોતે નવી નવી, જુદી જુદી ક્રિયાઓ બદલશે. ચપટી વગાડશે, માથે હાથ, ખભે, ડચકારા બોલાવે..... વગેરે

ઠાવ આપનાર ચકોર નજરે નેતાને શોધી શકે તો નેતા ઠાવ આપવા જશે. ન શોધાય તો ફરીથી પહેલાં ઠાવ આપનારે જ ઠાવ આપવાનો રહે છે. નેતા દર વખતે બદલાશે. દર વખતે નેતાની પસંદગી કરવામાં રમનાર બાળકોએ સહમત થવાનું છે અને પછી નેતા કરે તે પ્રમાણે કોઈને ખબર પણ ના પડે તે રીતે આચરણ કરવાનું છે. લોકશાહી પદ્ધતિની અત્યારથી બાળકોની તાલીમ શરૂ થઈ જાય છે. દર વખતે જુદા નેતા થવાથી દરેક બાળકને નેતા થવાનો અનુભવ મળે છે અને ચપળતા, ચબરાકીથી ઠાવદેનારની નજર ચૂકવવા માટે વ્યૂહરચનાઓ બનાવતાં શીખે છે. તેવી રીતે ઠાવદેનારના ગુણો પણ ખીલે છે.



ધમાલ ઘોકો, રૂમાલ માર

ઢાવ આપનાર હરિ ટુવાલ કે રૂમાલ સંતાડીને, વર્તુળમાં બેઠેલા બાળકો પાછળ ઢોડતા ઢોડતા જોડકણું ગાશે.

ધમાલ ઘોકો ઘમ ઘમ થાય.

પાછળ જોનારની પીઠ રંગાય.

ઢોડતા ઢોડતા જ રૂમાલ કે ટુવાલ રૂપી ઘોકો, કોઈ એક બાળક ઢા.ત. રાજુની બેઠક પાછળ, રાજુને ખબર ન પડે તેમ મૂકી, ઘોકો સંતાડેલો હોય તેવું નાટક ચાલુ રાખી, વર્તુળ પુરું કરી, જેની પાછળ ઘોકો મૂક્યો હોય તેને ઘોકે ઘોકે મારશે. તેથી રાજુ ઊભો થઈ વર્તુળમાં ઢોડી પોતાની જગ્યાએ બેસી જશે. પછી મારવાનું નહીં.

જો રમનાર રાજુને તરત ખબર પડી જાય તો તે પોતાની પાછળ મૂકેલો ઘોકો લઈ, ઢાવ આપનાર હરિની પાછળ ઘોકો લઈ ઢોડશે. ઘોકાથી મારશે. તેથી ઢાવ આપનાર હરિ ઝડપથી રાજુની જગ્યાએ બેસી જશે. મોજામાં ડૂચા ભરી તેને ઘોકો બનાવી શકાય. રમાડનાર વડીલને કે શિક્ષિકાને ઘોકાનો માર પડે ત્યારે તો બઢા બાળકો ખૂબ ખુશ થાય છે.

આ રમતમાં માથા પર પીંછુ કે નાનો એકાઢ ઈંચનો કાપડનો હલકો કટકો મૂકી ઢાવ આપનાર બોલશે ‘કોઈના માથે અગલું નાચે, બગલું નાચે, ગામનું ગઢેડું નાચે’. બઢા માથે તપાસ કરશે. પછી ઉપરની જેમ જ રમત આગળ ચાલશે.

ઉંદર બિલાડી

અહીં ઢાવ આપનાર બિલાડી પોતાના ઘરમાં બેસે છે. ઢાવ લેનારાં બાળકો ઢીઠ એક એક કુંડાળું કરવું. તેઓ ચૂં ચૂં ચૂં ચૂં બોલશે. બિલાડી મોટેથી મ્યાઉં મ્યાઉં બોલે ત્યારે ઉંદરોએ ચૂપ થઈ જવાનું. બિલાડી ચૂપ થતાં ઉંદરો પોતાનું કુંડાળું ઢોડી ઘૂંટણબેર ચારપગે બિલાડીની આસપાસ ખાવાનું શોઢવા જાય. ઉંદરો પકડવા માટે બિલાડીને ઊભા થવાની છૂટ હોય છે. ગમે તે કુંડાળામાં બાળકો પહોંચે તે પહેલાં પકડાઈ જાય તે રમતમાંથી બાહ થાય. બઢા ઉંદર પકડાય ત્યાં સુઢી રમત ચાલે. પછી ફરી ઉંદરોમાંથી એક બિલાડી બને. બાળકો રઢ થતાં જાય તેમ કુંડાળા ઘટાડતા જવું.



ઢોબી તળાવે, ટામેટું ટામેટું/ઢરવાજો બંઢ/પક્ષીનો માળો

વર્તુળ પર રમનારા એક બીજાની પાછળ ઢોડશે. બે બાળકો બંને ઢાથના સામસામે આંકડા ભીડી, ઢરવાજો બનાવી, ઊભા રહે છે. ઢરેક ઢોડનારે તે ઢરવાજા નીચેથી ઢોડતા ઢોડતા સહેજ વાંકા વળી પસાર થવાનું. ત્યારે બાળકો ઢોડતાં ઢોડતાં ગાશે,

ઢોબી તળાવે ટામેટું ટામેટું,

નઢીએ નાહવા જાતું તું જાતું તું,

ઢી ગોળ ખાતુ તું ખાતુ તું.

રમાડનાર એક, બે, ત્રણ બોલી ઢરવાજો બંઢ કરાવશે. જે બાળકો ઢરવાજામાં ફસાઈ જાય તે રમતમાંથી બાહ થાય. બઢા બાહ થતાં ઢરવાજો બનનારા બઢલાશે. નવીનતા માટે રમાડનાર એક, બે અને ત્રણ ને બઢલે ખંજરી વગાડવાનું બંઢ કરે ત્યારે ઢરવાજો બંઢ થશે. ખંજરી શરૂ થતાં/જોડકણું શરૂ થતાં, રમત શરૂ થાય. ઢરવાજો માળો ગણાય અને પસાર થનારા પક્ષીઓ ગણાય. ખંજરી પ્રમાણે રમત રમાશે.



ઝેટી ઢીંગલી / હોળીનું નાળિયેર / વસ્તુ પસાર

ત્રણેય એક જ પ્રકારની રમતો છે. ચાવી આપેલી એક ઢીંગલી કે રમકડું વર્તુળમાં બેઠેલાં બાળકોએ ઝડપથી પાસેના બાળકને આપવાનું, ચાવી પૂરી થતાં જેના હાથમાં તે રહી જાય તે રમતમાંથી બાદ ગણાય. હોળીનું નાળિયેર કહેવત છે. કોઈક વસ્તુ રાખવી ન હોય તો તે બીજાને પથરાવી દેવાય છે. વર્તુળમાં બેઠેલા બાળકો રમાડનારની ખંજરી વાગે ત્યાં સુધી વસ્તુ પસાર કરે. ખંજરી બંધ થતાં જેના હાથમાં તે વસ્તુ રહી જાય તે રમતમાંથી બાદ થાય. ખંજરી વગાડનાર બાળકો તરફ જોયા વગર ઊભા રહીને તે વગાડશે. જેથી નિષ્પક્ષ રહી શકે. વસ્તુ, બોલ, રમકડું કંઈ પણ લઈ શકાય. છેલ્લે જે એક બાળક રહે તે જીતે છે. આ રમત બેસીને નાના બાળકો પણ રમી શકે છે. આ રમતમાં ધ્યાન કેન્દ્રીતા તથા ચપળતા જેવા ગુણો વિકસે છે.



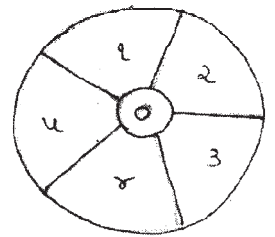
‘આને પકડું, તેને પકડું, કોને પકડું ?’

કબડ્ડીનો આ વિકલ્પ છે. મોટાઓ કળ, બળ, ઝપાઝપી, ચાલાકી, શ્વાસ રોકવો, એકને ઘેરીને પકડવામાંથી આનંદ મેળવે છે.

સામેથી દાવ આપવા આવનાર રમતના આ શબ્દો બોલશે. તે સામેની ટુકડીમાંથી એકને જ, એક વખતે કમરમાંથી પકડી, ઊપાડી ચોરસની બહાર મૂકી આવશે. તેમ સામેવાળો પણ તેવું કરી શકે. એકે જ એકનો સામનો કરવાનો અને પકડીને બહાર મુકવાનો રહેશે. બીજા સાથીદારો કોઈની પણ મદદ કરી શકે નહીં. આમ કરવાથી વધારે પડતી મારામારી કે વાગી જવાની કે પડી જવાની બીક રહેતી નથી. છતાં શ્વાસરોકવાની કસરત થાય છે. ચાલાકીથી બીજાને કમરમાંથી કેવી રીતે પકડી પાડવો અને ઝડપથી ચોરસની બહાર કેવીરીતે ઊપાડી જવો તેમાં બાળકો પરસ્પર વ્યૂહરચના ઘડી શકે છે.

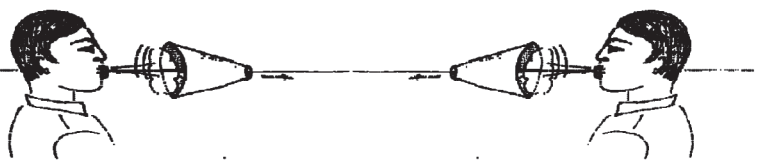
બે કોડી

બે જણ વારાફરતી બે કોડી/કપચી/પથરી/બીયાં દોરેલા આંકડાંવાળા ગોળાકાર પર નાખશે. એક કોડી/પથરી/કપચી/બીયાં ત્રણ પર અને બીજું પાંચ પર પડે તો તેને આઠ ગુણ મળે. નાખવાથી ચીજ બહાર જાય તો ગુણ ન મળે. પછી બીજું બાળક તેમ કરશે. જેના પહેલા પચાસ થાય તે જીતે. પચાસ સુધીના આંક આવડે તો જ રમાય.



ફૂંક જોર

સરખી ઊંચાઈનાં બે બાળકો, બે શંકુ આકારના, ડ્રોઇંગ પેપરમાંથી, ૩” લાંબા શંકુ બનાવી, દરેક ફૂંક લાંબી દોરીમાંથી પસાર કરી, દોરી બે સામસામી બારીને આંધણે કે બે જણ પાસે પકડાવશે. ચિત્રમાં દર્શાવ્યા પ્રમાણે શંકુની ટોચ એકબીજા સાથે



અડકવી જોઈએ. બે બાળકો એક એક છેડેથી શંકુના પહોળા ભાગેથી ફૂંકો મારતા મારતા દોરીના બીજા છેડે પહોંચાડશે. હાથોને પાછળ રાખવા. સૂચના મળે ત્યાર પછી જ ફૂંક મારવાનું શરૂ કરવું. બેમાંથી એક જીતશે.

સાતતાળી

તેને ઝાલઝાલામણીની રમત પણ કહેવાય છે.

❖ સાદી સાતતાળીમાં એક બાળક દાવ આપનારને સાત તાળી આપે, એટલે બાકીના બાળકોએ નિશ્ચિત હદમાં દોડી જવાનું. નાનાં બાળકો થાકે કે બાદ થઈ જવાય એમ જણાય તો બેસી શકે. આ રમતને વધુ રસમય બનાવવા અન્ય એક બાળક તે બેઠેલાને માથે હાથ મૂકે તો તે જીવંત થઈ દોડવા માંડે છે. તેને ઊઠલી બેઠલી નામ પણ અપાય છે. માથે હાથ મૂકે ત્યારે ઊઠલી બોલવાનું.



