

COURSE 1 ASSIGNMENT

TASK 1: Observation-Based Report by Spending One Day with Children from Different Economic Backgrounds

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1. Introduction

To understand child development and educational psychology, merely reading textbooks is not sufficient. It is also very important to live among children and directly observe their behaviour and circumstances. As part of this task, I got an opportunity to spend one day with children belonging to different economic backgrounds.

Some children belonged to economically well-off families, while some children came from economically weaker families. Through this observation, I tried to understand how physical, emotional, social, language, cultural and religious factors affect the daily lives of children.

2. Objectives of the Study

The main objectives of this study were as follows:

1. To closely observe the daily life and behaviour of children belonging to different economic levels.

2. To understand how physical, emotional, social, language, cultural and religious factors affect children in their everyday lives.
 3. To identify the similarities and differences in the development of children belonging to economically well-off and economically weaker backgrounds.
 4. To draw conclusions that can be useful for both teachers and parents so that they can develop a more sensitive and supportive approach towards all children.
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3. Brief Introduction of the Children Included in the Study

The children included in the observation can be broadly divided into two main groups:

1. Children from Economically Well-Off Families

- These children generally study in private schools or schools having good resources.
- They usually have clean uniforms, good shoes, bags and sufficient study materials.
- At home, they generally have a peaceful environment, a separate room or an organised place for studying.

2. Children from Economically Weaker Families

- Most of these children study in government schools or low-fee private schools.
- Sometimes books, notebooks, uniforms or shoes are not fully available to them.
- Their houses are often small, family members are more in number, and sometimes children have to help with household work or labour along with their studies.

Despite the difference in circumstances between these two groups, a common human desire was clearly visible among all children—to play, learn, make friends and receive love.

4. Impact of Physical Factors

A clear impact of economic status was observed on physical development.

Children from Economically Well-Off Families

- The children from well-off families were generally well-groomed and wore clean and well-maintained clothes. Their shoes and socks were in proper condition, and they brought nutritious tiffins.
- They appeared energetic throughout the day and actively participated in sports, running, physical activities and other activities.

- Very little tiredness or weakness was visible among them. This indicated that they were receiving balanced food, milk, fruits and health-care facilities regularly.

In Contrast

- Some children from economically weaker backgrounds wore old, sometimes dirty and poorly fitting clothes.
- Many children did not have proper shoes; some came barefoot or wearing broken slippers.
- Some children had not eaten breakfast or had eaten only very simple food. As a result, by afternoon they showed tiredness, hunger and difficulty in concentrating.

These observations clearly show that differences in food, clothing and health facilities due to economic status affect children's physical development on a daily basis.

5. Impact of Emotional Factors

Emotional development is closely connected with the family environment and economic security.

- Many children from well-off families appeared confident and comfortable while speaking.
- They asked questions to the teacher, answered questions and communicated easily with their classmates.
- However, some mental pressure related to competition, examinations and the future was also visible among them. Some children appeared stressed because of worries about getting good marks.
- Children from economically weaker backgrounds often showed hesitation and shyness.
- They felt somewhat afraid of speaking in class or talking to new people.
- The effects of the family's economic problems, unemployment or insecurity could be seen in their faces and behaviour.

When these children were spoken to patiently, lovingly and without scolding, they gradually became emotionally open. They started sharing their experiences and smiling. This shows that affection, a sense of security, appreciation and understanding play a very important role in the emotional development of children.

6. Impact of Social Factors

Children's social development also depends on their circumstances and opportunities.

1. Children from Well-Off Families

- Apart from school, they often attended tuition classes, sports academies, dance classes or music classes. This gave them opportunities to meet different people and made them more socially active.
- They were relatively comfortable expressing their views in groups, taking leadership and making decisions.

2. Children from Economically Weaker Backgrounds

- They generally played traditional and simple games with friends from their neighbourhood or street.
- For many children, the time after school was spent doing household work, taking care of younger brothers and sisters, or helping with some work. Therefore, their opportunities for social activities were limited.
- Some children hesitated to mix with well-off children because they felt that they did not have similar clothes or facilities.

Nevertheless, mutual cooperation, playing together and helping one another during difficulties were very clearly observed among children from poor families.

7. Impact of Language Factors

The level of education at home, media and school have a major influence on language development.

- Children from well-off families were often able to communicate to some extent in English along with Hindi.
- Because of television, the internet, storybooks and English-medium or good-quality schools, many of them learned new words.
- Their vocabulary appeared relatively rich and their expression was clear.
- The language of children from economically weaker backgrounds was mainly limited to the local dialect or simple Hindi.
- Their vocabulary was limited, and sometimes difficulties in correct grammar or pronunciation were visible.
- They also showed hesitation and fear regarding speaking English or using English words, due to which they spoke less in class.

However, when they were spoken to in their own language or with familiar words, they became very comfortable and spoke with confidence. This proves that language development can become faster when children receive a supportive environment, practice and encouragement.

8. Impact of Cultural Factors

Cultural background influences children's thinking, habits and identity.

- Children from well-off families participated in cultural programmes at school, including drama, dance, music, painting and other activities.
- They celebrated festivals with decorations, new clothes, gifts and special food.

On the Other Hand

- In economically weaker families also, festivals and traditions were celebrated with great enthusiasm, even when resources were limited.
- There was greater simplicity in the celebration of festivals, but emotional attachment and family unity were more visible.
- Children were connected with their culture through folk songs, devotional songs, traditional games and simple worship and religious practices.

It can therefore be concluded that culture is not based only on material resources. It is also based on emotional attachment and traditions, which connect children of every social group with their roots.

9. Impact of Religious Factors

The religious environment contributes to children's moral and spiritual development.

