



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

BACHELOR OF ELEMENTARY EDUCATION
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SEED217A
OBSERVING CHILDREN
PRACTICAL FILE

Submitted To
DR. Shabia Subuhi

Shabia

Submitted By
Akansha
2111260003
B.El.Ed-Sem-3

[Signature]

Registrar
K.R. Mangalam University
Sohna Road, Gurugram (Haryana)

Acknowledgment

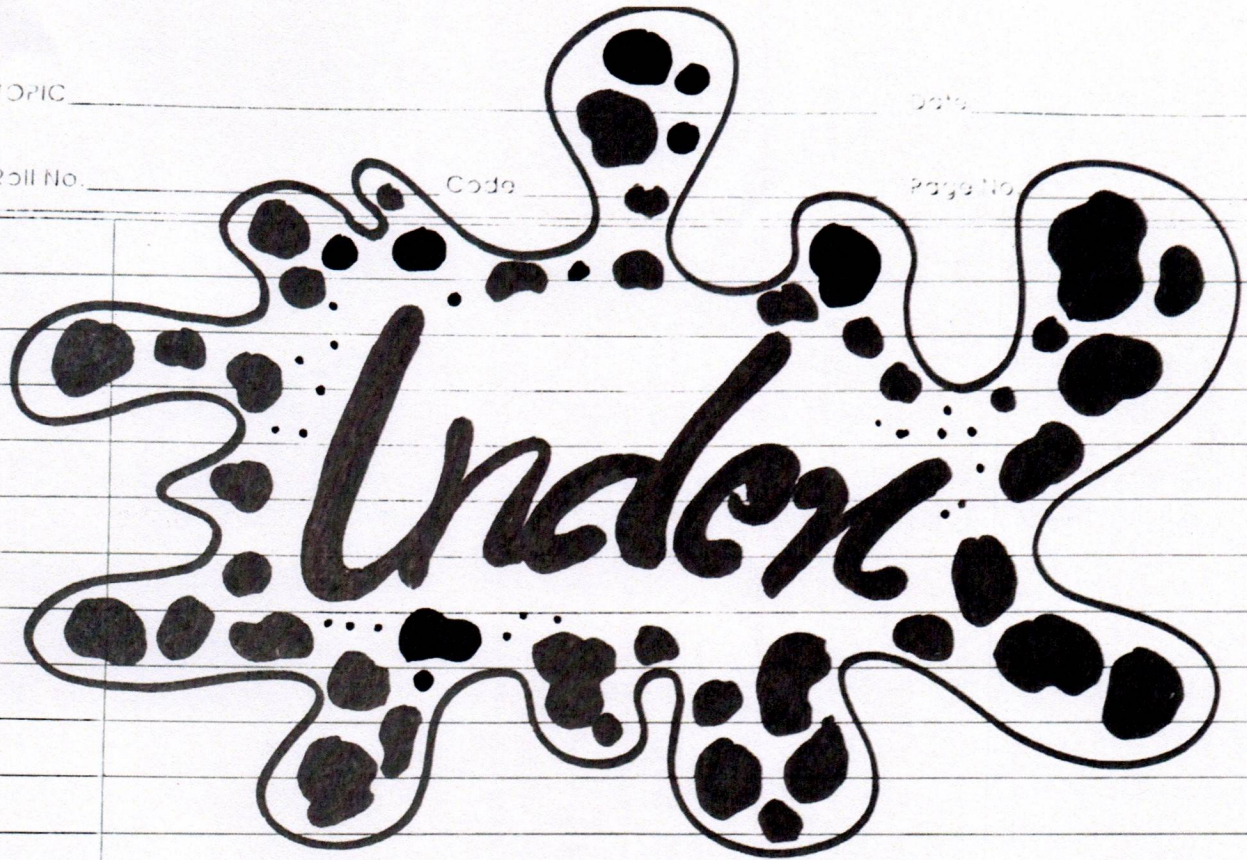
I would like to express my special thanks of gratitude to my Teacher Dr. Shabia Subuhi who gave me the golden opportunity to do this wonderful project which also helped me in doing a lot of research & I came to know about so many new things I am really thankful to them. Secondly, I would like to thank my parents & friends who helped me a lot in finalizing this project within the limited time.