- ❖ વચ્ચે પસાર સાતતાળી, દા.ત. દાવ આપનાર હરિ, દાવ લેનારઓમાંથી એક રાજુ તરફ આંગળી કરી/ચીંઠી પકડવા દોડશે. પણ જો ત્રીજું બાળક મિલન, તે બેની વચ્ચેથી પસાર થાય તો દાવ આપનાર હરિએ હવે મિલનને પકડવા દોડવાનું. પકડાતા દાવ બદલાય.
- ❖ દોડનારને દોડે પકડનાર તેને પકડી પાડે ત્યાં સુધી હાથ કે રૂમાલ હટાવવાનો નથી. જેનો હાથ કે રૂમાલ હટી જાય તે આઉટ થઈ જાય અને દાવ આપે.
- ❖ ચાલતા સાતતાળીમાં દોડવાને બદલે બધા એ માત્ર ચાલવાનું રહેશે.
- ❖ જોડ-દોડ :- સાતતાળીમાં દાવ લેનાર અને દાવ આપનાર બધાજ જોડી જોડીમાં દોડશે. વૈકલ્પિક રમતમાં પકડનાર જોડીમાં દોડીને જેમ જેમ દોડનારને આઉટ કરતા જાય તેમ તેમ આઉટ થનાર દીઠ જોડીમાંથી એક એક વ્યક્તિ બદલાઈ જાય અને બાકીનાને પકડે અથવા સાંકળ લાંબી થતી જાય અને બધા પકડાઈ જાય ત્યારે રમત પૂરી થાય.
- ❖ ગુરૂ-ચેલા સાતતાળીમાં દાવ આપનાર હરિ/ગુરૂ ગણાય. તે જેને પકડે તે રાજુ/ચેલો ગણાય. ચેલો/રાજુ જો મિલનને પકડે અને ગુરૂ હરિને બૂમ પાડે, 'ગુરૂ ગુરૂ દોડો' એટલે ગુરૂ/હરિ, મિલનને પકડશે. હવે ગુરૂ થવાનો વારો રાજુનો રહેશે. મિલન તેનો ચેલો બનશે.

માથા પર હાથ કે રૂમાલ રાખી આ રમત રમવાનો પ્રયોગ પણ કરાવવો.

નઈ તાલીમમાં દરજીત કે હરીફાઈને ટાળવામાં આવે છે. છતાં રમતમાં બંને દારે કે બંને જીતે એવું તો બનતુ નથી. ખેલદિલી એ સદ્ગુણ છે. તે ખીલવવાની તક તો દારમાંથી મળતી હોય છે.

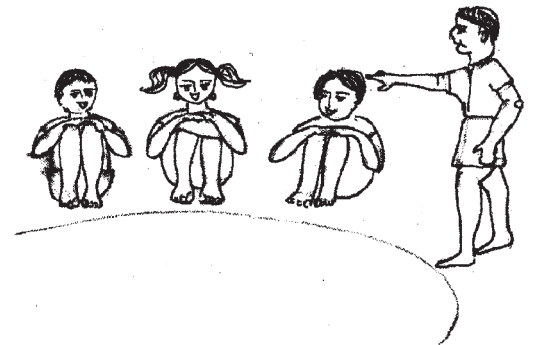
ઇનગપતિયું

રમનારા વર્તુળમાં બેઠકવાળો ભાગ ટેકવીને ઊભડક બેસશે. ઘૂંટણ પર બંને હાથની બખોલ બનાવશે. રમાડનાર પણ વર્તુળમાં બેસી નાની કાંકરી બાજુના બાળકના હાથની બખોલમાં કોઈ ન જુએ તેમ સરકાવે છે. તે બાજુનામાં સરકાવે. દાવ આપનાર વર્તુળમાં ઊભો રહી ચકોર નજરે જોતો રહેશે. સરકાવતી વખતે બાળકો બોલશે.

ઇનગપતિયું ચાલ્યું જાય (૨)

ભાવનગરમાં ચાલ્યું જાય. (૨)

પછી રમાડનાર ઈશારાથી એકાદ બાળકને કાંકરી પોતાની બખોલમાં સંતાડવાનું ગોઠવશે. છતાં કાંકરી સરકાવવાનો ડોળ/નાટક અને ઉપરનું જોડકણું તો ગવાતું જ રહેશે. દાવ આપનાર શંકા હોય તેનામાં તે હોવાનું જણાવશે. જો સાચું પડે તો કાંકરી નીકળે તે બાળક દાવ આપશે. અન્યથા ખોટું અનુમાન કરનાર/દાવ આપનાર દાવ આપવાનું ચાલુ રાખશે. તેને ત્રણ વખત તક આપવામાં આવશે. જો ત્રણેય વખત નિષ્ફળ જાય તો નૃત્ય કરવા, ગીત ગાવા, રમૂજ કરવા, વાર્તા કરવાનું વગેરે કહી શકાય.



તાળીઓના અનેક પ્રકારો છે

જમણા હાથની પહેલી આંગળી (અંગૂઠા પાસેની) દર્શનિકા કોઈક વસ્તુ બતાવવા વપરાય છે. તેનાથી ડાબા હાથની હથેળી પર તાળી પાડવી. પછી બે આંગળી - પહેલી અને મોટી (વચ્ચેની)/મધ્યમા. પછી વરસાદ પડતો હોય તેવો અવાજ સંભળાશે એમ જણાવી અનુક્રમે ત્રણ અને ચાર આંગળીની તાળીઓ પડાવવી. બાળકની શ્રવણશક્તિ અને નિરીક્ષણશક્તિ ખીલે છે.



- ❖ બંને હાથે તાળી તો ભજનમાં, મંદિરમાં ઉત્સાહ દર્શાવવા બધા પાડે છે.
- ❖ રોટલા તાળીમાં બંને હાથની આંગળીઓ શક્ય તેટલી પહોળી રાખી - મોટેથી તાળીઓ પડાવવી. પછી ઝડપ વધારાવવી. તેથી એક્યુપ્રેસરના લાભ મળતા હોવાનું જણાવવું. બંને હથેળી - આંગળા ગુલાબી/લાલ થાય ત્યાં સુધી પડાવવી. એને 'સતત તાળી' નામ આપવું. થાકી જવાય તેમ પડાવવી. હજુ ઝડપથી, હજુ મોટેથી એમ પ્રોત્સાહન આપવું શાબાશ કહેવું. બસ બંધ કહેવું. મોં પર લાલી આવી જાય, નખ લાલ થઈ જાય, તે બતાવવું.
- ❖ મહેમાનોને આવકાર આપવા કે કોઈને અભિનંદન આપવા માટે વિશિષ્ટ રીતે તાળી પડાવાય છે. દા.ત. એક, બે, ત્રણ એમ ત્રણ તાળી પાડી રહેજ અટકીને, પછી ફરી ચાર, પાંચ, છ, પછી રહેજ અટકીને સાત, આઠ, નવ, એમ નવ થાય પછી માત્ર એક તાળી પાડવાથી દશ તાળીનું માન આપી શકાય. તે રીતે તેર તાળીનું માન પણ આપી શકાય. $3+3+3+3+1=13$. મહેમાનો પધારે પછી મંચ પર બેસે ત્યાં સુધી પણ ત્રણ ત્રણના ટુકડે તાળીઓ પડાવી અભિવાદન કરાવી શકાય.
- ❖ લાડુ તાળી :- ડાબા હાથની હથેળીમાં, બખોલ રાખી, તે જ રીતે જમણાં હાથની હથેળીમાં બખોલ રાખી, લાડવા વાળતા હોઈએ તેમ, મોટેથી અવાજ થાય તેમ, તાળી પડાવવી. તેમાં પણ દશ કે તેર તાળીઓ પડાવવી.
- ❖ તાળી-ચપટી :- બે તાળી બે ચપટી. રમાડનાર બોલીને કરાવે. પછી બોલ્યા વગર કરાવે. તે જ રીતે તાળી-ચપટીની વચ્ચે ફળ, ફૂલ કે છોકરા, છોકરી કે કોઈપણ પ્રકારના નામો બોલી વારા ફરતી સામસામે "બી ક્વિક" બોલી રમત રમાડી શકાય છે. આનાથી સામાન્ય જ્ઞાન અને ઝડપથી બુદ્ધિપૂર્વક નામો યાદ કરવાની કસરત થાય છે.

રામ - રાવણ

જેમ વાર્તા કરતાં, વાર્તા કહેનાર મહત્વનો છે. તેવું જ રમતો માટે છે. સવિશેષ આવી રમતોમાં તે જોવા મળે છે. રમાડનાર એટલે કથા કહેનાર મુખ્યે વચ્ચેની રેખા ઉપર ઊભા રહેશે. રામ બનનાર બાળકો A રેખા પર ઊભા રહેશે. રાવણ બનનાર B રેખા ઉપર ઊભા રહેશે. કથા કહેનાર રામ બોલે ત્યારે, રામ બનેલા બાળકોએ રાવણ બનેલા બાળકોને પકડી પાડવાનાં છે. જે પકડાઈ જાય તે રમતમાંથી બાદ કરાય. તેવું જ રાવણ બોલાય ત્યારે રાવણ બનેલાઓએ રામ બનેલાઓનો પીછો કરી પકડવાના હોય છે. કથા કહેનાર એવી યુક્તિથી કથા કરશે કે જ્યારે, કથામાં રામ શબ્દ આવવાની શક્યતા હોય, ત્યારે જ રાવણ આવે એવું ગોઠવશે. રાવણ શબ્દની શક્યતા વખતે રામ બોલશે. દા.ત. "અયોધ્યા નગરીમાં, દશરથ રાજા રાજ કરતા હતા. તેમને ચાર પુત્રો હતા. તે જ વખતે લંકામાં રાવણનું રાજ હતું...." જેમ અહીં આ બે શબ્દોની શરૂઆત 'રા' થી થાય છે. તેમ 'કાગડો', 'કાબર' ની રીતે પણ રમાડી શકાય. આ રમતમાં વિદ્યાર્થીઓએ સતત સતર્ક રહીને બરાબર ધ્યાન કેન્દ્રિત કરવાનું છે. તે રમવાથી તેમનામાં ધ્યાન કેન્દ્રિત કરવાની આવડત તથા રમતની ચપળતા પણ વિકસે છે.

ગાળિયા પસાર

ગાળિયો માથેથી પગ સુધી ઊતારી બીજા નંબરને આપવો. ગાળિયા જાડી દોરીના બનાવવા. આ રમતોમાં પહેલા ક્રમે ઊભા રહેનારા જેટલા ચતુર, બાહોશ, ફુનેહવાળા, ત્વરિત ગતિથી કરનાર તેટલો લાભ. બે દાર સરખી સંખ્યાની બનાવવી. આમ જે ટુકડીનો ગાળિયો બધા સભ્યો વહેલો પસાર કરી લે તે ટુકડી જીતી કહેવાય છે. આ રમતથી વ્યક્તિગત ચપળતા તથા ચોક્કસાઈ પૂર્વક કોઈ પણ કામ ઝડપથી પૂરૂ કરવાનો ગુણ વિકસે છે. ધીમું કામ કરનાર પ્રત્યે સહિષ્ણુતાનો ગુણ પણ કેળવાય છે અને સમૂહભાવના વધે છે.



ઓશીકું અને ગલેક

બે જણ વચ્ચે હરીફાઈ થશે. જો રમનારા વધુ હોય તો સરખી સંખ્યાની બે ટુકડી પાડવી. પહેલા બે રમનારાને એક એક ઓશીકું અને એક એક ગલેક આપવાં. સંજ્ઞા મળતા ગલેક ચઢાવવાની ઝડપ કરશે. કસ હોય તો તે બરાબર બાંધવા. રમાડનાર તેનું નિરીક્ષણ કરશે.

રમતમાં નવીનતા માટે બૂટની ઢોરી બાંધવી, બાટલીમાં પાણી ભરવું, થેલીમાં વસ્તુઓ ભરવી, પગમાં મોજાં પહેરવાં, માથાના વાળમાં કપડા લટકાવવાની કલીપો લગાડવી, ટબમાં પાણી હોય તેમાં વાદળીથી પ્યાલો ભરવો, સ્ટ્રો પાઈપથી પીંગ પોંગ બોલને ખસેડવો. ખમીશ પહેરો, કાઢો, કુલાવેલ કુગ્ગા પર બેસીને તેને ફોડવા, પગથી ફોડવા, ચાર્લી ચેપ્લીનની જેમ, બે ઘૂંટણ વચ્ચે દડો રાખી, હાથમાં લાકડી રાખી સામી દિવાલે પહોંચવું વગેરે પ્રયોગો કરાવવા.

દડા પસાર

સરખી સંખ્યાની બે ટુકડી પાડવી. એક એક દડો, બંને ટુકડીને હારમાં ઊભા રાખી પ્રથમ નંબરનાને આપવો. સૂચન થતાં પહેલાં તે દડો બીજાને, બીજાને ત્રીજાને એમ પસાર કરવો. દડો પડે નહીં. કયી ટુકડી પહેલો પહોંચાડે છે ? તે જીતે.

- ❖ તે જ રીતે સામી દીવાલને અડકીને કોણ આવે છે ? વગેરે પ્રયોગો કરવા.
- ❖ સામી દીવાલ પાસે મૂકેલી રેતીની ડોલમાં ઘજા ખોસીને આવવું. બીજા નંબરે તે ઘજા લઈ આવવી. ત્રીજાને ફરી ખોસીને આવવું. બંને ટુકડી હરીફાઈ કરશે.

