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EDU-E 104: EARLY CHILDHOOD CARE AND EDUCATION

Prepared By

Dr. Mohammad Sayid Bhat

**Assistant Professor,
Department of Education,
Central University of Kashmir**

Syllabus

UNIT II: GROWTH & DEVELOPMENT IN EARLY CHILDHOOD

- **Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development**
- **Principles of Growth and Development**
- **Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language, Moral, Socio-emotional and Self-Development.**
- **Educational Implications of various aspects of Early Childhood Development**

GROWTH AND DEVELOPMENT

By the time children are three years old, they can walk, throw, catch and use their hands for eating. We will learn here how the stiff, uncertain movements of the toddler become more graceful and confident during preschool years and learn how the child develops control over body movements and becomes self sufficient in many tasks. Preschoolers are ready to explore the larger environment. They are curious and want to find out more about things. They want new challenges to test themselves and in this effort, develop greater physical strength and coordination.

01) PHYSICAL DEVELOPMENT

The rate of physical growth is slow during the preschool years compared to infancy. However, preschool children show a steady gain in height and weight. They gain two to three inches, that is, five to seven-and-a-half centimeters in height every year.

As we know that height and weight are used as indicators of physical growth. A steady gain in height and weight usually indicates good physical growth.

During preschool years, along with changes in the height and weight, there are other changes in the muscle tissue, adipose tissue, internal organs and various system of the body.

The bones of infants are soft. They begin to harden and grow during the years of infancy. This process of hardening and growth continues during the preschool years. However, in preschool era bones do not break easily and when damaged, mend more rapidly than bones that are mature. The bones of arms and legs and trunk grow rapidly. By the age of six years, the legs of the preschooler account for half of her body length. This ratio is the same as the ratio of the adult body.

The brain continues to develop and reaches 75 per cent of its adult weight by five years of age and 90 per cent of its adult weight by the time the child is six years old. As a result of this development, the control over movements becomes better.

Preschool children tend to be far sighted as the eyes are still developing. It is only when the child is about eight years old, that the eyes are fully developed. The implication of this fact is that the reading material for preschoolers should be in large and bold print.

Around the age of four years, the muscles of the child grow rapidly. This growth in muscles accounts for more than half of increase in weight. As the muscle fiber thickens and becomes stronger, the body movements become more efficient. Consequently, the child is able to participate in more physical activities and games. The muscular growth, along with the steady increase in height, brings about a change in body proportions. You would recall that the toddler has a round abdomen and a short, stubby appearance. The preschooler, on the other hand, looks more slender. This is because during the preschool years, the muscles around the abdomen become firm,

the baby-like round stomach flattens and arms and legs become longer. At the same time, the layer of fatty tissue becomes thinner.

The change in body proportions along with the improvement in muscle tone and strength, skeletal development and maturation of the nervous system contribute to an improvement in the child's balance and posture. This helps the preschool child to become steadier on her feet. Her movements become graceful and well coordinated.

In addition to the changes described above, many other physiological changes also occur during preschool years. As the expansion and contraction of lungs become better controlled, the child's breathing becomes slower and deeper. The heart also beats more slowly and steadily. As a result of better breathing and better blood circulation, most children are ready for the increased physical demands that will be placed on them in middle childhood.

The average length of a new born child is 19 inches but it varies from 17 to 21 inches. The average weight of a new born baby is 3.18 kg but it is observed that it varies from 1.4 kg to 7.26 kg. This variability in growth depends on heredity, diet, economic status, order of birth in the family and certain other environmental factors. Child is about 2 years of age, his weight becomes round about 11.3kg and an overall length about 33 inches. At 5 years, the child is five times of his weight than at birth.

Changes in the proportion of the body are now visible. Different parts of body like head and chest begin to take proportionate size. The head which seems enormous at birth seems small now as legs and trunk lengthen. Hands and jaws of the child also develop.

During this period body proportions change markedly and the baby look of the child disappears. Facial features remain small but the chin becomes more pronounced and the neck elongated. There is a gradual decrease in the stockiness of the trunk, and the body tends to become cone shaped, with a flattened abdomen, a broader and flatter chest, and shoulders that are broader and squarer. The arms and legs lengthen and may become spindly, and the hands and feet grow bigger.

Differences in body build become apparent for the first time in early childhood. Some children have an endomorphic or flabby fat body build, some have a mesomorphic or sturdy muscular body build, and some have an ectomorphic or relatively thin body build.