- Many children said that they visited temples, mosques, gurdwaras or other religious places with their families.
- In some homes, a fixed time was kept every day for prayer, worship, religious reading or devotional songs.
- This helped develop faith in God, discipline, punctuality and moral qualities such as truthfulness, honesty and the feeling of helping others.

In some families, religious rituals were less frequent, but children were still taught the values of humanity, mutual respect and good conduct.

This shows that both religious and human-value education help children become sensitive and responsible citizens.

10. Overall Analysis

Overall, economic status plays an important role in children's lives, but it is not the only factor.

- Children from economically well-off families appear to have advantages because of material facilities, education and opportunities, but they also have to face the pressure of competition and expectations.
- Children from economically weaker families face challenges such as lack of resources and insecurity. However, they often show greater strength in facing difficulties, cooperation and determination.

If children from both groups are provided with proper guidance, equal respect and appropriate opportunities, they can develop well despite their respective circumstances.

11. Conclusion

One day of observation made it clear that a child's development is shaped by many factors—physical, emotional, social, language, cultural and religious.

Economic status has a deep impact on all these factors, but along with it, family love, a sense of security, encouragement, the school environment and society's attitude are equally important.

All children, regardless of their economic background, deserve equal opportunities for love, respect, security and learning.

Therefore, teachers, parents and society should work together to ensure that every child receives a sensitive, respectful and inspiring environment so that the child can develop his or her complete personality.

TASK 2: Individual Intervention Plan for Students with Learning Difficulties

(Case Study Report)

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1. Introduction

There are some students in every classroom who face particular difficulties in their studies. They learn more slowly than other children, forget things quickly, or begin to feel afraid of certain subjects. According to educational psychology, the reasons behind these difficulties are not limited to “low intelligence.” Rather, many factors such as family, school, health and emotional condition may be associated with these difficulties.

As part of this task, I identified the difficulties faced by students in different learning areas and prepared and implemented a personalized intervention plan for one student.

2. Objectives of the Study

The main objectives of this study were as follows:

1. To identify the learning difficulties of students in different learning areas such as language, mathematics, reading-writing and behaviour.
2. To understand the possible causes of these difficulties.

3. To prepare a case study of one student and develop a personalized intervention plan for the student.
 4. To implement the plan and observe what improvement takes place in the student's learning.
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3. Context of the Study and Brief Introduction of the Students

This study was based on students of an upper-primary class, for example, Classes 5–6.

There were 25–30 children in the class. Some children were learning at a normal pace, while some children were facing particular difficulties.

On the basis of observation, oral questions, checking of notebooks and discussions with the teacher, major learning difficulties were identified among 4–5 students. Out of these students, one student was selected for detailed study as a case study.

4. Difficulties Found in Different Learning Areas

4.1 Difficulties in the Language Area

Some students faced the following difficulties:

- They had difficulty reading words correctly and understanding their meanings.
 - They had to stop repeatedly while reading long sentences.
 - They had difficulty writing their ideas in complete and clear sentences.
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4.2 Difficulties in the Mathematics Area

Some children faced the following difficulties:

- They had difficulty understanding the basic concepts of addition, subtraction, multiplication and division.

- They found it difficult to read a question, understand it and identify what type of question it was, particularly a word problem.
 - They were unable to remember multiplication tables, due to which they felt afraid while attempting larger questions.
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4.3 Difficulties in the Reading–Writing Area

- Some students read very slowly and pronounced every word by joining the individual letters.
 - There were many spelling mistakes while writing, and sometimes the formation of letters was also unclear.
 - They had difficulty identifying and explaining the main idea after reading a paragraph.
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4.4 Behavioural and Attention-Related Difficulties

- Some students became distracted quickly in the classroom. They repeatedly looked here and there or started talking to their friends.
 - Habits such as bringing incomplete homework, not doing homework, forgetting notebooks and books, and postponing work were also observed.
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5. Possible Causes of Learning Difficulties

5.1 Family and Home-Related Causes

- Due to the weak economic condition of the family, sufficient resources for studies, such as books, a quiet place and adequate time, may not be available.
 - Parents may have limited education and therefore may not be able to help their children with their studies.
 - A stressful home environment, conflicts or insecurity may affect the child's concentration.
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5.2 Causes Related to School and Classroom

- A large class size may make it difficult for the teacher to give individual attention to every child.
 - Sometimes the same teaching method is used for all children, even though different children have different learning styles.
 - Some children may be teased or labelled as “weak” because they perform poorly.
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5.3 Individual (Personality/Health) Causes

- Some children may naturally have a slower learning pace, but they may not receive sufficient time and patience.
 - Problems related to eyesight, hearing or health may also affect learning.
 - Low self-confidence, fear of failure and thoughts such as “I cannot do it” may create difficulties in learning.
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6. Case Study: Learning Difficulties of a Student

6.1 Brief Introduction of the Student

This case study is based on a student of Class 5 who is given the fictional name “**Rohit.**”

- Rohit's family is economically weak. His father is a labourer and his mother is a homemaker.
 - His house is small, and there is no separate room or quiet place for studying.
 - Rohit regularly attends school, but he particularly falls behind in his studies.
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6.2 Main Problems Observed

- Rohit had difficulty reading. He read words with frequent pauses and pronounced many words incorrectly.
- In mathematics, he took a lot of time to solve addition and subtraction questions and became nervous even after making a small mistake.
- He made many spelling mistakes while writing and was unable to form complete sentences.