ચકરડી-ભમરડી

બાળકોએ બંને હાથો પહોળા કરી ગોળ ગોળ ફરવાનું. ફરતા ફરતા ગાવાનું.....

અમે ગોળ ગોળ ફરતા હતા,

ગોળ ગોળ ફરતા ફરતા, પડી જવાની કેવી મઝા,

ભાઈ, પડી જવાની કેવી મઝા....

જોડકણું પૂરૂ થતાં તરત નીચે પડી જવાનું. તેમાં નવીનતા લાવવા પહોળા હાથને બદલે કમ્મર પર હાથ, ખભા પર હાથ, માથા પર હાથ, પેટ પર હાથ વગેરે પ્રયોગો કરાવવા.

રમાડનાર : ચકરડી

બાળકો : ભમરડી

રમાડનાર : ચકરડી

બાળકો : ભમરડી

એમ બોલાવતા બોલાવતા, રમાડનાર અચાનક, ‘ભમ માર્યો ભૂસકો’, બોલાવે ત્યારે તરત બાળકો બેસી જશે. કેટલાંક ચક્કર ચક્કર ફરતા જ રહેશે.... તે બધા રમતમાંથી બાહ થશે. જોડકણું (ચકરડી, ભમરડી) ને બદલે ખંજરીથી, મંજરાથી પણ રમાડવાનો પ્રયોગ કરવો.



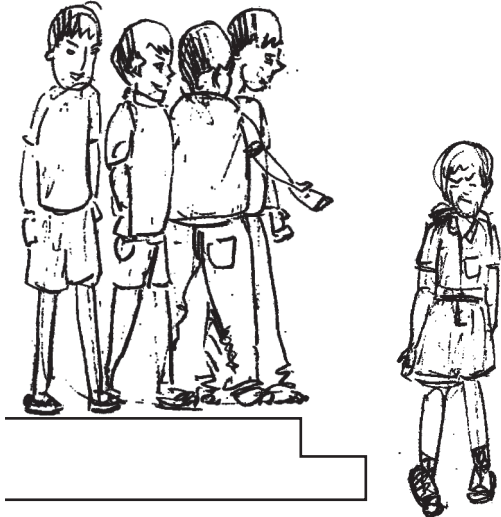
હુકમ પ્રમાણે જ કરો

રમાડનાર શરૂઆતમાં કયની અને કરણી એક રાખશે. બોલે તેજ કરશે. રમનારા બધા તાનમાં આવી જાય ત્યારે રમાડનાર “કાન પકડો” નો હુકમ કરી, પોતે “નાક પકડે”. જે બાળકો “નાક પકડે” તે બાહ થાય. આ રમત ધ્યાન કેન્દ્રિતા શીખવા માટે છે.

ચલક ચલાણું પેલે ઘર ભાણું/ચલક ચલાણી, પેલે ઘેર ઘાણી

ચાર ખૂણાં, થાંભલા કે ફૂંડાળા પર ચાર બાળકો ઊભા રહે. દાવ આપનાર તેમની પાસે જાય. પહેલે ઘરે જાય તો તે બીજે ઘેર જવા કહેશે. બીજા ઘેર જાય તો તે ત્રીજા ઘેર જવા કહેશે. ત્રીજાવાળો ચોથા ઘેર જવા કહેશે. તે દરમ્યાનમાં કોઈક બે ઝડપથી પોતાના ઘરો બદલી લેશે. તે સમયે દાવ આપનારે ખાલી ફૂંડાણું/ઘર/થાંભલે પહોંચી જઈ, દાવ લેનાર બની જવાનું હોય છે. જે બાળક ફૂંડાળા, ઘર, થાંભલા વગરનું રહી જાય-તે દાવ આપશે.

આ રમતને વધુ અઘરી કરવા :- દાવ આપનારનું વચ્ચે વચ્ચે ફૂંડાણું/ઘર બનાવીને તેને ખિલાડી માનવાનું હોય છે. બાકીના ચારેય બાળકો, ‘મીની મીની દૂધ પી’ કહી ઘર બદલશે. તે બધા ઘર બદલે ત્યારે મીની એકાદ ઘર પર કબ્જો કરી લેશે. મીની પાસે લંગડી પણ કરાવાય. આ રમતમાં વિદ્યાર્થીઓ ચપળતા, ધ્યાન કેન્દ્રિત કરવાનું અને બીજા સાથે સહયોગ કરતાં શીખે છે.



નદી કે પર્વત

ઓટલા તે પર્વત ગણાય. જમીન નદી ગણાય. દાવ આપનાર નદીમાં ઊભો રહે. દાવ લેનારા પર્વત પરથી નદીમાં જઈ તરત પર્વત પર આવી જાય. દાવ આપનારને ચીડવવા તારી લેનારાઓને, તેમની પસંદગી-પર્વત કે નદી પૂછી લે છે. જો દાવ લેનારા નદી પસંદ કરે તો, ‘તારા પર્વત ઉપર ઝૂન ઝૂનિયા’ કહી ક્ષણ માટે પર્વત પર ચઢી પાછા નદીમાં આવી જશે. દાવ આપનારે ઘણા બધા દાવ લેનારાઓમાંથી જે ગફલત કરે તેને પકડી લેવાના તેને અડકી જવાનું હોય છે. પછી પહેલા પકડાઈ જાય તે દાવ આપશે. આ રમત રમવાની બાળકોને ખૂબ મઝા આવે છે.

રમતની શરૂઆતમાં ‘અલ્લક દલ્લક મોટી દલ્લક, નદી.... કે પર્વત.... ?’ એવું જોડકણું બાળકો ગાય છે અને દાવ આપનારને પૂછે છે કે તેણે નદીમાં રહેવું છે કે પર્વત પર. દાવ આપનાર બે માંથી એકમાં રહેવાનું પસંદ કરશે. ‘અલ્લક દલ્લક’ ને બદલે ‘અલ્લા તલ્લા રોમકા છલ્લા’ શબ્દો પણ બોલાય છે. આ રમતમાં પણ બાળક ચપળતા અને ધ્યાન કેન્દ્રિત કરવાની શક્તિ કેળવે છે.

નામ બોલો

બે બાળકોને સામસામા ઊભા રાખી રમાડનાર પૂછશે, “નામ બોલો.” રમનારા પૂછશે, “શાના નામ ?” રમાડનાર કહેશે : “શાકભાજીના.” રમનારે એક વખત આવી ગયેલું શાક ફરીથી બોલવાનું નથી. આ જ રમતમાં ફળોના, મીઠાઈના, અનાજના, કઠોળના, શહેરોના, ગામડાઓના, નદીઓના, દેશોના, પર્વતોના, વાહનોના, ભાઈઓના, બહેનોના નામો બોલાવાથી વિદ્યાર્થીઓનું શબ્દ ભંડોળ વધશે. વાહનોમાં પણ પેટા વિભાગોમાં હવાઈ, દરિયાઈ, રસ્તા પરના એવા વિભાગો પૂછી શકાય. આ રમત બે ટીમ વચ્ચે પણ રમી શકાય છે. જે ટીમ વધુ નામ બોલી શકે તે જીતે છે. આમ જુદી જુદી રીતે આ રમત રમવાથી વિદ્યાર્થીઓની જ્ઞાન કસોટી થાય છે. સાથે સાથે તેઓ બુદ્ધિચાતુર્ય અને પ્રત્યુત્પન્નમતિ ના ગુણ વિકસે છે.



કોથળા દોડમાં

દરેક બાળકને એક એક કોથળામાં ઉભો રાખી, તેમણે પોતાના બંને હાથે કોથળાનો ઉપરનો ખુલ્લો ભાગ પકડી, ઠેકડા મારતાં મારતાં ઉપર પ્રમાણે સામેના સૂચિત સ્થળે પહોંચી, મૂળ જગ્યા પર આવવાનું. જે પહેલા આવી જાય તે જીતે. આ રમતમાં બાળકોને ખૂબ જ મજા આવે છે. ઠેકડા મારતી વખતે બાળક અને તેને જોનાર બધા જ હસાહસ કરી મૂકશે. આ રમતમાં કેટલીક વખત પડી જવાથી બાળકને વાગી પણ જાય, છતાંય આ રમતમાં તેઓને ખૂબ જ મજા આવે છે અને બંધાયેલા પગ હોવાથી શિસ્તબદ્ધ રીતે ઠેકડા મારવાથી વ્યાયામ પણ સારો થાય છે. આ જ રમતમાં કોથળાની અંદર બે બાળકોના એક એક પગ નંખાવીને ટુકડીબદ્ધ હરિકાઈ પણ કરાવી શકાય છે. તેમાંથી બાળકોને એકબીજા સાથે સહકાર અને શિસ્તપાલન કરી રીતે જાળવી શકાય તેનું ભાન થાય છે.

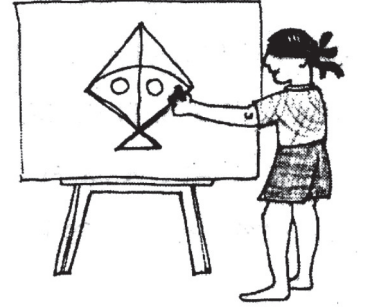


સંદેશો બદલાયો કેમ ? / બગડેલો ટેલીફોન

ગોળાકારમાં બેઠેલાં બાળકોમાંથી એકના કાનમાં કોઈ ન સાંભળે તેમ એક સંદેશો રમાડનાર કહેશે. તે સંદેશો તેણે બાજુના બાળકના કાન પાસે મોં લઈ જઈ કોઈ ન સાંભળે તે રીતે કહેવાનો છે. નવાઈની વાત એ બનશે કે ચોથે પાંચમે બાળકે જ, સંદેશો બદલાઈ જશે ! જો ચાલીસ, પચાસ બાળકો હોય તો આશ્ચર્યજનક રીતે સંદેશો બદલાઈ જશે. દા.ત. “મોહનભાઈ આજે અજમેર ગયા” તો રમતને અંતેનું બાળક પહેલાં બાળકને તેજ સંદેશો દોહરાવવાને બદલે કહેશે “મોહનભાઈ આજે મરી ગયા” આ રમતમાંથી વિદ્યાર્થીઓ શીખે છે કે પોતાને સોંપેલું કામ બરાબર ચોક્કસાઈ રાખીને કરવું જોઈએ. નહીં તો ધાર્યું પરિણામ મેળવી શકાતું નથી. વળી બોલવાની બાબતે સ્પષ્ટ, સંભળાય તેવું અને સમજાય તેવું બોલવાથી જ બરાબર સંવાદ સ્થપાય છે. તેનો ખ્યાલ વિદ્યાર્થીને આવશે.

પતંગની પૂંછડી દોરો

કાળા પાટિયા પર પૂંછડી વગરનો પતંગ દોરવો. દાવ આપનારને હાથમાં ચોક આપી, આંખે રૂમાલ બાંધી દસેક ફૂટ દૂર દોરેલી લીટી પરથી કાળા પાટિયા તરફ મોકલવો. પાટિયાની બહાર પહોંચી જાય તો, અથવા ભળતી જગ્યાએ પૂંછડી દોરે તે રમતમાંથી બાદ થાય. રમતમાં નવીનતા લાવવા ગાય, ગઘેડો, વગેરે પ્રાણીઓ પૂંછડા વગર દોરવા. આ રમતમાં વિદ્યાર્થીમાં ચોક્કસાઈ અને ધ્યાન કેન્દ્રિતતાના ગુણ કેળવાય છે.

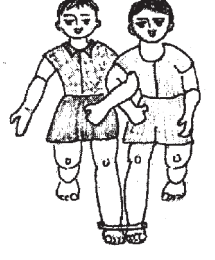


કોણ બહાર ગયું ?

આ સ્મૃતિ રમત છે. પંદરેક બાળકો ઓરડામાં, વર્તુળમાં બેઠાં હોય. દાવદેનારને, રમત રમાડનાર, બાકીનાં બાળકોને બતાવીને આંખોએ રૂમાલ બાંધશે. ત્યાર પછી રમાડનાર, ઈશારાથી એક બાળકને બહાર મોકલશે. (બહાર ખુલ્લામાં રમતા હોઈએ તો સંતાઈ જવા કહેશે). પછી દાવ આપનારના આંખ પરથી રૂમાલ છોડી પૂછવું ‘કોણ બહાર ગયું ?’ દાવ આપનાર સાચું કહે તો તે બહાર ગયેલાએ દાવ આપવો. ખોટું પડે તો ફરીથી તે જ બાળકે દાવ આપવો. બાળકો દરેક વખતે જગ્યા બદલી લે. વિવિધતા લાવવા. એક ઓરડાનું અવલોકન બાળકો કરે. પછી બધાં બહાર જાય. તે દરમિયાન ઓરડામાં દસેક ફેરફારો કરવા. બાળકોને બોલાવી, થયેલાં ફેરફારો પૂછવા. ચિત્રમાં તજાવત શોધો જેવી જ આ રમત છે. આ રમતમાંથી વિદ્યાર્થીઓની સ્મૃતિની ચકાસણી થાય છે તેમજ નિરીક્ષણ શક્તિ ખીલે છે.