There is rapid growth in the bones and muscles. Bones and muscles of the child begin to develop. He starts using his fingers by holding things, sitting, standing, walking and running. The bones ossify at different rates in different parts of the body, following the laws of developmental directions. The muscles become larger, stronger and heavier with the result that children look thinner as early childhood progress even though they weigh more.

The first tooth that normally appears in a child is at the age of six months. By the time the child grows one year old four teeth appear. Approximately sixteen teeth out of twenty have erupted before this period is over. During the first four to six months of early childhood, last four baby teeth- the back molars erupt. During the last half year of early childhood, the baby teeth begin to be replaced by permanent teeth. The first to come out is

the fourth central tooth, the child generally has one or two permanent teeth in front with some gaps where permanent teeth will eventually erupt.

There is a rapid growth of nerves system during this period. The brain grows rapidly. There is rapid improvement in the functions and structure of sensory organs. By the end of this period the child is able to perform all the functions of seeing, hearing, tasting, smelling and feeling pleasure and pain and pressure etc. moreover the glands begin to function properly.

Digestive organs of the child are very tender and susceptible to be spoiled if not properly cared.

2) DEVELOPMENT OF MOTOR SKILLS

The preschool years are marked by great advances in strength, speed and coordination. The child's body in preschool years is flexible and this enables him to learn many more skills. The preschooler enjoys learning new skills and spends a lot of time in practicing and refining them. Despite falling and stumbling the child jumps from stools and runs across open stretches. He takes part in many more physical activities and also interacts more frequently with other children. His physical and motor skills also give him greater independence and he uses these skills to explore the environment and to do things on his own. The preschool child is testing his skills and likes to have a sense of mastery in eating quickly, in running and in climbing to the top of the stairs.

Gross Motor Skills

Gross motor skills are very important for the proper development of the child. There are a number of gross motor skills achieved by children between three and six years of age. Preschool children are able to climb stairs using the alternative foot pattern but they still have to place both feet on the same step while descending. In addition they require the support of the railing for climbing. Gradually with practice, children do not need to hold the railing. They use their feet alternately as in walking even while coming down the stairs. The skill of ascending and descending stairs in a manner similar to that of an adult is achieved by the time they are four years old. No longer satisfied by being able to use the stairs independently they attempt many other variations. They hold on to the railing as they stand on the outside of the stairs and try to climb up the stairs using the edges of the steps. From walking up and down the stairs without holding on to the railing they prefer to run. They may even try to jump over a step while going up, and later, while coming down.

Most of the children between three and four years can run. By five years, they are able to control their speed and direction. They can now start and stop smoothly. Children learn to jump in a coordinated and graceful manner only after they have gained the strength and balance to leave the ground with both feet at the same time. Children jump stiffly without bending their legs at the knees. This jumping pattern becomes smoother during the preschool years as they learn to crouch and use their arms to thrust themselves up while jumping. By the age of six years, children can also jump over an obstacle, for example, over flower-beds or puddles. They can jump across a distance of 15 inches.

Fine Motor Skills

We know that a child's learn to effort to learn about the world involve the manipulation of materials. As the movements of their hands and fingers become coordinated, they become adept in manipulating and handling objects. The development of fine motor control can be seen in the way a child writes with a chalk or a pencil. If you give a pen or pencil to a preschooler, you will notice that she holds the pen or pencil like an adult, using the forefinger and thumb to grasp it close to its writing end. Control over scribbling emerges at the same time as the child masters other manipulative skills. Closed forms such as circles are only possible for the child of three years of age or above. The ability to draw vertical lines seems to precede that of drawing horizontal lines. Crosses, squares, triangles and diamonds follow in sequential order. While children delight in the sheer physical activity of moving a pen around and producing marks on paper, a child entering the preschool age attempts to control his/her scribbling and discovers a connection between these marks and the world around her. Lines are no longer simply marks on paper but begin to have a meaning for the child.

Four year olds hold a pen firmly and are better able to use the small muscles of their fingers. Their drawings comprise recognizable forms although one cannot decide what they are. By five years of age, the child's drawings are quite distinguishable as people, animals or trees. Typically, the preschooler's first representation of a human figure is drawn with a circle for a head and two vertical lines for legs. Heads of figures drawn are disproportionately large, and people tend to be larger than background objects. Six year olds include greater detail in their drawings and the figures begin to take on realistic proportions.

While coloring and painting, preschool children no longer cover the paper with large strokes of the brush; instead they use short, deft strokes. They try to color only within the boundaries of the shape drawn.