TOPIC _____

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S.No	Title	Teacher's Sign
1.	Activity - 1 Children at play	
2.	Activity - 2 A day in the life of children	
3.	Activity - 3 Child in the classroom	



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Activity

Zone

Observing Children

- Observation
- Observation means viewing or seeing. It is an action or process of carefully watching someone or something.
- An observation is something that you have learned by seeing or watching something & thinking about it.
- If a person makes an observation, they make a comment about something or someone, usually as a result of watching how they behave.
- It is an ability to pay a lot of attention towards the person & get information without interaction, it does not require to interact all the time.

Advantages

Disadvantages

- | | |
|---|---|
| <ul style="list-style-type: none">• Most direct measure of behaviour• Provides direct information• Easy to complete,• Can be used in natural or experimental setting | <ul style="list-style-type: none">• May require training• Observer's presence may create artificial situation• Potential to overlook meaningful aspects |
|---|---|

Observation Methods

The observation method involves humans or mechanical observation of what people actually do or what events takes place during a situation. Observation would seem to be an obvious method of carrying out research in psychology. There are different types of observational methods & distinctions need to be made between:

- 1 Controlled Observations
- 2 Naturalistic Observations
- 3 Participant Observations

Observations can also be either overt/disclosed (the participants know they are being studied) or covert/undisclosed (the research keeps their real identity a secret from the research subjects, acting as a genuine members of the group).

Types of Observation

Controlled Observation

Controlled Observations (usually a structured observation) are likely to be carried out in a psychology laboratory. The researcher decides where the observation will take place, at what time, with which participants, in what circumstances

It uses a standardized procedure. Participants are randomly allocated to each independent variable group. Rather than writing a detailed description of all behavior observed, it is often easier to code behavior according to a previously agreed scale using a behaviour schedule (i.e. conducting a structured observation).

- The researcher systematically classifies the behaviour they observe into distinct categories. Coding might involve numbers or letters to describe a characteristic, or use of a scale to measure behavior intensity.

• Naturalistic observation

Naturalistic observation is a research method commonly used by psychologists & other social scientists. This technique involves observing which includes studying the spontaneous behaviour of participants in natural surroundings. The researcher simply records what they see in whatever way they can.

- In unstructured observation, the researcher records all relevant behaviour without system. There may be too much to record & the behaviors record may not necessarily be the most important so the approach is usually used as a pilot study to see what

type of behaviours would be recorded

Participant Observation

Participant observation is a variant of the above (natural observations) but in this the researcher joins in & becomes part of the group they are studying to get a deeper insight into their lives. Participant observations can be either covert or overt. Covert is where the study is carried out 'undercover'. The researcher's real identity & purpose are kept concealed from the group being studied.

The researcher takes a false identity & role, usually posing as a genuine member of the group. On the other hand, overt is where the researcher reveals his or her true identity & purpose to the group & ask permission to observe.

Child Observation

Observation is the key to understanding young children as learners & a vital tool in finding out more about them as individuals. It is an integral part of assessment & planning cycle & a firm basis for reflection.

In any high-quality setting, observation is recognised as a fundamental & crucial aspect of the practitioner's role & as such, is given high priority in terms of training & everyday practice.

Observation is about watching children's actions, expressions, gestures & behaviours, & listening to their talk & interactions. Sometimes it is about joining in with their play or conversation & sometimes about asking & responding to questions. Always, it requires a sensitive & respectful approach to children's play & an attitude of openness to the individual's learning agenda.

Why do we observe?

There are many good reasons why adults observe children in their care & the reason may influence the nature of the observation in terms of who is observed / observing, where, the

Observation takes place & at what time of the day or session. However, although specific reasons for observation may be varied, the general purpose will be to find out more about a child or group of children, or the effectiveness of provision.

- what is interesting & motivating them as individuals or groups;
- how they have responded to a particular activity, experience or area of provision;
- factors that influence their involvement & sense of well-being during the day or session;
- how the children's skills are developing;
- what they now know & understand in terms of the foundation stage areas of learning;
- how they interact with adults & other children;
- about friendships & dynamics within groups;
- how they approach learning, for ex, their attitudes & learning styles;
- which areas of provision & activities they choose to access regularly;
- about patterns in behaviour.