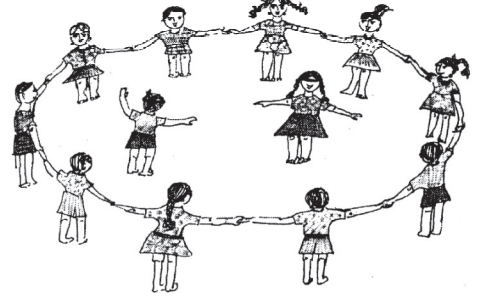
ત્રણ પગની રેસ

બે બાળકોના અવળા - હરિનો જમણો અને રાજુનો ડાબો એમ બે પગોની પીંડી પર રૂમાલ બાંધવો. તેમણે તેને પોતાના સંયુક્ત પગ તરીકે મૂકી, પોતાના છૂટા પગ વડે દોડીને નિશ્ચિત કરેલી, સામેની દિવાલ કે વૃક્ષને અડીને પાછા દોરેલી રેખા પર આવવાનું હોય છે. બબ્બેની જેટલી જોડી બની હોય તેમની વચ્ચે હરિકાઈ થાય છે.



દાદા કહે છે એમ કહેવાય તો કરવું, કરે તો નહીં

રમાડનાર પોતે હાથ ઊંચા કરે તો રમનારાઓએ હાથ ઊંચા કરવા નહીં. રમાડનાર કહે, 'દાદા કહે છે હાથ ઊંચા કરો' બોલે (અને પોતે પણ હાથ ઊંચા કરે) તો બાળકોએ હાથ ઊંચા કરવા. ખભે હાથ, માથે હાથ, કાન પકડો, નાક પકડો, ચાંદલો કરો, જેવા અનેક વિકલ્પો આપવા. 'દાદા કહે છે', એમ કહેવાય તો કરવું. 'દાદા કરે તે' કરવાનું નથી. આ રમતમાંથી વિદ્યાર્થીઓમાં બરાબર સાંભળવાનો તેમ જ સાંભળીને ધ્યાનપૂર્વક પ્રવૃત્તિ કરવાનો ગુણ વિકસે છે.



વાઘમામા શાનો સમય થયો ?

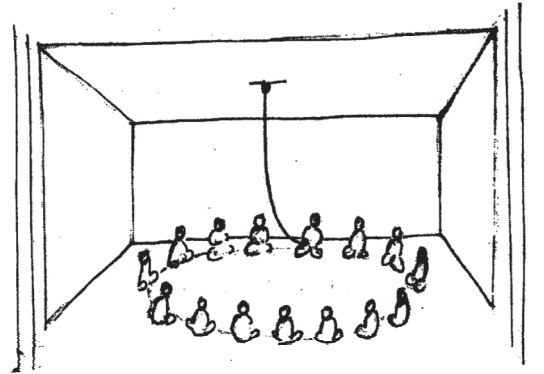
દાવ આપનાર / વાઘ આગળ ચાલશે. બાળકો પાછળ ચાલશે. વાઘમામાને બાળકો પૂછશે, વાઘમામા શાનો સમય થયો ?

- વાઘ : ઊઠવાનો....
 બાળકો : વાઘમામા શાનો સમય થયો ?
 વાઘ : ફરવાનો....

આવા અનેક પ્રશ્નોના વાઘમામા જુદા જુદા જવાબો આપશે. પછી અચાનક 'જમવાનો' બોલશે. ત્યારે તે પાછળ ફરી જેટલાં બાળકોને પકડી લેશે તે બધાં રમતમાંથી બાદ થશે. બાકી રહેલાં સાથે ફરી રમત શરૂ થશે. વાઘમામા બદલાશે. આ જ રમત 'વરૂભાઈ કેટલાં વાગ્યા' ? કહી રમાય, વરૂભાઈ, ૮, ૯, ૧૦, ૧૧ કહી જવાબ આપશે. બાર વખતે બધાને પકડશે. પકડાય તે બાદ થાય. આ રમતથી બાળકો ચપળતા શીખે છે અને જે જવાબ મળે છે તેમાં બરાબર ધ્યાન પરોવીને રહે તો જ રમતની મજા લાંબો સમય લઈ શકે છે.

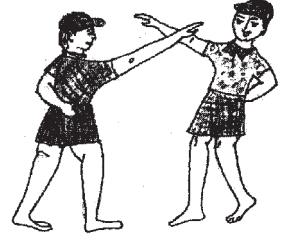
ઝૂલતો દડો

દસથી પંદર બાળકો ઓરડામાં વર્તુળમાં બેસે. છતની મધ્યમાં, દૂક પર દોરી બાંધી, જમીનથી રમનારા વિદ્યાર્થીઓની ઉંચાઈ મુજબ હાથ પહોંચે તેટલો તેમ દડાને લટકાવવો. રમાડનાર દડાને કોઈ એક બાળક તરફ ઘડેલશે. તેણે કોઈપણ બીજી તરફ તેને ઘડેલવો. બધા થાકે ત્યાં સુધી રમત ચાલુ રહે. જે દડાને પાછો ન ઘડેલી શકે તે આઉટ થાય, જે બીજા પાસે આવતા દડાને હાથ મારે તે પણ આઉટ થાય. છેલ્લે રહે તે જીત્યો. આ રમતમાં બાળકોને શારીરિક કસરત થાય છે. દડો ધ્યાનથી બરાબર તાકીને જવા દેવાનો છે. જેથી બીજા બાળક પાસે જ જાય તેથી ધ્યાન કેન્દ્રિત કરવાનો ગુણ પણ વિકસે. વળી જે બાળક પાસે દડો આવે તેણે તરત જ તેને પાછો મોકલવાનો છે એટલે સમયસૂચકતા પણ વિકસે છે.



ટોપી ઉતાર

વર્તુળમાં ટોપી પહેરી બે બાળકો ઊભા રહેશે. એક હાથ, કમ્મર પર પાછળ રાખવાનો છે. બીજા હાથે સામેવાળાની ટોપી ઉતારવાની છે. પ્રોત્સાહન આપવા ફરતેનાં બાળકો, શાબાશ, વાહ ભાઈ વાહ વગેરે શબ્દો બોલશે. ઢોલકથી પણ પ્રોત્સાહન આપી શકાય. સરખી ઊંચાઈ અને સરખી શક્તિવાળી જોડી ઊભી કરવી. આમ બંને એકબીજાની ટોપી ઉતારવાની કોશિશ કરશે એટલે કે પોતાની ટોપી બચાવવાનો પણ પ્રયત્ન કરશે. બીજો હાથ વાપરવાનો નથી એટલે રમતમાં બરાબર રસાકસી જામે છે.

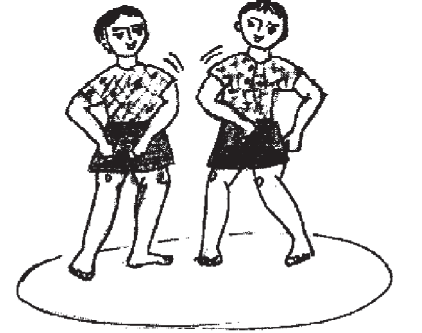


રતન વીણો-રૂપિયા વીણો

તે કંકોત્રી, નૂતનવર્ષના કાર્ડ, પૂંઠાના બોક્સ વગેરેમાંથી રૂપિયાના સિક્કા જેવા રંગીન ભાગના સરસ ગોળાકાર બનાવવા. બાળકોની સંખ્યા કરતાં તે દશ-વીસ ગણાં વધારે હોવા જોઈએ. રમાડનારે એક, બે, ત્રણ બોલી તે ઉપર કુંગોળવાના. બાળકો લૂંટાલૂંટ કરી રતન/રૂપિયા, પૈસા ભેગા કરશે. પછી તે ગણવાના. સંખ્યા જ્ઞાનપણ થશે. રતન પર રૂપિયા ૫/-, ૧૦/- પણ લખી શકાય. તે રીતે ૪'' x ૪'' ઈંચના જાડા પૂંઠા પર પ્રાણીઓ, ફળોના ચિત્રો દોરી તે વર્તુળમાં ફેંકી દાખો. કેળું લાવોની રમત કરાવવી.

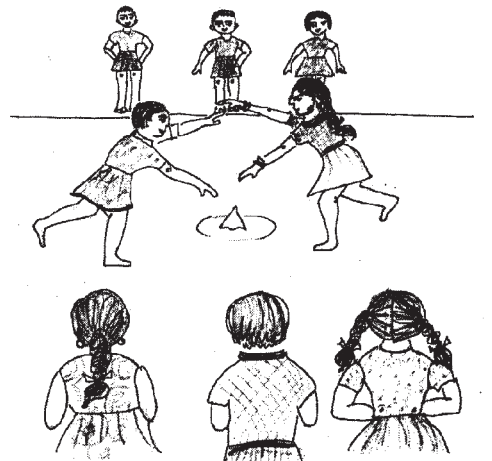
વર્તુળનો રાજા

વર્તુળમાં બે હરીફો ઊભા રહેશે. એકે ખભાથી, બીજાને ખભાના જોરે વર્તુળમાંથી ઘક્કો મારી બહાર કાઢવા પ્રયત્ન કરવાનો. બહાર નીકળી જાય તે બાદ ગણાય. સરખી શક્તિવાળાં જ બે બાળકો લેવાં. વિવિધતા માટે ખભાની ઉપર હાથ રાખી ઘક્કો મારી બહાર કાઢી શકાય. વચ્ચે આડી લાકડી રાખી ઘક્કો મારી શકાય. પ્રયોગો કરતા રહેવાનું મહત્વ છે. ઘક્કો મારનારનો ઘા ચૂકવી દેવા જેવી ચપળતા જો ઘક્કો ખાનાર દર્શાવી શકે તો ઘક્કો મારનાર પોતાના જ ઘક્કાને લીધે વર્તુળની બહાર નીકળી જશે અને આમ હાર જશે. આ રમતમાં પણ બાળક પોતાની વ્યૂહરચનાને અમલમાં મૂકવા માટે કયા કયા પ્રયોગો ચપળતાથી કરી શકે છે તે અગત્યનું છે. આમ બાળક બળ અને બુદ્ધિનો સમન્વય કરતાં શીખે છે.



સોનાનો રૂમાલ શોધો

બે રેખાઓ ઉપર સરખી સંખ્યામાં બાળકો ઊભા રાખી. A રેખા પર ૧, ૨, ૩, ૪, ૫, B રેખા પર તેમની સામેના ૫, ૪, ૩, ૨, ૧ નંબર આપી ઊભા રાખવાં. સૂચના મળશે, ચાર. બંને રેખાના ચાર સંજ્ઞાનાવાળા હોડશે. જો બંને સામસામા થઈ જાય તો ગોળ ગોળ ફરી નજર ચૂકવી, ઝાપટ મારી એક જણ રૂમાલ લઈ હોડશે. બીજો ટપલી મારે તો તેની ટીમને ગુણ મળે. જો ટપલી ના વાગ અને રૂમાલ લઈ જવામાં સફળ થાય તો તેની ટીમને ગુણ મળે. ટપલી મારવાનું જ્યાં સુધી રૂમાલ લઈને હોડનાર પોતાની ટીમની રેખા પાર ના કરી જાય ત્યાં સુધી કરી શકાય. આ રમતમાં ચપળતા, સમૂહભાવના અને પોતાની ટીમને જીતાડવાની તમન્ના જેવા ગુણ વિકસે છે.



તડાવત શોધોની રમત

અંગ્રેજીમાં તેને 'પઝલ ગેમ'..... એટલે કે કોયડો કે સમસ્યા ઉકેલવાની રમત કહેવાય છે. બે તદ્દન સરખાં દેખાતાં ચિત્રોમાં ઘટ્ટ જેટલા તડાવત હોય છે. પહેલી નજરે તે જણાતા નથી. બાળકોની અવલોકન શક્તિને ખીલવવા આ કોયડા/પઝલ રમત સરસ સાધન છે. તે ચિત્રોમાં બાગ, રેલ્વે સ્ટેશન, બાલમંદિર, રમતનું મેદાન, ખેતર, જંગલ, સરકસ વગેરેને પસંદ કરી શકાય.