- He often remained quiet in class, raised his hand less frequently and felt embarrassed when compared with others.
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7. Personalized Intervention Plan

7.1 Goals

The following goals were set for Rohit:

1. To improve his reading speed and accuracy.
 2. To increase his confidence in solving addition, subtraction and simple multiplication questions.
 3. To enable him to write at least 5–6 correct sentences every day.
 4. To increase his classroom participation and self-confidence.
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7.2 Strategies and Methods Used

1. For Language (Reading and Writing)

- Practice was provided using short and simple sentences.
- Every day, 10–15 minutes of **loud reading** practice was conducted.
- A **word list** of difficult words was prepared, and Rohit was asked to read and write the words repeatedly.

2. For Mathematics

- The intervention was started with multiplication tables from 1 to 10 and easy questions.
- A **number line**, **pebbles**, **matchsticks**, **chalk** and other materials were used for practising addition and subtraction.
- Verbal praise and small stickers/stars were given for every correct answer.

3. For Confidence and Behaviour

- Rohit was given small tasks such as cleaning the blackboard and distributing notebooks so that he could develop a sense of responsibility.
- Even his small achievements were appreciated in front of the class.
- He was explained that making mistakes is not bad; rather, learning from mistakes is important.

7.3 Implementation of the Plan

- The plan was implemented regularly for approximately **4–6 weeks**.
 - Rohit was given an additional **10–15 minutes** every day, sometimes after class and sometimes by using a small portion of playtime.
 - The parents were requested not to scold Rohit but to encourage him and spend at least **15 minutes every day** sitting with him for reading practice or listening to multiplication tables.
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8. Results and Changes After Intervention

After **4–6 weeks**, the following improvements were observed:

- Rohit's reading speed improved compared to before. He was now able to read short paragraphs with fewer interruptions.
 - In mathematics, he began doing multiplication tables from 1 to 10 and simple addition and subtraction without much fear.
 - His spelling mistakes decreased, and he was able to independently write small sentences consisting of 4–5 sentences.
 - The most important change was that Rohit started raising his hand in class, asking questions and trying to give his answers.
 - His confidence and smile increased, and he himself said, “**Now I find it easier than before.**”
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9. Conclusion

This case study and intervention plan made it clear that:

- Students with learning difficulties should not simply be labelled as “weak” and left behind. They need special attention and an individualised plan.
- If the family, school and teacher work together and provide support, significant improvement can gradually take place.
- Small goals, daily practice, simple language, patience and regular appreciation help build confidence in children and enable them to overcome their difficulties.

Therefore, it is the responsibility of every teacher and parent to identify children who face learning difficulties, prepare an individualised intervention plan for them, and help them progress with love, patience and encouragement.

TASK 3: Interview with Parents from Different Socio-Cultural and Economic Backgrounds – Child-Rearing Practices and Parenting Styles

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1. Introduction

A child's personality, behaviour and way of learning are influenced not only by the school but also deeply by the home environment and the parenting style of the parents.

Parents belonging to different socio-cultural and economic backgrounds raise their children on the basis of their experiences, beliefs and available resources.

Therefore, in order to understand child development and educational psychology, it is important to know how children are raised in different families, what expectations are placed on them, and how discipline is maintained.

2. Objectives of the Study

The main objectives of this task were:

1. To understand the child-rearing practices of **4–5 parents** from different socio-cultural and economic backgrounds through interviews.
 2. To identify different parenting styles, such as **authoritative, authoritarian, permissive**, etc.
 3. To understand the possible effects of these practices on children's behaviour and development.
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3. Context of the Study and Interview Process

For this study, **four parents** from the local area were selected. Their socio-cultural and economic backgrounds were different from one another.

The interviews were conducted through simple questions such as:

- How do you maintain discipline with your child?
- What are your views about studies, games and mobile/TV?
- How much do you communicate with your child and how much do you listen to the child?
- How do you react when the child makes a mistake?

The interviews were conducted orally, and the answers were written down in note form.

4. Brief Introduction of the Selected Parents

4.1 Parent 1 – High Economic and Educated Background

- The parent belongs to a salaried/professional class, and both husband and wife are graduates or more highly educated.
- The family has various facilities, books, mobile phones, internet and other resources at home.
- The child studies in an English-medium school.

4.2 Parent 2 – Middle-Class Family

- One parent is employed, while the other manages the household.
- Their level of education is moderate. They give importance to school and education, but their resources are limited.
- The child studies in a private or government school.

4.3 Parent 3 – Low Economic Background (Urban/Rural)

- The parent is a daily-wage labourer or involved in small work/business, has limited education and limited economic resources.
- There is limited separate arrangement for studying at home, but there is an expectation that the child should study and progress in life.

4.4 Parent 4 – Different Cultural/Religious Background

- The family belongs to a different community, religion or cultural background where family and religious traditions play an important role in life.
 - Religious and cultural activities are regularly practised at home.
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5. Child-Rearing Practices of Parents

5.1 Discipline and Rules

Parent 1

- Some clear rules have been established at home, such as rules regarding screen time, homework and sleeping time.
- When the child makes a mistake, the parents try to explain the matter through reasoning and discussion; they do not use physical punishment.

Parent 2

- There is an emphasis on discipline. Sometimes the parents explain things calmly, while at other times they may also become angry.
- If the child repeatedly makes a mistake, the child may be scolded, but later the matter is also explained with affection.

Parent 3

- Discipline at home is stricter. If the child does not obey, physical punishment or harsh scolding may sometimes be used.
- Because of lack of time and stress, there are fewer opportunities to explain things patiently.

Parent 4

- Discipline is connected with religious and cultural rules.
 - The child is taught the difference between right and wrong through religious stories and ideal examples.
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5.2 Love, Affection and Communication

- All the parents accepted that they love their children, but their ways of expressing affection are different.
- Parents from the higher- and middle-income groups communicate more with their children, listen to them and sometimes also consider their opinions while making decisions.
- Parents from economically weaker backgrounds said that they love their children very much, but because of tiredness and workload, they get less time to sit and spend time with their children.