Different Child Observation method

Anecdotal Records -

This method involves factual accounts of events that should answer the possible what, when & where questions of parents or guardians. Anecdotal Records are written in the past tense & includes what the child had said & done during an event.

The documentation should also include other non verbal cues like body language & facial expressions. It should also describe the child's reaction & behaviour during an event.

Running Records -

You note down what you see & what the child says while it is happening. This method of observation should be written in the present tense & include as much detail as possible.

Tottings -

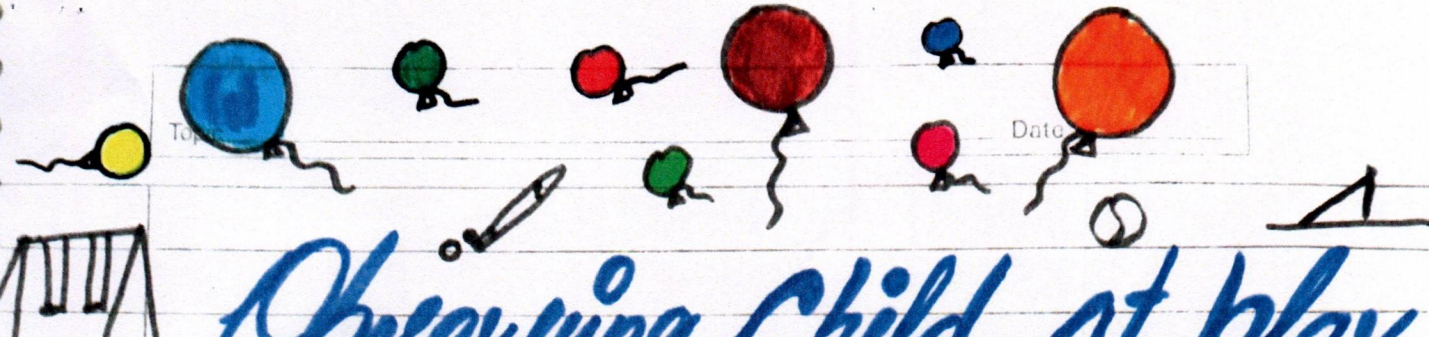
literally jotting down brief sentences detailing important events, behaviours, or ~~conserved~~ conversation. This can be done together with other observation methods in childcare: work samples & photographs.

Work Samples.

these are the child's paintings, clay figures, drawings, cutouts, writings & other creations. Educators can provide descriptions based on jotted down notes narrating what the child may have said or done surrounding these work samples.

Photographs -

Parents love seeing pictures of their children so how best to describe what's going on while they're away than with images of their child in action. Add annotations on photographs to give a description about what was taking place when the image was taken.



Observing Child at play

why observing children's play is important.

Observing of children's play gives the observer a collection of important information. It provides information about the learner in respect of them as individual.

Observing children's play is about sitting back & watching what is happening, depending on purpose of observation also affects it. Many settings follow the simple rule Look, listen & note. By remembering this will help providing with the answer observer is looking for in observation.

There are many reasons to observe children's play, these may be influenced by certain factors however the general purpose will be to;

- Find out more about the child or group of children.
- Evaluate the provision.
- Observe & monitor practitioners practice.
- Find out how children respond to certain activities.
- Find out how children's skills are developing.
- Observe the interactions between adult & children.
- Observe child's language development.

Importance to observe child at early Childhood

Few reasons to observe Children!~

- If we watch the children play, we can discover their interests on-

Interests - He loves to play with trucks.

- By observing children, we can assess their developmental levels on-

Developmental level - She throws the ball either very hard or not at all, but she does not vary the throw along a continuum of very hard, hard or soft.

- we get to see what strategies children use to attain their goals on-

Strategies - She tries to influence her friends actions by controlling all of the crayons.

- Observing children helps to see or know what skills the children need to practice.

Skill - She has trouble stringing beads onto a knitted shoestring

- When we observe children, we learn a

lot about their personalities. ex-
Personality - She is reserved & does not
like to take risks.

In essence, we learn five attributes of children
when we observe them closely.

- Their interests & preferences
- Their levels of Cognitive & Social development
- Their strategies for creating desired effects.
- Their skills & accomplishments
- Their personalities & temperaments.