ડાબી તરફના ચિત્રમાં,

૧. ખિલાડીનો પદ્ધે છે.
૨. ખિલાડીને એક જ કાન છે.
૩. ખિલાડીને પાંપણ નથી.
૪. આગલો એક પગ સીધો છે.
૫. બાળકનો ડાબો હાથ સ્પષ્ટ દેખાતો નથી.
૬. સાદી ટોપી
૭. ફૂમતુ નથી.
૮. કાન નથી.
૯. જમણા હાથની આંધ ડીઝાઈનવાળી છે.
૧૦. જમણા પગે મોજાં સ્પષ્ટ નથી.

જમણી તરફના ચિત્રમાં,

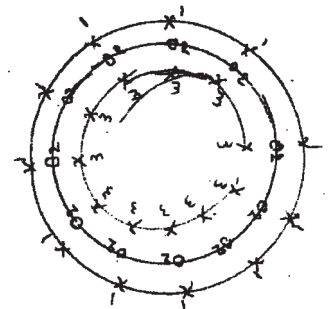
૧. નથી.
૨. બે છે.
૩. છે.
૪. નીચેથી ગોળાકાર છે.
૫. સ્પષ્ટ દેખાય છે.
૬. માથા આગળ રેખા છે અને ઉપર ફૂમતું છે.
૭. ઉપર ફૂમતું છે.
૮. કાન છે.
૯. આંધ તે વગરની છે.
૧૦. છે.

ઢાલ - લાકડી

ચામડાની કે જાડા પૂંઠાની ચોરસ કે ગોળ ઢાલ બનાવવી. વર્તુળમાં બે બાળકો તેને ડાબા હાથમાં, બચાવ માટે રાખશે. જમણા હાથમાં હળવી લાકડી આપવી. તલવાર રૂપી તે લાકડી માત્ર ઢાલ પર જ મારવાની. રમત ચગાવવા ફરતેના બધા વાહ, વાહ, શાબાશ વગેરે શબ્દો બોલશે. થાકી જતાં બીજાં બે રમશે. શિવાજીને બાળપણથી આ પ્રકારની રમતો દ્વારા તાલીમ આપવામાં આવી હતી.

માછીમારો માછલી પકડે

× ચોકડીની નિશાનીવાળા ૧ અને ૩ સંજ્ઞાવાળા બાળકો માછીમાર ગણાય. વર્તુળ/મીંડુ કર્યું છે, તે બાળકો માછલી ગણાય. માછીમારો સામસામા મોં રાખી ઊભા રહે. પહેલી સૂચના - સિસોટી પર માછલીઓ એટલે વચ્ચેના વર્તુળવાળા બાળકો હોડવા માંડશે. બીજી સૂચના/મોટી સિસોટીએ માછીમારો ૧ અને ૩ × વાળા બાળકો સામસામા હાથ પકડી લેશે. તે વખતે માછલીઓ પણ સ્થિર ઊભી રહી જશે. ૧ અને ૩ ની જાળમાં જેટલી માછલી પકડાઈ હશે તે બાળકો બાદ ગણાશે. (તેમણે છટકવાનો પ્રયત્ન કરવાનો નથી.) પછી માછલીઓ માછીમાર બને, તેવા ફેરફાર કરવા. “ઘોબી તળાવે ટામેટુ” ની રમતમાં પકડાવવાની માત્ર એક જ જગ્યા હોય છે. અહીં ઘણી બધી હોય છે.

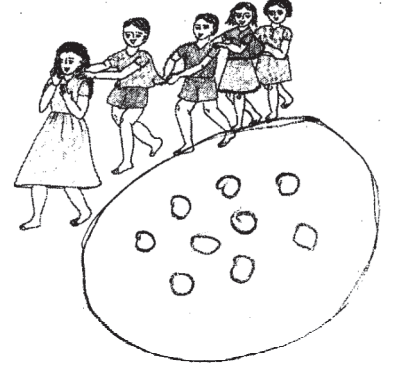


યોગ્ય ભાગ જોડો અને સમગ્ર ચિત્ર બનાવો

એક સરખા ચિત્રને વિવિધ રીતે કાપીને, દરેક ટુકડાઓ બનાવવામાં આવે છે. જાડા પૂંઠાના કે લાકડાના તે બનાવવા. વાઘ, સિંહ, જીરાફ કે રામ લક્ષ્મણ, સીતા કે ગાય - વાછરડું વગેરેનાં ચિત્રો લેવાં. તે સમગ્ર ચિત્ર પણ માર્ગદર્શન માટે આપી શકાય. એટલે દરેક ચિત્ર બેની સંખ્યામાં લેવાં. એક આખું રાખવું - બીજાના ટુકડા કરવા.

આવો મારી સાથે

વર્તુળની અંદર નાના ગોળ ઘરો દોરવા. તેમાં ઢાવ લેનાર ઊભા રહે. બેસી પણ શકે. રમત શરૂ થતાં ઢાવ આપનાર તાળી પાડતા પાડતા દોરેલા વર્તુળ બહાર ફરતો જાય. બોલતો પણ જાય 'આવો મારી સાથે'. ઢાવ લેનારા બાળકો ઘર છોડી, આગળના બાળકોના ખભા પર હાથ મૂકી ઢાવ આપનારની પાછળ પાછળ ચાલશે. રમાડનાર અચાનક, 'જાવ તમારા ઘેર' બોલશે. બાળકો પોતાના ઘેર/ગોળમાં દોડી જશે. ઢાવ લેનારાઓ કરતાં એક ઘર ઓછા કરતાં જવું. જે રહી જાય તે ઢાવ આપે. સંગીત ખુરશી જેવી જ આ રમત છે.



બેઠી ખો

એક લાઈનમાં ઢાવ આપનારા એક પૂર્વ તરફ મોઢું તો બીજો પશ્ચિમ તરફ મોં રાખી બેસે. તેમનામાંથી એક જણ એક બાજુથી પકડવા દોડે. તેનાથી બે બેઠેલા, ઢાવ આપનારની વચ્ચેથી પસાર ન થવાય. પાછા ન ફરાય. પરંતુ ઢાવ લેનારા, બે બેઠેલા ઢાવ આપનારની વચ્ચેથી પસાર થઈ શકે. ઢાવ આપનાર ખો આપી પોતાના જૂથનાને ઢાવ આપવા, પકડવા તક આપે. ઢાવ લેનાર ટીમના સભ્યો એકબીજાને ઉપરાઉપરી ખો આપીને ઢાવ લેનારાને જલ્દી પકડી શકે છે. જે દિશામાં ઢાવ લેનારા દોડતા હોય તે દિશામાં મોં રાખીને બેઠેલ રમતવીરને ખો મળવાથી ચપળતાથી તેની પાછળ દોડી શકે છે. તેથી ઢાવ લેનાર મૂંઝાઈ જાય છે અને જલ્દી પકડાઈ જાય છે.

આ રમત દ્વારા બાળકોમાં ચપળતા, ત્વરિત સમજણ અને સમૂહભાવનાના ગુણ વિકસે છે. પોતે જ દોડ્યા ના કરવું. પરંતુ બીજાને ખો આપીને દોડવાનો અને હોંશિયારી બતાવવાનો મોકો આપવાથી ટીમનું કામ સારી રીતે થાય છે અને ઓછા સમયમાં ઢાવ પૂરો થાય છે, તેથી બધાને મજા પડે છે. આમ બાળક પોતાના સ્વાર્થથી ઉપર ઉઠીને બીજા ટીમ-સભ્યો સાથે સહકાર કરવો તથા બીજાને પણ રમત દેખાડવાનો મોકો આપવો જરૂરી છે એવું શીખી શકે છે.

આ રમતમાં કોઈ જ વધારાની સામગ્રી જરૂરી નથી. ફક્ત નાનકડું મેદાન અને બાળકો હોય તો થોડા સમયમાં વધારે મજા લેવા માટે આ રમત સારી છે.

શૂન્ય ચોકડી

હરિએ શરૂઆત કરવાની. એક ખાનામાં શૂન્ય દોરવાનું. પછી રાજુએ બીજા કોઈ ખાનામાં ચોકડી કરવી. બંને એવી રીતે રમશે કે ત્રણ શૂન્ય (કે ત્રણ ચોકડી) ઊભા, આડા કે કોસમાં જલ્દી થાય. એકના થશે. બીજાના નહીં થાય. આકૃતિમાં હરિ જીતે છે.

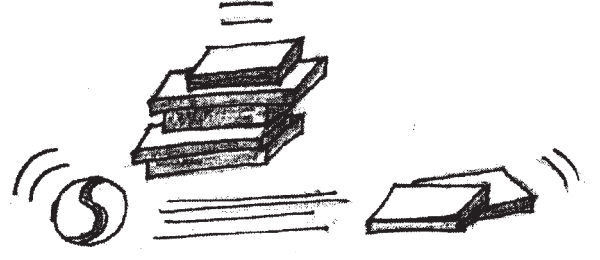
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ઊભી ખો

અહીં વર્તુળમાં આગળ-પાછળ જોડીમાં અંદરની તરફ મોં રાખી, ઊભા રહી, એક ઢાવઆપનાર બીજાને પકડવા દોડે. ઢાવલેનાર પકડાઈ જાય એમ લાગે તો 'ખો' એમ કહીને કોઈપણ જોડીની આગળ ઊભા રહી જાય. તેમ થતાં ત્રણ થાય ત્યારે, ત્રીજી વ્યક્તિએ દોડવાનું. ખોની રમતમાં ઝપાટાબંધ ખો આપવાથી જ જીતી શકાય. તેમાં નવીનતા ઉમેરવા, ત્રીજી વ્યક્તિ ઢાવલેનાર ન રહેતા આપનાર બની જાય. પકડવા જનાર દોડનાર બની જતાં, ખૂબ ગોટાળા થતાં, ખૂબ મઝા પડશે.

સાત ઠીકરી

બંને ટુકડીમાં સરખી-ચાર કે સાત સંખ્યા રાખવી. સાત ઠીકરી કે ટાઈલ્સના ટુકડા એક રેખા પર મૂકવા. ઢાવ લેનારામાંથી દસેક ફૂટ દૂર, રેખા પરથી એક બાળક દડાથી તેને ગબડાવશે. ઢાવ આપનારા તે જ દડાથી ભાગી જતા, ઢાવલેનારાને મારશે. જેને બોલ વાગે તે બાદ થાય. ઢાવ લેનારાએ તક મળે ઠીકરીઓ એક બીજા પર ગોઠવવાની. તેઓ ગોઠવતા હોય ત્યારે પણ દડાથી તેને મારી શકાય.



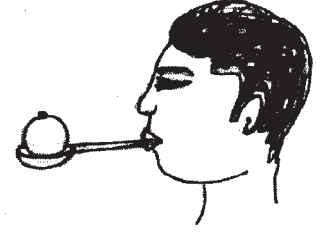
ભૂલભુલામણીનું જોડકણું બોલાવો

શરૂઆત ઘીમે ઘીમે કરવી. પછી ઝડપ વધારવી.....

“કાચો પાપડ, પાકો પાપડ, ખાવ કાકા પાકો પાપડ.
પાંચ પાપડ કાચા કાકા, પાંચ પાપડ પાકા કાકા,
કાચા કાચા મૂકો પાછા, પાકા પાકા ખાવ કાકા”.

લીંબુ ચમચી

એક દારમાં ઊભેલાં બાળકો, મોમાં પ્લાસ્ટીકની ચમચી પર લીંબુ ગોઠવી, નક્કી કરેલે સ્થળે ઘીમે ઘીમે ચાલીને પહોંચશે. જેનું લીંબુ પડી જાય તે સ્મતમાંથી બાદ થાય. સ્મતને અઘરી કરવા ઊંઘા - ચાલીને પણ તેમ કરાવી શકાય.



જલેબી, દ્રાક્ષ, કેળા, અંજીર, રોટલી મોંથી ફૂદીને ખાવાના

‘દ્રાક્ષ તો ખોટી છે’ વાર્તામાં શિયાળ જે રીતે ફૂદી ફૂદીને દ્રાક્ષ ખાવા પ્રયત્ન કરે છે, તેમ, બાળકોએ કરવાનું રહેશે. બાળકો ફૂદીને પહોંચી શકે તેટલી ઊંચાઈ પરની દોરી પર દ્રાક્ષ, કેળાં કે રોટલી કે અંજીર દોરીથી આંધીને લટકાવેલા હોય છે. બાળકોને ક્રમ આપેલો હોય છે. દરેકે પોતાના ક્રમે મૂકેલી ચીજ જ, હાથ પાછળ રાખી, માત્ર મોંથી ખાવાની છે. જેનાં મોંમા આવી જાય તે દોડીને નક્કી કરેલાં સ્થળે પહોંચી વિજેતા બની જશે.