- Parents from religious backgrounds explain matters to their children with love, along with ideas such as “**fear of God**” or “**the consequences of one's actions (karma)**”.
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5.3 Attitude towards Education and the Future

- All the parents considered education important, but their attitudes were different.
 - Parents from high economic backgrounds expect good marks, success in competition and careers such as doctor, engineer, etc. from their children. At the same time, they also give importance to hobbies and talents.
 - Middle-class parents consider education important for obtaining a stable job and having a “good life”.
 - Parents from economically weaker backgrounds want their children to have a “better life than ours” and therefore consider education a way to come out of poverty.
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6. Parenting Styles

6.1 Authoritative Style

- Parent 1 and, to some extent, Parent 2 appeared to be closer to the **authoritative parenting style**.
 - This style includes both rules and love and communication.
 - The child's views are listened to, but the final decision is taken thoughtfully.
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6.2 Authoritarian Style

- Characteristics of the **authoritarian parenting style** were observed in Parent 3.
 - The approach was based on the idea: “**You have to do exactly what you are told.**”
 - There are fewer questions and more orders.
 - In such situations, children may obey because of fear, but internally they may also experience pressure and fear.
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6.3 Permissive Style

- Some middle- and higher-class parents, especially in nuclear families, give children a great deal of freedom.
 - They may be lenient about mobile phones, television, food and sleeping late.
 - As a result, children may learn discipline to a lesser extent.
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6.4 A Glimpse of Neglectful Style

- Among parents who are extremely busy or experiencing economic or mental stress, children's educational or emotional needs may sometimes be overlooked.
 - This may indicate a tendency towards a **neglectful parenting style**, even though the parents may genuinely love their children internally.
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7. Major Similarities and Differences Found through the Interviews

Similarities

- All parents love their children and want their children to have a good future.
- All parents believe that education is important and want their child to become a “good human being”.

Differences

- There are significant differences in the ways discipline is implemented: in some families children are explained to, in some they are scolded, and in some physical punishment is used.
 - The level of communication is different. In some families children talk openly, while in others they remain quiet.
 - According to economic and cultural background, the facilities, freedom and expectations provided to children are also different.
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8. Possible Impact of These Styles on Children's Development

- Children from homes following an **authoritative parenting style** are generally confident, responsible and well-balanced.
 - Children raised through an **authoritarian style** may become disciplined, but they may also experience fear, hesitation and low self-confidence.
 - A **permissive style** may lead to lack of discipline, carelessness towards studies and increased stubborn behaviour among children.
 - In situations of neglect, children may experience loneliness, insecurity and low **self-esteem**.
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9. Conclusion and Suggestions

The interviews made it clear that parenting style is deeply influenced by the family's economic condition, education, culture and life experiences.

All parents want to do what they believe is best for their children, but sometimes, because of lack of information and time, the emotional and educational needs of children may not be fully met.

Suggestions

- Parents need to understand that a balance between love and discipline—that is, an **authoritative parenting style**—is highly beneficial for the healthy development of children.
 - Increasing communication with children, listening to them, providing an environment where they can speak without fear, and treating mistakes as opportunities for learning are important parts of good parenting.
 - Interviews with parents from different backgrounds help us understand how important the home environment and parenting style are in the development of children.
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TASK 4: Collection and Critical Analysis of at Least Ten Newspaper Articles Related to Parenting and Childhood

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1. Introduction

In the present time, newspapers do not merely provide information about events. They also bring forward the ideas, problems and solutions existing in society.

News and articles related to parenting and childhood help us understand the different pressures and challenges in which children are growing up and how parents are trying to deal with them.

As part of this task, at least ten newspaper/feature articles were collected. These articles were related to topics such as **parenting, childhood, child rights, education, health, mobile addiction**, etc. After collecting them, a critical analysis of the articles was carried out.

2. Objectives of the Study

The main objectives of this study were:

1. To identify current social problems and issues related to parenting and childhood.
 2. To examine the perspective from which newspapers present these issues.
 3. To critically analyse the suggestions, warnings and ideas presented in the articles.
 4. To draw useful conclusions for parents and society from the perspective of child development and educational psychology.
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3. Brief Introduction of the Newspaper Articles

The general themes of the collected articles were as follows.

Note: In the assignment, actual or fictional titles and newspaper names may be written if desired.

1. An article on **mobile phone and video-game addiction among children.**
2. A report on **mental stress among children due to online education.**
3. News reports about **examination pressure and incidents of suicide.**
4. A health article on **junk food and obesity among young children.**
5. A feature article on **working parents and the day-care/crèche culture.**
6. An article on **nuclear families and the problem of loneliness among children.**
7. A report on **child labour and violation of children's rights.**
8. An article on the **negative effects of physical punishment and strict discipline by parents.**
9. An article on **Positive Parenting and communication-based discipline.**
10. An article related to **children's online safety on the internet and social media.**

All these articles discussed children's lives, their rights, mental health and the role of parents from different perspectives.

4. Major Themes

4.1 Challenges in Modern Parenting

Many articles highlighted the fact that parents today have a **dual responsibility**:

- On one side, there are economic pressures, jobs and lack of time.
- On the other side, there are the child's education, values, safety and emotional needs.

Many articles showed that because of lack of time, children are receiving less “**quality time**” from their parents.

Sometimes, parents give expensive toys, mobile phones or greater freedom to their children in order to hide or compensate for their own feelings of guilt. This may create problems later.

