



MANUAL FOR SUPERVISED PRACTICUM

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Dear Learner,

The course 'Human Development and Family Relationships' has 4 Credits of theory (MCFT-001) and 2 Credits of Supervised Practicum (MCFTL-001). The 2 credits of Supervised Practicum are divided into 8 Practicals, which you should complete along with your theory course in the specific period of time. This Supervised Practicum (MCFTL-001) helps you to understand better the theoretical concepts which have been explained in the four theory Blocks of MCFT-001. As these practicals emerge out of the theory syllabus, it would be better to do them when you read the corresponding Units. The practical activities will help you to get hands-on experience of working with individuals and families in different settings.

Here, we would like you to understand that in Supervised Practicum, you have to perform the specified activities under the overall supervision of the Academic Counsellor, generally called Counsellor in this Block. But before starting the practical activities, it is very important to read this Manual for Supervised Practicum carefully. Go through the illustration of each activity in order to understand what has to be done.

With best wishes,

Programme Coordinators
IGNOU

INTRODUCTION

You have to complete the Supervised Practicum (MCFTL-001) in 15 working sessions. This Supervised Practicum is divided into 10 practicals. The practical activities to be performed have been denoted in this Manual as Activity 1, Activity 2 and so on. Each of your 15 working sessions for doing the practicum should take 4 hours of a day, in which you should spend about 1 hour with the counsellor at the Programme Study Centre/Study Centre to which you are attached and about 3 hours in fieldwork carrying out the activity, for example, taking observations, conducting interviews etc. and report writing.

Suggested Schedule for Supervised Practicum

It is advised that you should start the Supervised Practicum as soon as you go through the related theory component. Before starting the practical activities, therefore, you should devote your time to:

- (i) Reading and understanding the related Units in the four Blocks of the course Human Development and Family Relationships (MCFT-001).
- (ii) Attending the counselling sessions which will be organised by the respective Programme Study Centre/Study Centre, you are attached with.

You have to study the theory content along with the Supervised Practicum for the course. As you have to complete six Courses of the programme of study Master of Science in Counselling and Family Therapy [M.Sc.(CFT)] in the first year, or the Post Graduate Diploma in Counselling and Family Therapy (PGDCFT), hence, it is advisable to complete the practical activities as per the scheduled time. You are suggested to do the practicals in a series, that is, to complete one Practicum first and then move to the next one. Please follow the sequence of the practical activities given in the Manual, as these are sequenced according to understanding and difficulty levels.

Duration of Supervised Practicum MCFTL-001

The Supervised Practicum comprises 10 practicals, the details of which are given in this Manual. You have to complete these practicum in a total of 15 working days which include 15 compulsory contact classes (sessions) with the Counsellor, each of 1 hour duration. As stated earlier, you must spend the remaining 3 hours of each of the 15 working sessions for carrying out field work pertaining to the eight practicals prescribed in this Manual. The tasks of conducting the activity such as taking observations/interviews and report writing are included in this time assigned for field work.

If the Supervised Practicum takes more time than this scheduled duration, then you can rearrange your work accordingly, but only after discussing it with the Supervisor/Academic Counsellor you are attached with at the Programme Study Centre/Study Centre.

Content Layout in the Practicum Manual

This Manual for Supervised Practicum (MCFTL-001) consists of 10 practicals which you are required to carry out. Each Practical in this Manual has been described under three sections or parts:

Part-1: This section of each practical describes the related basic concepts of that practical. It also explains how to conduct the activity and guides you to the specific order in which the activity should be performed. There are also some guidelines which would help you in the completion of that particular practical activity.

Part-2: This section of each practical deals with the actual practical activity that you have to perform in the field. It may consist of a check list, interview schedule or other instructions to help you conduct the activity.

Part-3: This section of practical illustrates the conduct/analysis/recording of the activity with the help of an illustration. For instance, if you need to take an interview, then you have been given one filled-in interview schedule or if you have to observe, then you have been provided a filled-in observation checklist along with the conclusion. **Please note that if you copy the given illustration in your file, you will be failed and you would have to repeat the entire practicals again.** In any case, in the 'Illustration' given in each practical, the various aspects and sections have been handled very superficially. Your report would need to be much much comprehensive, indepth, and analytical.

You have to complete all 10 practicals for submitting the Practicum File. Please do not copy the illustrated examples as you will be asked to resubmit the Practicum File and this will lead to delay in award of the Degree/Diploma. Also, do not copy from your peers/friends, as both would repeat the whole practicum again.

Role of the Counsellor in Supervised Practicum

- The Counsellor is a qualified professional in the field, allotted by the Programme Study Centre/Study Centre to which you are attached. The Counsellor will supervise and guide for the Practicum Activities, during the academic year.
- You have to spend 1 hour of each of your 15 working sessions with the Supervisor/Counsellor, in which she or he will guide you on the method in which the Practicum Activity has to be performed, as well as the analysis of the same. Besides this, you can seek the help of the Counsellor at any time during the sessions.
- The Counsellor may or may not be associated with the families you identify for the practicum activity, but she or he can help you in identifying the families in different settings.
- To conduct practicum activities, you have to meet the Counsellor first, discuss the activity you are going to perform or conduct as well as the tool (e.g., interview schedule) that you are going to use for the purpose, take her or his advice and then visit your respondents [a person who is being tested, interviewed or observed by you]. Here, in this programme of study, respondent is also called 'participant' and at times 'subject'. It is advisable to report to your Counsellor after you complete each practicum activity, and discuss what had transpired in the course of conducting the activity.
- After completing your Practicum Activity, you need to write each and every detail in your report. The guidelines regarding report writing are

given in every practical and the sample illustration will also represent the way of presenting the report. If you have any problem or query regarding report writing, then contact your Counsellor for the same.

- Apart from guiding and supervising, the Counsellor will also evaluate your work. Thus, the Counsellor will evaluate and mark each Practical. The evaluation mark sheet to be used is given at the end of this Manual.

Important Guidelines for Working with Individuals and Families in Different Settings

- Identify the family/individual in desired setting carefully, as per the instructions written in each practical activity.
- Inform the Counsellor about the selected individual/family.
- Seek the consent from the family/participant before conducting the practicum activity. For each activity separate consent needs to be taken. The consent form is enclosed at the end of this Manual.
- The time schedule for conducting the practicum activity should be planned according to the convenience of the family or the individual with whom the practical activity is to be carried out.
- Be punctual for your appointment; and if there is any change in time or day inform the concerned family or individual.
- Try to fix the time and day, when almost every member of the family is present at home, so that you can get information from other members in addition to your respondent.
- Before conducting any practicum activity, you should have thorough knowledge of its theoretical component and complete understanding of the procedure of performing the practicum activity.
- Before starting the practicum activity, spend some time with the respondent(s) to establish rapport and create an environment comfortable for conversation or activity; this is generally termed as rapport building.
- Respect the views of respondents and do not interrupt or show your own attitude, opinion or prejudice regarding what they are saying or doing. The process should not be biased by your view points. Keep the information confidential, and do not discuss it with any other person including your friend, spouse, parents and other family members.
- In case the family or the individual does not cooperate with you, or you feel that you are not getting the desired information, try to improve the rapport building and make your questions clearer. If it does not work, stop the activity politely and take their leave. And, report this in your file. Also, find another respondent to carry out your practical.

Important Points for Writing a Report

1. Basic Information

Please mention all relevant details of your student status (enrolment number, study centre etc.) clearly on each Practicum Report, as well as on the cover of the Supervised Practicum File. The File should be presentable and legibly written. Attach all other materials in the File (audio tapes, CDs, sheets of

paper on which you had taken notes during the interview etc.) and list each one of them as ‘enclosures’ in the File along with the number of such items.

2. Content

In most of the practicals, one has to give information about the individual/family and its members. As you would realise, others (especially your evaluators!) would not have access to this information unless you provide the same in the report of the Practicum! So do remember to provide all relevant information. At the same time, be true to yourself as you are learning important concepts from the practicum activity. Do not falsify the report or modify the record of the practicum activity to make it look ‘good’. Don’t worry if everything in the family does not fit a given, stereotypical norm of a family or a relationship. The idea here is to move away from being judgemental and learn to create a view that is unbiased, encompassing and sensitive to plurality. Your evaluations are going to be based on an objective and unbiased treatment of the same in analysis. Please use the concepts you have learnt in the Course in order to meet this end.

The content of your file will also be evaluated on how comprehensively and objectively you have dealt with the issues at hand. Your personal beliefs and preconceived notions should not hinder the understanding of the content. For example, one may believe in the sanctity of the ‘ideal’ Indian joint family but in your writing do not undermine other forms of family. Rather focus on how these families achieve some goals, write about their needs and document the positive forces in relationships.

3. Presentation

Be creative. Try to make the Practicum activity interesting by using different strategies. In tasks that have scope, use innovative methods to highlight some aspects or draw attention to some salient features of the family. But, a word of caution — do not beautify the files for no reason. Use your energies to refine and make the content meaningful. Be organised and help the evaluator know that you have understood the concepts. Use pseudonyms rather than the actual names for the respondent and family members. But rest of the information should be truthful.

4. Length

Give all relevant details of a situation or a person. Be careful not to beat about the bush! The richness of content and organisation of your report carry more weight than how many pages it consists of or how long it is! Be organised and use keys, pictures, symbols or diagrams wherever necessary. For more clarity, summarise each task in terms of activity conducted and outcomes. Explain the tasks well so that your evaluator understands the content easily.

Evaluation of Supervised Practicum File

The evaluation of Supervised Practicum is done at two levels. These are:

- Evaluation Level 1 : Internal Evaluation
- Evaluation Level 2 : External Evaluation

Evaluation Level 1: At the Programme Study Centre / Study Centre by the Academic Counsellor/Supervisor

Every practicum activity will be evaluated by the Academic Counsellor/ Supervisor with whom you have been attached by the Programme Study Centre/Study Centre for the Supervised Practicum component of this Course. For the purpose of evaluation, for each practical, the Academic Counsellor will judge your performance during interactive sessions and evaluate the written records which have been submitted by you in the Supervised Practicum File. This is called *Internal Evaluation*.

The marking scheme is as follows:

Maximum marks (MM) for each practical = 40

Break-up

MM for the interactive session(s) for the practical = 10

MM for the written record of the practical for the Practicum File = 30

Hence, total MM for the internal evaluation component of the Supervised Practicum (all 10 practicals) is 400.

Supervised Practicum File

The Supervised Practicum File will be prepared by compiling the written records of all the ten practicals. You have to submit the complete Practicum File duly evaluated by your Practicum Supervisor at your Programme Study Centre/Study Centre, before the mentioned due date. The File would contain sheets on which you have written the report of each practical duly, evaluated by the Academic Counsellor, and the filled-in evaluation sheet given at 'Annexure A' at the end of this Manual.

The Counsellor will record the marks that you have obtained for the Practicum at the end of each practical in your Supervised Practicum File, and in Section 1 of the mark sheet provided at the end of this Manual at Annexure A. Sections 2 & 3 of Annexure A have to be left blank, as these are to be filled-in by the External Evaluator.

This Annexure A with duly filled in Section 1 and blank Sections 2 & 3 must be included in the Supervised Practicum File that you submit.

In addition, the Counsellor will certify the Form given at Annexure B at the end this Supervised Practicum Manual which declares that every practicum activity was conducted by you for the required duration under her or his supervision at the location which was approved by the Programme Study Centre/ Study Centre. You must also include this duly filled-in Annexure B in the File you submit.

Evaluation Level 2: External Evaluation (Evaluation of Practicum File at IGNOU Headquarters).

An expert from the panel, nominated by IGNOU, will evaluate the Supervised Practicum File. This is called *External Evaluation*. The External Evaluator will record the marks in Sections 2 and 3 of Annexure A of this Supervised Practicum Manual, that you would have enclosed in the File.

External evaluation will therefore be done on the basis of the Supervised Practicum File submitted by the learner.

The External Evaluator shall evaluate each practical out of 40 marks. Thus, the total marks for the external evaluation component shall be 400.

Weightage of Two Levels of Evaluation

The two levels of evaluation carry equal weightage towards final marks:

- The marks given by the Supervisor at Level 1, known as '*Internal Assessment*', will be calculated as 50% weightage; and
- The marks given by the expert at Level 2, known as '*External Assessment*', will also be calculated as 50% weightage.

You have to secure 40% as pass marks in both the assessments, internal as well as external. If you are not able to secure 40% marks in either assessment, you have to repeat the complete Supervised Practicum MCFTL-001. It means you have to re-do all the Practicum Activities, make a new Practicum File and submit it.

Note: *The panel of experts nominated by IGNOU, who are going to evaluate your Practicum File have the right to moderate the Internal Assessment marks awarded through the Programme Study Centre / Study Centre in any component of the Practicum.*

Submission of Supervised Practicum File

The complete Practicum File may be sent to the following address:

Student Evaluation Division
Indira Gandhi National Open University
Maidan Garhi, New Delhi – 110068

Note: *Before mailing the Practicum File, you must keep a photocopy of the File with yourself, so that in case of loss in transit or misplacement, you would be able to submit the copy of that file.*

Maximum Duration of the Practicum

For 2 credit Supervised Practicum of this Course, you have to spend 15 sessions of which one hour is with your Counsellor or Supervisor and 3 hours are to be devoted to the field work. The maximum time you can take to complete the practicum is four months from the date of commencement of the Supervised Practicum for this Course.

Date for submission of the Supervised Practicum File

- If you wish the marks of the Supervised Practicum to be included in the June Term-end Examination marksheet then your Supervised Practicum File must reach SED, IGNOU, Maidan Garhi, New Delhi latest by 30th April. The File should be duly verified and evaluated by your Supervisor before submission for external evaluation.
- In case the File is submitted after 30th April, and before 31st October, marks would be included in December term-end examination marksheet. Thus, if your Supervised Practicum File reaches IGNOU between 1st November and 30th April it will be accounted for in the marksheet for the June examination, and if the Supervised Practicum File reaches IGNOU between 1st May and 31st October it will be accounted for in the marksheet for the December examination.
- In the first year of your registration, the first time you can appear in the June term-end examination only. Subsequently you can appear for both June & December term-end examination.

- The file submitted will not be returned to you.
- Do remember to keep a photocopy of the File.

Checklist of Enclosures:

When submitting your Supervised Practicum File please ensure that you have included the following:

- 1) The cover page should clearly state the title “Supervised Practicum File for the Course MCFTL-001”. Your name and enrolment number must also be mentioned on the cover page.
- 2) The first page or the face sheet must also have your name, enrolment number full address, name designation and address of four Supervisor; as well as name and address of your PSC/SC. The format for the face sheet of the Practicum File is given below.

MCFTL-001

SUPERVISED PRACTICUM FILE

M.Sc. (CFT) (First Year)

&

PGDCFT

FACE SHEET

Name of the Student :

Enrolment No. :

Address :

Phone No. :

Study Centre/
Programme Study Centre :

Regional Centre :

Name & Address for
Supervised Practicum Supervisor :

Phone No./Mobile No./
e-mail address of Supervisor :

Signature of the Student

Date :

- 3) Written record of the 10 Practicals and corresponding enclosures like audio, CDs and other materials used.

You must enclose the written record of each interview as it took place. Also enclose the audio tape/CD if used or the sheets on which you noted the answers of the respondents during the interview or noted/recorded the observations; etc.



PRACTICAL 1 ANALYSING DIFFERENT FORMS OF FAMILY

Structure

1.1 Introduction

1.2 Part-1

1.2.1 Family Forms in India

1.2.2 Interview as a Method

1.3 Part-2

Activity 1: Analysing Different Forms of Family

1.4 Part-3

Illustration1: Analysing Different Forms of Family

1.1 INTRODUCTION

The family development perspective in its original form assumed that family structure and family life follow certain conventional patterns. The conventional patterns such as couples marry and marriage precedes parenthood, all families have children, parents remain together for a life time, husbands are employed but wives are not, were almost norms of living. However, these typical features of family are changing in the contemporary world and newer family forms such as single parent families, women headed households, childless families, adoptive families and dual earner families are increasingly seen around. In order to know more about the diversities in family forms you will now have to engage in practical work. The aim of this practical is to critically analyse different types of families in the contemporary context with respect to characteristics, needs, structure, roles and relationships, communication patterns, hierarchy and decision making, crisis, disagreements, adaptation and cohesiveness.

Objectives:

After undertaking this Practical, you will be able to:

- Understand the different types of family existing in the society;
- Get indepth understanding of the selected family types;
- Differentiate between the needs of various members along with their roles and relationships; and
- Appreciate the importance of having knowledge of family structures and their varied characteristics for practising family therapy.

1.2 PART-1

1.2.1 Family Forms in India

Before conducting the practicum activity let us quickly review the forms of family that we have learnt in Unit 6 in Block 1. The nuclear family is a basic unit of family which includes a husband, wife and their children, either biological or adopted. The other type of family which is very common in India is extended or joint family. In these types three or more generations live together with both vertical and lateral extensions and have a single line of authority. But specifically we can define joint family as a group of people who generally live under one roof, eat food cooked at one hearth, hold property in common, participate in common family worship and are related to each other. In an extended family, several generations of one family live together sharing home and extended family activities. At times, members of the larger family come and stay with their relatives.

For the purpose of this Practical we have classified these types of family into two groups. In Group 1 we would analyse the types of families mentioned above. In Group 2 we have some alternate forms of family. These are single parent families, women headed households, childless families, reconstituted/step families or migrant families. Let us discuss these families in brief here. Single parent families are those families in which the children reside with one parent, who shoulders the major responsibility of their upbringing. Women headed households may also be single parent families headed by women. Childlessness refers to a person, couple or family that does not have any children. In adoptive families, childless couples adopt a child or children from known or unknown backgrounds. Dual earner families are those in which wife and husband pursue uninterrupted life long careers while establishing and developing a family life-style that often includes children. Reconstituted or step families are families which are formed through remarriage after divorce or widowhood. In step families, both the husband and the wife or at least one of them has children from previous marriage. Migrant families are those who move from one location to another.

1.2.2 Interview as a Method

The information required to complete this activity is to be collected with the help of an interview. The given interview schedule is to be used to collect the information regarding various needs, roles, relationships, hierarchy, communication patterns, decision making and cohesiveness of selected family types.

Some important guidelines for conducting the interview:

1. Before conducting the interview, build rapport with the respondent.
2. While conducting the interview, the order of questions can be changed according to the situation. You may also modify questions and add more questions.
3. Use simple language. Preferably, ask questions in the local language.
4. Do not ask personal questions and be specific to the information required.

5. Do not ever show your opinion or attitude regarding the question.
6. Be patient while the respondent is replying. Give him or her enough time to respond.
7. Listen carefully and take notes or do the audio-recording of the interview.

Important points to remember before conducting the interview:

- The interviewer, apart from the manifest content, must pay attention to the latent or the hidden content.
- The interviewer should listen not only to what a person wants to say, but also to what the respondent does not want to say or cannot say without help.
- The interviewer must be careful and sensitive when the conversation deals with the crisis in the family of the individual. The respondent may become emotional and may not want to continue with the topic. The interviewer should drop the issue for the time being and another line of conversation may be pursued. If required, a less direct approach may be taken for the sensitive subject.