The development of fine motor skills is also reflected in the way preschoolers manipulate materials. At three years of age, using a pair of scissors can be frustrating for the child, but by four years, the child can cut paper and use a pair scissors efficiently. Five year olds are able to cut along a straight line with scissors. By the time they are six years old, they can follow a line to cut out squares from thick paper. Improved eye-hand coordination permits preschoolers to lace a wire or thick strings through holes punched on a board and roll and flick marbles more accurately. It becomes possible for them to put together jigsaw puzzles with four or five pieces. Paper-folding skills improve to the extent that six year olds are able to fold and crease a sheet of paper vertically, horizontally and diagonally.

Colouring and drawing are usually favorite activities in this age. Stringing beads and paper cutting also hold the preschool child's attention.

3) EMOTIONAL DEVELOPMENT

Every human being possesses emotions and sometimes human being is identified as emotional being. An emotion may be prescribed as a stirred up state of the organism accompanied by certain physiological changes in the body and an impulse to act. Fear,

anxiety, anger, disgust, grief, jealousy and excitement are some of the common emotions expressed by human beings.

Emotions can broadly be classified into two categories. One the positive integrative emotions and the other the negative-disintegrative emotion. Positive-integrative emotions are pleasant in nature. The individual feels happy at the expression of these emotions and the expression of these emotions is liked and welcomed by others. Such emotions are joy, love, affection, curiosity and sympathy. The negative-disintegrative emotions, on the other hand, give an unpleasant feeling to the individual who feels it and the expression of these is disliked by others. Emotions such as anger, jealousy, fear, etc are included in this category.

Common Emotional Patterns

The new born infant exhibits only a general excitement and no specific pattern of emotions. But as he grows, he shows different forms of emotional behaviour. Psychologists are of the opinion that the ability to respond emotionally is present even at the time of birth. This ability develops due maturation or biological growth process and learning.

Babyhood:

In the era of baby hood a number of emotions are shown and expressed by the child. Some important ones are as under:

Anger:

Common stimuli that give rise to anger in babies are interference with attempted movements, wanting of some wish, not letting them do what they want to do, and not letting them make themselves understood. Typically, the angry response takes the form of screening, kicking the legs, waving the arms and hitting or kicking anything within the reach of the child. During the second year, children may also jump up down, throw themselves of the floor, and hold their breath.

During early childhood, the most common causes of anger are conflicts over play things, the thwarting of wishes, and vigorous attacks from another child. Children express anger through temper tantrums, characterizing by crying, screening, stamping, kicking, jumping up and down or striking.

Fear:

The stimuli or causes most likely to arouse fear in babies are loud noises; strange persons, objects, dark rooms, high places and animals. Any stimulus which occurs suddenly or unexpectedly or which is different from what the baby is accustomed to give rise to fear. The typical fear response in baby-hood consists of an attempt to withdraw from the frightening stimulus, accompanied by whispering, crying, temporary holding of the breath, and checking the activity engaged in when the baby become frightened.

In early childhood, conditioning imitation and memories of unpleasant experiences play important role in arousing fears as do stories, pictures, radio, television programs and movies with frightening elements. At first, a child's response to fear is panic, later responses become more specific and includes rushing away and hiding, crying and avoiding frightening.

Grief:

Young children are disappointed by the loss of anything they love or that is important to them. Whether the loss is in the form of a person, a pet, or an inanimate object, such as a toy. Typically they express their grief by crying and by losing interest in their normal creativities, including eating.

Anxiety:

Tarsal defines anxiety as a painful uneasiness of mind concerning impending or anticipated ill. It is a mental condition which involves undefined fear, dread and a general feeling that all is not well. This anxiety pattern becomes clearly present in the child by the third year of life. An anxious child is unhappy and is irritable. His mood swings and he becomes restless, gets angry quickly and has high sensitivity. These forms of behaviour lead to adjustment problems.

Anxiety generally centers on routines, parent-child and child-child relationships. Insecurity has been found to be the major cause for anxiety. Insecurity mainly arises from inconsistency in social rules, conflicting authority and atmosphere of emotional tension. When parents are strict disciplinarians or when they behave inconsistently, children feel anxiety. Sometimes anxiety is constructive. It drives the child to work hard and reach perfection. But it is necessary that needless anxiety or worries that may persist into adulthood must be eliminated. A happy home atmosphere minimizes the occurrence of anxiety among children.

Jealousy:

Jealousy is also one of the most common emotions to be found in the children. Young children become jealous when they think parental interest and attention are shifting towards someone else in the family, usually a new sibling. Young children may openly express their jealousy or they may show it by reverting to infantile behaviour, such as bed wetting, pretending to be ill, or being generally naughty. All such behaviour is a bid for attention.