અગસમ બગસમ

સ્માસનાર સીટી વગાડે કે વર્તુળમાં ઊભા રહેલા (કે બેઠેલા) ૧, ૨, ૩ એમ પચાસની (કે વધુ) સંજ્ઞાના આંકડા બોલે. પરંતુ કોઈક દા.ત. સાતનો આંકડો, તેના ગુણાકાર કે તમામ સંજ્ઞા વખતે તે ન બોલતા અગસમ બગસમ જ બોલવું. તેમ તત્કાલ પ્રતિક્રિયા કરવાની. સમય લેવાનો નથી. વિચાર કરવા રોકાય એટલે બાદ થવું. સાત, ચૌદ, સત્તર, એકવીસ, અઠાવીસ બોલવાનું આવે ત્યારે તત્ક્ષણ અગસમ બગસમ જ બોલવું. જે આંકડો બોલે તે બાદ થાય.

વિદનપસાર દોડ

સરખી સંખ્યાની બે ટુકડીઓ પાડવી. મેદાનમાં નાની/નીચી પાટલીઓ, ઇંટો, પથ્થરો, કાંટા, ડબ્બા, ખુરશી જેવા વિદનો મૂકવાં. સૂચના મળતાં પહેલાં બે બાળકો (બંને ટુકડીના એક એક) વિદનો પસાર કરી સામેની નિશ્ચિત થયેલી ધીવાલને અડકી, પાછા ફરી, પોતાની ટુકડીના સૌથી પહેલા બાળકને તાળી આપી, સૌથી છેવટે જઈ ઊભા રહેશે. જે ટુકડીના બધા બાળકો તે દોડ વહેલી પૂરી કરે તે ટુકડી વિજેતા ગણાય.

વાહ રે વાહ

આપણાં સાથીઓ માટે બોલાવી શકાય. કોઈની પણ પ્રશંસા કરવા માટે તે સરસ શબ્દો છે. પ્રવાસેથી પાછા આવ્યા પછી સંચાલકની, ડ્રાઇવરની, શિબિર પૂરો થયા પછી કાર્યકર્તાઓની, રસોડાના મદદનીશોની - વાહ રે વાહ એ ઋણ અદા કરવાની રીત બની જાય છે. અંગ્રેજી - Thank you શબ્દોનો તે પર્યર્થ છે. દા.ત. બોલનાર શ્રી હરિભાઈની વાહ રે વાહ બોલે અને બીજા બધા તેનું પુનરાવર્તન કરે. જરૂર પડે ત્રણેક વાર પણ પ્રયોગ થઈ શકે. રમતની સાથે ગમ્મત. જમવા બેઠેલાઓને “આજ કા ખાના બહોત અચ્છા” બોલાવી શકાય. આ રીતો સામૂહિક આભારદર્શન માટે વાપરી શકાય. વ્યક્તિગત જીવનમાં પણ ગુજરાતી સાંસ્કારિકતામાં આપણે “આભાર” કહેવા કરતાં “થેંક્યું” બોલવાનું પસંદ કરીએ છીએ. પરંતુ વ્યક્તિગત રીતે આભાર માનવા માટે થેંક્યુંને બદલે આપણે શું કહી શકીએ તે બાળકોને નાનપણથી શીખવવું જરૂરી છે. જેમકે, તમે ક્રિકેટનો સામાન સ્ટોરમાંથી ઉપાડીને અહીં સુધી લઈ આવ્યા. તે સારું કર્યું, કે “શાબાશ”. “આ કામ જરૂરી હતું ને તમે કર્યું તે બદલ આભાર”. ઇત્યાદિ બોલવાની ટેવ પાડવી જોઈએ. આ શબ્દો શિક્ષક વાપરતા થશે તો જ બાળકો શીખશે.”

ગપ્પાં-રમત

બાળકોની કલ્પનાશક્તિ વધે છે. બાળકોની વાર્તામાં, કુંભારે એક વાઘને ગઘેડો માની દોરીથી બાંધી દીધાની વાત આવે છે. એક બાળકે ગપ્પું માર્યું કે, “મારા દાદા પાસે ત્રણ મણ લોખંડનો ભાલો હતો”. બીજા બાળકે કહ્યું કે, “એના દાદા પાસે ચાર મણ લોખંડની તલવાર હતી”. ત્રીજા બાળકે ગપ્પુ માર્યું કે, “એના દાદા તે તલવાર અને ભાલો લઈને લડવા જતા” !!! હા હા હા.... હા હા હા....

એક બાળકે કીડીની વાત કરી. એક કીડી દોડતી જતી હતી. વચ્ચે હાથીભાઈ ધીમે ધીમે આવતા હતા. કીડીએ કહ્યું હાથીભાઈ મારા રસ્તામાંથી ખસી જાવ નહીં તો સૂંઢ પકડીને, ગોળ ગોળ ફેરવીને, દૂર ફંગોળી દઈશ.... હાથીભાઈએ ગભરાઈને, રસ્તો બદલી માફી માંગી.... !!! હા હા હા....

એક બાળક બીજાને કહે કે એક માણસને ટાલ હતી. એક તેલ લગાડ્યું તો મોટા ચોટલા જેવા વાળ થયા. ટી.વી. માં સાબુની અને બીજી જાહેરાતોમાં ગપ્પાં જ હોય છે. એક બાળક કહે, ‘એક કીડીએ એક હાથીને કહ્યું કે લાડો મારી દઈશ ! હાથીને ખૂંધ, ઊંટને સૂંઢ, ઉંદર, અંદર વગેરે પૂંછડી વગરના, પોપટને મૂછ, કાગડાને દાઢી, કાબર અને ચકલી સાડી પહેરે, રીંછ લૂંગી પહેરે, ગઘેડો સાઈકલ ચલાવે, બકરી-બકોર પટેલની વાર્તા પ્રમાણે - ડૉક્ટર અને, વગેરે.

ભાવનગરના રાજાની વાહ રે વાહ

દરેક વખતે એક શબ્દ ઉમેરતા જવું. વારંવારના રટણથી રમાડનાર ઝડપથી.... તેમ કરી શકશે.

ભાવનગરના રાજાની વાહ રે વાહથી શરૂઆત કરી. પછી

ભાવનગરના રાજાની રાણીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીના બચ્ચાની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીના બચ્ચાની પૂંછડીની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીના બચ્ચાની પૂંછડીના ટોચની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીના બચ્ચાની પૂંછડીના ટોચનાં ટપકાની વાહ રે વાહ,

ભાવનગરના રાજાની રાણીની કુંવરીની દાસીની દીકરીની બિલાડીના બચ્ચાની પૂંછડીના ટોચનાં ટપકાના વાળની વાહ રે વાહ,

આમ રટણ કરવાથી સ્મૃતિની કસરત થાય છે. બોલનારા સમૂહમાં બોલતા હોય તો ખૂબ મજા પડે છે. બે ટુકડી પાડી વારાફરતી એક એક વાક્ય બોલે તેવી રીતે પણ રમાડી શકાય. એકવાર આવડી જાય પછી બાળકો જાતે શબ્દો ઉમેરે છે. તેથી બાળકોની કલ્પનાશક્તિ અને પ્રત્યુત્પન્નમતિ બંનેની કસરત થઈ જાય છે અને બાળકો વધુ ચબરાક બનતા જાય છે.

Appendix 4

Identification of children having psycho-social issue :

The teacher can be observant and fill up the form below for a child in the class. The description in the form helps the teacher to seek help from a psychologist or a psychiatrist.

Referral form:

1. Name of student Age Sex Std
- Father's name Occupation Education:
2. Name of School :
3. Mother's name Guardian's name
4. Telephone contact Name Ph No.
5. Describe the complaint :
-
-
-
6. Symptoms of Mental disturbance : (Tick where applicable)

e	e
1. Anxiety, fear, uneasiness	16. Sleep disturbance
2. Signs of Depressive mood	17. Frequently absent in school
3. Body Pain, Feeling of weakness	18. Having seizures
4. Headache	19. Frequent falls and hurt
5. Stopped talking	20. Having tongue bite
6. Remaining aloof	21. Drinking alcohol
7. Laughing when alone, murmuring	22. Tobacco consumption
8. Hallucination	23. Taking other drugs
9. Careless for one self	24. Behind in studies due to drugs
10. Getting angry very often	25. Mental Retardation
11. Remaining too happy	26. Late in speech, walking, etc
12. Damaging others / hitting	27. Slow physical growth
13. Damaging oneself	28. Late learning at school
14. Obsessive thinking and action	29. Less intellect than peers
15. Losing consciousness frequently	

7. Other problems noticed :

History of Mental Illness in the family:

History of any stressful event in the family :

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

8. Efforts made to sort out the problem :

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

9. Other relevant information :

1. The student gets along well with co-students. Yes / No

2. Other students welcome and accept this student Yes / No

3. Student is able to concentrate on studies Yes / No

4. Student is able to understand subject being taught in class Yes / No

Intellectual capacity is normal Yes / No Specify :

Learning Disability noticed Yes / No Specify :

Any special skill possessed by the student :

Student gets along well with teachers Yes / No Specify :

Student gets along well with parents Yes / No Specify :

10. Use the space below to describe your observations :

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

Date:

Name of person filling the form

School Address :

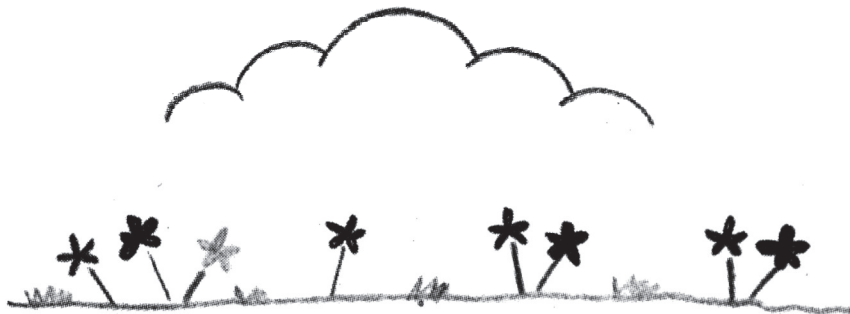
School Phone No.

Appendix 5

Child Rights as per United Nations :

- Right to Life : Legal protection to life, best health status, enough Nutrition, good standard of living, right to own and maintain nationality
- Right to Protection : Life free of exploitation, oppression, inhuman conditions and humiliation, right to be taken care of, right to live and protection at the time of war and internal disturbances
- Right to Development : Support during childhood, right to education and self-development, rest at workplace between work hours, right to cultural identity and to opportunity for entertainment in life
- Right to be part of decision making : Freedom to express opinion, respect to the child's opinion, right to maintain independent thinking, religion of choice and conscience of one's choice.

Taken from a publication of
Chetna (Child Resource Center) Ahmedabad



Thought of the time

We believe that we should try to bring as much of the world and fortune to the child, whenever required we are able to help as much as the child wants, we listen to them properly and at last move away from their path to progress and lay enough trust in their ability to life achievement. This means giving full respect to the child's rights.

Glossary of difficult words in Gujarati

Appendix 6

શબ્દસૂચિ

There are certain terms and words which are quite difficult for the reader to understand especially in Gujarati text. We think the English version is fairly simple and does not probably need explanation to any of the terms / words.