1.3 PART-2

1.3.1 Analyzing Different Forms of Families

AIM:

To understand different types of family forms existing in the society.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Understand the different types of family existing in the society;
- Get indepth understanding of the selected family types;
- Differentiate between the needs of various members along with their roles and relationships; and
- Appreciate the importance of having knowledge of family structures and their varied characteristics for practising family therapy.

METHOD:

Materials Required:

Interview schedule, pen, paper, tape recorder.

Procedure:

In this practicum, you have to conduct two interviews. For the purpose:

1. Select any one family type from Group 1 and another from Group 2.

Group 1: Joint family, nuclear family, intergenerational family, extended family across socio-economic status (high, medium or low) or contextual settings (rural, urban, migrated or slum-dwelling).

Group 2: Childless family; single parent family; reconstituted step family; dual-earner family; woman headed household, migrant family or adoptive family.

2. Identify one person from each of the two family types you have selected and ask them if they would be willing to participate in an interview with you about their family. You may wish to assure them that their responses or answers in the interview would be kept confidential.
3. The selected person could be any adult member of the family irrespective of gender and family role.
4. Set up a mutually convenient time with them to conduct the interview. You can meet the person more than once to conduct the interview, if you or they run out of time.
5. Use the given interview schedule to conduct the interview. Remember, the schedule is only a broad guideline. If need be, you can ask more questions or probe further in order to get detailed and complete information about a topic in the interview.
6. Be sensitive to your respondents. Some of them may want to take some time to think about the questions.
7. You can also change the order of some sections in the interview, depending on how the conversation between you and the respondent progresses. So for example, if you are discussing family needs and the respondent has already begun sharing about hierarchy or cohesiveness, you may want to discuss those questions first, rather than sticking to the given format.
8. On an average, the interview should take about 1½ - 2 hours.
9. You must try to record or document the responses you gathered in the interview for future reference, especially when you write the report for this practical. So you may want to write down verbatim what your respondents said in response to the questions you asked. You may use a tape recorder for recording purpose, after seeking permission from the respondent. Subsequently, you may transcribe (write on paper) the recorded interview.
10. Your report for this practical should include your reflections about the similarities and differences in the two chosen families. Refer to the instructions given later for analysis and report writing for the same.

Tool:

Following is the interview schedule that may be used for this practicum activity.

Background Information

Analysing Different Forms of Family

- Name of the respondent: _____
- Age: _____
- Sex: _____
- Family income: _____
- Type of family: _____
- Number of family members: _____
- Their age and relationship to the respondent:

Specific Information

1. **Needs:** With reference to each family member and yourself, list at least two personal-emotional and at least two physical-material needs.

2. **Roles and Relationships:** With reference to each family member, identify two roles they are playing and their corresponding responsibilities. State the same for yourself too.

3. Decision Making

- a) Who takes decisions in the family with regard to:

- Socio- religious aspects _____
- Financial aspects _____
- Domestic/ Household related aspects _____

- Education / Career related aspects _____

Mention reasons for the same:

- b) What is your role in decision making and which decisions do you take? What do you keep in mind while taking decisions? Why are you not involved in the decision making for other things?

4. Communication Patterns

- a) Describe a situation where you / any other family member (s) have been able to communicate effectively within the family. Identify the reasons for the same.

- b) Describe a situation where communication in the family failed or was not effective. Identify the reasons for the same.

5. Hierarchy

List the names of family members in descending order (highest to lowest) with respect to their age. Indicate the order of power in decision making and providing emotional support by putting ranks in the columns.

S.No.	Age	Power in decision making	Emotional support
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

6. Conflicts and Adaptation

Describe any crisis/ disagreements among family members and discuss the strategies used to resolve the same.

7. Cohesiveness

Describe a situation where you experienced emotional warmth / support from your family [or any particular member(s)] and instances where you provided the same to others.

FINDINGS:

In this Section, you need to state the information acquired through interview with each of the two respondents, individually. You may use the above format for the purpose.

Don't forget to enclose the written record of each interview as it look place. Thereafter, write out the relevant information on the basis of the interview. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interivew).

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

In this section, you have to compare the similarities and differences between the two families you have chosen with reference to:

- Family composition (Structure and number of members)
- The roles and responsibilities of different members of the family
- Gendered division of labour in the family (is the work distributed depending on the person's gender?)
- Resources available to the family (material and socio-emotional resources)
- Different strategies used for communication, resolving disagreements and overcoming crisis and their effectiveness with reference to the context.

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40): _____

(Counsellor's Signature)

1.4 PART-3

1.4.1 Analyzing Different Forms of Family

AIM:

To understand different types of family forms existing in the society.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Understand the different types of family existing in the society;
- Get indepth understanding of the selected family types;
- Differentiate between the needs of various members along with their roles and relationships; and
- Appreciate the importance of having knowledge of family structures and their varied characteristics for practising family therapy.

METHOD:

Materials Required:

Interview schedule, pen, paper, tape recorder.

Proceduer:

I selected a joint family from Group I, from a slum area in a city. The respondent was a mother living in a dwelling along with her husband, mother-in-law and three children.

I contacted the mother and fixed up a convenient time for the interview. The lady, Asha gave me an afternoon time (as she is comparatively free having completed the morning chores). I reached on the time decided upon. I established a rapport with her for 10-15 minutes before starting the formal interview. I got important information during the initial rapport building chat, which I noted down.

Findings:

Background information:

- Name of the respondent : Asha Sharma
- Age: 41 years
- Sex: F (female)
- Family Income: Rs. 5000/- (per month)
- Type of Family: Joint
- Number of family members: Six (including Asha)
- Their age and relationship to the respondent : *Give complete details here.*

Specific Information

- 1) **With reference to each family member, and yourself, list at least two personal-emotional and physical-material needs.**

(Note down Asha's response verbatim)

My mother-in-law needs help and care while moving as she has knee problem. She constantly needs to talk and so one of us has to give her a patient hearing. It can be irritating sometimes but since she is a member of the family we have to do so... She also needs some medicine to control her blood pressure which we get from the government clinic. In the amount that my husband earns it is difficult to fulfill the needs of all the members.

My children need love, care, and attention constantly, especially the youngest son who is seven years old. They need proper food as they are growing up... They all go to the government school so providing them the necessary books, bags etc. is taxing. I do wish to send my sons for higher education but financially it may become a burden.

My husband needs ...

I need ...

- 2) With reference to each family member, identify two roles they are playing and their corresponding responsibilities. State the same for yourself too.**

I am all the time playing the role of a mother and wife. It is my responsibility to cook, wash vessels, clothes, clean the house, send the children to school on time, prepare tiffin for my husband and many such tasks which I do daily.

My husband is the only earning member; he has to go to the factory and work. He also has to look after the deteriorating health of his mother as he is the only son (he has 4 sisters who all are married).

Mother-in-law...(In this way you have to write about each family member's roles and responsibilities.)

- 3) Decision Making**

- a) Who takes decisions in the family with regard to the following aspects and why? Why are you not involved in the decision making?**

- b) What is your role in decision making and what do you keep in mind while taking decisions?**

- **Socio-religious aspects:** Both my mother-in-law and I decide about the religious aspects. When my father-in-law was alive we would do *poojas* (rituals, prayers) and fast together but now mostly I get involved more than my mother-in-law. She does give her advice on religious matters. Sometimes she puts undue pressure on me to perform certain rituals and to call upon neighbours and relatives living close by. I try to comply but on several occasions we end up arguing and have verbal fights.
- **Financial aspects:** My husband and I decide on the expenditure; we are not able to save anything as the income is meagre. My husband also has habit of tobacco but since he earns I do not have much say in it. *(You may want to probe further if you think Asha is willing to reveal).*

- **Domestic/Household related aspects:** I take the maximum decisions related to household aspects. There are occasions when my mother-in-law also has a say but otherwise I am the person handling the domestic things.
- **Education/Career related aspects:** Since our children are very young both my husband and I discuss their educational prospects, but if our financial condition improves we may be able to provide a good education to our children.

- 4) a) **Describe a situation where you or any other family member(s) have been able to communicate effectively within the family. Identify the reasons for the same.**

When my father-in-law expired due to an illness, my mother-in-law was angry and resentful as she felt that better medical facilities could have saved his life and somewhere she blamed my husband and me for it. At times she also took the blame on herself. During those days I did not shut down communication, in fact I made efforts to get her involved in children's activities and continuously reassured her that she has been a successful mother and wife. Gradually, her resentment reduced and she could overcome the grief in some months.

- b) **Describe a situation where communication in the family failed or was not effective. Identify the reasons for the same.**

About couple of years back my husband was unemployed for a few months; he had become irritable and would get angry on every family member. In spite of constantly trying to get some job he was unable to do so. Due to loss of family income he would interact with us only if necessary. I tried to reach out to him but was unable to do so as he blamed himself for the situation we were facing. We were also under tremendous tension as the monthly income had stopped. During these troubled times communication within the family had failed and my continuous efforts to talk to him were ineffective. I would also lose my temper often and it would be the children who had to bear the brunt of it. It was only after gainful employment that our communication got back to normal. The reason for such tension was joblessness and my husband's feelings that he is incapable of taking care of his family. We were not able to cope well with the condition; I think if I was able to earn some money at that time we may have been able to face the situation without the undue pressure on us.

- 5) a) **List down the names of family members in descending order (highest to lowest) with respect to their age. Rank the members in terms of power in decision making and providing emotional support.**

S. No.	Relationship and Age	Power in decision making	Emotional support
1.	Mother-in-law (66 years)	3	2
2.	Husband (48 years)	1	3
3.	Asha (44 years)	2	1
4.	Son (12 years)	4	5
5.	Daughter (10 years)	5	4
6.	Son (7 years)	6	6

6) Describe any crisis/disagreements among family members and discuss the strategies used to resolve the same.

Like I mentioned that the time when my husband did not have a job, it was a crisis situation. Financially we were affected so much that it was the major cause of all the fights. Moreover, even socially the neighbours and relatives had started labeling us. Further my husband's inability to handle the situation made it difficult for all the family members. I did try to keep my cool and make sure that I encourage my husband to try to get some job even if the money was less than what he earned earlier. My mother-in-law too would try to support by talking to him and always told him to have faith in God. I think we were able to sail through that phase without my husband taking up any vices (like many men in our neighbourhood are addicted to).

7) Describe a situation where you experienced emotional warmth / support from your family [or any particular member(s)] or instances where you provided the same to others.

When my youngest son was born I was asked to take rest as I did not have a normal delivery. I was apprehensive about managing things at the home front but to my surprise my mother-in-law supported me and took care of everything. Even my husband took care of the kids whenever he was at home. My mother-in-law also cared a lot for my health; she would make sure I do not strain myself. She was affectionate and caring; I am indebted to her for the support she gave me.

ANALYSIS & DISCUSSION

Write these as explained in the description of the practical (Part-2).

CONCLUSIONS:

I noted that throughout the interview there is dissatisfaction voiced by Asha about the various expectations and pressures she has had to face. Yet there are ways of dealing with the problems mentioned by her. The respondent was candid and expressive. I was able to gather vast information. The financial condition of the family was not good. Asha has to take care of her mother-in-law and other family members. She works all the day and is trying hard to improve the condition of family. She want to educate her children. Although she takes good care of her mother-in-law and respects her, yet she is not happy with her nagging nature. She has faith in God and believes that he would improve their living condition some day.

The whole process was very interesting and I learned about the additional responsibilities of joint family and also the support provided by elder members of joint family.

REFLECTIONS:

I selected joint family from Group 1. To complete this practicum activity I decided to take interview of one member of that joint family who lives in a slum area. I approached the lady of that house and told her about the practicum activity and information required from her. She had doubts which I cleared and then she happily agreed to give the interview. We decided a day and fixed a time for this activity. I reached there on time and interviewed her. The whole process took one hour. I noted down the information given by her. I thanked her and took her leave. After I came home, I wrote the report.

***Note:** Similarly you would select a family type from Group 2 and conduct a similar interview with a respondent from that family. For example, take a dual-career family. The responses gathered from both the interviews will give you a view of the composition of each family, the needs of its members, their roles and responsibilities along with the communication patterns, gendered role division, decision making powers and methods used to resolve conflict. Then, finally compare the two groups of families.*

PRACTICAL 2 UNDERSTANDING ROLES AND RESPONSIBILITIES OF FAMILY MEMBERS

Structure

2.1 Introduction

2.2 Part-1

2.2.1 Planning for the Practicum Activity

- Pre-preparation
- Your Involvement and Perspective
- Overview of Practical

2.2.2 Important Points for Writing the Report

2.3 Part-2

Activity 1 : Understanding Roles and Responsibilities of Family Members

2.4 Part-3

Illustration 1 : Understanding Roles and Responsibilities of Family Members

2.1 INTRODUCTION

Having read the theory Blocks of this Course, you have basic information about human development, family, interpersonal relationships and factors that influence these. You are also aware of the family structures (traditional and alternative), functions and basic processes that determine dynamics among family members and society at large. With the help of this information you are now able to identify the challenges they face and their psycho-social needs.

This particular practical experience has been designed such that you can relate the concepts of family functions, roles, responsibilities and cohesiveness to family life.

To become an effective counsellor and family therapist you must develop skills of communication, analysis and sensitivity to clients from different backgrounds. It is also important for you to develop the ability of objectively reflecting on life events and episodes that influence individuals and families. In order to get an in-depth understanding of these processes, it is of value that you begin with the study of family. It will help you to become aware of roles and responsibilities of the family members and have a better understanding of the same.

The aim of this exercise is to build your competencies such that you understand the family as a functioning unit and take perspectives of the respondent as well as other members involved. You are required to draw from the theoretical concepts discussed in the theory Units and understand the family situations as a professional counsellor and family therapist. This will help you in developing sensitivity to diverse conditions that affect family members and family development.

You may need to refer to the theory course materials intermittently while writing up this exercise.

Objectives:

After undertaking this Practical, you will be able to:

- Identify strengths and weaknesses in the family members in a family context; and
- Describe one's role in the family with respect to relationships, work allocation and resource sharing.

2.2 PART-1

2.2.1 Planning for the Practicum Activity

Because this exercise is with a family, you have to take prior appointment before starting the practicum activity. Do not begin doing the practical activities before you have finished the theory Blocks of the Course. Remember, this activity has to do with family members and analysis of the family processes. So, the more you think about it consciously and objectively (without any preconceived notions or beliefs) the better will the product be!

- **Pre-preparation**

The Practicum activity is divided into two phases with one task in each phase. As this Practicum activity is interpretive in nature (involving more thinking and organisation of thoughts and ideas), you should begin thinking of all the tasks in advance, at least a week or two before actually executing the tasks.

At the end of each phase, keep in mind that you must have some written record of the whole experience and your thoughts on it. You may jot these down as bullet points also.

Now, we move to how you and the respondent's family should be involved in the tasks.

- **Your Involvement and Perspective**

Start taking information about the respondent's family in terms of the relationships shared, its overall composition, unique aspects and lacunae. You will also need to ask about family member's role and position in the family very consciously. Begin evaluating the respondent's role in the family and start making notes. These will help you write the final report. You may also wish to write down some events and episodes from everyday life that made you think of theoretical concepts in the Course. Try to match your records of events and relationships with the content in the Units. You will be surprised to know how interesting the whole process becomes! Make notes of the similarities of the respondent's family life experiences with the Course content. There may also be differences and you must highlight them in the report. Be sure to refer to theoretical concepts of the Course in the interpretation or analysis parts of your report.

- **Overview of the Practical**

This Practicum activity requires you to carry out tasks in two phases; each phase has one task in it. They are listed below along with the format in which you are required to submit them. Use of these given formats would help you organise your material systematically. Better organisation and clarity definitely fetches more marks.

2.3 PART-2

2.3.1 Understanding Roles and Responsibilities of Family Members

AIM:

To understand the family as a functioning unit by discovering the roles and responsibilities of family members.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Identify strengths and weaknesses in the family members in a family context; and
- Describe one's role in the family with respect to relationships, work allocation and resource sharing.

METHOD:

Materials Required:

Pen, pencil, paper, or tape recorder.

Procedure:

This Practicum activity is divided into two phases:

Phase 1 : Interviewing the Respondent

Phase 2 : Drawing of Venn Diagram

Identify the family and approach the head or any adult member of the family. Ask him or her if he or she would be willing to participate in an interview with you about his or her family. You may wish to assure the respondent that his or her responses or answers in the interview would be kept confidential. Set up a mutually convenient time with the respondent to conduct the interview. You can meet the person more than once to conduct the interview, if you or the respondent run out of time. Start taking information about the respondent's family in terms of the relationships shared, overall composition, unique aspects and lacunae. You will also need to ask about each family member's roles, responsibilities and position in the family.

PHASE 1: Interview

Tool used : Interview Schedule

You are required to seek the required information and note down each and every word that a respondent will narrate to you. You may also choose to do an audio-recording of the interview and later transcribe the same. Do not forget to prepare a set of questions or the interview schedule before hand.

This interview schedule should be included in your recording of the practicum in the File.

You may rephrase the questions if required during the interview and the same should be noted in your practicum. Also, you can further probe the respondent, if required and the same should also be recorded.

You must include the interview schedule that you prepared and the modifications you brought in during the interview, in the final report of this practicum included in the File.

FINDINGS

- Describe the respondent in the family. Mention the roles the respondent plays and the contributions (material and emotional) he or she makes in the family.
- Introduce other family members and describe some of their characteristics.
- Mention at least two strengths and weaknesses each family member possesses.

Name: _____

About respondent:

Age: _____ Sex: _____

Roles played and relationships shared in the family:

Respondent's contributions to family:

Respondent's strengths:

Respondent's weaknesses:

Strengths and weaknesses of other family members:

Alternative Suggested

Format (choose only one):

- **Family picture book** - with photographs and written descriptions.
- **Drama script** (written) - with introduction and traits of actors (as in family members) and other written descriptions.
- **Talk show introduction** - in the form of a CD (Audio or Video Tape) – You may introduce respondent and others in the family like a talk show host.

PHASE 2: Venn Diagram

Exercises

- Based on the closeness the respondent experiences in each relationship within the family, draw a diagram with subject in the centre and other members around the subject.
- Identify and explain the strengths and weaknesses of each relationship that the subject shares.

Format:

- Diagram or organisational chart, supported with written descriptions for each relationship (You can also make a soft copy using computers).

INTERPRETATION OF THE VENN DIAGRAM :

ANALYSIS AND DISCUSSION:

In this section you have to write down your inferences and analysis regarding the roles and responsibilities played by each family member. This is a combined

analysis and discussion of the data and findings of both Phase 1 and Phase 2 of this Practical. Try to match your records of events and relationships with the content in the Units. You will be surprised to know how interesting the whole process becomes! Make notes of the similarities of the respondent's family life experiences with the Course content. There may also be differences and you must highlight them in the report. Be sure to refer to theoretical concepts of the Course in the interpretation or analysis parts of your report.

CONCLUSIONS:

In this section, you have to conclude this practicum in about 500-750 words. Here, you have to record the inferences that you have been able to draw on the basis of this practical and write how far you have been able to meet the objectives of this practical activity. Broadly, you need to focus on the findings and the interpretations of the same.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

2.4 PART-3

2.4.1 Understanding Roles and Responsibilities of Family Members

AIM:

To understand the family as a functioning unit by discovering the roles and responsibilities of family members.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Identify strengths and weaknesses in the family members in a family context; and
- Describe one's role in the family with respect to relationships, work allocation and resource sharing.