Curiosity:

Children are curious about anything new that they see and also about their own bodies and the bodies of others. Their first responses to curiosity take the form of sensorimotor exploration, later, as a result of social pressures and punishment, they respond by asking questions so that they can get explanations and understand things in a better ways.

Envy:

Young children often become resentful of the abilities or material possessions of other children. They express their envy in different ways, the most common of which is complaining about what they themselves have, by verbalizing wishes to have what the others has or by appropriating the objects they envy.

Affection:

Young children also show the emotion of affection very often and this emotion is very common in them. They learn to love the things, people, pets, or objects which give them pleasure. They express their affection verbally as they grow older but while they are

still young they express it physically by hugging, patting and kissing the object of their affection.

Role of elders and pre-school teachers in guiding emotions

Elders and teachers at the preschool level play a very crucial and important role in guiding the emotions of young children. They are in a position to prevent and guide emotional problems in children. Children grow secure and confident in a preschool where they need and require guidance. According to Read, security refers to the feelings that come with having had many experiences of being accepted as we are rather than rejected and of feeling safe rather than threatened. Elders must give recognition and should provide adequacy to these children. Adequacy refers to the feelings which an individual has about himself that is his concept of the kind of the person he is.

The feelings of security and adequacy arises out of the ways the child's basic needs are met, his experience with feedings and later toileting, the kind of response he gets from other people and the satisfaction he finds in exploring the world out of these early experiences the child builds a feeling of trust to the world. Having learned that he can trust people he develops confidence in himself. The preschool teacher knows this and he tries to build trust in himself and in school, some of the ways in which he accomplishes them are:

The teacher encourages children by loving words and he never lets them go down. The children find acceptance from teacher. This greatly boosts their self concept. As we know children are influenced in their feelings by the attitudes of adults. The teachers set for the children to protect them from acting in the ways which will have damaging consequences. This helps him to avoid disappointments. The experiences provided to the children are adapted to their readiness. This also helps to avoid disappointment, and building trust.

From the children's speech and behaviour, the teacher comes to know about both their positive and negative feelings. The teacher does not condemn or blame them for the negative feelings and they are accepted in the preschool.

It is important that the negative feelings are put into action. They must be trained in the ways that are not distractive. Children are helped to drain away feelings in acceptable channels like physical activity or through action songs or head and hand work. Children give vent to their negative feelings through vigorous physical activities like pounding or throwing a ball hand against something. Creative activities offer possibilities of expressing their feelings. Activities like, finger painting, using a punching page, hammering board, running, digging, and painting, working with clay and playing in water help a child to relax. Music is another channel for the experience of feeling. In the case of timid children the teacher makes them feel assured and secure by accepting even their unacceptable behaviour so that confidence is built in the child. He tries to make the child to move with other children.

Thus, the whole programme of the preschool including the role of elders and teachers as well as the equipment provided to these children contribute to the feelings of security and adequacy among children. The peer group provides many changes for the feelings of happiness and adequacy. The child comes to know that he is just like other

children while in the company of peers. This gives him a sense of security. Through these various means child's emotional development is guided in a proper way during the preschool era.

04) COGNITIVE DEVELOPMENT

By cognitive development we mean the development of intelligence, understanding, reasoning, thinking, sensation, perception, language, interests, power of memory, imagination, and problem solving. The cognitive development during early life takes place at a very rapid speed. Hence the environment should be healthy and conducive for the development and should be helpful for him to receive education so that proper intellectual development takes place. It is the duty of parents, teachers, the guardians, the social reformers, the guidance workers, psychologists and the government, to pay proper attention for the proper development of the preschool children.

The description of the emerging thinking abilities of the preschool child witnesses some of the most fascinating and interesting findings in the area of the child development. This is the time when imagination becomes possible. The preschool child is forming his ideas about the things he sees around him like the people, the home, the streets, the trees, the sun, the moon, the stars, the clouds, water and familiar objects. Everything becomes interesting for him. He wants to find out the cause of events. Along with this, he has his own logic about things and some of his explanations and his reasoning are likely to leave you quite surprised, as happened with Zamin's father in the following.

Five year old Zamin was digging the earth just outside his house with a sharp stick. He had been at this for about fifteen minutes when his father, wondering what he was doing, asked him "What are you doing?" Expecting a common reply, he was left speechless when he said in all seriousness, "I am seeing till where the earth is. I will dig and come to the bottom."