4.2 Impact of the Digital Age, Mobile Phones and Social Media

Almost all the newspapers discussed the impact of mobile phones, the internet and social media in one form or another.

- Some articles described the negative effects of excessive screen time on children's **eyes, brain and sleep**.
 - Several case studies showed that children became so involved in games and social media that they neglected their studies and their behaviour began to change.
 - Changes such as **irritability, aggression and lack of concentration** were observed.
 - Some articles also pointed out that if parents themselves remain constantly engaged with mobile phones, children may imitate the same behaviour.
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4.3 Education, Examination Pressure and Competition

Many articles focused particularly on board examinations, competitive examinations and the coaching culture.

- They showed that children are exposed from an early age to pressure related to words such as **rank, marks and topping**.

- Some news reports described cases where excessive expectations and fear of failure led children towards stress, depression or even suicide.
 - The articles suggested that parents should not focus only on marks. They should also pay attention to the child's **overall development, interests and mental health**.
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4.4 Child Health, Nutrition and Safety

Some articles focused particularly on children's physical health.

- The increasing consumption of **junk food, packaged snacks and cold drinks** and the resulting problem of obesity were discussed.
 - Problems caused by a decrease in physical activities such as sports, running and outdoor games were highlighted.
 - Several reports also discussed children's safety at **school, on buses and in their surroundings**, as well as protection from accidents and abuse.
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4.5 Family Structure and Changing Roles

Some articles focused on the changing pattern from **joint families to nuclear families**.

- In a nuclear family, the entire responsibility falls mainly on the parents, but at the same time the child may receive more individual attention.
 - In a joint family, children may receive more love and security from grandparents, but sometimes there may also be conflicts between different generations because of differences in thinking.
 - Several articles presented the role of grandparents positively, showing that they provide children with emotional support through **values, traditions and stories**.
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5. Critical Analysis of the Articles

5.1 Positive Role of the Media

The articles helped create awareness among parents about:

- The risks associated with mobile phones and the internet.
- The negative effects of examination pressure.
- Children's rights.
- Children's health and nutritional needs.

Many articles emphasised the importance of **Positive Parenting**, communication, listening to children and providing emotional support.

Some reports used appropriate examples to show how small changes—such as eating together as a family, having a little conversation every day and playing together—can produce significant results.

5.2 Limitations of the Media and One-Sided Perspectives

- Some articles presented problems in a very **sensational** manner but provided fewer in-depth solutions.
 - Many times, articles focused more on cities, private schools and middle- or high-income families, while there was less discussion of the perspectives of rural or very poor families.
 - Some articles placed considerable responsibility on parents but did not critically examine the roles of schools, society, government and the media to the same extent.
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5.3 Message for Parents and Society

Overall, most of the articles appeared to agree that the following three situations can be harmful to children:

- Excessive pressure.
- Excessive freedom.
- Complete neglect.

A **balanced parenting approach, timely guidance, healthy discipline and emotional support** are necessary.

Parents should also pay attention to their own digital habits, anger, language and tendency to compare children with others because children often imitate these behaviours.

6. Conclusion in the Context of Child Development and Educational Psychology

The study of these newspaper articles shows that:

- Today's children are growing up in the “**Digital Age**”, where information is abundant, but confusion and pressure are also greater.
- Parents should not play only the role of a “**Provider**”—a person who only earns money—but should also act as a “**Guide**” and “**Friend**” who understands the child's emotional and mental needs.
- According to educational psychology, three things are particularly important for a child's healthy development:

1. Safety

Physical and Emotional Safety

2. Acceptance

Acceptance – accepting the child as he or she is

3. Encouragement

Encouragement – supporting the child to move forward

The articles also made it clear that if parents focus only on marks, comparison and discipline while ignoring the child's emotions, the child may develop stress, fear and lack of self-confidence.

7. Suggestions

Based on these articles and their analysis, the following major suggestions can be given:

1. Balanced Digital Use

- Screen time should be limited for children.

- A balance should be maintained between studies, play and rest.
- Parents should also control and regulate their own mobile-phone use.

2. Communication-Based Parenting

- Some time should be kept every day specifically for listening to the child and talking openly with him or her.
- The child's opinion should be respected and the child should be given small opportunities to make decisions.

3. A Balanced Approach towards Examinations and Studies

- The focus should not be only on marks but also on the **learning process, interest and understanding**.
- Failure should be treated as an opportunity to learn rather than as a reason for shame or punishment.

4. Give Priority to Health and Safety

- Children should be provided with nutritious food, regular physical activity, sufficient sleep and a safe environment.
- Issues related to child rights and safety should be openly discussed at home.

5. Become a Positive Role Model

- Children learn what they see. Therefore, parents should pay attention to their own **behaviour, language, anger and habits**.

Thus, the collection and analysis of ten newspaper articles shows that parenting is a **continuous learning process** in which parents, teachers, society and the media all have a shared responsibility to help children become **safe, confident and sensitive citizens**.

TASK 5: Activity Plan to Promote Panchakosha Development among Children in the Classroom

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1. Introduction — Brief Meaning of Panchakosha Development
 2. Objectives of the Activity
 3. Brief Introduction to the Five Koshas
 - 3.1 Annamaya Kosha – Physical Development
 - 3.2 Pranamaya Kosha – Energy/Breath and Health
 - 3.3 Manomaya Kosha – Mental/Emotional Development
 - 3.4 Vijnanamaya Kosha – Intellectual/Logical Development
 - 3.5 Anandamaya Kosha – Spirituality/Happiness Experience
 4. Name and Duration of the Proposed Activity
 5. Step-by-Step Plan of the Activity
 - 5.1 Activities for Annamaya Kosha
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 - 5.4 Activities for Vijnanamaya Kosha
 - 5.5 Activities for Anandamaya Kosha
 6. Role of the Teacher and Required Materials
 7. Expected Outcomes and Conclusion
-

1. Introduction

In Indian philosophy, “**Panchakosha Development**” means the holistic development of five aspects of a child: **body, energy/breath, mind, intellect and happiness/spirituality**.