METHOD:

Materials Required:

Pen, pencil, paper, or tape recorder.

Procedure:

I had identified Mrs. Meera Iyyar as a respondent for this practicum activity. She is 35 years old. She is married and has two children. She is a housewife and lives with her mother-in-law. I approached her and discussed about her participation in the practicum activity. Firstly, she hesitated, but after seeing my practicum manual and some discussion regarding the programme [M.Sc.(CFT)], she was convinced and gave her consent for this practicum activity. But she did not want to mention her and other family members' name, hence in practicum report I have changed the original name of respondent. We decided Monday 7th June, 2010 for this practicum activity. I reached her place on time. She had done daily household chores and had enough free time to provide me the information required for this activity. After some informal talks, I started asking her questions related to herself, her roles and responsibilities in the house. Then I asked about the other family members, their roles and responsibilities in the family. It took about 90-120 minutes to get whole information. I noted down each and every information on paper. After completion of this activity she offered me tea. I thanked her for her cooperation and hospitality and took her leave.

FINDINGS:

Tool Used and Responses Obtained:

Here you have to write (1) the interview schedule prepared by you, (2) the actual verbatim of the interview - both the questions asked and the answers.

I am presenting the roles and responsibilities of each family member in two ways, these are simply in word format and through Venn diagram. Let us see the first method of presenting the roles and responsibilities of each family member.

PHASE 1: Meet the Respondent's Family

Name: Meera

About Meera: Meera has short height and dark complexion. She is a very helpful person. She has the good quality of being very patient and calm. She does not get angry easily. Before taking any decision, she likes to think about all the pros and cons.

Age: 35 years **Sex:** Female

Roles played and relationships shared in the family: She is a housewife, mother and daughter-in-law in her family of procreation. She has two children. She is married to a businessman; he has a shop of his own. They have their own house in Patna. In her family of procreation, she is the eldest daughter-in-law. She has one younger brother-in-law who got married last year and lives separately. Sometimes, she also helps her husband in his shop. She has two children; eldest is daughter, who is 10 years of age named Shyama and a 3 year old son named Abhishek. Her daughter goes to school and her son is at home yet.

Contributions to family: She provides emotional support to her family and responds to their needs, for example when children need to share something with her, she gives them time and a patient hearing. She also contributes to the family by helping her husband in his business so she gives some financial support also. She has a lot of responsibilities at home (like child care, kitchen chores, managing finances etc.) and executing them properly is a goal for her.

Her strengths: She has the ability to motivate and care for others, like her children and other family members, e.g. her mother-in-law. She is also good at managing finances and family income. She keeps all the expenses in check and uses the money after planning for the future. She emphasises discipline with children.

Her weaknesses: She can get upset easily over petty matters, is short tempered, and often cannot communicate her worries frankly.

Her mother-in-law's strength: She has kept the family together, has foresight.

Her mother-in-law's weaknesses: If she gets annoyed, it is difficult to please her. She is not willing to accommodate newer views of younger members.

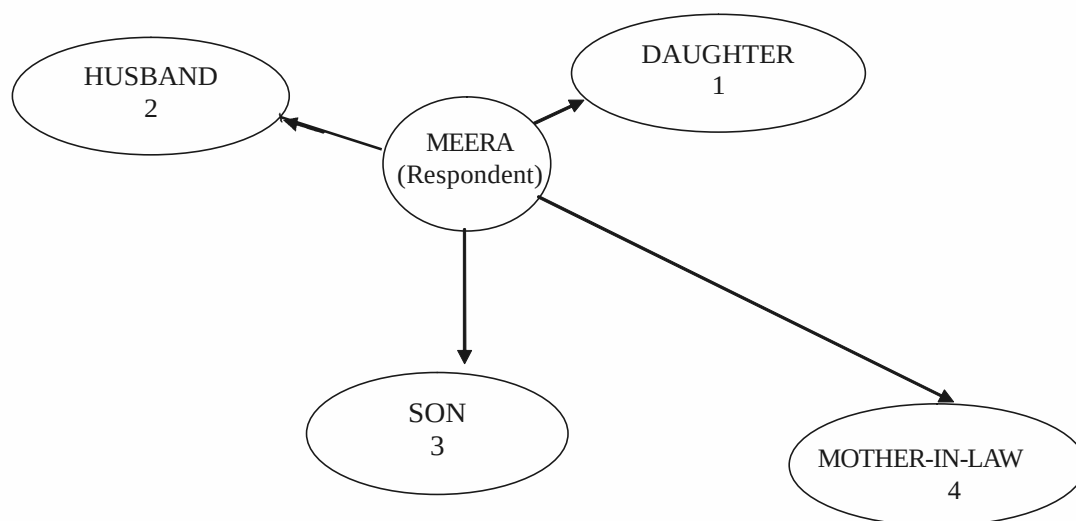
Shyama's strength: Her daughter is very beautiful, as she has taken on her 'Dadi' (grand mother). She is very helpful and responsible. She does her homework independently and on time. She likes to play outdoor games.

Shyama's weaknesses: She has to be coaxed to eat, is very fussy in eating...especially fruits and vegetables. She hates drinking milk!!

Abhishek's strengths: He is not a very demanding child, very playful. He can be taken care of by anyone in the family.

Abhishek's weakness: He can be very adamant (*ziddi*) at times.

Similarly, you have to write for all the other family members.



INTERPRETATION OF THE VENN DIAGRAM

For ease in interpretation, the family members are given numbers which are denoting the closest relationship and moving on to the farthest. The distance is indicated from the length of the arrows. The above diagram shows that Meera is emotionally closest to her daughter. This is followed by her husband. She does not experience too much emotional closeness to her mother-in-law.

Reasons for closeness or distance

Daughter: Meera as a mother knows her very well. She understands her perfectly like no one else can. She comes to know of her needs even before she tells her. There is a strong bond between them. She is extremely caring and protective.

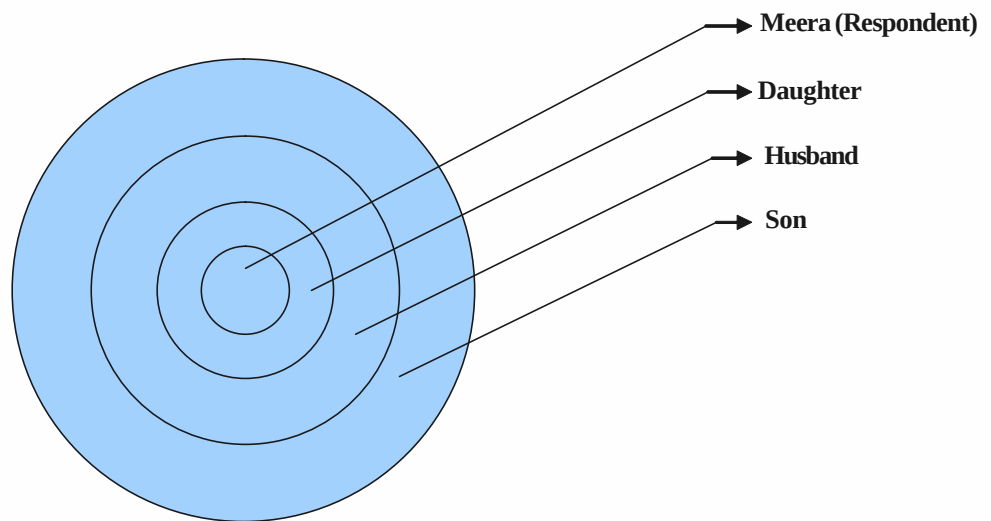
Husband: They are almost of the same age and earlier were in college together. They are almost like friends. Meera shares everything about herself with him. He understands Meera very well and is extremely helpful during any crisis situation.

Son: Meera's son is very adamant. He often stays with his *dadi* (paternal grandmother). He loves his mother but does not express it often. At times Meera cannot judge what his reactions would be to Meera's behaviours.

Mother-in-law: Meera's mother-in-law and Meera do not get along too well. They are pleasant to each other but she does not approve of many things Meera does. On occasion, she complains about Meera to her mother and compares Meera with her daughter.

Note: You can add concentric circles to the family relationships also. The first circle in the middle indicating the closest relationships followed by other, wider circles encompassing the one in the centre.

Example of concentric circles



INTERPRETATION: *Interpretation can be similar to the above example.*

ANALYSIS AND DISCUSSION; CONCLUSION

These are to be written as explained in the description of the Practical (Part-2)

REFLECTIONS:

This practicum activity is aimed at understanding the family as a functioning unit by discovering the roles and responsibilities of family members. I selected a family in my neighbourhood to get the information needed in this practicum activity. I approached Mrs. Meera and after some hesitation she agreed to become a part of this activity. We fixed a date and time. I reached at her place on time and gathered all the information that was required for the completion of this activity. Mrs. Meera is very co-operative and humble lady. I have presented the information given by her in two methods. I simply noted down the roles and responsibilities of each family member and then drew a Venn diagram on the basis of the information. It is found that Mrs. Meera is very close to her daughter and husband. She didn't like her mother-in-law, as she always compared her (Meera) with her own daughter. I found this activity very interesting and acquired a better understanding of roles and responsibilities of family members.

PRACTICAL 3 OBSERVATION OF HUMAN LIFE STAGES

Structure

- 3.1 Introduction
- 3.2 Part-1
 - 3.2.1 Observation as a Scientific Technique
 - 3.2.2 Overview of this Practical
 - 3.3.3 Things to be Kept in Mind during Observation
- 3.3 Part-2
 - Activity1: Observation of Human Life Stages
- 3.4 Part-3
 - Illustration 1: Observation of Human Life Stages

3.1 INTRODUCTION

This practicum activity involves observing individuals in different stages of life, for example, infants, preschoolers, school going children, adolescents and adults. For this purpose, you will be required to make observations of individuals of different age groups and understand their developmental characteristics in accordance to their age. The subsequent sections of this practicum activity will provide you the details about what is involved in the preparation, evaluation and written report of this practicum.

Objectives

After undertaking this Practical, you will be able to:

- Recognise the different stages of human life span; and
- Identify the various developmental characteristics of different life stages.

3.2 PART-1

3.2.1 Observation as a Scientific Technique

Some investigations deal with individuals who are not able to give verbal reports of either their behaviour or their feelings for the simple reason that they cannot speak, for example infants. In that case we use one of the scientific methods known as observation.

Observation can be defined as an information-gathering technique which is based on personal or recorded observation, through systematic documentation of visible social activity and behaviour.

Observation is a primary tool of scientific inquiry. Observation becomes a scientific technique if it :

1. Serves a formulated research purpose,
2. Is planned systematically,
3. Is recorded systematically and related to more general propositions rather than being presented as an event of interesting curiosity, and
4. Is subjected to checks and controls of validity and reliability.

Types of Observations

Let us now take a look at the major types of observation methods that are commonly used:

- i) **Narratives** - In this case, the observer records all that happens during to the time period of observation. Narratives are of five types:
 - a) **Dairy description** : This method is used to gather data over a prolonged time period. It is one of the oldest methods of studying the behaviour especially of young children. This method helps the parent/counsellor to help children who are aggressive, passive or withdrawn etc. A chronological record is maintained.
 - b) **Anecdotal records** : It is recording the behaviour after it occurs. Parents used to record detailed information after occurrence of the event/behaviour. Anecdotal records help the counsellor and family therapist in planning for the individual and family.
 - c) **Running record** : It is recorded while the behaviour is occurring. It is recorded in sequence. This again would help the counsellor and family therapist to decide the future course of action.
 - d) **Specimen description**: It is recording while the behaviour is occurring of an already identified situation. This helps to analyse cause and effect relationship. For example, physical aggression.
 - e) **Log or journal** - It is recoring in brief about details of all the group/ family members. This is done after the behaviour occurs. This would help the counsellor and family therapist to keep a record of the status and progress of all individuals in the family.
- ii) **Time sampling observation**: Time sampling observation method is used where an aspect of behaviour is observed. It involves observing the person(s) for an extended period such as a whole morning or afternoon session, or even a whole day. The observation is time bound (for example 30 seconds or 1 minute) and is done at regular intervals (for example every 10 minutes or every hour) about what a particular individual (or group of individuals) is (are) doing.

The advantages of this technique are:

- It helps in observing a person's overall behaviour and a person's particular behaviour during the course of a day.

- It helps in identifying a selected aspect of behaviour by revealing the frequency of that behaviour.

This technique has a disadvantage also, as the observer gets tied to watching the clock and being restricted to only recording events that happen in the predetermined period. The aim should be well-defined for this type of observation as without an aim and focus no useful conclusion can be drawn.

- iii) **Event sampling observation:** Event sampling observation is used to collect information from a stream of events. It focuses on a particular short span of behaviour; especially the event in which observer is interested. The observation is not time bound as the observation depends on the time period of the event. It is generally used to observe aspects such as aggressive behaviour, quarrels, attention seeking behaviour etc.

The main disadvantage of this method is that it is very difficult to be alert all the time and ready to record the event.

3.2.2 Overview of this Practical

Let us now have an overview of what it is that you are required to do during this practicum.

During this practical, you will be observing three individuals at different life stages. The duration of the observations will depend upon the type of observations to be made. You may be required to make additional observations of the same individual if the observations do not yield substantial information about the developmental characteristics of that particular life stage.

Perhaps the greatest asset of observational techniques is that they make it possible to record behaviour as it occurs. Always remember, many forms of behaviours are so much taken for granted by the observer as these behaviours may be “natural” in some social group/culture to the extent that they escape awareness and resist translation into words by the observer.

3.2.4 Principles To Be Kept In Mind During Observations

Observe and record each activity carried out by the individual who is being observed. Observe the interaction between the individual being observed and any other person in the setting, for example, interaction between the infant and the parent, or adolescent and his or her friends. Note down specific instances of interactions.

Recording the Observation

While recording the observation, two questions need to be considered :

1. When should the observer make notes?
2. How should notes be kept?

The best time for recording is undoubtedly on the spot and during the event. This results in a minimum of selective bias and distortion through memory.

Record your immediate impressions and write up, as soon as possible after a period of observation, a complete account of everything in the situation that you wish to remember.

It is always helpful to keep a record of the number and date of observation, names of persons observed, and a brief summary of what is covered in the notes.

Procedure to Ensure Accuracy of Observations

- In order to ensure the accuracy of the observations, you may specify which statements refer to actual events and which are your own interpretations. Keep a full record of the observations.
- A full record of observations helps in maintaining the objectivity of the observer.
- Do not take things for granted. Make frequent recordings, cross-check the observation by reporting to an outsider.
- Sometimes focusing on individuals who do not appear to be central in the group gives new insights about important relationships.

3.3 PART-2

Observation of Human Life Stages

AIM:

To observe the various human life stages.

Objectives:

After undertaking this Practical, you will be able to:

- Recognise the different stages of human life span; and
- Identify the various developmental characteristics of different life stages.

METHOD:

Materials Required:

Paper, pen, pencil, clock.

Procedure:

In this practicum, you have to carry out observations with respect to two individuals. Before beginning this practicum activity, it is a pre-requisite that you must have understood the stages of human life span given in Unit 1 of Block 1.

1. To begin with this practicum, you have to identify from the given options, at least two settings as well as individuals whom you would be observing:
 - Setting 1: Preschools, day-care centres, crèches, primary schools or parks.
 - Setting 2: Youth clubs, hobby classes for adolescents, camps for youth, career coaching sessions, counselling sessions of schools.

- Setting 3: Old age home, Mahila Mandal meetings, Vocational classes for adults, adult education institutions.
2. Visit the setting (organization, institution, school etc.) and seek permission from the concerned person to conduct the practicum activity.
 3. Do not forget to take prior consent of the individual and guardian/parents of children for the observations that you would be making.
 4. Fix appointments with the relevant persons concerned for the convenient time for observation.
 5. Follow the schedule and reach on time.
 6. Observe the individual by using one or more of the various methods (discussed in practical Part-1) and note down the observations.
 7. Make a record, focussing particularly on the analysis, discussion, and conclusion.
 8. Prepare the report in prescribed format.

Repeat the above procedure to record observation of the second individual you have identified in a specified setting. In doing this practical, try and get a feel of a variety of methods of observation listed in Part-1.

FINDINGS:

In this section you have to elaborate upon the recordings that you have made during each of the three observation. You have to write exactly the same behaviour, interaction, movements etc. that you have seen during observation, that is, you do not have to add your opinion or inferences in this section.

ANALYSIS AND DISCUSSION:

In this section you have to write down your inference and analysis of the observations you have made about the individual. Analyze the behaviour and characteristics of the individual and try to relate it with the characteristics of that particular stage of life/family development you have read in course content.

The analysis and discussion may be done for observations of each of the individuals (belonging to different life stages). Thereafter, you may present a comparative study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which

the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

3.4 PART-3

Observation of Human Life Stages

AIM:

To observe the various human life span stages.

OBJECTIVES:

After undertaking this Practical, you will be able to:

- Recognise the different stages of human life span; and
- Identify the various developmental characteristics of different life stages.

METHOD:

Materials Required:

Paper, pen, pencil, note-pad

Procedure:

I identified Sanskriti Play School near my house as a setting for observing the preschool stage of human life span. I met Mrs. Suparna Kailash who was the principal of that school and described my purpose of observation to seek the permission to conduct practicum activity. She happily permitted me. I identified Seeta a girl child 3 years of age for observation to understand the preschool stage of human life span. I met Seeta's mother when she came to drop her child and then took her consent to observe her child. We fixed Tuesday, 25th May 2010 for observation. I reached exactly at 08:30 am in Sanskriti Play School. I selected dairy description method of observation to observe the child.

FINDINGS:

Name of the child: Seeta

Age: 3 years

Time of Observation: 9.00 am.

Date: 25-05-10

Duration of time: 20 minutes

During free play, three year old Seeta came to the table where children were cutting and pasting pieces of coloured paper. She watched for a while, then picked up some scissors and a piece of paper and tried to cut it. She tried desperately to cut the paper by turning the paper in different angles. In spite of all efforts when she could not cut she yelled, "Teacher, these scissors won't work." The teacher found her a new pair of scissors and then walked away feeling her task was done. Seeta tried to cut the paper using both hands on the scissors. She then put the scissors in her right hand and whacked away at the paper. After a few minutes of unsuccessfully trying to cut her paper she dropped the scissors, frowned and in a whiny voice said, "I am done."

ANALYSIS AND DISCUSSION:

The child was using the scissors probably for the first time and did not know how to hold the scissors correctly which was one of the main reasons why the child could not cut. Secondly, the finer motor development of a three year old child has not progressed enough to allow the child to cut on paper using scissors. *You would write in detail here.*

CONCLUSIONS:

You would conclude in detail here

REFLECTIONS :

In the practicum activity, I observed the preschool stage of human life span. I tried my best to observe the development characteristics of the preschool child. It was a good experience and now I understand the limitations of this stage very well. *You would write your experience here.*

Note: *In this way you have to write about your observations with respect to the second individual (belonging to a different stage of the human life span) also in a different setting.*

Do remember to make to comparative study of the two sets of observations as well.