ક		જનીન	=	ગુણ સૂત્રોને લગતું.	
કસકાઈ	=	અક્કસતા, નિયમોના પાલન માટે ખૂબ આગ્રહ રાખવો.	જાગૃત	=	જાગતું, વધુ માહિતી હોવી.
કરુણા	=	દયા, અનુકમ્પા	જાતીય	=	સ્ત્રી-પુરુષના સંબંધને લગતું.
કાલ્પનિક	=	કલ્પના પર આધારિત	જિજ્ઞાસાવૃત્તિ	=	જાણવાની ઉત્કંઠા, જ્ઞાન મેળવવાની ઈચ્છા
કુતૂહલ	=	તીવ્ર જિજ્ઞાસા, કોઈ વસ્તુ જોઈને તેને વિશે વધુ જાણવાની ઈચ્છા	જિરવવું	=	વેઠવું, પચાવવું, સહન કરવું, સાંખવું
કુદરતી હાજતો	=	(સામાન્ય રીતે) ઝાડો કે પેસાળ કરવા જવું તે	ખ		
કોગનીટીવ	=	બૌદ્ધિક સમજણશક્તિ	ખૂઝવાનું	=	સામનો કરવો, મરણિયા થઈને પ્રતિકાર કરવો
કૌશલ્યો	=	વિશિષ્ટ આવડતો	ઙ		
ખ		ટ્રીલિયન	=	સંખ્યા છે.	
ખચકાટ	=	અચકાવું, ક્ષોભથી અટકવું		એક ટ્રિલિયન = ૧૦,૦૦,૦૦,૦૦૦	
ગ				(એક હજાર લાખ)	
ગંભીર	=	ભિંડું, શાંત	ઙ		
		(અહીં - ગંભીર બિમારી કે સમસ્યા એટલે વધુ ધ્યાન માંગી લે તેવી સમસ્યા)	ડીપ્રેશન	=	ઉદાસી રોગ
ઘ		ઙ			
ઘનતા	=	ગાઢું, ગીચ, નક્કર	તબક્કો	=	અમુક સમયગાળો, અમુક સ્થિતિ
		(પદાર્થના નાનામાં નાના કણ કેટલી ગીચતાથી ગોઠવાયેલા છે તેનું માપ)	તરંગી	=	ચંચળ, ધૂની
ઘરોબો	=	એક જ કુટુંબના હોય તેવો ગાઢ સંબંધ	તર્ક	=	વિચાર
ચ		તર્કસંગત	=	વિચાર પ્રક્રિયાના ફળ સાથે સહમત	
ચિંતા	=	ફિકર, વિચાર	તર્કબદ્ધતા	=	વિચાર સાથે બંધાયેલું
		(અહીં - વિચારને કારણે વ્યથાની લાગણી થવી તે)	તનાવ અનુકૂલન	=	તણાવવાળી લાગણીઓને નિયંત્રણમાં રાખી પરિસ્થિતિને અનુકૂળ થવું તે
જ		તાણ	=	માનસિક દબાણ	
જનનાંગો	=	પ્રજોત્પત્તિ સાથે સંકળાયેલા અંગો.	તાણચુકત	=	તાણવાળું
		(સામાન્ય ભાષામાં આ બાહ્ય અંગોને આપણે ગુપ્ત અંગો કહીએ છીએ)	તાર્કિક	=	વિચારપ્રક્રિયાથી ફલિત થવું
			તુરુષકાર	=	ઉદ્ધતાઈથી ઉપેક્ષા કરવી, તિરસ્કાર કરવો,
					(અહીં વ્યક્તિ નકામો છે એવી રીતે તેનું અપમાન કે અવગણના કરવી)

૬

દિવાસ્વપ્ન	= દિવસનું સ્વપ્ન, કલ્પના, તરંગ
દોષ	= ભૂલ, ખામી, વાંક, કલંક
દોષારોપણ	= બીજાનો વાંક કાઢવો, બીજાનો વાંક છે એવો આક્ષેપ કરવો
દુષ્પરિણામો	= ખરાબ પરિણામો
દૃષ્ટિ	= નજર
દૃષ્ટિકોણ	= અમુક વસ્તુ જોવાની કે વિચારવાની રીત

દૃષ્ટિ અને

અવકાશનો મેળ	= જોઈને જગ્યાનો અંદાજ આવવો તે (અહીં - નજર પડે જગ્યા સમજીને તે મુજબ કાર્ય કરવું તે)
દિવિધા	= બે વસ્તુ કે રીતમાંથી એકની પસંદગી માટે મુંઝવણ થવી તે

દિવપક્ષી	= બે બાજુનું, બંને પક્ષનું
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ઘ

ઘ્યેયો	= ધ્યાન દેવા યોગ્ય હેતુઓ
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ઙ

નકારાત્મક	= અસંમતિસૂચક, નિષેધાત્મક, અસ્વીકાર કરવા યોગ્ય
નિર્ણાયક	= નિર્ણય લઈ શકવું તે
નિરાકરણ	= પતાવટ, ફેંસલો, પ્રશ્નનો ઉકેલ લાવવો, પરિણામ લાવવું (અહીં - ઉપાય કરવો)
નૈતિક ફરજો	= નીતિને લગતી ફરજો, સહાયાર

પ

પછાતપણું	= પાછળ રહી ગયેલું
પરાનુભૂતિ	= બીજાને જોઈને તેના જેવી જ લાગણી અનુભવવી તે.
પરિભળો	= કાર્ય-કારણ પર અસર કરતી પરિસ્થિતિઓ કે સંજોગો
પરિસ્થિતિ	= સંજોગો, આજુબાજુની સ્થિતિ
પર્યાવરણ	= વાતાવરણ
પહેચાન	= ઓળખાણ
પારંગત/તા	= હોંશિયાર/રી
પુનરાવર્તિત	= ફરીથી આવનાર, ફરી કરાયેલ
પુનર્વસન	= ફરી વસાવવું તે

પોષણયુક્ત	= શરીરને જરૂરીપોષણ આપતો (ખોરાક)
પ્રક્રિયા	= પદ્ધતિ, રીત
પ્રતિભા	= તેજ, કાંતિ, વ્યક્તિગત પ્રભાવ
પ્રતિભાવો	= ભાવાત્મક જવાબ, રીસ્પોન્સ
પ્રત્યક્ષ	= સ્પષ્ટ, નજર સામે હાજર હોવું
પ્રત્યાગમન	= પાછું ફરવું, પાછું આવવું તે
પ્રદૂષણ	= શરીરને નુકસાનકારક તરવો હોવા તે
પ્રયોજન	= હેતુ, કારણ
પ્રવર્તમાન	= હાલ ચાલે છે તે
પ્રવિણતાપૂર્વક	= કુશળતાથી
પ્રાથમિક આધાર	= પાયાનો આધાર પહેલવહેલો ટેકો
પ્રેરણા	= સહજ સ્ફૂરવું તે

ફ

ફાર્મકોથેરાપી	= દવાઓથી થતી રોગની સારવાર
ફિલસૂફી	= વિચારદર્શન, તત્ત્વજ્ઞાન
ફેરગોઠવણી	= ફરીથી ગોઠવવું

બ

બળવાકારક	= બંડ થાય તેવું (વર્તન), વિરુદ્ધ વર્તન, સામે ઉઠવું/બોલવું
બળવાખોર	= બંડ કરનાર
બંધારણ	= બાંધવાની રીત, રાજ્યનું નિયંત્રણ કરવા માટેના ધારાધોરણ
બાધ્યતા	= બંધનકારક
બિલીયન	= સંખ્યા છે - એક કરોડ કે એકસો લાખ
	૧૦૦,૦૦,૦૦૦
બીબાઢાળ ભૂમિકા	= ચોકઠાની જેમ નક્કી થઈ ગયેલી ભૂમિકા
બુદ્ધિશાળી	= ઉચ્ચ પ્રકારની સમજશક્તિવાળુ
બુદ્ધિક્ષ	= બુદ્ધિ ક્ષમવાની જરૂર પડે તેવી રમતો
બોધાત્મક	= જ્ઞાન મળી રહે તેવું

ભ

ભગ્ન	= ભાંગેલું
ભરમ	= ભ્રમ
ભાવાત્મક	= ભાવપૂર્ણ
ભૂમિકા	= પાપો, કક્ષા, જે તે સ્થળ કાળમાં (અપેક્ષિત) કાર્ય હોવું તે, પ્રસ્તાવના

મ

મઠારવું	= મરામત કરીને સુંદર કે સુયોગ્ય આકાર આપવો તે
મતિભ્રમ	= મગજમાં ગૂંચવાડો થવો, બુદ્ધિથી નક્કી ના કરી શકે તેવું
મનોગ્રસ્તિ	= મન પર છવાઈ ગયેલું મનને પકડી રાખેલું હોય તેવું
મનોવિરિષ્ણતા	= મનના એક રોગનું નામ છે, મન અને બુદ્ધિનો મેળ કપાઈ ગયો હોય તેવું
મનોવિશ્લેષણશાસ્ત્રી	= મન અને માનસિકતાને પૃથક્કરણ પદ્ધતિથી સમજી શકનાર, સાયકોલોજિસ્ટ
મનોસામાજિક	= મન અને સમાજનું
મંદબુદ્ધિ	= ઓછી બુદ્ધિવાળું
માનવસંપદા	= સંસ્થામાં કામ કરતા કે બહારના માનવો મિલકત જેવા છે એમ ગણવા.

માનસશાસ્ત્રી	= માનસિક પ્રક્રિયાઓનો અભ્યાસ કર્યો હોય તેવા નિષ્ણાત વ્યક્તિ
માર્ગદર્શન	= રસ્તો બતાવવો તે, ઉપાય સૂઝાડવો તે
મિજાજ	= તાસીર, પ્રકૃતિ, મૂડ
મૂંઝવણ	= ગૂંચવાડો
મૂલ્યો	= સારીનીતિમત્તાવાળા વલણો, યોગ્ય વલણો, કિંમત
મૂલ્યાંકન	= કિંમત આંકવી, યોગ્યતા સમજવી
મૂરતિયો	= વર
મોટપણે	= મોટા થયા બાદ

ય

યંત્રવત્	= મશીનની જેમ
યોગદાન	= ફાળો

ર

રોલપ્લે	= નાટક
રચનાત્મક	= સર્જનશીલ, નવું કરી શકવાની આવડત.

લ

લઘુતાગ્રંથિ	= કોઈપણ પરિસ્થિતિમાં પોતે બીજા કરતા નાનો કે નીચો છે તેવું માનવું તે
લૈંગિક ઓળખ	= સ્ત્રી કે પુરુષ હોવું તે

વ

વર્તણૂક	= વર્તન
વાડા	= વિભાગો
વિઘટનાત્મક	= ભાંગફોડિયું
વિદ્ન	= અવરોધ
વિચારસરણી	= વિચારવાની પદ્ધતિ
વિધિબદ્ધ	= નિયમપૂર્વક
વિદેયાત્મક	= રચનાત્મક રીતે વિચારવું
વિનાશાત્મક	= વિનાશ કરે તેવું
વિશ્લેષણ	= પૃથક્કરણ
વિષદ્	= વિગતો, વિગતભર્યું
વિક્ષેપાત્મક	= ખલેલ પહોંચાડે તેવું
વ્યક્તિત્વ	= પ્રતિભા
વ્યૂહરચના	= રણનીતિ

શ

શ્યામફલક	= કાળું પાટિયું, બ્લેકબોર્ડ
શિક્ષણાત્મક	= શિક્ષણ મળે તેવું, શીખવા મળે તેવું
શૈશવકાળ	= બાળપણ
શૌચાલય	= સંડાસ

સ

સખ્તાઈ	= કડક થવું તે
સચિંત/તા	= લાગણી રાખનાર, લાગણી રાખવી તે
સચેત	= સાવધ
સજાગતા	= જાગૃતિ
સજજતાપૂર્વક	= તૈયારી સાથે
સર્જનાત્મકતા	= સર્જન કરવાની આવડત
સહંતર	= ક્યારેય, બિલ્કુલ
સમમાપન	= સરખું માપ હોવું તે
સમસ્યા	= મુશ્કેલી, તકલીફ
સમાનુભૂતિ	= બીજાના જેવા જ ઈએ એમ અનુભવ કરવો
સમૂહાય	= સમૂહ
સલામત	= સુરક્ષિત, જોખમથી મુક્ત
સર્વાંગી	= બધા પાસાંને આવરી લે તેવું
સહાધ્યાયી	= સાથે ભણનારા, સાથે અભ્યાસ કરનાર
સહિષ્ણુતા	= સહન કરી શકવું તે

સક્ષમ	=	લાયકાતવાળું, તાકાતવાળું, ક્ષમતાવાળું
સંકલન	=	ભેગું કરીને તેને આયોજન પ્રમાણે ગોઠવવું.
સંકુલ	=	સમૂહ, જટિલ
સંક્રાંતિકાળ	=	એક પરિસ્થિતિમાંથી બીજીમાં જવાનો સમય, સંક્રમણ કરવાનો સમય
સંચય	=	સંગ્રહ કરવો, ભેગું કરવું
સંચલન	=	હલનચલન કરવું
સંદર્ભ	=	આગળ પાછળના અર્થનો સંબંધ
સંપ્રદાય	=	ધર્મનો ફાંટો
સંવેગાનુકૂલન	=	મનમાં ઉઠતા આવેગોને નિયંત્રણમાં રાખીને પરિસ્થિતિને અનુકૂળ થવું.
સંવેદનશીલ	=	લાગણીવાળું
સંસાધનો	=	ભેગા કરેલા સાધનો, ઉપયોગમાં લેવાય તેવા સાધનો/મિલકત
સાતત્યપૂર્વક	=	સતત, અવિરત રીતે કાંઈ પણ કરવું તે
સાનુકૂળ	=	અનુકૂળતા સાથે
સાયકોથેરાપી	=	મનોચિકિત્સા
સાયનેપ્સ	=	
સાયુજ્ય	=	સંપૂર્ણ તાદાત્મ્ય, એકમેકમાં ભળી જવું તે
સ્ફૂર્તિલું	=	ચેતના સભર
સ્વ	=	પોતે, પોતાનું
સ્વજન	=	પોતાનું માણસ, સંબંધી, સગું
સ્વીકૃત	=	સ્વીકાર પામેલું
સ્વત્વ	=	પોતાપણું
સ્વપ્રયત્ન	=	પોતાનો પ્રયત્ન
સ્વમૂલ્યાંકન	=	પોતાની/પોતાના કાર્યની કિંમત - ઉપયોગિતા સમજવી
સ્વયંકેન્દ્રી	=	પોતાનો જ વિચાર કરતો હોય તેવો, પોતાનામાં જ કેન્દ્રીત
સ્વયંભૂ	=	આપમેળે ઉત્પન્ન થયેલું
સ્વાયત્ત	=	સ્વતંત્ર