Education is not merely a process of reading and writing. It is a process of developing the entire personality in a balanced manner.

Therefore, there is a need for classroom activities that touch the physical, mental, intellectual, emotional and spiritual aspects of children together.

2. Objectives of the Activity

The objectives of the activity are:

- To develop children's body, mind, intellect and emotions in a balanced manner.
 - To increase health awareness, self-control, positive thinking and the feeling of mutual cooperation among children.
 - To make the classroom not merely a place for studies but a “**place for holistic development.**”
-

3. Brief Introduction to the Five Koshas

3.1 Annamaya Kosha – Physical Development

It is related to the **body, food, exercise and the senses.**

A healthy body enables a child to learn effectively.

3.2 Pranamaya Kosha – Energy/Breath

It is related to **breathing, life energy, simple pranayama, correct sitting posture and awareness.**

3.3 Manomaya Kosha – Mental/Emotional Development

It is related to **thoughts, emotions, relationships and sensitivity**, such as friendship, happiness, anger and cooperation.

3.4 Vijnanamaya Kosha – Intellectual/Logical Development

It is related to **understanding, reasoning, asking questions, problem-solving and creativity.**

3.5 Anandamaya Kosha – Happiness and Spirituality

It is related to **inner peace, thankfulness, prayer and “inner happiness.”**

4. Name and Duration of the Proposed Activity

Name of the Activity:

“Healthy Body – Peaceful Mind” (Panchakosha Development Day)

Duration:

Approximately **40–50 minutes (one period)** — at least **one day per week.**

5. Step-by-Step Plan of the Activity

5.1 Activities for Annamaya Kosha

(5–7 minutes)

- At the beginning, ask the children: **“What did you eat for breakfast today?”**
- Make two columns on the board:
 - **Healthy Food** — such as milk, fruits, pulses and roti.
 - **Unhealthy/Junk Food** — such as chips and cold drinks.
- Take examples from the children and write them in the correct column. Briefly explain that good food makes the body strong and the mind alert.
- Make a short resolution:

“We will make sure to eat some healthy food every day.”

5.2 Activities for Pranamaya Kosha

(5–7 minutes)

- Ask all children to sit straight on their chairs or on the floor.
- Conduct an exercise of taking and releasing deep breaths **five times**:
 - Inhale while counting up to 4.
 - Hold the breath while counting up to 4.
 - Exhale while counting up to 4.
- Ask the children:

“How are you feeling now — calmer than before or the same?”

This short pranayama activity helps increase children's **concentration and calmness**.

5.3 Activities for Manomaya Kosha

(8–10 minutes)

- Create a simple **“Feelings Circle”** in the classroom and ask the children:
 - **“When did you feel happiest today?”**
 - **“If something made you sad, how did you want people to behave with you?”**
- Allow 2–3 children to speak while the others listen carefully.
- Conduct a small activity called **“One Line of Appreciation.”**
- Each child says one good thing about the child sitting beside him/her, for example:
 - “He/She is a good friend.”
 - “He/She helps others.”

This helps develop children's **emotions, friendship and positive thinking**.

5.4 Activities for Vijnanamaya Kosha

(10–12 minutes)

Conduct a small **“Think and Tell”** activity.

- Show a short story or picture, for example:
 - One child is planting a tree.
 - Another child is uprooting it.
 - Ask the children:
 - **“Whose behaviour is correct and why?”**
 - **“What would you do if you were in that situation?”**
 - Listen to different answers from 3–4 children and encourage them to provide reasons for their answers.
 - After this, a short question/puzzle can also be given according to the children's age so that their **problem-solving ability** can develop.
-

5.5 Activities for Anandamaya Kosha

(8–10 minutes)

- Ask children to close their eyes for one minute and think:

“What are three things for which I want to say thank you today?”

Examples may include:

- Parents
- Friends
- Food
- School
- Teacher
- Nature
- Then allow 2–3 children to share their **three things they are thankful for**.
- Finally, conduct a one-minute peaceful prayer, peace mantra or **“good wishes for everyone”** with the entire class:

“May we all remain healthy, happy and become good human beings.”

This helps develop **inner happiness, peace and a feeling of gratitude** among children.

6. Role of the Teacher and Required Materials

- The teacher should remain a **guide and supporter** throughout the activity rather than merely giving orders.
 - Only a **board, chalk/marker, one small picture/story and a clock** for keeping time are sufficient.
 - The teacher must provide children with a **safe environment** where they can speak openly, ask questions and share their feelings.
-

7. Expected Outcomes and Conclusion

With regular practice of this activity:

- Children's awareness about health and food will increase (**Annamaya Kosha**).
- Breathing exercises will improve concentration and self-control (**Pranamaya Kosha**).
- Children will develop the ability to identify their own emotions and listen to others (**Manomaya Kosha**).
- They will develop habits of thinking, understanding, reasoning and analysing right and wrong (**Vijnanamaya Kosha**).
- They will experience gratitude, peace and inner happiness (**Anandamaya Kosha**).