How does these points help:

- Knowing children's skill might help us think about games to play that might encourage them to practice their skills, but it does not help us have better conversations.
- Knowing children's interest might help us prepare the environment, but it does not help us have better conversation.
- Knowing children's developmental level might help us predict what questions that children can answer.
- Knowing their personality might help us be sensitive about our tone of voice or topics to avoid.

Role of Gender

Definition

Over the past century, significant advances have been made in gender equality. Nevertheless, societies worldwide continue to have a considerable presence of gender roles, meaning the combined behaviors, appearances, & attitudes that society expects & considers appropriate for an individual based on the individual's gender. The prescription of different occupations & responsibilities for men & women, for ex- falls under the gender roles definition. A gender roles sociology definition unpacks the origin of gender roles & how they are perpetuated in society.

Gender roles are rooted in the gender binary. The gender binary is the idea that only two genders correspond to two sexes, male & female. Feminist & queer scholars have advanced society's understanding of gender & sex diversity beyond the gender binary. These theories hold that an individual's biological characteristics determine their sex. In contrast, gender is understood as an individual's expression of various attributes & behaviors coded as masculine or feminine. The gender binary acknowledges

Only masculine men & feminine women & is the basis for binary gender roles. Gender roles & the gender binary marginalize individuals who do not conform to the gender ideal & marginalize gender nonconforming, non-binary, transgender, intersex, & LGBTQ people.

Development of Gender Roles

Gender roles are not inherent disposition or behavior. Instead, gender roles are the product of socialization or the way by which children learn what behaviors are considered appropriate in society. Children's understanding of the roles appropriate for different genders is shaped by what they witness & hear in their homes & the outside world. Gender roles are enforced by socializing agents, or entities that influence people to observe certain social norms.

Socializing agents of gender roles includes family members, peers, religion & religious leaders, teachers, peers & language & media such as books, movies, music & ad.

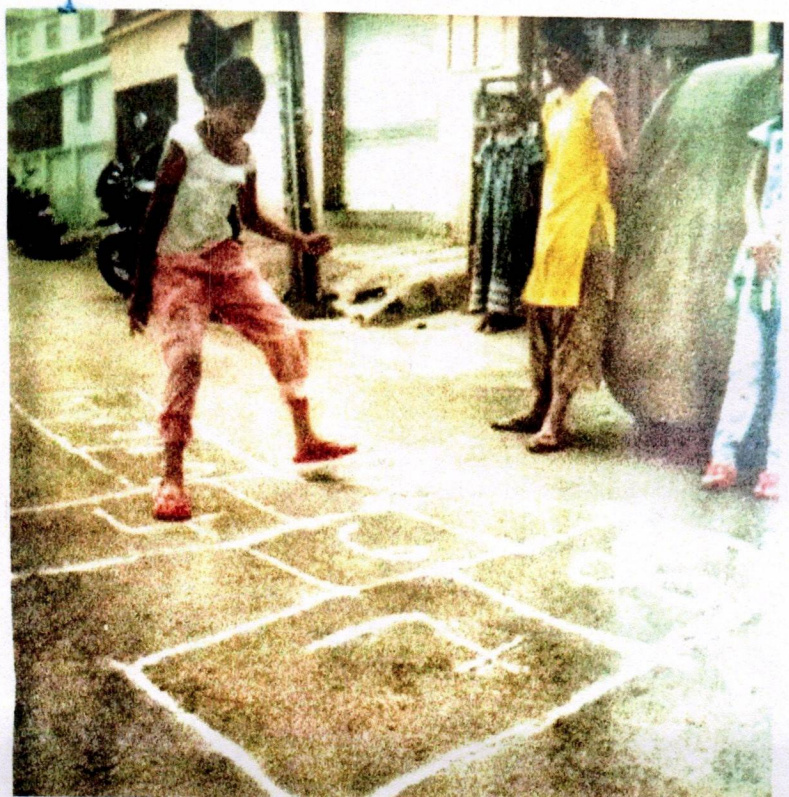
Traditional Gender Roles

Gender roles are based on society's understanding of femininity & masculinity, or the combined attributes deemed natural to women & men.

Helping professions: Professions traditionally seen as appropriate for women generally pertain to professions such as nursing, education, caregiving & secretarial work.