PRACTICAL 4 UNDERSTANDING DEVELOPMENT DURING INFANCY

Structure

4.1 Introduction

4.2 Part-1

Development during Infancy

4.3 Part-2

Activity 1: Assessment of Development of Infant

4.4 Part-3

Illustration 1: Assessment of Development of Infant

4.1 INTRODUCTION

Infancy is a period of rapid growth and development. It includes the first two years of human life span. In this given Practicum activity we will be analysing the developmental status of two infants at different ages, for example 6 months, and 1½ years. This Practicum activity will help you in understanding the physical, motor, cognitive, language, social and emotional development that occurs across the period of infancy. But before conducting this Practicum activity, you must have thorough knowledge of developmental milestones during infancy, given in Unit 12 of Block 3 of Course MCFT – 001.

Objectives

After undertaking this Practicum activity, you will be able to:

- examine the physical and motor development of infants;
- explain the social and emotional development of infants; and
- understand and assess the cognitive and language development of an infant.

4.2 PART-1

Development During Infancy

- **Physical and Motor Development**

During infancy physical and motor development can be categorised as gross motor development and fine motor development. Gross motor development includes movement and control of the large muscles of the body such as that

of the arms, legs, trunk, head and shoulders that would help the growing child to keep the head in one place, sit with support and later sit without support by the age of nine months.

When the infant approach the end of the first year of life they should be able to walk with, and later without, support. Gross motor development helps children in attaining bodily control of themselves and also assists the growing children in exploration of the environment around them.

Fine motor development would include using one's palm and fingers to grasp large objects and use the finer grasp to pick up small objects. Mastery of the eye-hand co-ordination also helps the child to make purposeful hand movements to perform activities such as self feeding, reaching out for distant objects etc.

● **Socio-Emotional Development**

Human beings are social animals. The first sign of social activity is seen in the new born child. The loud cry of the baby functions to force the new mother to focus her attention on the new born and respond to the need of hunger or discomfort. This cycle of interaction and soothing comfort acts as a precursor for the child to actively seek attention and in the process communicate with feeling and emotions with the primary caregiver; the infant starts recognising the sound of the familiar adult. You have also seen the crying baby being comforted when he or she hears the sound of the caregiver. Infants are able to smile around 3-4 months and also show fear and anger when disturbed. A 6 months old infant also starts to fear certain objects if negatively reinforced. An infant of 6 months recognises the mother and actively seeks her company. The 9 month old infant begins to show *stranger anxiety* and feels secure only if the mother is around. If the mother goes away the child begins to feel insecure and shows stranger anxiety.

Emotions play an important role in the life of children. They add to the pleasure of every day experience, serve as a motive of action and determine finally the characteristic pattern of adjustment to life.

● **Cognitive and Language Development**

The growth of cognition or intelligence in the infant is reflected in the coordinated movements of the body and also in increased repertoire of behaviour and responses in the day-to-day activities.

Language development is a critical aspect in the growth of infant. The infant learns language initially by listening and when the ability to co-ordinate tongue and lip movements develops, speech sounds appear. Language development can be understood as:

- i) Pre-language development stage; and
- ii) Language development stage.

During the pre-language development stage the infant begins to produce *cooing* sounds as ‘coo’. Later these sounds appear as strings of sounds such as ‘papapa’ ‘dadada’, ‘mamama’. It is termed as the *babbling stage*. After this, the child begins to produce sounds in the same tone as of adult speech but using meaningless word sounds. This is termed as *idiosyncratic speech*. By the age of one year the child is able to say one word and in the process attempts to convey meaning and purpose of the utterance through ‘one word’. Later, the child begins to say two words such as ‘want water’, ‘come mama’, and so on to convey the message. This is termed as the *telegraphic speech*.

By two years of age the young child is able to point out and label objects in his or her surroundings and also ask questions, describe an event in a line and also informs about events with the acquired language skills. It is at this stage that the young child also begins to use name of an object to describe objects that appear similar. For example, a child may begin to call a dog and all other animals with four legs and a tail as dog. This is termed as *over generalization*. On the other hand a child may call an animal a cat which comes to his or her house but does not call all the other cats by the same word which he sees on the street. This is referred as *underextension*.

4.3 PART-2

Activity 1 : Assessment of Development of Infant

AIM:

To assess the development of an infant.

OBJECTIVES:

After undertaking this Practical, you will be able to:

- Examine the physical and motor development of infants;
- Explain the social and emotional development of infants; and
- Understand and assess the cognitive and language development of an infant.

METHOD:

Materials Required:

Physical and motor development checklist, socio-emotional development checklist, cognitive and language development checklist, pen/pencil, notepad/papers, ball, crayon, beads, thread, cubes of different colours, cards showing pictures of animals, colours, household items, different clothes, fruits, vegetables and toys.

Procedure:

In this practicum activity, you have to identify two infants in the range of birth to 2 years, with a minimum of 6 months age difference. Select the infants of different ages like 6 months, 1 year and 2 months or 1 year and 8 months etc. You have to approach the mother or primary care of the infant, explain the practicum activity and its purpose and seek the consent to conduct the practicum activity. Decide the time and day according to their convenience. Reach the venue on time or 15-20 minutes earlier. Spend a few minutes in establishing rapport with the caregiver and the child. Allow the child to settle down in the area specified for taking observations. Allow the caregiver to be near the child during observations. Let the child get familiar with the surroundings and the objects before you begin the observations.

It is important that the child is also familiar with you, so establishing a rapport with the child is necessary. If this is the first time that you are seeing the child then spend about 10-15 minutes getting familiar with the child and play with the child to create a friendly atmosphere. It is advisable to observe the child for at least 1½-2 hours so that you can be able to record the desirable information. For the purpose you may observe the infant on more than one occasion; during more than 1 visits, if required. It would be useful that you speak to the caregiver about the preferences and nature of the child to be observed so that you can accordingly act and react to the child's responses and behaviours. Do not forget to find out the exact age of the child. When starting to observe the child, follow the given checklist and put a tick on the behaviours that have been observed. To observe the desired behaviour of infant, you can change and modify the settings (with the permission of caregiver). For example, to check the eye-hand coordination, you may ask the caregiver to give something to eat, or hold, to the infant. You can take help of the caregiver to give opportunities to the infant to exhibit behaviours listed in the checklists. For behaviours (listed in the three checklists) could not be observed during the period of observation, you may seek the required information from the mother or primary caregiver of the infants.

Repeat the procedure with another infants of a different age and compare the findings with respect to the two infants at the end.

TOOL FOR THE ACTIVITY:

FINDINGS (for each infant):

- i) Date of Birth of infant :
- ii) Sex of infant :
- iii) Date(s) of Observation :
- iv) Time-Period(s) of Observation : Start Time :

End Time :

I. Checklist for Physical and Motor Development

Understanding Development
during Infancy

S.No.	Milestone	First Infant	Second Infant
1.	Child can turn head towards the source of sound.		
2.	Holds head when lying on stomach.		
3.	Tries to reach for the toy / ball.		
4.	Can grasps the toy / finger of other person.		
5.	Lifts head to look around.		
6.	Can hold head when pulled to a sitting position.		
7.	Stretches arms and legs when lying on stomach.		
8.	Turns head side ways.		
9.	Rolls over purposely from stomach to back.		
10.	Rolls over from back to stomach.		
11.	Tries to eat by self.		
12.	Extends arms and feet to help when being dressed.		
13.	Is able to sit without assistance.		
14.	Can pass toy from one hand to another.		
15.	Crawls forward on belly.		
16.	Creeps on hands and knees.		
17.	Stands with support.		
18.	Stands for several seconds without support.		
19.	Walks with support.		
20.	Walks 2-3 steps without support.		
21.	Walks alone.		
22.	Pulls toys behind him or her while walking.		
23.	Carries large toy or several toys while walking.		
24.	Begins to run.		
25.	Stands on one foot with support.		
26.	Kicks a ball.		
27.	Walks up and down from stairs with support with two foot on each stair.		
28.	Walks up and down from stairs with support with one feet on each stair.		
29.	Scribbles spontaneously.		
30.	Turns over container to pour out contents.		
31.	Builds tower of three or more large blocks (if available).		
32.	Can string large beads.		
33.	Might use one hand more frequently than the other.		
34.	Can jump.		
35.	Pedals tricycle (if available).		
36.	Can make circular stroke or dot after imitating an adult.		
37.	Turns the pages of book.		
38.	Unscrews lids of jars or bottle.		
39.	Can copy standing line.		
40.	Can copy sleeping line.		
41.	Can copy diagonal line.		
42.	Turns rotating handles.		
43.	Tears paper		

II. Checklist for Socio-Emotional Development

S.No.	Milestone	First Infant	Second Infant
1.	<i>The child get angry when:</i>		
	a Distracted from toys		
	b Left alone		
	c Disturbed while sleeping		
	d Hungry		
	e Being undressed/dressed		
	f Combed		
2.	<i>The child is frightened when:</i>		
	a Sees any strange person		
	b Left alone in darkness		
	c Left alone		
	d Loud noise		
	e Exposed to unfamiliar object		
	f Siblings/parents fight		
3.	<i>The child is curious when:</i>		
	a Sees unfamiliar objects		
	b Explores new things		
	c Taken to outings/new places		
	d Sees animals/birds/train etc.		
	e Repeats interesting actions		
4.	<i>The child is joyful when:</i>		
	a Stomach is full		
	b Tickled		
	c Plays with pet/toys etc.		
	d Gifted with new things		
	e Watches TV		
	f Hears soft sounds		
	g Hears familiar voice		
	h Sees parents		
	i Looks at others		
5.	<i>The child is Affectionate to:</i>		
	a The persons who takes care of bodily needs of the child.		
	b The persons who plays with the child.		
	c The persons who shows affection to the child.		
	d Toys and familiar pet.		

III. Checklist for Cognitive and Language Development

Understanding Development
during Infancy

S.No	Milestone	First Infant	Second Infant
1.	Explores objects in many different ways.		
2.	Finds hidden objects easily.		
3.	Imitates gestures.		
4.	Looks at correct picture when the image is named.		
5.	Begins to use objects correctly.		
6.	Finds objects even when hidden under 2 or 3 covers. Plays peak-a-boo game.		
7.	Begins make-believe play.		
8.	Makes mechanical toys work.		
9.	Matches an object to picture in a book or in the room.		
10.	Plays make-believe with dolls, animals and people.		
11.	Pays increasing attention to speech.		
12.	Responds to simple verbal requests.		
13.	Responds to "no".		
14.	Uses simple gestures to say something.		
15.	Babbles with affection.		
16.	Tries to imitate words.		
17.	Points to object or picture when it is named.		
18.	Recognises names of familiar people, objects and body parts.		
19.	Says several single words; uses 2 to 4 word sentences.		
20.	Follows simple instructions.		
21.	Repeats words overheard in conversation.		
22.	Follows 2 or 3 commands given at the same time.		
23.	Recognises almost all common objects and pictures.		
24.	Understands most sentences.		
25.	Understands physical relationships (on, in, under).		
26.	Can say name, age, sex.		
27.	Strangers can understand most of the speech.		

FINDINGS (for each infant):

- i) Date of Birth of infant :
- ii) Sex of infant :
- iii) Date(s) of Observation :
- iv) Time-Period(s) of Observation : Start Time :
End Time :

Enclose the duly filled in checklist containing observational data with respect to both infant observed. You may indicate the behaviours you could observe directly,

and the ones about which you acquired information from the mother or primary caregiver of the infants.

ANALYSIS AND DISCUSSION:

In this section you have to write down your inferences and analysis regarding the roles and responsibilities played by each family member. This is a combined analysis and discussion of the data and findings of both Phase 1 and Phase 2 of this Practical. Try to match your records of events and relationships with the content in the Units. You will be surprised to know how interesting the whole process becomes! Make notes of the similarities of the respondent's family life experiences with the Course content. There may also be differences and you must highlight them in the report. Be sure to refer to theoretical concepts of the Course in the interpretation or analysis parts of your report.

CONCLUSIONS:

In this section, you have to conclude this practicum in about 500-750 words. Here, you have to record the inferences that you have been able to draw on the basis of this practical and write how far you have been able to meet the objectives of this practical activity. Broadly, you need to focus on the findings and the interpretations of the same.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40): _____

4.4 PART-3

Assessment of Development of Infant

AIM:

To assess the development of an infant.

OBJECTIVES:

After undertaking this Practical, you will be able to:

1. Examine the physical and motor development of infants;
2. Explain the social and emotional development of infants; and
3. Understand and assess the cognitive and language development of infants.

METHOD:

Materials Required:

Physical and motor development checklist, socio-emotional development checklist, cognitive and language development checklist, pen/pencil, notepad/papers, ball, crayon, pencil, paper, beads, thread, cubes of different colours, cards showing pictures of animals, colours, actions, household items, different clothes, fruits vegetables, and toys.

Procedure:

I selected Aayush, a six months old infant as the first participant of this practical to observe the various aspects of development during infancy. I had approached his mother and explained her the purpose of this practicum activity. I sought her consent. She happily agreed and allowed me to conduct the observations on her child. She also offered her help in observations. We fixed 10:30 am, Thursday, 25th June 2010 as a day for observation. I reached there on time. After some informal talks I started playing with the infant. He already had his bath and breakfast and also wanted to play. After making the child comfortable I started taking observations.

FINDINGS (for each infant):

- i) Date of Birth of infant :
- ii) Sex of infant :
- iii) Date(s) of Observation :
- iv) Time-Period(s) of Observation : Start Time :

End Time :

Enclose the duly filled in checklist containing observational data with respect to both infant observed. You may indicate the behaviours you could observe directly, and the ones about which you acquired information from the mother or primary caregiver of the infants.

TOOL FOR THE ACTIVITY:

I. Checklist for Physical and Motor Development

S.No.	Milestone	First Infant	Second Infant
1.	Child can turn head towards the source of sound.		
2.	Holds head when lying on stomach.		
3.	Tries to reach for the toy / ball.		
4.	Can grasps the toy / finger of other person.		
5.	Lifts head to look around.		
6.	Can hold head when pulled to a sitting position.		
5.	Stretches arms and legs when lying on stomach.		
6.	Turns head side ways.		
7.	Rolls over purposely from stomach to back.		
8.	Rolls over from back to stomach.		
9.	Tries to eat by self.		
10.	Extends arms and feet to help when being dressed.		
11.	Is able to sit without assistance.		
12.	Can pass toy from one hand to another.		
12.	Crawls forward on belly.	×	
13.	Creeps on hands and knees.	×	
14.	Stands with support.	×	
14.	Stands for several seconds without support.	×	
15.	Walks with support.	×	
16.	Walks 2-3 steps without support.	×	
17.	Walks alone.	×	
18.	Pulls toys behind him or her while walking.	×	
19.	Carries large toy or several toys while walking.	×	
20.	Begins to run.	×	
22.	Stands on one foot with support.	×	
23.	Kicks a ball.	×	
24.	Walks up and down from stairs with support with two feet on each stair.	×	
25.	Walks up and down from stairs with support with one foot on each stair.	×	
26.	Scribbles spontaneously.	×	
27.	Turns over container to pour out contents.	×	
28.	Builds tower of three or more large blocks (if available).	×	
28.	Can string large beads.	×	
29.	Might use one hand more frequently than the other.	×	
30.	Can jump.	×	
31.	Pedals tricycle (if available).	×	

32.	Can make circular stroke or dot after imitating an adult.	×	
33.	Turns the pages of book.	×	
34.	Unscrews lids of jars or bottle.	×	
35.	Can copy standing line.	×	
36.	Turns rotating handles.	×	
37.	Can copy sleeping line.		
38.	Can copy diagonal line.		
40.	Tears paper		



PRACTICAL 5 UNDERSTANDING DEVELOPMENT DURING EARLY CHILDHOOD

Structure

5.1 Introduction

5.2 Part-1

5.2.1 Physical and Motor Development

5.2.2 Cognitive and Language Development

5.3.3 Socio-Emotional Development

5.3 Part-2

Activity1: Understanding Development during Early Childhood

5.4 Part-3

Illustration : Understanding Development during Early Childhood

5.1 INTRODUCTION

After infancy the child enters the childhood stage. The childhood stage of human development is broadly divided into early and middle childhood. Early childhood stage of human life span is considered to cover the age group of 2 to 6 years. This period is also called the preschool period, as it is considered as a transition period of child from home to school. Preschool children are making developmental progress and express an interest in the world around them. They are enthusiastic to learn and to gain inner control. They learn by experiencing and by doing. They are more independent than toddlers. They can express their needs through meaningful language. In the second practicum activity you have to deal with the preschool children so to understand this stage better. You will assess the physical and motor development, cognitive and language development and social and emotional development of preschool children.

Middle childhood is the stage of human development that occurs after early childhood stage and normally covers 6 to 11 years age group. The physical, cognitive, social, emotional and moral development and growth is still on going at this stage. One can observe the difference in physical appearances of the children in this age group. This might be because of various factors for example, heredity, nutrition, culture etc. The Practicum activity deals with the assessment of developmental status of children in the middle childhood stage. In this, you will assess the cognitive, social, emotional and moral development of children in middle childhood years. You have studied about the developmental milestones and domains of preschool, elementary and middle school children in Units 13 and 14 in Blocks 3 and 4 in Course-1 (MCFT-001). This Practicum activity also provides you an opportunity to understand the development process in middle childhood years more comprehensively.

5.2 PART-I

Development During Early Childhood

5.2.1 Physical and Motor Development

Physical and motor development rate slows down in the early childhood years as compared to infancy. At this stage the body proportions start changing and the baby looks disappear as neck elongates and chin becomes more pronounced. The shoulders become broader, chest and abdomen flatten, arms and legs grow lengthier and hands and feet become bigger. This is an age to learn and acquire motor skills. Hand skills like self-feeding, self-dressing, brushing teeth and hair and bathing are acquired. Similarly, leg skills like walking, running, hopping, skipping, galloping and jumping can also be seen. Handedness (preference to use left or right hand, leg, feet, eye etc.) is also an important feature of this stage.

5.2.2 Cognitive and Language Development

According to Piaget, a child during the early childhood period is in the pre-operational stage of cognitive development (Please refer to Unit 4 of Block-1 of MCFT-001). At this stage, the preschool child wants to explore the environment and is able to answer simple questions. Preschool children ask a lot of questions like 'what', 'how', 'why' etc. Their questions are imaginative. Vocabulary and language skills are developing quickly at this stage. Children at this stage are able to make sentences of 5 to 6 words. They can tell stories, poems and ask questions.

5.2.3 Socio-Emotional Development

Emotions during early childhood years are extreme and shortlived. Preschoolers start expressing their feelings in words. The preschool children like the company of other children and enjoy playing with them. They learn to interpret the feelings of others.

If one observes a 2 to 6 year old, one can find that social development in terms of play behaviour proceeds in a three step sequence. It begins with non-social activity – *unoccupied*, *onlooked behaviour* and *solitary play*, then it shifts to a limited form of social participation called *parallel play* in which a child plays near other children with similar materials but does not try to influence their behaviour. At the higher level the preschooler engages in social interaction play called *associative play* in which children engage in separate activity, but they interact by exchanging toys and connecting with each other's behaviour. The other kind of play is *cooperative play* which is a more advanced type of social interaction in which children orient towards a common goal such as acting out on make believe theme or making art work such as house, teacher, sand castle or painting together.

Development sequence of cognitive play categories are:

- i) Functional play – It includes simple repetitive motor actions. For example: running around a room, rolling a car, kneading clay without intention of making something.
- ii) Constructive play – It includes creating or constructing something and is especially common between 3 to 6 years of age. For example: making a

house of toy blocks, drawing a picture, putting together a puzzle.