Thus, **Panchakosha development can be promoted through simple methods within a single activity**, helping children become not only “good students” but also “**good and balanced human beings.**”

TASK 6: Observation of Children While Playing – Emotions, Cooperation, Reactions and Conflict Resolution

Contents

1. Introduction
 2. Objectives of the Study
 3. Observation Setting and Brief Introduction of the Children
 4. Children's Participation in Games — How They Are Engaged in Games
 5. Expression of Feelings
 6. Mutual Cooperation and Teamwork
 7. Reactions to Appreciation, Criticism, Winning and Losing
 8. Communication, Negotiation and Conflict Resolution
 9. Overall Analysis
 10. Conclusion
-

1. Introduction

Children learn most naturally through play — how to communicate with others, follow rules, accept winning and losing, and become friends again after a disagreement.

Therefore, observing “**children while playing**” is a very good way to understand child development.

As part of this task, I carefully observed children while they were playing to understand:

- How they became involved in the game.
 - How they expressed their emotions.
 - How they cooperated with one another.
 - How they resolved conflicts.
-

2. Objectives of the Study

1. To understand children's play behaviour — how they start, conduct and finish a game.
2. To observe how they express emotions such as happiness, anger, frustration and excitement during play.
3. To observe mutual cooperation, following rules, taking turns and teamwork.
4. To understand their reactions to appreciation, criticism, winning and losing.
5. To observe how they communicate, negotiate and find solutions when disagreements or conflicts occur.

3. Observation Setting and Brief Introduction of the Children

The observation was conducted in a **school/neighbourhood playground**, where approximately **8–10 children aged 7–11 years** were playing together.

Examples of group games included:

- Kabaddi
- Tag
- Football

The children had different personalities:

- Some children were naturally very active and showed leadership qualities.
- Some children were quiet but followed the rules.
- Both boys and girls were included, and all of them already knew one another.

4. Children's Participation in Games

Before starting the game, the children decided among themselves which game they would play and who would be on which team.

- Some children immediately came forward to select teams, which showed their leadership qualities.
- Younger or shy children initially remained behind, but when they were called, they also joined the game.

During the Game

- Most children enthusiastically participated in activities such as running, passing the ball and getting opponents out.
 - Some children became tired from time to time, but after their friends encouraged them, they started participating again.
-

5. Expression of Feelings

The children's emotions were clearly visible during the game.

Happiness

When a good goal was scored or a point was won:

- Children jumped.
- They shouted.
- They laughed.
- They gave high-fives.

Anger/Frustration

When an “out” decision was considered wrong or someone broke a rule:

- Children immediately became angry.
- They expressed their opinions in a loud voice.

Fear/Hesitation

Children who were new to the team or physically weaker initially hesitated.

They appeared to have feelings such as:

“I hope I don't make a mistake.”

Disappointment

When they were losing:

- Some children became silent.
- Some looked down.
- Some stopped speaking.
- Some said, **“We lost because of me.”**

With a little guidance from the teacher/adult, they gradually learned to express their feelings in words, for example:

“I felt bad when you pushed me.”

6. Mutual Cooperation and Teamwork

During the game:

- Children gave instructions to one another:
 - **“Stand in front, I will stay behind.”**
 - **“Pass the ball to me.”**
- When a teammate fell, two or three children automatically came together to help the child get up and asked:
 - **“Are you hurt?”**
- Some children encouraged weaker teammates:
 - **“You can do it, just try.”**

Sometimes selfish behaviour was also observed.

For example:

- Some children always wanted to score the goal themselves.
- Some did not pass the ball.

However, other team members reminded them:

“This is a team game. It cannot be played alone.”

This clearly showed that games teach children **cooperation, sharing turns and team spirit**.

7. Reactions to Appreciation, Criticism, Winning and Losing

Appreciation

When a child performed well and teammates said:

- **“Very good!”**
- **“Well done!”**

the child became even more enthusiastic about playing.

Many children smiled or felt shy when praised, but internally they became happy and more confident.

Criticism

When children heard statements such as:

- **“You did not play correctly.”**
- **“We got out because of you.”**

some children became angry or silent.

Some children responded by making excuses:

“It was not my fault; it was his/her fault.”

Winning

The winning team celebrated with great happiness.

They:

- Ran around.
- Shouted.
- Jumped.
- Even posed for photographs.

Some children also began boasting a little:

“See, we are the best!”

Losing

Initially, the losing team became quiet and sad.

Some children said:

“We will play again and win next time.”

Some children tried to blame a teammate for the loss, which caused a small disagreement, but after the matter was explained, they became calm again.

8. Communication, Negotiation and Conflict Resolution

During the game, **2–3 small conflicts** occurred.

For example:

- **“Was it out or not?”**
- **“Was it a foul or not?”**
- **“He pushed me.”**

The children resolved these conflicts in the following ways:

- First, they expressed their respective opinions in loud voices.
- Then, one calm or older child sometimes suggested:
 - **“Let’s play one more time; cancel this point.”**
- Several times they used a **toss** or **replay**.
- When the situation became more heated, a nearby adult—such as a teacher or parent—intervened, listened to both sides and gave a decision.

Gradually, the children began learning that **shouting does not always solve a problem**. Sometimes it is better to compromise a little and continue the game.

9. Overall Analysis

The observation showed that play:

- Provides children with a way to release energy and keep their bodies active.
- Provides a safe way to express emotions openly.
- Develops teamwork, following rules and leadership abilities.
- Teaches important real-life skills, such as:
 - Accepting appreciation.
 - Dealing with criticism.
 - Accepting winning and losing in a balanced manner.
 - Resolving conflicts through communication.

At the same time, it became clear that if a sensitive and understanding adult is present to provide guidance at the right time, children can learn a great deal even from conflicts and negative emotions.

10. Conclusion

The study of “**children while playing**” shows that play is not merely a way of passing time. It is an important medium for **learning and personality development**.