Preschoolers are very serious about their reasoning and believe in their explanations though these may seem amusing to the adults, who look at the world differently. When they ask the adults, "Why does it rain?" they are not asking for the laws of science. They probably want the adults to say what they believe and that may be, "It rains because Allah got tired to hold the water on his shoulders." Preschoolers have worked out their own answers about many things and they state these explanations with such an air of assurance that you are often left wondering how they thought of it and who told them so. Nobody told them so— they thought it out themselves. To understand children of the preschool years, we will have to look into development of their thinking abilities.

Researchers who have carried out studies to verify Piaget's theory state that one of the reasons why preschoolers are unable to give the right answer on the above experiment is that it is too complicated for them. Secondly, it is also far removed from what children experience in their day to day lives. Researches show that there are various instances which show that preschoolers do understand how another person must be thinking and feeling.

Concept Formation

The early childhood is the period when the child is very curious to know the existence and functioning of the various objects around him. He is fascinated by the rising and setting sun the twinkling stars, the appearance of the moon in the sky and sometimes the floating clouds in the sky catch his attention and provoke him to ask a volley of questions. Furthermore, it is surprising to him to know that the fire is hot, the ice is cold and he is inquisitive to know the reasons for the same.

Matching

Three and four year olds when given a collection of objects in which only two objects are identical and the rest are different, can find the identical pair. Similarly, in an assortment where all objects are the same except one, they can spot the different one. This shows that they have the ability of matching. We can find out preschoolers matching abilities by designing a simple activity. Ask them to pick up balls that are same as each other from a collection of different balls.

Identifying Common Relations

Preschool children can identify common properties or a relationship between two objects which are not identical. This ability is called identifying the common relations. It differs from matching in that matching always involves finding identical pairs, while common relations involve a pair that is non-identical. They are pairs because they have something in common between them. They may be opposites like up and down, hot and cold, or they may be items that go together like shoes and socks, comb and hair, flower and vase. They may also be cause and effect relationships like cloud and rain. Basically, what the child does when pairing objects in terms of a common relation between them is to answer the question, which two objects are related to each other in some way? In this ability of reasoning skills are involved. This ability develops over the preschool years.

Learning to pair objects on the basis of common relations gives the child an understanding of one to one correspondence which is necessary for the understanding mathematical concepts later on. This ability is also basic to understanding more complex analogies at a later stage, such as 'knife is to vegetable as axe is to' Learning to see a relationship between things is the basis for making sense of a complex world. As the child sees common relations between the pairs, he understands that there are diverse ways of relating objects, i.e., pairs can be of many kinds--- opposites, cause and effect and so on.

Conservation

Piaget carried out some very interesting experiments to probe into another cognitive ability- the ability to conserve. Conservation means being able to understand that the quantity or the amount of a certain substance remains the same, even if its shape is changed or if it is transferred from one container to another, so long as nothing is added to or subtracted from it. On the face of it, there seems nothing difficult about understanding this and it is hard to imagine how anybody could think otherwise. Piaget found that preschoolers were not able to conserve. He found that the ability to conserve develop after the preschool period is over.

Classification and Grouping

Piaget carried out considerable research on how children understand the concept of classes and how they begin to classify or group objects. The understanding of the concept of the classes and subclasses is required in our day to day activities. By the time a person is an adolescent, he has mastered this type of logical thinking and the ability to classify. Before the child reaches this stage he has to develop many abilities. He has to understand what a class, how classes are related to one another and so on. Piaget tried to determine how early in life children begin to classify objects. By the experiments he carried out he concluded that younger preschoolers have no concept of classes and cannot classify.

Preschoolers are learning to classify objects, but while they put them side by side, they get distracted by their other properties, In other words, they are dominated by their perceptions while classifying. In the next stage of classification, around six years of age, children are able to eliminate some fluctuation in their criterion for classification. Finally, a more highly developed classification is achieved by the child when he enters the concrete-operational period. Here the child is able to classify on the basis of both shape and colour.

Thus, preschoolers have some basic understanding that certain things go together if the classification task is simple one and preschoolers have grasped what is to be done, they are able to do it successfully. However, the fact that they need to be prompted and need clues for the classifying and they are not able to classify objects successfully each time shows that they have not fully grasped the principle behind classification. This will develop during the years of middle childhood and adolescence.