- iii) Make believe play – It includes acting out everyday and imaginary roles, especially common between 2 to 6 years of age. For example: playing house, school teacher or police officer, acting out fairy tales or any famous T.V. character.

5.3 PART-2

Activity : Understanding Development during Early Childhood

AIM:

To assess development during the early childhood years.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

1. Examine the physical and motor development during early childhood years;
2. Understand the cognitive and language development during early childhood years; and
3. Explain social and emotional development during early childhood years.

METHOD:

Materials Required:

Physical and motor development checklist, socio-emotional development checklist, cognitive and language development checklist, pen/pencil, notepad/papers, ball, crayon, beads, thread, cubes of different colors, cards showing pictures of animals, colours, actions, household items, different clothes, fruits vegetables and toys.

Procedure:

In this practicum activity, you have to identify at least two children preferably of different genders in the age group of 2 to 6 years. Select children of different ages like sample of 2½ and 5½ years etc. You have to approach the mother or primary caregiver of the child. Explain the practicum activity and its purpose. Seek the consent to conduct the practicum activity. Decide the time and day according to their convenience. Reach the venue on time or before 15-20 minutes. Spend some time in establishing rapport with the child. Allow the child to settle down in the area specified for taking observations. Allow the caregiver to be near the child during the observations. Let the child get familiar with the surrounding, and the objects before you begin with the observations.

It is important that the child is also familiar with you, hence developing a rapport with the child is necessary. If this is the first time that you are seeing the child then spend about 10-15 minutes getting familiar with the child and play with the child to create a friendly atmosphere. It would be useful that you speak to the caregiver about the preferences and nature of the child to be observed so that you can accordingly act and react to the child's responses and behaviours. When starting to observe the child, follow the given checklist and put a tick on the behaviours that have been observed. You may seek the cooperation of the caregiver to give the child opportunities to exhibit the behaviours listed in the checklist. For behaviours which nevertheless could not be observed or for which the opportunity

could not be provided, you may seek the information from the mother or primary caregiver of the child.

Repeat the procedure with the second child you observe and compare the two children at the end.

TOOLS FOR THE ACTIVITY:

To obtain the required information on development during early childhood years, use the following checklists and interview schedules with each child:

I. Checklist for physical and motor development

S. No.	Activity	Yes/No
1.	Walks independently	
2.	Runs well	
3.	Stands on one foot	
4.	Able to jump	
5.	Rides tricycle (if available)	
6.	Feeds himself/herself	
7.	Puts on shoes and socks	
8.	Unbuttons and buttons clothing	
9.	Makes shapes like circle, square, triangle etc.	
10.	Writes simple numbers and alphabets like 1, A, L etc.	
11.	Able to tie shoe lace	
12.	Cuts on a line with scissors	
13.	Climbs 2-3 steps up on ladder	
14.	Climbs up staircase with support	
15.	Climbs up staircase without support	
16.	Gets down from staircase with support	
17.	Gets down from staircase without support	

Builds tower of six or more blocks.

Can copy circle, square, triangle and simple shapes

Hops on one foot

Can catch large ball

Can string small beads

Can undress himself/herself

Can dress himself/herself

Dominance of one hand in performing activities

II. Proforma 1:

Task-based Interview schedule for cognitive and language development

Task 1: Conservation of volume: Show the child 2 similar glasses. Put water in both the glasses till level becomes same. Ask the child if both the glasses have the same volume of water. Transfer the water from one glass to another taller and thinner glass. Ask the child, "Which of the two glasses now contain more water?"

Response of the Child : _____

Task 2: Conservation of mass: Show the child two equal balls of clay. Ask the child if both the balls are same in size (mass). Flatten one ball of clay and again ask the child, "Which of the two has more clay?"

Response of the Child : _____

Task 3: Conservation of number: Make two sets of equal numbers of marbles. One set should be scattered while the other should be piled. Ask the child, "Which set has more number of marbles?"

Response of the Child : _____

Task 4: Conservation of weight: Show the child two equal balls of clay. Tell the child that both the balls are of same weight. Now, roll one ball of clay into a cylindrical shape. Ask the child, "Which of the two has more weight?"

Response of the Child : _____

Task 5: Serialisation: Give the child 5 sticks of unequal sizes and ask her or him to arrange in order from biggest to smallest.

Response of the Child : _____

Task 6: Class inclusion: Show the child 5 red pencils and 4 blue pencils. Ask the child, "Which are more, pencils or red pencils?"

Response of the Child : _____

Task 7: Animism: Ask the child the following questions:

a) If we hit the table, will it get hurt?

Response of the Child : _____

b) If I prick your doll with a needle, will it cry?

Response of the Child : _____

c) If I prick your mother with needle will she cry?

Response of the Child : _____

Task 8: Egocentrism: Place a doll in sitting position in the centre of the table. Place some objects/toys like pen, ball, toy, car etc. behind the doll. Make the child stand in front of the doll. Ask the child the following questions:

1. "What can you see?"

Response of the Child : _____

2. "What can the doll see?"

Response of the Child : _____

3. "Can the doll see all the objects that you are able to see?"

Response of the Child : _____

III. Checklist for language, social and emotional development

Sl. No.	Activities	Yes/No
1.	Child plays with other children.	
2.	Child has self control while playing.	
3.	Child can speak complete sentences.	
4.	Child can say some rhyme.	
5.	Child can recognise picture.	
6.	Child can narrate a short story.	
7.	Child does what is asked.	
8.	Child understands the commands.	
9.	Child shares his/ her toys with others.	
10.	Child respects elders.	
11.	Child takes care of his/her younger siblings.	
12.	Child participates in group activities.	
13.	Child has sense of belongingness.	
14.	Child sympathises with others.	
15.	Child expresses his/ her feelings.	
16.	Child shows fear of different things.	
17.	Child puts blame on other.	
18.	Child is shy.	
19.	Child offers help to other children.	
20.	Child interferes (distractively) in others' play/work	
21.	Child obeys rules and orders.	
22.	Child uses words like sorry, please, and thank you.	

FINDINGS:

For each of the two children observed, provide the following information:

- i) Date of Birth fo the Child :
- ii) Sex of the Child :
- iii) Date(s) of Observing/Interviewing the Child :
- iv) Time-period(s) of Observing/Interviewing the Child:

Start Time : _____

End Time : _____

Present the information obtained with respect to each child in the format as per the tools provided.

ANALYSIS AND DISCUSSION:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

Discuss whether you met the aim of the activity or not.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

Understanding Development during Early Childhood Years

AIM:

To assess the development during early childhood years.

Objectives:

After undertaking this Practical, you will be able to:

Examine the physical and motor development during early childhood years;

Understand the cognitive and language development during early childhood years; and

Explain social and emotional development during early childhood years.

METHOD:

Materials Required:

Physical and motor development checklist, cognitive and language development checklist, socio-emotional checklist, pen/pencil, two same size glasses, one big glass, clay, marbles, leaves, sticks, 2 pencils of same size, 2 similar scdcp, 2 same rubber, shoe lace, scissor, paper and note pad.

Procedure:

I selected Alok who was three and half years old as a first respondent to observe development during early childhood years. I had approached his mother and explained her purpose of this practicum activity. I seek her consent. She happily agreed and allowed me to conduct the observations on her child. Even she also offered her help in observations. We fixed 10:30 am, Thursday, 28th July 2010 as a day for observation. I reached there on time. After some informal talks I started talking and playing with child. He had his bath and breakfast and also wanted to play. After making child comfortable I started taking observations.

FINDINGS:

Date of birth of the child: 25th December, 2007

Sex of the child: Male

Date(s) of observation: 28th July 2010

Time period(s) of observation: Start time: 10:45 am

End time: 12: 15 am

I. Checklist for Physical and Motor Development

Sl. No.	Activity	Yes
1.	Walks independently	
2.	Run Well	
3.	Can March	
4.	Stands on one foot	
5.	Able to jump	
6.	Ride tricycle (if available)	
7.	Feeds himself/herself	
8.	Puts on shoes and socks	
9.	Unbutton and button the clothings	
10.	Can make shapes like circle, square, triangle etc.	
11.	Can write simple number and alphabets like 1, A, L etc.	
12.	Able to tie shoe lace	
13.	Cut on a line with scissors	
14.	Climbs 2-3 steps up on ladder	
15.	Can climb up staircase with support	
16.	Can climb up staircase without support	
17.	Gets down from staircase with support	
18.	Gets down from staircase without support	

II. Interview Schedule for cognitive and language development

Task 1: Conservation of volume: Show the child 2 similar glasses. Put water in both the glasses till level become same. Ask the child if both the glasses have same volume of water. Transfer the water from one glass to another tall and cylindrical glass. Ask the child, "Which are of the two glasses now contain more water?"

Response of the child: The child answered that the water was more in the narrow and tall bottle than the small but wider bottle

Task 2: Conservation of mass: Show the child two equal balls of clay. Ask the child if both the balls same in size (mass). Flatten one ball of clay and again ask the child, "Which of the two has more mass of clay?"

Response: The child answered that the flattened was more.

Task 3: Conservation of number: The child was shown equal number of objects one side scatted and other side in a cluster.

Response: The child told that the clusters were more.

Task 4: Conservation of weight: Show the child two equal balls of clay. Tell the child that both the balls are of same weight. Now, roll one ball of clay into a cylindrical shape. Ask the child, "Which of the two has more weight?"

Response: The child told that the cylindrical shaped clay had more weight.

Task 5: Serialisation: Give the child 5 sticks of unequal sizes and ask her or him to arrange in order from biggest to smallest.

Response: The child arranged all the sticks in order except one.

Task 6: Class inclusion: The child was shown 5 small and 4 big leaves as asked which were more, small leaves or leaves.

Response: The child answered the leaves were more.

Task 7: Animation: Ask the child following questions:

a) If we hit the table will it get hurt?

Response: Yes

b) If I prick your doll with a needle will it cry?

Response: Yes

c) If I prick your mother with needle will she cry?

Response: Yes

d) Do the clouds move and walk like us?

Response: Yes

Task 8: Ego Centrism: Place a doll at sitting position in the centre of the table. Place some objects/toys like pen, ball, toy car etc. behind the doll. Make the child to stand in front of doll. Ask the child following questions:

1. "What can you see?"

Response: He named all the toys including the doll.

2. "What can the doll see?"

Response: He named all the toys but not mention his own name.

3. "Can doll see all the objects that you are able to see?"

Response: Yes

Questions to assess the language development

1. Child to say some rhymes or poems?

Response: He sang "Twinkle-twinkle" and "Johny-Johny".

2. Show child any picture and ask him/her to explain it.

Response: He named few objects from the figure.

3. Ask child to tell a short story.

Response: He told a story in two to three sentences but it didn't make any sense.

4. Ask child to say something on

Mother

Response: My mother is very nice. She cooks food for me..... *(In this way you have to fill up the schedule)*

III. Checklist for social emotional development

I. Checklist for Physical and Motor Development

Sl. No.	Activities	Yes/No
1.	Child plays with his peer group	
2.	Child plays with other children.	
3.	Child has self control while playing.	
4.	Child accepts mistake positively.	
5.	Child shares his/ her eatables with others.	
6.	Child shares his/ her toys with others.	
7.	Child respects elders.	
8.	Child cares his/ her younger siblings.	
9.	Sibling rivalry is common for child	
10.	Family experiences effects the child.	
11.	Child plays cooperatively with other.	
12.	Child participates in group activities.	
13.	Child helps others.	
14.	Child imitates family members.	
15.	Child refuses to do work (if asked)	
16.	Child usually fights with other.	
17.	Child has sense of belongingness.	
18.	Child responds appropriately when introduced to stranger.	
19.	Child has spirit of completion.	
20.	Child shares his things with others.	
21.	Child participates in cultural activities.	
22.	Child prefers to interact with others.	
23.	Child teases others.	
24.	Child sympathies with others.	
25.	Child empathies with others	
26.	Child expresses his/ her feelings	
27.	Child expresses his/ her needs.	
28.	Child talks about his/ her desire.	
29.	Child cries if you shouted on his/ her.	
30.	Child shows fears of different things.	
31.	Child is curious about new things.	
32.	Child shows- off.	
33.	Child feels bored, restless and disturbed	

34.	Child cannot concentrate on anything long enough.	
35.	Child feels insecure and shows his/ her anxiety by nervous mannerisms and speech problems.	
36.	Child usually over reacts.	
37.	Child usually under reacts.	
38.	Child blames on other.	
39.	Child expresses his/ her fears	
40.	Child expresses his/ her happiness/ joy.	
41.	Child shows his/ her love/ affection.	
43.	Child waits for his/ her turn calmly.	
44.	Child offers help to other children.	
45.	Child interferes (distractively) in others plays/ work	
46.	Child stays calm even on spoiling any of his/ her task	
47.	Child speaks truth.	
48.	Child obeys rules and orders.	
49.	Child uses words like sorry, please and thank you.	
50.	Child puts things back at their places after use/ play.	

ANALYSIS AND DISCUSSION:

Cognitive and language development: Here the child is unable to judge similarity or difference in the terms of height and width. He was concentrated on height but unable to think that how the change has occurred. He was not able to mentally reversing the action. The child is in preoperational stage and unable to conserve and reverse the process. The child thinking is animistic and egocentric..... *(In this way you have to interpret the response and observation of all the three domains under study)*

REFLECTION:

The child in early childhood is in the preoperational stage of cognitive development. It lasts from two to seven years of age. In this stage the child's symbolic system expands and use of language develops and perceptual images move beyond. There are a number of limitations in this stage. During this stage the child looks at physical change more than social change. In this stage the child is unable to understand how the various classifications are made. In this stage the major organising forces are centration and irreversibility. Centration is narrow concentration on one feature to the exclusion of other as the subject concentrates on height of the liquid than the narrowness of the bottle. Irreversibility is inability to reverse the action. In a preoperational stage the child is unable to do this. The child observed was in his preoperational stage and his development was age appropriate. She is unable to understand how the water level changes. She can't arrange the sticks in their order. Some times there may be a difference in children's performance may also be due to difference in classroom studies and also due to environmental differences.... *(In this way you have to write down the conclusion of all the three domains under study.)*

PRACTICAL 6 DEVELOPMENT DURING MIDDLE CHILDHOOD

Structure

6.1 Introduction

6.2 Part-1

6.2.1 Physical and Motor Development

6.2.2 Cognitive and Language Development

6.3 Part-2

Activity : Understanding Development during Middle Childhood

6.4 Part-3

Illustration : Understanding Development during Middle Childhood

6.1 INTRODUCTION

Middle childhood is the stage of human development that occurs after early childhood stage and normally covers 6 to 11 years age group. The physical, cognitive, social, emotional and moral development and growth is still on going at this stage. One can observe the difference in physical appearances of the children in this age group. This might be because of various factors for example, heredity, nutrition, culture etc. The Practicum activity deals with the assessment of developmental status of children in the middle childhood stage. In this, you will assess the cognitive, social, emotional and moral development of children in middle childhood years. You have studied about the developmental milestones and domains of preschool, elementary and middle school children in Units 13 and 14 in Blocks 3 and 4 in Course-1 (MCFT-001). This Practicum activity also provides you an opportunity to understand the development process in middle childhood years more comprehensively.

6.2 PART-1

6.2.1 Physical and Motor Development

The physical development during middle childhood is a bit slow in comparison to infancy and early childhood. The child loses the baby fat, and experiences changes in size and muscle strength. The child at this age acquires a wider range of gross and fine motor skills. The child can now balance the body and other objects more efficiently as the large muscles are strengthened at this stage. You can observe the improvement in strength, ability and flexibility among children during 6-12 years of age, which improves the ability to run, jump and hop, Development of skills of kicking, dribbling and other physical activities are seen in children 6-12 years of age.

6.2.2 Cognitive and Language Development

According to Piaget the child is in the concrete operational stage of cognitive development. You have read this theory, as well as about language development, in detail in Block 1 of this course. The child is now able to classify objects, seriate and conserve. Further, children during the middle childhood period outgrow egocentrism and begin to see things from other people's perspectives as well.

1. **Seriation:** It is the ability to arrange objects in order or according to their increasing or decreasing dimensions.
2. **Conservation:** It is the ability to understand that property of any substance remains constant although the appearance of it may be changed. Conservation is of volume, mass, number, area and weight.
3. **Class inclusion:** It is the ability to classify or include the objects in a group which have certain identical characteristics and also to exclude the objects from a group on the basis of the characteristics that are not common with the group.
4. **Egocentrism:** In this children are not able to understand the other person's perspective and focus on their own view point.
5. **Mental representations:** It is an internal interpretation of information representation of an idea, thought or action in the mind.
6. **Animism:** It is a belief that non-living things have life like qualities similar to living things.

6.3 PART-2

Understanding Development during Middle Childhood

AIM:

To assess the development of the child and the various factors that influence the child during middle childhood stage.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Understand and assess the cognitive development during middle childhood; and
- Explain the influence of mass media, education and peers during this period.

METHOD:

Materials required:

Pen or pencil, notepad or paper, proformas for assessment cognitive development and influences of mass media, education and peers, 2 glasses of same size, one long cylindrical glass, water, clay, marbles, 5 sticks of different sizes, skipping rope, ball, figure to copy, scissors, colours, shoe with lace, zipper, cloth, shirt with buttons, thread and needle, lock and key and pulses.

Procedure:

You have to identify atleast two children preferably one boy and one girl at middle childhood stage. Approach the children and their families, explain the purpose of the practicum activity and seek their consent. Fix a date and time for the practicum activity. Reach the venue on time and spend a few minutes in rapport building. Use participation observation method to collect the information.

Tools for data collection:

To assess the development during middle childhood years you need to observe the child and fill up the given proformas:

**PROFORMA I COGNITIVE DEVELOPMENT DURING
MIDDLE CHILDHOOD**

Notes : Here use the same interview schedule as given for early childhood in Practical 5.

**PROFORMA II INFLUENCE OF MASS MEDIA, EDUCATION
AND PEERS**

Ask each respondents about her/his views on the following:

a) Television

Response of the Child: _____

b) Cinema

Response of the Child: _____

c) Radio

Response of the Child: _____

d) Newspaper

Response of the Child: _____

e) School Text books

Response of the Child: _____

f) Video games, Play stations and Internet

Response of the Child: _____

g) Friends (importance, number of friends, influence of friends on them)

Response of the Child: _____

h) Topics of discussions with friends

Response of the Child: _____

i) Types of games played with friends

Response of the Child: _____

FINDINGS:

For each of the two children observed, provide the following information:

- i) Date of Birth fo the Child :
- ii) Sex of the Child :
- iii) Date(s) of Observing/Interviewing the Child :
- iv) Time-period(s) of Observing/Interviewing the Child:
Start Time : _____
End Time : _____

Present the information obtained with respect to each child in the format as per the tools provided.

ANALYSIS AND DISCUSSION:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

FINDINGS:

Date of birth of the child: 25th December, 2007

Sex of the child: Male

Date(s) of observation: 28th July 2010

Time period(s) of observation: Start time: 10:45 am

End time: 12: 15 am

6.4 PART-3

Understanding Development during Middle Childhood

AIM:

To assess the development of child and various factors that influences the child during middle childhood stage.