During play, children naturally learn important life skills such as:

- Cooperation
- Sharing
- Patience
- Courage
- Leadership
- Empathy
- Conflict resolution

Therefore, both schools and homes should provide children with sufficient, free and safe opportunities to play. This is extremely important for healthy child development.

TASK 7: Reflective Essay – Impact of Cultural Differences in Socialization on Classroom Learning

Contents

1. Introduction
 2. Brief Meaning of Socialization and Culture
 3. Differences in Socialization Based on Family and Community
 4. Behavioural Differences Visible in the Classroom
 5. Cultural Influence on Language and Communication Style
 6. Impact on Discipline, Rules and Teacher–Student Relationships
 7. Impact on Group Work, Participation and Self-Confidence
 8. Learning for the Teacher – My Personal Reflection
 9. Conclusion
-

1. Introduction

Children from different homes, religions, languages and traditions sit together in the same classroom.

Every child brings along the culture of his or her family, way of speaking, way of thinking and habits.

When I began carefully observing the classroom, I realised that cultural differences in socialization have a deep effect on children's **learning styles, participation and behaviour**.

This reflective essay is based on that experience and understanding.

2. Brief Meaning of Socialization and Culture

Socialization means that a child learns from family, neighbourhood, school and society:

- How to speak.
- How to think.
- How to behave.
- How to maintain relationships.

Culture is the combined form of these things, including:

- Language
- Customs

- Festivals
- Values
- Clothing
- Food habits
- Worldview/life perspective

When children raised in different cultures come together in a classroom, their learning habits are also different. These differences influence classroom learning.

3. Differences in Socialization Based on Family and Community

In some families, children are encouraged to ask questions, discuss matters and express their opinions.

They are asked:

“What do you think?”

Such children generally feel comfortable raising their hands and speaking in class.

On the other hand, in some homes children are told:

“Do not interrupt elders.”

or:

“Do exactly what you are told.”

Children coming from such backgrounds often remain quiet.

Even when they know the answer, they may hesitate to speak.

I observed that this difference appears in the classroom in the form of **“active” and “silent” children**, even though both groups may have similar abilities.

4. Behavioural Differences Visible in the Classroom

Sometimes a teacher may think that the child who speaks more is more intelligent, while the child who remains quiet is “weak.”

However, when I considered this from the perspective of socialization, I understood that some children have learned from home that “**remaining quiet is good.**”

In some communities, girls are expected to be more shy and obedient. Therefore, they may participate less in classroom discussions even though their written or individual understanding is good.

Thus, behavioural differences created by culture do not directly affect children's learning. Rather, they affect learning through **the way children appear and participate in the classroom.**

5. Cultural Influence on Language and Communication Style

Some children feel comfortable using standard Hindi or English because those languages are used more frequently at home.

On the other hand, many children come from a local dialect or mother-tongue background.

They may become silent while searching for the correct words.

I realised that when we give importance only to “**correct/pure**” **language** and consider a dialect to be inferior, such children may begin to think of themselves as “less capable.”

At the same time, children whose home language matches the school's language receive an **unspoken advantage.**

Therefore, cultural and linguistic differences affect children's **confidence and participation**, which ultimately influence learning outcomes.

6. Impact on Discipline, Rules and Teacher–Student Relationships

In some cultures, teachers are given a very high status—almost a combination of fear and respect.

Children from such backgrounds may remain very restrained, formal and sometimes even afraid in front of the teacher.

In some families, however, children are taught to view the teacher as a “**guide and friend.**”

As a result, children feel comfortable talking openly.

I found that where children can communicate openly with their teachers, they explain their difficulties and questions more clearly, which helps their learning.

In contrast, where discipline is based only on fear:

- Children hide their mistakes.
 - They may develop a habit of not showing their notebooks.
 - Problems such as copying/cheating may increase.
-

7. Impact on Group Work, Participation and Self-Confidence

In some communities, children develop the habit of working together and sharing responsibilities with older and younger people from childhood itself.

Such children participate easily in group work.

On the other hand, some children come from environments where they are mostly accustomed to studying alone or “**doing their own work.**”

In group work, such children may either dominate or completely withdraw.

I observed that because of cultural background, some children demonstrate leadership skills easily, while others hesitate to say:

“**I can do it.**”

even when they are given an opportunity.

Thus, cultural differences influence:

- Self-confidence
- Leadership
- Cooperation

These are all very important for modern classroom learning.

8. Learning for the Teacher – My Personal Reflection

This entire experience changed my own thinking.

Earlier, I sometimes considered a child who sat quietly to be “**weak**”, and a child who made a lot of noise to be “**naughty**.”

Now I understand that their socialization and culture may have shaped these behaviours.

My responsibility is not to make all children “**the same**”, but to understand their diversity and find appropriate ways of supporting them.

I learned that:

- Respecting different languages, festivals and family backgrounds helps children feel a sense of **acceptance**.
 - It is important to identify each child's understanding not only through speaking but also through written work and small signs or responses.
 - The classroom should provide an environment where **asking questions, making mistakes and sharing one's culture** all feel safe.
-

9. Conclusion

Cultural differences in socialization deeply influence classroom learning.

Their effects can be seen in:

- Language
- Behaviour
- Self-confidence
- Relationship with the teacher
- Group work
- Discipline

If a teacher treats these differences as problems and tries to suppress them, only a few children will move forward while others may gradually fall behind.

However, if these differences are treated as a **strength** and the classroom is made a “**multicultural**” **learning space**, every child can get an opportunity to learn and grow in his or her own way.

For me, this understanding is an important step: **good education does not mean making everyone the same. It means giving children from different backgrounds equal respect and opportunities and helping them reach their full potential.**

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