Understanding cause and effect relationship

The ability to understand cause and effect relationships lies at the root of all scientific investigations. An understanding of cause and effect conveys to the child that there is an order of things. As the preschooler understands cause and effect relationships, he also knows that he can act upon objects and make things happen. This understanding is the basis for generating hypothesis and predicting results. Preschoolers are also developing reasoning skills

Animism

Preschoolers believe that everything has life. Piaget called this quality of their thought- animism. For the child, the moon and the clouds are alive because they move. The stone is alive because when you kick it, it moves. Everything has a magical quality about it. Preschoolers have their own views and explanations about things. This makes interacting with the preschoolers all the more interesting. From the adult's point of view the child's logic is often incorrect. But this must not be taken to mean that their thinking is of a lower level as compared to the older ones. It is just that the preschooler thinks in a manner different from the adults.

The concept of number

The preschool child is learning many new concepts and increasing his store of information. The three or four year old children are beginning to acquire a concept of number and can deal with small numbers. Each year the child adds a little bit more to his

understanding. A true and complete concept of number emerges only after the preschool years are over.

Language skills

Before children are of preschool age they are already using words for communicating. They can identify and combine sounds to make words, use a sizeable vocabulary and follow some rules of grammar to make sentences. The preschooler uses words and speaks sentences. As a result of his increasing cognitive abilities, he begins to think of what he is saying. He now looks at language as an important tool for communication and thinks of the right way to communicate. This is clear from the observations of children which show them stopping in mid sentence to replace the word or rephrase their sentences or correct themselves. They repeat a word, use an alternative word or rephrase their sentences.

Detailed researches in this area has highlighted that when children are about four years of age, they can on an average use 1,200 words in their speech and are able to understand a much larger number of words. Between the period of four and six years they acquire a larger vocabulary which contains 12,000 to 14,000 words.

05) SOCIAL DEVELOPMENT

During the preschool years the child adds more dimensions to her personality and also develops behaviour patterns which will be fairly stable over time. Parents have a crucial role in shaping the personality of the child in these formative years. It is the caregiver's socialization techniques and child rearing practices that determine to a large extent, how socially competent the child grows up.

Preschoolers have many skills at their command and are to plan their action which allows them to do more and to act effectively. Their greater confidence encourages them to take on challenges. Preschoolers like to take initiative. They will try to do the more difficult tasks- jumping Carrey heavier thing alone and so on. They are eager to accept the guidance of adults and to learn to make plans for their activity. Now the caregiver can channelize the child's energy, enthusiasm and initiative towards more specific goals. When the child meets with success in her initiatives, he develops confidence and a sense of self esteem.

When parents frequently punish the child, he may develop a sense of guilt. He may feel that his actions are always wrong and displeasing. When parents restrict him all the time, he loses initiative. He is then likely to do only what he is ordered to do., rather than choosing activities on her own. Such an attitude would be negative for the child's development.

When there is balance between parental control and the initiative taken by children, then children are able to take pleasure in their abilities and are better able to take guidance from adults. But when this balance does not emerge, then the child's desires come in conflict with what others want him to do., Then, in an effort to avoid guilt and be accepted by others (which seems to be possible only by obeying them), he restricts and over controls his behaviour. He may begin to resent those who ask him to control himself. If this conflict is not resolved, the child may grow up to be one who does not take initiative and may also feel

that the only way he can do what is right is to deny the things that he wants. To avoid this situation, the caregivers need to be sensitive and must help the child to cope with the conflicting feelings of initiative and guilt.

Self Concept

Once the child becomes aware of himself, it is obvious that the first things he will notice are his physical characteristics. Thus, the process of defining oneself begins with the noticing one's physical features. Preschoolers define themselves first in terms of gender and observe how they appear- how tall they are, whether their hair is curly and similar things. We have noticed that even while describing objects, preschoolers state their outward appearance first.

When asked to describe their own selves, preschoolers also say what they like to play with, where they live and what they like. They describe themselves in terms of their frequent behaviour or favourite action, such as ride a cycle, or ladder. A striking aspect of children's self concept at this stage is that their descriptions of themselves are absolute- they refer to themselves as big or small, old or young. They do not generally see themselves in relation to others and so, while describing themselves they do not use words like bigger or smaller, older or younger to somebody else.

As the child's abilities develop, she achieves a feeling of competence. She recounts his abilities saying, I can jump or I can cross the road, I cannot ride a cycle or I can go to the market etc. In this way he learns about himself and these become a part of his concept of self. As he grows, his self- descriptions become more complex. It is important to give the child a positive evaluation of himself, it is equally important that this feedback be a realistic picture of the child. False feedback which makes the child believe that he has skills and abilities which in truth he does not possess, may lead him to form an unrealistic opinion about himself.