OBJECTIVE:

After undertaking this Practical, you will be able to:

- understand and assess the cognitive development during middle childhood; and
- explain the influence of mass media, education and peers during this period.

METHOD:

Material required:

Pen or pencil, notepad or paper, proformas for cognitive development and influences of mass media, education and peers, 2 glasses of same size, one long and much cylindrical glass, water, clay, marbles, 7 sticks of different sizes, skipping rope, ball, figure to copy, scissor, colours, shoe lace, zipper cloth, shirt with buttons, thread and needle, lock and key, and pulses.

Procedure:

I have selected Sohan Batra who is 8 years old as a respondent for this practicum activity. I approached to him and his family and explain the purpose of practicum activity. I seeked their consent to conduct the practical activity. The respondent and his family agreed to it. We decided 29th June 2010 Tuesday at 4:30 pm to conduct a practicum activity. I reached their place at time. I spent few minutes in informal talk with respondent and then ask him to carry out given activities.

FINDINGS:

Date of birth of the child: 29th May, 2001

Sex of the child: Male

Date(s) of observation: 29th June, 2010

Time period(s) of observation: Start time: 4:45 pm

End time: 6:15 pm

PROFORMA I: COGNITION DEVELOPMENT DURING MIDDLE CHILDHOOD

Task 1: Conservation of volume: Show the child 2 similar glasses. Put water in both the glasses till level become same. Ask the child if both the glasses have same volume of water. Transfer the water from one glass to another tall and cylindrical glass. Ask the child, "Which are of the two glasses now contain more water?"

Response of the child: The child was shown two similar glasses. Water was put in both till level was same. When the child said both had equals volume then the water of one was put in another tall and cylindrical glass and the child was asked which of the two had more water. The respondent told both had equal volume of water. The only difference was that the earlier glass was broad whereas the latter was narrow; so on the transfer, no change in volume took place.

Task 2: Conservation of mass: Show the child two equal balls of clay. Ask the child if both the balls same in size (mass). Flatten one ball of clay and again ask the child, "Which of the two has more mass of clay?"

Response of the child: The child was shown two equal balls of clay and after telling him that both were of same mass, one ball was flattened and asked which ball has more mass. The respondent said both were equal the only difference was that one was flattened where as the other one was round.

Task 3: Conservation of number: Make two sets of equal numbers of marvels. One set should be scattered while the other should be piled. Ask the child, “Which set has a more number of marvels?”.

Response of the child: The child was shown two sets of marvels. One set was scattered while the other was piled and the child was asked which set had more number of marvels. He said both were of the same number.

Task 4: Conservation of weight: Show the child two equal balls of clay. Tell the child that both the balls are of same weight. Now, roll one ball of clay into a cylindrical shape. Ask the child, “Which of the two has more weight?”.

Response of the child: The child was shown two equal balls of clay and after telling him that both were of same weight, one ball was rolled and asked the child which ball was heavier. The respondent said both were of equal weight the only difference was that one was rolled where as the other one was round.

Task 5: Seriation: Give the child 7 sticks of unequal sizes and ask her or him to arrange in order from biggest to smallest.

Response of the child: The child was given 7 sticks of unequal sizes and asked to arrange in order from biggest to smallest. The child arranged the sticks in order.

Task 6: Class inclusion: Show the child 5 ball pens and 4 ink pens. Ask the child, “Which are more pens or ball pens?”.

Response of the child:: The child was shown 5 ball pens and 4 ink pens and asked which were more, pens or ball pens. The child answered the pens were more as ball pens were also pens. One had ink while the other had refill.

Task 7: Animation: Ask the child following questions:

a) If we hit the table will it get hurt?

Response of the child: No

b) If I prick your doll with a needle will it cry?

Response of the child: Yes

c) If I prick your mother with needle will she cry?

Response of the child: Yes

d) Do the clouds move and walk like us?

Response of the child: Yes

Task 8: Ego Centrism: Place a doll at sitting position in the centre of the table. Place some objects/toys like pen, ball, toy car etc. behind the doll. Make the child to stand in front of doll. Ask the child following questions:

1. “What can you see?”

Response of the child: Doll, pen, car, ball (he named all the objects that were placed on table).

2. “What can the doll see?”

Response of the child: She can only see me.

3. “Can doll see all the objects that you are able to see?”

Response of the child: No

PROFORMA II: INFLUENCE OF MASS MEDIA, EDUCATION AND PEERS

Ask the respondents about her/his views on following:

a) Television

Response of the child: I like viewing television. I watched discovery channel, and movies on TV. My parents don't allow me to watch TV more than 2 hours. I don't like the serials and news channels. I also see cartoon network and pogo. I find them very entertaining.

Note: In this way you have to note down the respondent's view on given items.

ANALYSIS AND DISCUSSION:

The respondent was shown 2 similar glasses. Water was put in both till level was same. When the respondent said both had equals volume then the water of one was put in another tall and cylindrical glasses and the respondent was asked which of the two had more water. The respondent told both had equal volume of water. The only difference was that the earlier glass was broad which the latter was narrow, so on the transfer, no change in volume took place. The respondent here is able to reverse the process and understand that volume does not change with the change of containers. The respondent was shown too equal balls of clay and when she \said both were of same mass then one was flattened and asked which more was. The respondent said both were equal the only difference was that one was flattened which the other was round only. Here the respondent has the knowledge of conservation of mass as she says that there is no change except change in shape.....

Note: In this way who have to interpret the whole information you had noted down in two proformas.

REFLECTION:

The observer found that children in this stage understand their basic logical rules and are therefore able to reason logically and quantitatively. The achievement of the concrete operational stage is the ability to engage in mental operations that are flexible and fully reversible. Children in this stage move freely from one point of view to another, thus they are able to be reasonably objective in evaluating events. They are also the decentre that is to focus their attention on several attributes of an object or event simultaneously and to understand the relations between dimensions. There is horizontal ideology that is the tasks are spread over a time as the understanding of conservation of number takes place by 6 years, of conservation of weight by 9 years and of mass by 7 years. This is clearly seen as the respondent when asked which of the two glasses had more water. The respondent

acknowledges that the amount of liquid remains the same, that a change in one dimension says height can be compensated for a change in other direction is width. Similarly, children understand that the amount of clay in ball doesn't change when its shape changed. The child at middle childhood stage is able to arrange sticks in order. This shows the child's grasp of transitivity that is that there are fixed relations among the qualities of objects. A concrete operational child can reason simultaneously about parts and wholes they understand that class inclusion indicate the logical principle that there are hierarchical relations among categories.

The child can realize that more than one category or more than ne relationships at any chance of time. Although the child has advanced in reasoning, problem, solving and logic, their thinking is restricted to here and now of concrete operations. They cannot reasons about abstractions, hypothetical propositions, or imaginary events.

Note: *In the given illustration the Cognitive development of child at early childhood was concluded on the basis of information gathered from respondent. In this way, you have to conclude information on other domains.*



PRACTICAL 7 UNDERSTANDING ADOLESCENCE: A PERIOD OF TRANSITION FROM CHILDHOOD TO ADULTHOOD

Structure

7.1 Introduction

7.2 Part-1

7.2.1 Adolescence: A Period of Charm and Challenges

Physical Development

Cognitive Development

Social Development

Self-concept

Emotional Development

7.2.2 Case Study as a Method

7.3 Part-2

Activity 1: Understanding Adolescence: A Period of Transition from Childhood to Adulthood

7.4 Part-3

Illustration 1: Understanding Adolescence: A Period of Transition from Childhood to Adulthood

7.1 INTRODUCTION

Adolescence is termed as a period in the development of the human being when the growing individual begins to transform into an adult like physical form accompanied by improvement in the mental faculties. The developmental domains of the adolescent years are well discussed in Unit 15 “Families with Teenagers” of Block 4 of Course MCFT-001. It is a pre-requisite for this Practicum activity that you should have theoretical knowledge of the stage of adolescence. To understand this stage better, you are required to do a case study on an adolescent boy or girl.

Objectives:

After undertaking this Practicum activity, you will be able to:

- Understand parent adolescents relationship;
- Explain sibling and peer relationships of adolescents;
- Understand views of adolescents on a variety of aspects.

7.2 PART-1

7.2.1 Adolescence: A Period of Charm and Challenges

Adolescence has traditionally been considered a more difficult period in development than the preceding middle childhood years for both adolescents and their parents. Adolescence is described as a period of great storm and stress. At the same time adolescents have immense physical, mental and emotional potential. Nevertheless, adolescents experience a lot of changes that include physical, sexual, psychological and cognitive changes as well as a change in social needs. They experience a rapid rate of biological maturation. They are struggling to achieve identity of their own seeking answers to questions like “Who am I?” “What will I do/become in future?”

Adolescence is considered as a physiological and psychosocial period during which most young persons adjust to radical changes in their bodies. It is a difficult stage of life. On the one hand there is struggle towards maturity and at the same time it is a period of hopes, new experiences and expanded opportunities for growth.

Various areas of development during adolescence are discussed below.

● Physical Development

One universal aspect of adolescence is physical growth and maturation. It is separated from earlier stages of development due to the physiological changes of puberty that marks its beginning. The term puberty refers to the first phase of adolescence when sexual maturation becomes evident. It begins with hormonal increase and their manifestations. Sexual maturation is accompanied by a growth spurt.

The term ‘growth spurt’ refers to the accelerated growth in height and weight that occurs with puberty. This increase in growth varies widely in intensity, duration and age of onset from one child to another. Changes in height and weight are accompanied by changes in body proportions in both boys and girls.

For the adolescent girl, menstruation is a symbol of sexual maturity and womanhood. Because young women’s reaction to menstruation may generalise broadly, it is vital that their initial experience with it be as good as possible. A majority of girls view menstruation as either negative or neutral. This attitude may be due to physical discomfort and hormonal influences on mood but it appears to be largely due to negative social attitudes. Just as the onset of menstruation may be traumatic adolescent girls, uncontrolled erection and initial ejaculation may surprise and worry young boys.

● Cognitive Development

Continuing cognitive development, including the advent of the stage of formal operations, allows adolescents to think more abstractly to formulate and test hypotheses and consider what might be rather than what merely is. These abilities often lead adolescents to criticise parental and social values. Egocentric young people at this stage may conclude that others are preoccupied with their appearance and behaviour as they themselves are! Adolescents’ cognitive development also plays an important role in personality development and in formation of a clear

sense of identity. Because of the ability of formal operations, they develop certain skills like formulating hypotheses, deductive reasoning, integrative ability and abstract reasoning/logic. The main development is that possibility dominates reality.

- **Social Development**

Social development during adolescence includes the following aspects.

- 1. Relationship with Parents and Siblings**

Becoming independent of one's family is a basic task of adolescence in the Western view. In the Indian context, however, adolescents do not experience the need for independence in the same way as it is seen in Western societies. Interdependence with family is an important value. Yet, questioning and arguing with parents or any other authority may be quite common.

In India, parents give more freedom and space to boys than girls. Girls are more confined to home than boys. This conflict among the parental preferences of different roles and responsibilities for boys and girls at times leads to friction among sibling relationships. The special bond shared by siblings makes them realise by the end of teen years that they can trust, rely and share the most important family and personal problems with each other.

- 2. Relationship with Peers**

Peers play a vital role in the psychosocial development of most adolescents as their ties with parents become weaker. Peers provide an opportunity to learn social skills, to control behaviour and to share similar problems and feelings. Being accepted by peers generally and having one or two close friends is important. Friends are likely to be of the same age and sex as well as from similar backgrounds. Sharing similar values and jokes with friends is common among adolescents. Contrary to popular opinion, peers are more likely to reinforce parental values than to oppose them, although there are likely to be generational differences in tastes, fads and customs.

Many factors affect the likelihood of an adolescent's acceptance by peers including intelligence, physical appearance, skills, social status and special talents. Generally adolescents prefer peers who are cheerful, tolerant, good natured and enthusiastic individuals who contribute to others by making them feel accepted and involved. Poor peer relationships during childhood and adolescence are predictive of adult emotional disorders, delinquency, disturbances in social adjustment and other forms of maladaptive behaviours.

- **Self-concept**

A central task of the adolescent is to form a stable sense of identity of which gender identity is one of the major components in addition to vocational identity. According to Erik Erikson's theory, individuals with a strong ego identity see themselves as distinct and separate individuals and with integrity of needs, motives and behaviour. Their self-perceptions are reciprocated in the sense that others perceive them as they perceive themselves. Mature identities are often formed after a period of searching and uncertainty.

Gender identity is one major component of identity formation. Different individuals may define different characteristics as part of their gender identity. Androgyny is a combination of culturally defined masculine and feminine traits. Vocational identity is central for many adults and young people. Adolescents who work during adolescence appear slightly better prepared for adult employment.

● **Emotional Development**

Although most adolescents are basically optimistic about their future, a minority of them feel alienated from their society. They feel little involvement with people or with social institutions often viewing them all with distaste. Some appear to lack the capacity for intimacy and deep interpersonal relationship.

Both social conditions such as poverty and individual experiences contribute to an adolescent's tendency to become delinquent. Delinquency is especially high in deteriorated urban neighbourhoods and areas with little community solidarity. The personality characteristics that distinguish delinquency include impulsivity. Adolescents who are delinquents are rated as dishonest, troublesome and unpopular.

Although most adolescents do not go through a period of severe "storm and stress", some experience significant psychological problems including acute anxiety, psychosomatic disorders, depression and sometimes suicide. Suicide may also be precipitated by an immediate unhappy event but it is usually rooted in long-standing difficulties in coping that leads to feelings of helplessness.

Eating disorders sometimes occur during adolescence. The essence of adolescence is to develop a coherent sense of personal identity and positive self-esteem, to become autonomous and socially responsible, to enjoy working and to be capable of making mature decisions as adults.

7.2.2 Case Study as a Method

Case study is an approach which studies a social unit or setting intensively. The examples of a social unit or others can be an individual, a family, a situation or community or even an entire culture. Case studies attempt to study the holistic character of the unit. This approach involves collecting indepth information pertaining to the unit under study.

The case study approach can use a variety of data collection methods such as observations, interviews, questionnaires and content analysis of existing records. Often it may use more than one method of collecting data.

Following are the advantages of case study method:

1. A great deal of information can be obtained about the unit being studied.
2. This design is well-suited to exploratory research.
3. The case study can be conducted in practically any kind of social setting.

Following are the limitations of case study method:

1. It may require months, years or a lifetime to complete a study.
2. It is difficult to derive general conclusions from the findings of case studies.
3. This approach relies heavily on the integrated ability of the investigation to use the information obtained, to present the unified interpretation of the unit being studied.

7.3 PART-2

7.3.1 Activity1: Understanding Adolescence: A Period of Transition from Childhood to Adulthood

AIM:

To study the case profile of adolescents between 13 and 18 years of age.

OBJECTIVES:

After undertaking this Practicum activity you will be able to:

- Understand parent-adolescent relationship;
- Explain sibling and peer relationships of adolescents; and
- Understand views of adolescents on a variety of aspects.

METHOD:

Material required:

Pen/Pencil, note pad/paper, Interview schedule, tape recorder.

Procedure:

You have to identify one adolescent boy and one adolescent girl in the age group of 13-18 years to conduct this practicum activity. Approach the adolescent and her or his family members. Explain to them the purpose of this practicum activity and seek their consent. Fix a date and time to conduct the practicum activity. For this practicum activity, you may require to visit 3–4 times to collect all information regarding the adolescents. While conducting the interview, please recollect the important points that we have discussed in previous practicals. Later, you have to compare the picture that emerged about the adolescent boy and girl.

Tools for Data Collection:

You may use the following interview schedules to regarding to obtain information adolescent boy and girl and to understand the stage of adolescence. If required, you may modify the schedules.

I General Information about the Adolescent

1. Name: _____
2. Age: _____
3. Gender: _____
4. Class: _____
5. School: _____
6. Height: _____
7. Weight: _____
8. Work status: _____

Family Details

1. Mother's Education and Occupation: _____
2. Father's name Education and Occupation: _____
3. No. of siblings: _____
4. Age and gender of siblings: _____
5. Type of family : Joint/Nuclear/Extended _____

II Interview Schedule Regarding Physical Development of the Adolescent

1. Do you find any physical changes in your body during the
 - a) Last one year
 - b) Last 2-3 years
 - c) If more than 3 years, specify
 - d) No change at all
2. Has there been any change in your behaviour accompanying changes in your body?
 - a) If yes, how
 - b) No
3. How do you make yourself look more attractive?
 - a) By wearing stylish clothes
 - b) Wearing make up
 - c) Keeping the body fit by exercising
 - d) Going on a diet
4. How much time per day do you spend in enhancing your physical appearance?
 - a) Not at all
 - b) One hour
 - c) 2-3 hours
 - d) If more, specify
5. What kind of games do you like to play?
 - a) Indoor (specify)
 - b) Outdoor (specify)
6. Have the changes in your appearance affected your interaction with the opposite sex?
 - a) If yes (specify)
 - b) If no (specify)

7. Is your appearance affecting the way in which your friends approve of you?
 - a) If yes (specify)
 - b) If no (specify)
8. When did your menstrual cycle begin? (for Girls)
When did you experience your first ejaculation (for boys)?
 - a) Before 12 years
 - b) 12-13 years
 - c) After 14 years
 - d) Not yet experienced
9. Did you know about this before?
 - a) No
 - b) Yes
10. From where did you get to know about this?
 - a) Parents
 - b) Friends
 - c) Media
 - d) Books
 - e) School teacher
 - f) If any other, specify
11. How did you react when you started menstruating/ejections?
 - a) Shy and embarrassed
 - b) Nervous and confused
 - c) Amazed
 - d) Sense of pride
 - e) Any other, specify
12. Did you experience any hormonal change after the age of 12 years, such as:
 - a) Appearance of body and facial hair
 - b) Changes in shape of the body
 - c) Appearance of secondary sexual features
13. Do you suffer from any kind of mental stress after or during the menstrual periods? (for girls)
 - a) If yes, specify what
 - b) No

14. What is the impact of the changes in your physical appearance on people other than your peers?
 - a) Have the same attitude as before
 - b) Treat me as equal now
 - c) Any other, specify
15. Do you feel that physical maturity is in any way related to your social and mental maturity?

III Cognitive Development of the Adolescent

1. The first two statements are true.

Judge the truth of the conclusion.

Statement 1 Birds can fly

Statement 2 Ostrich is a bird

Conclusion: Ostrich can fly

Judgement:

2. The number of eggs doubles after every minute. The basket is full in an hour. When was the basket half full?

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

3. A car was found smashed against a tree near a highway. What were the possible causes of this accident?

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

4. Ajay is taller than Vinay and Ramesh is taller than Ajay. Now the tallest becomes shortest. Will Ajay be still taller than Vinay?

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

5. You are asked to buy flowers from the market. The flowers available are roses, gladio and daisies. How many different combinations of flowers can you buy?

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

IV Interview Schedule to Understand Parent – Child Relationship

1. What type of family set-up do you have?
.....
.....
.....
2. Are both your parents working? If yes, what are their work timings?
.....
.....
.....
3. How much time do you spend with your parents? Do you sit together to have your meals? Do you go out with parents?
.....
.....
.....
4. Do you discuss with your parents about various issues? What topics do you talk about together?
.....
.....
.....
5. Do you discuss your problems or secrets with your parents?
.....
.....
.....
6. Do you go out with your parents? Who do you prefer to accompany you on outings–your parents or friends? When and why?
.....
.....
.....
7. Do you consult your parents when taking decisions about which sport to play, choosing in school, subjects?
.....
.....
.....