ઠ

હકારાત્મક	=	સંમતિ હોય તેવું
ઠાઉ	=	ડર, બીક

હિમાયત	=	તરફદારી, પક્ષ લેવો તે, કોઈ વિચાર, કે કાર્યની તરફેણમાં ઝૂંબેશ કે જાહેર રજૂઆત કરવી
હોર્મોન્સ	=	અંતઃસ્ત્રાવ

ક

ક્ષમતાવર્ધન	=	તાકાત વધારવી, આવડત વધારવી
જ્ઞાનોપાર્જન	=	જ્ઞાન મેળવવું

ચ

અકરાંતિયો	=	વધુ પડતું ખાનારો
અદમ્ય	=	દાબી ન શકાય તેવું
અધ્યયન	=	અભ્યાસ
અનિવાર્ય	=	ટાળી ન શકાય તેવું
અનુકમ્પા	=	દયા, સહાનુભૂતિ
અનુકૂલન	=	ફાયદાકારક, માફક આવે તેમ કરવું
અનુકરણીય	=	નકલ કરવા યોગ્ય
અભિક્રમ	=	પહેલ (કરવી)
અભિગમ	=	વલણ, નજીકનો વિચાર કે કાર્ય હોવું તે
અભિપ્રાય	=	મત
અભિન્ન	=	જુદું ન હોય તેવું
અભિવ્યક્તિ	=	રજૂઆત, વ્યક્ત કરવું, પ્રગટ કરવું
અમૂર્ત	=	નિરાકાર, આકાર વગરનું
અયોગ્યતા	=	યોગ્ય ના હોવું તે
અલિપ્ત	=	અળગું, અનાસકત
અલિપ્તભાવ	=	અનાસક્તિ, અળગા રહેવાનો ભાવ
અવગણના	=	ઉપેક્ષા થવી
અવરોધ	=	રોકે તેવું, બાધક, અટકાયત
અસહયોગ	=	સહકાર ના કરવો
અસ્તિત્વ	=	હોવું તે
અસ્વીકાર	=	સ્વીકાર ના કરવું, અંગિકાર ના કરવું તે
અહમ્	=	ગર્વ, મુખ્ય
અહોભાવ	=	વિસ્મયનો ભાવ થવો, પ્રભાવિત થવું
અંતર્મુખી	=	બીજા સાથે ના ભળે તેવું, પોતાની લાગણીઓ કે વિચાર બીજાને ન કહેતાં પોતાના મનમાં જ રાખે તે

આકલન = વિવિધ વસ્તુઓ કે વિચાર કે કાર્યને
વ્યવસ્થિત રીતે સમજવાં

આકસ્મિક = અચાનક થવું

આત્મગૌરવ = સ્વાભિમાન, પોતાનું ગૌરવ

આદાનપ્રદાન = લેવડદેવડ

આનુવંશિક = વારસાગત

આલોચના = કોઈપણ વસ્તુ કે વિચારને માટે
ટીકા-ટિપ્પણ કરવા

આયામો = પાસાં

આવશ્યક = જરૂરી

આવિર્ભાવ = પ્રગટવું, બહાર નિકળવું, જન્મવું

આશ્વાસન = દિલાસો

આહાર = ખોરાક

આંતરમાનવીય
વ્યવહાર = બે વ્યક્તિઓ વચ્ચે પરસ્પર વ્યવહાર
(વાતચીતનો લેવડદેવડનો, વગેરે)

ઈચ્છીત = ઈચ્છવા યોગ્ય, સારી

ઉ

ઉચાર = બોલવાની રીત

ઉદ્યમશીલતા = સતત કાર્ય કરતાં રહેવું તે

ઉદ્યોગશીલતા = ઉત્પાદક કાર્યમાં લાગવું તે

ઉપયુક્ત = યથા યોગ્ય

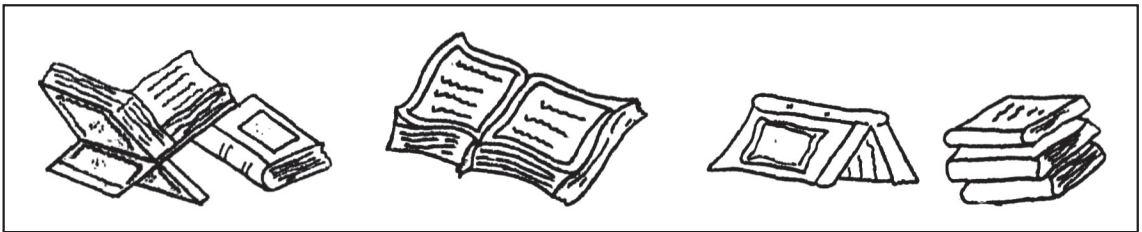
ઉપભોક્તા = ચીજ-વસસ્તુ વાપરનાર

ઉદ્વેગમન = ઊંઘુ/બહાર જતું રહેવું તે

એ

એકાગ્ર = ધ્યાનથી

એકાત્મકતા = બીજી વ્યક્તિ સાથે પોતાપણું
અનુભવવું



Glossary of Difficult Words અઘરા અંગ્રેજી શબ્દો અને તેના અર્થ



ADHD - Attention Deficit Hyper active Disorder	બેધ્યાનપણું અને અતિક્રિયાશીલતા
Advocacy (એડવોકેસી)	હિમાયત કરવી
Anxiety (એન્કાયાટી)	બેચેની, ચિંતા, વ્યગ્રતા
Attention (એટેન્શન)	ધ્યાન
Bed wetting (બેડ વેટીંગ)	પથારી પલાળવી
Behavioral (બીહેવીયરલ)	વર્તનને લગતી
Borderline Intellectual functioning (બોર્ડરલાઇન ઇન્ટેલેક્ટ્યુઅલ ફંક્શનિંગ)	સીમિત બૌદ્ધિક ક્ષમતા
Cognitive (કોગ્નીટીવ)	બૌદ્ધિક સમજણશક્તિ
Competence (કોમ્પીટન્સ)	કાર્યક્ષમતા
Conduct Disorder (કન્ડક્ટ ડીસઓર્ડર)	વર્તનને લગતી બિમારી
Conservation of Quantity (કન્સર્વેશન ઓફ ક્વોન્ટીટી)	કોઈ પણ સ્વરૂપમાં જથ્થાના માપ અંગેની સમજણ ટકાવી રાખવી/બરાબર હોવી
Deductive thinking (ડીડક્ટીવ થીંકીંગ)	વિવિધ નીરીક્ષણો પરથી એક તારણ કાઢવું
Depression (ડીપ્રેશન)	ઉદાસી રોગ
Disorders (ડીસઓર્ડર્સ)	શારીરિક કે માનસિક વ્યાધિ/વિકૃતિ
Electro Convulsive Therapy (ઇલેક્ટ્રો કન્વલ્સીવ થેરાપી-ઇસીટી)	વિજ્ઞાનિક કરંટથી આંચકા આપીને કરવામાં આવતી સારવાર
Exposure (એક્સ્પોઝર)	કોઈ પણ પ્રક્રિયા સમજવા માટે જે તે પ્રક્રિયામાંથી કે સ્થળ પરથી પસાર થવું તે, અનુભવ લેવો
Higher order cognition (હાઇર ઓર્ડર કોગ્નીશન)	અનુક્રમે ઉપલા સ્તરની સમજણ કે જાણકારી હોવી તે
Language (લેંગ્વેજ)	ભાષા
Learning Disorders (લર્નીંગ ડીસઓર્ડર)	શિખવાની મુશ્કેલીઓ/બિમારીઓ
Mechanical ability (મીકેનીકલ એબિલીટી)	ચંત્રચનાની આવડતવાળું
Memory (મેમોરી)	યાદદાસ્ત, સ્મૃતિ
Mental retardation (મેન્ટલ રીટાર્ડેશન)	માનસિક અથવા બુદ્ધિમાં પછાતપણું
Mood Disorder (મૂડ ડીસઓર્ડર)	મનોભાવની બિમારી
Neuromotor function (ન્યુરોમીટર ફંક્શન)	સંચાલનની ક્રિયાને લગતા જ્ઞાનતંતુઓનું કાર્ય
Nocturnal enuresis (નોક્ટર્નલ એન્યુરેસીમ)	રાત્રે ઊંઘમાં પેસાબ થઈ જવો
Object permanence (ઓબ્જેક્ટ પર્મનન્સ)	કાચમીરુપે જે તે વસ્તુને સમજવી કે યાદ રાખી શકવી

Oppositional defiant disorder
(ઓપોઝીશનલ ડીફાયન્ટ ડીસઓર્ડર)

Pharmacotherapy (ફાર્મેકોથેરાપી)

Premises (પ્રીમાઈસીસ)

Psychosis (સાયકોસીસ)

Psychotherapy (સાયકોથેરાપી)

Realisation (રીયલાઈઝેશન)

Recall (રીકોલ)

Resentment (રીસેન્ટમેન્ટ)

Reversibility (રીવર્સીબિલીટી)

Rolemodel (રોલ મોડેલ)

Sensory motor stage (સેન્સોરી મોટરસ્ટેજ)

Social cognition (સોશ્યલ કોગ્નીશન)

Stage of preoperational thought
(સ્ટેજ ઓફ પ્રિ-ઓપરેશનલ થોટ)

Temporal Sequential ordering
(ટેમ્પોરલ સીકવન્શીયલ ઓર્ડરિંગ)

Tick Disorders (ટીક ડીસઓર્ડર)

Visual Spatial Ordering
(વિઝ્યુઅલ સ્પેશીઅલ ઓર્ડરિંગ)

Vulnerable (વલ્નેરેબલ)

કોઈ પણ વસ્તુ કે ક્રિયાની વિરુદ્ધ પ્રતિકાર કે અવજ્ઞા કરવાની વ્યાધિ

બિમારીમાં દવાઓથી અપાતી સારવાર

તર્ક કરવા માટેના આધારરૂપ પૂર્વવિધાનો

એક પ્રકારની ગંભીર માનસિક વ્યાધિ/બિમારી

માનસપૃથક્કરણથી સારવાર, મનોચિકિત્સા

સમજણ, સ્પષ્ટ અર્થ ગ્રહણ થયો હોય તેવું,

પાછું બોલાવવું, પાછું યાદ કરવું

રોષ, ક્રોધ, મનદુઃખ, અણગમો

કોઈ પણ વસ્તુના સ્વરૂપ કે પ્રક્રિયા કે ક્રમને ઉલટાવી શકાય/પરિવર્તિત કરી શકાય તેવું

અનુકરણ કરવા યોગ્ય

સંવેદના અને સંચાલન વિકાસનો તબક્કો

સામાજિક સમજણ કે જાણકારી

પૂર્વસંચાલન વિચારનો તબક્કો

સમય અને ક્રમ પ્રમાણે ગોઠવી શકવું

આદતની વ્યાધિ

વસ્તુને તેના સ્થાન અને તેનાથી રોકાતી જગ્યા/અવકાશ સાથે સમજવી

જેના પર સફળ આક્રમણ કરી શકાય તેવું, અસુરક્ષિત



READERS' PARTICIPATION

Give your opinion: (Please use separate pages to give details)

1. Reader's name/s Age
Reader's address
Reader's Occupation Education
Office address
2. Opinion regarding different chapters:
.....
.....
3. Changes required, please add / delete following :
.....
.....
.....
4. I will use the book for
.....
.....
5. I will use the book for teachers' workshops organised by :
.....
.....
6. There are Problem children in our school / family: Yes / No
7. We need help for Mental Health intervention: Yes / No

Sign: Name and Address _____