The consistency of gender is a little difficult for the preschooler to grasp, particularly since the child's other physical attributes, and his appearance does change. This is not surprising that preschoolers face difficulties in conserving. Conservation as we know involves the understanding that things remain the same even though they have changed externally in some manner. The same is involved in gender consistency. Thus, a complete understanding of gender develops around five or six years of age, when the child is a little less influenced by what he sees, be it the length of hair or the kind of clothes worn.

Thus, self concept, self confidence and self understanding as well as social attitudes, social skills and social roles are familiar topics for the researchers who study personality. Researchers in child development have begun to investigate these areas; they have found that early childhood is a seminal period for their formation and growth. The idea of self emerges gradually during the latter stages of infancy. By early childhood, children begin to have clearly defined concepts of self. They assiduously note which possessions are theirs. Claiming everything from 'my teacher' to 'my mud pie', they repeatedly explain who they are not 'I am a big boy', 'I am not a baby' and they relish many forms of mastery play that allow them to show that 'I can do it'.

Typically, they form quite general and quite positive, impressions of themselves. Indeed, much research shows that preschool children regularly overestimate their own abilities. As every parent knows, the typical three year old believes that he can win any race, do perfect cartwheels, count accurately, and make up beautiful songs. In a laboratory test, even when preschoolers had just scored rather low on the game, they confidently predicted that they would do very well the next time. Only when it is specifically pointed out to them how poorly they have done will they revise their estimates downward.

In addition, most preschoolers think of themselves as able in all areas- competent at physical skills as well as at intellectual ones. This is greatly different from children older than eight years, who make clear distinctions between domains of competence, asserting that they are rather good in intellectual skills but poor in athletic ones.

Role of preschool in social development

Preschool offers plenty of chances for social development. The first group experience is provided in preschool environment. The child gets his experiences with his contemporaries whose interest and capacities are of the same level as his own. The child gets a change of experiencing variety of experiences like friendship, sharing, taking turns etc.

In group relationship and experiences children are enabled to build a realistic self concept. They learn about themselves from the estimation of others.

Children build up self confidence in social groups. They find strength and safety through group membership. The feeling that they belong to a group gives them a great sense of confidence to a timid child. The child overcomes the feeling of helplessness in a social group, of the same age group. In a preschool guidance in social development is given by the teacher. He teaches desirable techniques of approaching others. A child meets with success when using desirable techniques.

Children learn to take turns. A child learns the fundamentals of sharing at home. He continues to learn about sharing taking turns and possessions at the preschool. Sharing also refers to communicating with other children and with adults and in the preschool center with teachers. By communicating with each other children become more secure in group situations. At the age of four and above children in preschool children get interest enhance the span of attention and readiness to participate in a group situation.

06) CREATIVE DEVELOPMENT

The future of the country rests in creative talents of their people. Our political leaders, administrators and policy makers, are very much worried about the natural resources, talk about the energy crises, and neglects the most important of natural resources- the creative child who is our potential leaders in all avenues of life- scientific, technological, educational and others. Countries without creative talents cannot raise standard of living among nations of the world not just economically but educationally as well. If any country does not comprehend the educational implications of research and development on creativity, he will depend upon foreign talents. Without creative talents, countries, even with great natural resources, would not enjoy their current standards of

living. We desperately need creative talents whose problem solving ability can help us to resolve the perplexing problems.

The creative child of today is the hope for the better future. Arnold Toynbee stated that creative talents are the history making talents in any field of human endeavor. Development of creative talents produces creative excellence that leads to improvements which makes the future. They also produce tomorrow's minds that generate the knowledge-part of the library.

Are preschool children creative? Genuine skepticism among teachers, parents and educators in general has hindered progress in measurement and encouragement of creativity in preschool children. Most of them have believed that preschool children are incapable of creative thinking and have attached little importance to what a few psychologists and educationists have called creative in young children. The poets, artists, and even scientists, however, have continued to assure us that young children are indeed creative and that this creativity is important. Pulsifer, who was apparently quite successful in encouraging preschool children to compose poems and songs, wrote: Every small child is original and his most natural expression creative or poetic, but he must be set entirely at ease never laughed at or made to feel embarrassed. Montgomery saysonly when child is five years old, any real creation is possible.

Scientific research into the origins and nature of genius was initiated at the end of 19th century. Those who developed the theories of creativity, the names of Sigmund Freud, Francis Galton, Alfred Adler, Abraham Maslow, C.R Rogers and others. Their contributions help to conceptualize the term creativity. The views of these workers have given a strong theoretical base of creativity.

Perhaps, Galton was the first person in the history of gifted children who developed genetic theory of genius. He focused on the effects of genetic determinants of intellectual powers. He assumed that intellectual activities depend upon biological process.