8. Do you participate when household decisions have to be made?

Yes / No

9. What will your parent's reactions be if you fail in achieving your goals in studies, sports or any other competitions?

.....

.....

.....

10. Do your parents interact with your age mates and friends?

Yes / No

11. Do you feel that your parents sometimes give preference to your brother and/or sister? If Yes, how do you handle this situation?

.....

.....

.....

12. Are you happy and satisfied with the relationship that you share with your parents?

Yes / No

13. Do you feel that your parents play an important role in your life?

Yes / No

14. Do you have the same value system as your parents?

Yes / No

Give reasons and examples to support your answer.

.....

.....

15. Who in your opinion can be considered as "ideal parents"? Do you feel your parents can be called ideal parents?

.....

.....

.....

V Interview Schedule to Understand Adolescent-Sibling Relationship

1) How many brothers and sisters do you have? How old are they?

.....

.....

.....

2) Do you attend the same school or college as your sibling?

.....

.....

.....

3) If yes, do you remain in touch with your sibling during school/college hours?

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

4) How much time do you spend with your sibling together doing certain tasks or for entertainment? What tasks do you do together?

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

5) Do you share your books or clothes or stationary with your siblings?

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

6) Do you have discussions with your siblings? What are the areas of common interest that you discuss and share with your siblings?

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

7) Who do you prefer to go out with, your friends or siblings?

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

8) Does your older or younger brother/sister help you in your studies?

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

9) Do you fight with your siblings? What are the areas of differences?

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

10) Is there anything in your siblings that you would like to improve/change?

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

11) What kind of relationship do you share with your siblings?

.....

.....

.....

12) What are the areas of common interest among both of you?

.....

.....

.....

13) On what issues do you have conflicting ideas?

.....

.....

.....

14) Who takes the initiative in resolving the issues?

.....

.....

.....

15) Do you share your belongings with your sibling? Yes / No

16) Do you have any common friends? Yes / No

17) Do you find any differences in the behaviour of your parents towards you and your sibling? Yes / No

18) Do you share your thoughts and personal experiences with your siblings? Yes / No

19) Do you help one another when the need arises? Yes / No

20) Whose opinion is given importance in the house in daily living?

.....

.....

.....

VI Interview Schedule regarding School and Peer Relations

1. How much time do you spend with your friends?

.....

.....

.....

2. Do you do your school or college work together?

Yes / No

3. What do you generally do when you are alone?
.....
.....
.....
4. Is physical appearance important? How does physical appearance
affect the choice of friends? Yes / No
5. What qualities do you look for in a good friend?
.....
.....
.....
6. Will you support your friend even if you disagree with his or her opinion?
.....
.....
.....
7. Do you have differences with your friends? What are the issues in which you
differ and would you support your friends opinion when and if you disagree?
.....
.....
.....
8. What are the issues that you discuss with your friends?
.....
.....
.....
9. With whom do you prefer to go out ? Discuss when and why.
Parents
Siblings
Friends
Any other, specify
10. On which issues do you think friends opinion is more valuable than your
parents? Give two examples.
.....
.....
.....
.....
.....

- | | |
|--|----------|
| 11. Do your parents know your friends? | Yes / No |
| 12. Do you go out and stay at your friend's place? | Yes / No |
| 13. Are you happy and satisfied with your friends? | Yes / No |

VII. Self-concept of Adolescent

A. Write 10 Sentences Beginning with "I Am"

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____

B. Write a paragraph about yourself.

.....

.....

.....

.....

.....

FINDINGS:

In this Section, you need to state the information acquired through interview with each of the two respondents, individually. You may use the above format for the purpose.

Don't forget to enclose the written record of each interview as it look place. Thereafter, write out the relevant information on the basis of the interview. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interivew).

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

7.4 Part – 3

7.4.1 Illustration 1: Understanding Adolescence: A Period of Transition From Child To Adult

AIM:

To study the case profile of adolescents between 13 and 18 years of age.

OBJECTIVES:

After undertaking this Practicum activity you will be able to:

- Understand parent-adolescent relationship;
- Explain sibling and peer relationships of adolescents; and
- Understand views of adolescents on a variety of aspects.

METHODS :

Materials required:

Pen/Pencil, note pad/paper, Interview schedules, tape recorder.

PROCEDURE:

I have selected Helen Joshi who is 15 years old as a respondent for this practicum activity. She lives in a nuclear family with her parents and younger brother. I approached her and met her parents. I explained the purpose of this practicum activity to her and her parents. I sought their consent to interview. After asking some questions related to the programme study, they gave their consent to conduct the practicum activity. We decided 10th July 2010 at 10.30 a.m. as it was second Saturday and holiday for parents and child. I reached there on time. After a brief discussion, I started asking questions from the given interview schedules. It took four and half hours in all to complete all the schedules. I visited them twice to interview the adolescent. I also noted the additional information in note pad which would help in writing the report.

FINDINGS:

The responses of respondent have been marked with a (*) and have been written in italics.

I . Interview Schedule : General Information about the respondent

1. Name	:	Helen Joshi
2. Age	:	15 years
3. Gender	:	Female
4. Class	:	10 th
5. School	:	Govt. Girls School
6. Height	:	5 Ft
7. Weight	:	43 Kgs
8. Work status	:	Student

Family details

1. Mother Education and Occupation : B.A., B.Ed.; Teacher
2. Father's Education and Occupation: Sh. Baldev Joshi, M.Sc.; Service
3. No. of siblings : One
4. Age and gender of sibling : 11 years; male
5. Type of family : Nuclear

II Interview Schedule Regarding Education and Occupation Physical Development of the Adolescent

1. Do you find any physical changes in your body during the
 - a) last one year
 - b) *last 2-3 years* *
 - c) if more than 3 years, specify
 - d) no change at all
2. Has there been any change in your behaviour accompanying changes in your body?
 - a) if yes, how
 - b) *no* *
3. How do you make yourself look more attractive?
 - a) by wearing stylish clothes
 - b) wearing make up
 - c) *keeping the body fit by exercising* *
 - d) going on a diet
4. How much time per day do you spend in enhancing your physical appearance?
 - a) not at all
 - b) *one hour* *
 - c) 2-3 hours
 - d) if more, specify
5. What kind of games do you like to play?
 - a) Indoor (specify)
 - b) *Outdoor (specify)* * instead I like to go shopping
6. Have the changes in your appearance affected your interaction with the opposite sex?
 - a) *If yes (specify) * I feel shy*
 - b) If no (specify)
7. Is your appearance affecting the way in which your friends approve of you?
 - a) If yes (specify)
 - b) If no (specify) * *we are interested in each other's character and not merely their appearance.*

8. When did your menstrual cycle begin?
 - a) before 12 years
 - b) *12-13 years* *
 - c) after 13 years
9. Did you know about this before hand?
 - a) *No* *
 - b) yes
10. From where did you get to know about this?
 - a) Parents
 - b) Friends
 - c) Media
 - d) Books
 - e) *School teacher* *
 - f) if any other (specify)
11. How did you react when you started menstruating?
 - a) Shy and embarrassed
 - a) *Nervous and confused* *
 - b) Amazed
 - c) Sense of pride
 - d) Any other (specify)
12. What are the changes in your physical activity during the time of your periods?
 - a) *I slow down* *
 - b) Physical activity increases
 - c) It remains the same
13. Did you experience any hormonal changes after the age of 12 years such as:
 - a) Appearance of body and facial hair
 - b) *Changes in shape of the body* *
 - c) Appearance of secondary sexual features
14. Do you suffer from any kind of mental stress during or after the menstrual cycle?
 - a) If yes specify
 - b) *No* *

15. What is the impact of the changes in your physical appearance on other people other than your peers?
 - a) Have the same attitude as before
 - b) *Treat me as equal now **
 - c) Any other, specify
16. Do you feel that physical maturity is in any way related to your social and mental maturity?

As we grow all our faculties improve and we do grow physically as well as mentally and socially.

III. Interview Schedule: Cognitive Development of the Adolescent

1. The first two statements are true. Judge the truth of the conclusion
Statement 1 Birds can fly
Statement 2 Ostrich is a bird
Conclusion: Ostrich can fly
The conclusion is not correct. There are exceptions to a rule.
2. The number of eggs doubles after every minute. The basket is full in an hour. When was the basket half full?
** 59th minute*
3. A car was found smashed against a tree near a highway. What are the possible causes of this accident?
** Brake failure, driver hit from behind, drunken driving, wanted to commit suicide*
4. Ajay is taller than Vinay and Ramesh is taller than Ajay. Now the tallest becomes shortest. Will Ajay be still taller than Vinay?
** No*
5. You are asked to buy flowers from the market. The flowers available are roses, Gladioli and Daisies. How many different combinations of flowers can you buy?
** roses, daisies, gladioli*
** Gladioli, daisies*
** Gladioli roses*
** roses, daisies*
** roses, gladioli*

IV. Interview Schedule to Understand Parent – Child Relationship

1. What type of family set-up do you have?
** Nuclear*

2. Are both your parents working? If yes, what are their work timings?
* Yes *Mother – 7 AM to 1 PM*
 Father – 9 AM to 6 PM
3. How much time do you spend with your parents? Do you sit together to have your meals?
* *3-4 hours, Yes*
4. Do you discuss with your parents about issues? What topics do you talk about together?
**Yes , studies, politics, household decisions.*
5. Do you discuss your problems or secrets with your parents?
**Depends on the problem.*
6. Do you go out with your parents? Who do you prefer to accompany you on outings—your parents or friends?
**Yes. Depends on where I have to go.*
7. Do you consult your parents when taking decisions about clothes, which sport to play, choosing in school, subjects?
**Yes.*
8. Do you participate when household decisions have to be made?
* *Yes.*
9. What are your parents' reactions if you fail in achieving your goals in studies, sports or any other competitions?
**They will tell me not to lose hope and try again.*
10. Do your parents interact with your age mates and friends?
**Yes.*
11. Do you feel that your parents sometimes give preference to your brother? How do you handle this situation?
* *No.*
12. Are you happy and satisfied with the relationship that you share with your parents?
**Yes.*
13. Do you feel that your parents play an important role in your life?
**Yes.*
14. Do you have the same value system as your parents?
**Yes.*
15. Who in your opinion can be considered as ideal parents? Do you feel your parents can be called ideal parents?
* *I have ideal parents as they love me and care for me. They also guide me.*

V Interview Schedule to understand Adolescent-Sibling Relationship

1. How many brothers or sisters do you have? How old are they?
** One, younger brother; 13 years*
2. Do you attend the same school or college as your sibling?
**Yes.*
3. If yes, do you remain in touch with your sibling during school or college hours?
**Yes.*
4. How much time do you spend with your sibling together doing certain tasks or for entertainment? What tasks do you do together?
**6-7 hours. Watch Television, do homework, play, eat etc.*
5. Do you share your books or clothes or stationary with your siblings?
**Yes, books and shirts.*
6. Do you have discussions with your siblings? What are the areas of common interest that you discuss and share with your siblings?
**Yes, School, teachers, friends, parents, sports etc.*
7. Whom do you prefer to go out with, your friends or siblings?
**Depends where I have to go.*
8. Does your brother help you in your studies?
**Yes.*
9. Do you fight with your siblings? What areas of differences do you have?
**Yes. What food to eat, which TV programme to watch etc.*
10. Is there any thing in your siblings that you would like to improve or change?
**No.*
11. What kind of relationship do you share with your sibling?
**Warm; sometimes arqumertative.*
12. What are the areas of common interest among both of you?
**Books, TV and outings.*
13. On what issues do you have conflicting ideas?
**Books and TV.*
14. Who takes the initiative in resolving the issues?
**No one.*
15. Do you share your belongings with your sibling?
**Yes.*

16. Do you have any common friends?
*No.
17. What are the things that you share and how much?
*Books and TV. To some extent.
18. Do you find any differences in the behaviour of your parents towards you and your sibling?
*No.
19. Do you share your thoughts and personal experiences with your siblings?
*Depends on type of thoughts and experiences.
20. Do you help one another when the need arises?
* Yes.
21. Whose opinion is given importance in the house in daily living?
* Weightage is given to the opinion and not to the person.

VI Interview Schedule Regarding School and Peer Relations

1. How much time do you spend with your friends?
* 3-4 hours.
2. Do you do your school or college work together?
*No.
3. What do you generally do when you are alone?
* Finish my home work.
4. Is physical appearance important in the choice of friends?
*No.
5. What qualities do you look for in a good friend?
*Her nature and behaviour.
6. Will you support your friend even if you disagree with his or her opinion?
*No.
7. Do you have differences with your friends? What are the issues in which you differ and would you support your friends opinion when and if you disagree?
*Yes, sharing note books.
8. What are the issues that you discuss with your friends?
*Movies, school studies etc.
9. With whom do you prefer to go out-with parents or siblings or friends?
* Depends on place that is to be visited.

10. On what issues do you think friends, opinion is more valuable than your parents?

The opinions of both are valuable for me.

11. Do your parents know your friends? Do you go out and stay at your friend's place?

**Yes. No.*

12. Are you happy and satisfied with your company of friends?

**They are okay.*

VII Self-concept of Adolescent

A. Write 10 Sentences Beginning with "I Am"

1. I am *15 years old*.
2. I am *confident of myself*.
3. I am *helpful even to my enemies*.
4. I am *caring towards animals and plants*.
5. I am *hardworking*.
6. I am *looking for a bright future*.
7. I am *very close to my family*.
8. I am *very dependent on my family for making decisions*.
9. I am *very pessimistic*.
10. I am *impulsive*.

B. Write a Paragraph about yourself

I am an ambitious career oriented girl. I don't like gender roles like cooking etc. I am sincere and hardworking. If I don't achieve what I want I would always regret it. Though after trying again and again, I would take up something else. I am very much God fearing and always listen to my conscience and do what I feel is right and not what others feel about it. I don't take major decisions for I want to lay the burden of decision making and outcome results on other persons (my family). I am a pessimist.

ANALYSIS AND DISCUSSION:

Physical development

The respondent was of height 5 feet and weighs 43 kilograms. She had long hair up to shoulder length and exercises regularly to keep her body fit. The respondent was unaware about the menstrual cycle and got informed about it through school. She had reached puberty and her activity level slowed down during the menstrual cycle. According to her physical growth did accompany mental and social abilities during the adolescent stage.

Social development

The respondent lives in a nuclear family with working parents. She has strong ties with her parents and spends a lot of time with them. She also takes them into confidence when dealing with her day to day problems. According to her she has ideal parents who look after her and care for her and also guide her through life.

The respondent has a younger brother with whom she share books, clothes, and other utility items. They shared a healthy emotional relationship.

The respondent has friends with whom also she shares a positive relationship. Their healthy relationship is reflected in the manner they share and discuss issues with each other. The respondent did not seem to be emotionally dependent on her friends but towards her family.

Cognitive development

The respondent seems to have achieved formal operations thought process as she was able to perform the tasks given to her with ease. She was able to perform the task on combinations with ease and also was able to think about the various factors or possibilities that led to the accident, which a child in concrete operations cannot.

CONCLUSIONS:

The respondent was physically a well-built and attractive looking female. She had entered the phase of puberty and experiences a regular menstrual cycle. She felt that she was physically and psychologically old enough to take on the life challenges and looks for support, advice and help from her family. She believed in doing sincere and hard work to achieve her goals. She shared a healthy emotional relationship with her parents and younger sibling. With her friends there exist differences of opinion which she was unwilling to compromise with and she believed in a separate identity for herself than them. She did not believe in agreeing to their actions and beliefs due to peer pressure and stress to gain peer acceptance. The respondent actively sought her family's approval and involved them in most of her actions and decisions. The respondent shared a healthy relationship with her younger brother by sharing and helping him in daily life. In conclusion, it can be said that the respondent is a well-adjusted individual with high self-confidence and self-concept who does not believe in pursuing the traditional Indian female role in the family and will strive to bring about this change in her own decisions and actions.

P.S. : This is a brief description; you have to write case study of about 1000-1500 words.

Note: You need to be analytical and insightful in the sections on (Analysis & Discusion', 'Conclusion' and 'Reflections'.

Give a detailed account with respect to the secon edolesent as well. Do comparctive analysis of the two to conclude the practicum.

PRACTICAL 8 UNDERSTANDING ADULTHOOD: ACHIEVING MATURITY

Structure

8.1 Introduction

8.2 Part-1

8.2.1 Young Adulthood

Developmental Tasks of Young Adults

Issues during Young Adulthood

Parenting in Middle Years

8.2.2 Middle Adulthood

Developmental Tasks of Middle Adulthood

Issues in Middle Adulthood

Parenting in Middle Years

8.3 Part-2

Activity 1: Understanding Young Adulthood

Activity 2: Understanding Middle Adulthood

8.4 Part-3

Illustration 1: Understanding Young Adulthood

Illustration 2: Understanding Middle Adulthood

8.1 INTRODUCTION

In the previous practical exercises you had conducted activities to understand the various stages of the life cycle. In this Practical, we will try to understand the adulthood stage of human life span. The adulthood stage is divided into two sub-stages these are young adulthood and middle adulthood. In the first activity. We will examine the issues and challenges the young adults face in this stage. We will try to understand the changes that the individuals go through when they step into important phases of their life like career and marriage. The individual moves from one stage to another and the transition leads to changes and adjustments. We will also try to discover the changes and adjustments that an individual has to face during young adulthood.

We will also examine the period of middle adulthood. For convenience the life span is divided into different stages. Usually the years between 45- 60 are considered as middle age. Generally, when people reach middle age, they are in what could be called 'post parental' families. As children reach adulthood, they begin leaving home and make their own living arrangement. This phase of family life cycle is often described as the 'launching stage'. The effect of launching children may involve some degree of upset and conflict but it depends on several cultural factors. Very often, a midlife family is described as an

grown up children would have become independent and left families are small and nuclear, the probability of the nest emptying is greater. Empty nest till late was popular only in the Western countries, but with migration, individualization and establishment of more nuclear units empty nest phenomenon is occurring in India too. In India where large families were more common earlier, many middle aged parents would find a 'large full nest' rather than an empty one. If there are more children, while the eldest has reached young adulthood, the youngest may still be of school age. However, now with families becoming nuclear and smaller, Indian midlife families are increasingly facing the phenomenon of empty nest. All these concepts and other issues are given in details in Units 16 and 17 of Course MCFT-001. In this practicum activity, we will try to understand these issues. We will discuss the felt expectations and limitations of this stage by the respondents at this stage of their life span. We will also discuss the job satisfaction levels in working middle adults.

Objectives

After undertaking this Practicum activity, you will be able to:

- Explain the developmental tasks in adulthood;
- Understand the challenges faced by adults;
- Explain the felt expectations and limitations of middle adulthood; and
- Assess job satisfaction in working middle aged adults.

8.2 PART-I

8.2.1 Young Adulthood

Developmental Tasks of Young Adults

Please read Unit 16 to get familiarised with developmental tasks of young adults.