For Men:-

- Breadwinners & Providers: Men are expected to earn a living & provide for a family & are expected to pay for dates. Being wealthy or having a high-paying job is seen as admirable for men.
- Leaders: Men are expected to be the primary decision-makers for important decisions affecting the family.
- Men are seen as suited for leadership roles such as bosses, political figures, & community & religious leaders. In personal relationships, holding influence over women & other men is seen as a sign of masculinity.
- Protectors: Men are expected to display physical strength & powers & to be able to defend & protect women & children.



Gender roles are closely related to gender stereotypes, or generalization about how an individual is or should be based on the individual's gender. Gender stereotypes fall into four main categories:

- Physical appearance: Expectations & ideals for an individual's physique, characteristics, skin colour, hair colour & texture, dress & presentation.
- Personality traits: Expectations & ideals for a person's behaviour.
- Occupations: Expectations for what kind of job an individual should have or aspire to have.
- Domestic behaviours: Expectations about the responsibilities an individual will take on in a domestic setting.

For Women:-

- Caregiver & nurturer: women are expected to be the primary caregiver to their children & any elderly relatives.
- Homemaker: There is an expectation of cooking, cleaning, buying groceries, & doing any other tasks related to running a household.
- Helper: women are expected to be helpful, generous, & supportive to men in their life, be they a male boss or coworker, father, brother, husband, boyfriend, or other male acquaintance.

Language & Play

Language Play is a normal & frequent part of adult & child behaviour. Language play occurs when people manipulate the forms & functions of language as a source of fun for themselves &/or for the people they are with. Everyone, regardless of cognitive level, plays with language or responds to language play. The responses range from the primitive pleasure experienced by severely mentally handicapped children when they are hear dramatically contrasting tones of voice (in such interactive games as peep-bo) to the cerebral bliss experienced by highly sophisticated connoisseurs as they explore the patterns of sound-play in, for children, play is an extremely important area of early childhood development, especially when it comes to growing speech & language skills. Play is how children learn & explore the world around them. That's why developing good play skills helps children increase their communication abilities.

How play is similar to communication

Playing with others involves a back-&-forth exchange, just like a conversation. Rolling a ball or a toy car back & forth requires two people to complete the task. The same is true for communication! one person talks, the others responds & so on.

Play also helps children learn cause-&-effect relationships. ex. - Blocks can stack, but if you push them over they will fall.

• If you push a toy car, it will drive on the track where you want it to go.

Cause-&-effect comprehension is another important way that children increase their communication skills. When a child begins to use new words to communicate, this is essentially a cause-and-effect relationship: the child says a word, & then gets what they requested in return.

Lastly, joint attention is another aspect of play that correlates to communication. Joint attention is what happens when two people are focused on the same thing. Think about times you play & interact with other child. Do they ever give you a look or a smile as if to say, "Wow, did you see that? That is joint attention."

NAME OF OBSERVER : Akansha

DATE OF OBSERVER : 19/12/22

TIMINGS 5:30 PM

PLACE Street

S.NO	STATEMENT	YES	NO	TO SOME EXTENT
1	The child quickly engages in play	✓		
2	The child require help in getting started	✓		
3.	The child require help shows a positive emotional tone in play			✓
4	The child shows a response to winning or losing.	✓		
5	The child destroys the play the material.		✓	
6	The child exhibit creativity in developing play material	✓		
7	The child initiates but appears unable to say with the task		✓	
8	The child sings, hums or talks to self while playing.		✓	
9	The child directs his or her own play			
10	The child shows initiative or curiosity in playing			✓
11	The child uses playground equipment functionally.	✓		
12	The child shows aggression while playing.		✓	
13	The child has respect for teammates of	✓		

Report

I observed children of 4-5 / 4-6 age group 3-5 year children. These kids usually play at nearby playground, as it is huge & plenty of people also arrives there from throughout the day. These kids play chil cricket after dividing their teams. They have a specific team which helps them to stay connected & have strong teamwork. They enjoy playing alot & even keeps match with their friends, which usually are of their school or neighbour also. Before their match they have a pretty short regular warmup. They also carries their essentials with them, even shares their stuff. They also have arguments & fights but usually their parents or guardians are also there which helps them to solve the stuff out. These kids enjoy their natural surroundings & their play a lot.