Psychologists and creators have been agreed that there are two types of thought; one which is under active control and the other involuntary. Hobbs referred to the latter as a wild ranging of the mind, which is unguided without design, and inconsistent. S. Freud conceptualized primary process thinking a source of creative inspiration. Freud attributed primary process thinking to the expression of emotional urges generated by Id- the primitive instinctual part of the personality residing in the unconscious. Regarding primary process thinking, Ochse, says that on consideration, it is apparent that this type of thinking involves the specific mental process. He further says that experience of unconsciously generated creative inspirations occur under the same direction.

Primary process thinking is more powerful in young children. As a child develops and gain experience of the environment, secondary process thinking becomes more powerful, and thoughts of adults contains less primary process content than the thoughts of the children do. When an adult is unable to solve a problem, then his or her conscious thought regress from secondary process thinking to primary process thinking where conscious thoughts gets energy from Id or unconscious mind. Freud believed that creative adults have

the ability to keep fantasist generated by primary process thinking under ego control. This is the reason why creators are found more imaginative than others.

Humanistic approach focused on mental health of the child. According to this approach normal aspect of human functioning is very much depends upon positive aspect of mental health.

Rank's theory of creativity advocates about the development of one's individuality. His conception was that the development of artistic ability and a healthy personality have similar foundations. Creativity lies at the root of both artistic production and life experiences.

Among the more prominent scientists a psychologists who have concentrated their attention on intellectual approach to creativity, the names of Hermann Von Hellhole, H Poicare, Jacques Handamard, and Max Wertheimer are most important. They defined creativity interns of problem solving and assumed that problem solving requires specific intellectual processes i.e., creativity. The conclusions drawn by these scientists and psychologists were bases on the recorded facts about their own creative thought processes. They investigated that creative process is a special case of problem solving. This approach emphasizes more on process rather than product.

Guilford in his S. I. Model arrived at the conclusion that there are 120 mental abilities among the people. Some of these abilities are known as divergent thinking abilities to be essential to creative problem solving.

What is the source of creativity in young children is a question of concern. Modern creativity workers agree on one thing that curiosity may be an important source of creativity in young children. Bedford says that curiosity is the main source of creativity in young children. We can teach a student a lesson for a day, but if we can teach him to learn by creating curiosity, he will continue the learning process as long he is alive. McDougall says that the instinct of curiosity is at the base of many of man's most splendid achievements, for rooted in it are his speculative and scientific tendencies.

Creativity is a function of curiosity and experiences. Curiosity provides the motivational impetus to young children and experiences the skill to discriminate between usual and unusual ideas. In young children high curiosity and lack of experience reach equilibrium between three and five years of age, at which stage inspiration is Balance with creativity.

07) MORAL DEVELOPMENT

Moral Development in early childhood is on a low level. The reason for this is that young children's intellectual development has not yet reached the point where they can learn or apply abstract principles of right and wrong. Neither do they have the necessary motivation to adhere the rules and regulations because they do not understand how these benefit them as well as members of the social group.

Because of their inability to comprehend the whys and wherefores of moral standards, young children must learn moral behaviour in specific situations. They merely learn how to act without knowing why they do so. And because the retention of young

children, even those who are very bright, tends to be poor, learning how to behave in a socially approved way is a long, difficult process. Children may be told not to do something one day but, by the next day or even the day after that, they may have forgotten what they were told not to do. Thus what may appear to adults to be willful disobedience is often only a case of forgetting.

Early childhood has been characterized by what Piaget has called 'morality by constraint'. In this stage of moral development, children obey rules automatically, without using reason or judgment, and they regard adults in authority as omnipotent. They also judge all acts as right or wrong in terms of their consequences rather than in terms of the motivations behind them. According to the way of young children view a matter, a wrong act results in punishment, which is dealt with either by other human beings or by natural or supernatural factors the young children

Kohlberg has elaborated on and extended piaget's stages of moral development during the early childhood years to include two stages of this first level which he has labeled 'pre conventional morality' In the first stage, children are obedient and punishment oriented in the sense that they judge acts as right or wrong in terms of the physical consequences of these acts. In the second stage, children conform to social expectations in the hope of gaining rewards.

As early childhood comes to an end, habits of obedience should be established, provided children have had consistent discipline. However, young children have not yet developed consciences and, as a result, they do not feel guilty or ashamed if caught doing something they know is wrong. Instead, they may be frightened at the prospect of punishment or they may try to rationalize their acts in the hope of escaping punishment.

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