Briefly developmental tasks of young adults are as follows:

- 1) To establish one's autonomy as an individual,
- 2) To plan a direction for one's life,
- 3) To get an appropriate education, training or skill,
- 4) To experience love and sexual feelings,
- 5) To be involved in love relationships,
- 6) To select a marriage partner and get married,
- 7) To manage additional responsibilities as a spouse and parent.

Issues during Young Adulthood

Young adults today face tremendous pressure to prove themselves in their chosen careers. There are familial expectations from young men to become independent earning members across classes. Such expectations may not be faced by young women across all classes but they have other stereotypical

roles and responsibilities for which they are trained and prepared such as home management and care of family members. However, today girls desire to seek jobs and become financially independent. Young women in India have dual responsibilities of managing home and their jobs. The conventional role of the women as care takers and home makers is embedded in the psyche and this means women are expected to be equipped with multi-tasking skills to manage home and work.

Young adults also learn to love and express their love. Love is considered a requisite for close friendship, lasting intimacy and marriage. But love feelings are difficult to evaluate during the young adult years because they tend to be confused and entangled with maturing sex drives. In a culture where free interaction between the members of the opposite sex is restricted, it may lead to suppression of feelings of expressing love. In contemporary society young people from upper social classes have opportunities for gaining social experience as well as for dating. Across all social classes, however, most young adults tend to experience some form of intimate interactions. Marriage decisions in India are usually taken by the family and this may become a contesting issue between the parents and their children.

Families with Young Adults

Families with young adults encounter new possibilities, new problems and new ways to accomplish the developmental tasks of young adult. The family supports and encourages the individual to become independent and autonomous in one's own right. Parents in mid-adult phase may have to break the patterns and habits of two decades, as they let their children venture into the world and establish themselves. The processes of launching start during the earlier life cycle stages of the family, as children prepare for the decisions that will shape their future. The families which are in launching stage are marked by the simultaneous *release of the family's children* and the *addition of new members* by marriage.

6.2.2 Middle Adulthood

Developmental Tasks of Middle Adulthood

The developmental tasks in middle adulthood, include changes in the ways of communication, self-esteem of person, sexual needs during that stage, conflict resolution and problem solving skills. Adults at middle age have to go through the following tasks:

1. The balance in separateness and togetherness between the couples in middle adulthood.
2. Arrangement of physical facilities and resources according to the needs of family life cycle stage.
3. Planning to meet the financial need of family as launching centre.
4. Redefining and realigning relationships with siblings and other family members of their own generation.
5. Cultivating and maintaining a social support network.
6. Maintaining open systems of communication between the family members.

7. Widening the family circle through release of young adult children and recruitment of young members by marriage.

Family developmental tasks are critical as the family may shift from a household with children to husband-wife pair and at times even face events such as divorce. The major family goal is reorganizing of the family into a continuing unit while releasing matured and maturing young persons into lives of their own. In spite of acknowledging the stage when children may leave home, parents may not be able to adjust to an empty home. Thus we need to focus on the contracting nature of families today as young adults leave home leading the family to shrink in size.

Issues in Middle Adulthood

Middle adulthood is often considered as a major turning point in life. People become aware of their personal ageing and mortality by this time. Suddenly one becomes aware of changes in the body and finiteness of time. We have discussed the old middle adulthood and its issues in Units 16 and 17 of Course MCFT-001. Let us review the major issues in middle adulthood:

- 1 **Menopause:** A significant physiological change that takes place in women in middle age is menopause when the reproductive function comes to an end.
- 2 **Empty nest syndrome:** You are well aware of empty nest syndrome as we have discussed this in Unit 17 in detail. Empty nest syndrome affects the women most, the underlying belief being that women are so wrapped in their mothering roles, that when children move out of house as adults, women will suffer a crisis. It is true, however, that living alone without family support is stressful for both men and women.
- 3 **Sandwich generation:** Adults at middle age are called the 'sandwich generation'. It is seen in the families where three generations are living together. The middle generation in the mid-40s are ones who are caught between the demands of children and older people.
- 4 **Marriage and sexuality:** It is seen that marital satisfaction hits the bottom during middle adulthood because the individuals experience maximum work and parental responsibilities.
- 5 **Relationship with ageing parents:** Due to the dramatic increase in life expectancy, many middle aged adults end up providing care to older parents.

Parenting in Middle Years

Parenting young children can be a challenging task of middle adulthood. One of the major concerns of parents in middle years is to live up to the social expectations of successfully launching their children. Let us now discuss family as a launching centre.

Family as a launching centre

The family with adults at middle adulthood is said to be at the launching stage; it is the period when children begin to leave home. Some may go for higher education to college or universities or even for jobs, whereas others may get married.

Challenges and emerging issues concerning launching of children

The process of launching starts during the earlier life cycle stages of the family, as the parents of the young person prepare for decisions that will shape his/her future. Educational plans are formed or it occurs by default in the school and high school years; however, the platform to launch children in colleges or universities can be a challenging task for parents. The parents could be under pressure at the launching stage as they are being evaluated on how successful they are as parents through their children. You have read about this in detail in the Block 4 of MCFT-001.

8.3 PART-2

8.3.1 Understanding Young Adulthood

AIM:

To understand young adulthood as a stage of human development.

OBJECTIVES

After undertaking this Practicum activity, you will be able to:

- Explain the developmental tasks in young adulthood; and
- Understand the challenges faced by young adults.

METHODS:

MATERIALS REQUIRED:

Pen/pencil, Note pad/paper, interview schedule, tape recorder.

Procedure:

For this practicum activity, you have to identify two persons, one male and one female, who should be between 20-25 years of age. Contact the selected person. Explain to her or him the purpose of the practicum activity and seek consent. Fix a date and time to conduct the practicum activity. For this practicum activity, you may require to visit 1-2 times to collect the entire information about the person at young adulthood; you need to establish rapport before obtaining the required information. While conducting the interview schedule, please keep the important points that we have discussed in previous practicals in mind.

TOOL FOR DATA COLLECTION:

Ask the questions given in the following interview schedule to collect the relevant information regarding this practicum activity. Modify the interview schedule as per requirement and record the same.

(I) General Information

1. Name of the respondent : _____
2. Age : _____
3. Sex : Male / Female
4. Education : _____

5. Occupation : _____
6. Marital status : _____
7. Family type : Nuclear/Joint/Extended

(II) Specific Information

A. Interview Schedule related to Career planning

1. What are your plans after you complete your graduation/education?
.....
.....
2. Do you plan on a career once you finish your studies? If yes, why? If no, why?
.....
.....
3. What would primarily influence your choice of a career (if more than one, specify).
4. Have you opted for career counselling?
a) Yes b) No
5. Has your college/ institute helped you in guiding towards your choice of career?
a) Yes, b) No
If yes, how.
.....
.....
6. How did you obtain the information about your choice of career?
.....
.....
7. What is the career you have decided on?
.....
.....
8. Do you think you have enough information about the field which you have selected?
.....
.....
9. How are you working towards your career?
.....
.....

10. To get into the course you have selected, would you?
 - a) Rely on merit
 - b) Use contacts
 - c) Be willing to give donations
11. If on the first attempt you are not successful in getting into the course/ occupation that you desire, what would you do?
.....
.....
12. What do you think is important for a successful career? Rate the choices from 1 to 4 in order of priority:
 - a) Appropriate education
 - b) Hard work and dedication
 - c) Experience
 - d) Family support
13. Do you think marriage would alter your career plans in any way?
.....
.....
14. How important is your career to you?
.....
.....

B. Interview Schedule related to marriage:

1. What does marriage mean to you?
.....
.....
2. What do you expect a marriage to provide (number each choice from 'a' to 'd' according to the priority).
 - a) Financial security
 - b) Physical satisfaction
 - c) Emotional security
 - d) Social status
 - e) Any other
3. What do you think is the appropriate age for marriage for men and women? What is your opinion on inter-caste and inter-religion marriages?
.....
.....

4. What do you think should be the age difference between the persons getting married?

.....

.....

5. What kind of marriage would you opt for?

- a) Arranged
- b) Your own choice

6. What kind of family would you prefer to live in after marriage?

- a) Joint
- b) Nuclear

7. Do you think it is essential for the woman to adopt marriage symbols? Which symbols do you agree with? Why?

.....

.....

8. Suppose your spouse in the course of his/her career has been transferred while the only option for you is to give up your job in order to move with your spouse. Would you?

.....

.....

9. What are your views about women working outside home after marriage?

.....

.....

.....

10. If you and your spouse are not getting along satisfactorily, what would you do?

- a) Live separately.
- b) Get divorced.
- c) Carry on due to social pressure.
- d) Carry on for sake of children.

11. Under what circumstances would you consider remarriage?

.....

.....

12. Marriage is a life long commitment. Comment.

.....

.....

.....

.....

13. The concept of marriage has changed over the years. Comment.

.....

.....

.....

14. Do you approve homosexual relationships? Give reasons to support your answer.

.....

.....

FINDINGS:

Name of the child: Seeta

Age: 3 years

Time of Observation: 9.00 am.

Date: 25-05-10

Duration of time: 20 minutes

During free play, three year old Seeta came to the table where children were cutting and pasting pieces of coloured paper. She watched for a while, then picked up some scissors and a piece of paper and tried to cut it. She tried desperately to cut the paper by turning the paper in different angles. In spite of all efforts when she could not cut she yelled, "Teacher, these scissors won't work." The teacher found her a new pair of scissors and then walked away feeling her task was done. Seeta tried to cut the paper using both hands on the scissors. She then put the scissors in her right hand and whacked away at the paper. After a few minutes of unsuccessfully trying to cut her paper she dropped the scissors, frowned and in a whiny voice said, "I am done."

ANALYSIS AND DISCUSSION:

The child was using the scissors probably for the first time and did not know how to hold the scissors correctly which was one of the main reasons why the child could not cut. Secondly, the finer motor development of a three year old child has not progressed enough to allow the child to cut on paper using scissors. *You would write in detail here.*

CONCLUSIONS:

You would conclude in detail here

REFLECTIONS :

In the practicum activity, I observed the preschool stage of human life span. I tried my best to observe the development characteristics of the preschool child. It was a good experience and now I understand the limitations of this stage very well. *You would write your experience here.*

Note: *In this way you have to write about your observations with respect to the second individual (belonging to a different stage of the human life span) also in a different setting.*

Do remember to make to comparative study of the two sets of observations as well.

Interpretation:

In this section, you have to compile all the information and write down the inference that you draw from collected information. Try to explain the information under the sub-heading as it is obtained from respondents on different interview schedules. Analyse the information according to content you have read in Units –16 and 17 of Course MCFT – 001.

Conclusion:

In this section you have to conclude the whole practicum activity according to the two domains; it includes one paragraph (in about 250 words) about each domain. Also write few lines on your experience while performing this practicum activity and discuss whether you have met the aim of activity or not.

Submit the activity for evaluation

Counsellor's comment and signature

8.3 PART-2

8.3.1 Understanding Middle Adulthood

AIM:

To understand middle adulthood as a stage of human development.

OBJECTIVES

After undertaking this Practicum activity, you will be able to:

- Explain the felt expectations and limitations of middle adulthood; and
- Assess job satisfaction in working middle aged adults.

Material Required:

Pen/pencil, Note pad/paper, interview schedule and tape recorder.

Procedure:

For this practicum activity you have to identify one man and one woman, between 45-60 years of age. Contact the selected person. Explain to her or him the purpose of the practicum activity and seek consent. Fix a date and time to conduct practicum activity. For this practicum activity, you may

require to visit 1-2 times to collect the entire information about the person at middle adulthood, as they may not have enough time to provide all information in one visit. While conducting the interview, please keep in mind the important points that we have discussed in previous practicals.

TOOL FOR DATA COLLECTION:

Ask the questions given in the following interview schedule to collect the relevant information regarding this practicum activity.

(I) General Information

1. Name of the respondent : _____
2. Age : _____
3. Sex : Male / Female
4. Education : _____
5. Occupation : _____
6. Marital status : _____
7. Family type : Nuclear/Joint
8. Means of income at present : _____

(II) Specific information

A. Work Satisfaction

Seek the following information of the respondent is employed outside the house.

Express your views regarding the following:

1. Institution in which you are working:
.....
2. Are you satisfied with your present pay scale and other remunerations you get?
.....
3. Work profile:
.....
4. Job environment:
.....
.....
.....
5. Fellow workers:
.....
.....
.....

6. Promotion/work rewards:

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

7. Hours of work:

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

8. Dream Job:

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

B. Felt Expectations and Limitations of Middle Adulthood:

In this section you have to ask the of the respondent about from followings persons, including the limitations:

1. Parents:

Expectations:
.....
.....
Limitations:
.....
.....
.....

2. Spouse:

Expectations:
.....
.....
Limitations:
.....
.....
.....

3. Children:

Expectations:
.....
.....
Limitations:
.....

4. Friends:

Expectations:

Limitations:

5. Self:

Expectations:

Limitations:

6. Life:

Expectations:

Limitations:

FINDINGS:

Name of the child: Seeta

Age: 3 years

Time of Observation: 9.00 am.

Date: 25-05-10

Duration of time: 20 minutes

During free play, three year old Seeta came to the table where children were cutting and pasting pieces of coloured paper. She watched for a while, then picked up some scissors and a piece of paper and tried to cut it. She tried

desperately to cut the paper by turning the paper in different angles. In spite of all efforts when she could not cut she yelled, “Teacher, these scissors won’t work.” The teacher found her a new pair of scissors and then walked away feeling her task was done. Seeta tried to cut the paper using both hands on the scissors. She then put the scissors in her right hand and whacked away at the paper. After a few minutes of unsuccessfully trying to cut her paper she dropped the scissors, frowned and in a whiny voice said, “I am done.”

ANALYSIS AND DISCUSSION:

The child was using the scissors probably for the first time and did not know how to hold the scissors correctly which was one of the main reasons why the child could not cut. Secondly, the finer motor development of a three year old child has not progressed enough to allow the child to cut on paper using scissors. *You would write in detail here.*

CONCLUSIONS:

You would conclude in detail here

REFLECTIONS :

In the practicum activity, I observed the preschool stage of human life span. I tried my best to observe the development characteristics of the preschool child. It was a good experience and now I understand the limitations of this stage very well. *You would write your experience here.*

Note: *In this way you have to write about your observations with respect to the second individual (belonging to a different stage of the human life span) also in a different setting.*

Do remember to make to comparative study of the two sets of observations as well.

Interpretation:

In this section, you have to compile all the information and write down the inference that you draw from collected information. Try to explain the information under the sub-heading as it is obtained from respondents on different interview schedules. Analyse the information according to content you have read in Units –16 and 17 of Course MCFT – 001.

Conclusion:

In this section you have to conclude the whole practicum activity according to the two domains; it includes one paragraph (in about 250 words) about each domain. Also write few lines on your experience while performing this practicum activity and discuss whether you have met the aim of activity or not.

Submit the activity for evaluation

8.4 PART-3

8.4.1 Understanding Young Adulthood

AIM:

To understand young adulthood as the stage of human development.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Explain the developmental tasks in young adulthood; and
- Understand the challenges faced by young adults.

METHOD:

Materials Required:

Pen/pencil, Note pad/paper, interview schedule, tape recorder.

Procedure:

I have selected Mr Sanjay Thappa, who is 22 years old as a respondent for this practicum activity. He lives in a nuclear family with his parents and two brothers. He is the eldest brother out of three. He was doing graduation at Degree College, Gorakhpur, UP. I approached him and met his parents. I explained the purpose of practicum activity to him and his parents. I sought their consent to conduct interview him. After asking some questions related to programme M.Sc.(CFT) he gave his consent to participate in the practicum activity. We decided on 18th July 2010 at 10.30 a.m. as it was Sunday and a holiday for him. I reached there on time. After a brief discussion, I started asking questions from the given interview schedule. It took 1½ hours to complete the schedule. I also noted the additional information in note pad which would help in writing the report.

FINDINGS:

The questions were asked from the given interview schedule to collect the relevant information regarding the practicum activity.

(I) General Information

- | | | | |
|----|------------------------|---|------------------|
| 1. | Name of the respondent | : | Mr Sanjay Thappa |
| 2. | Age | : | 22 years |
| 3. | Sex | : | Male / Female |
| 4. | Education | : | Graduate |
| 5. | Family type | : | Nuclear / Joint |

(II) Specific Information

A. Interview Schedule related to the Career Planning

1. What are your plans after you finish college?

Take up a vocational course

2. Do you plan on a career once you finish your studies?
Yes, for financial security.
3. What would primarily influence your choice of a career (if more than one specify).
 - a) *Personal interest*
 - b) *Parental influence*
4. Have you opted for career counselling?
 - a) *Yes*
 - b) *No*
5. Has your college/institute helped you in guiding towards your choice of career?
 - a) *Yes*
 - b) *No*
6. How did you obtain the information about your choice of career?
 - a) *From peers*
 - b) *From family*
7. What career have you decided on?
Something professional
8. Do you think you have enough information about the field which you have selected?
Can't really say
9. How are you working towards your career
Preparing for entrance exams
10. To get into the course you have selected would you.
 - a) *Rely on merit*
 - b) *Use contacts*
 - c) *Be willing to give donations*
11. If on the first attempt you are not successful in getting into the course that you desire what would you do?
Try again
12. What do you think is important for a successful career? Rate the choices from 1 to 4 in order of priority?
 - a) *Appropriate education* 2
 - b) *Hard work and dedication* 1
 - c) *Experience* 4
 - d) *Family support* 3
13. Do you think marriage would alter your career plans in any way?
No

14. How important is your career to you.?

It is important for financial security and personal satisfaction.

B. Interview Schedule related to Marriage.

1. What does marriage mean to you?

Partnership

2. What do you expect a marriage to provide (number each choice from 'a' to 'd' according to priority).

a) Financial security 3

b) Physical satisfaction 2

c) Emotional security 1

d) Social status 4

3. What do you think is the appropriate age for marriage for men and women.

18 years for girls and 21 years for boys

4. What do you think should be the age difference between the persons getting married?

Same age

5. What kind of marriage would you opt for?

a) Arranged

b) Your own choice

6. What kind of family would you prefer to live in after marriage?

a) Joint

b) Nuclear

7. Do you think it is essential for the woman to adopt marriage symbols?

Not necessary

8. Suppose your spouse in the course of her career has been transferred while the only option for you is to give up your job in order to move with your spouse. Would you?

Work out compromise while employed under the same organisation.

9. What are your views about women earning a living after marriage?

It gives her confidence and self respect.

10. If you and your spouse are not getting along satisfactorily, what would you do?

Live separately

11. Under what circumstances would you consider remarriage?

None

12. Marriage is a life long commitment. Comment.

Marriage is a commitment till both the partners are helping each other.

13. The concept of marriage has changed over the years. Comment.

Yes, now the marriage is no longer a life long commitment.

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns

and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

6.4.2 Understanding Middle Adulthood

AIM:

To understand middle adulthood as stage of human development.

OBJECTIVES

After undertaking this Practicum activity, you will be able to:

- Explain the felt expectations and limitations of middle adulthood; and
- Assess job satisfaction in working middle aged adults.

METHODS:

Materials Required:

Pen/pencil, Note pad/paper, interview schedule, tape recorder.

Procedure:

To fulfill the aim of this practicum activity, I had decided to take interview of Mrs. Kumar Manglam, who was my mother's friend. She lives in a joint family with her husband, parents-in-laws and two children. She has two adolescent children, one daughter and son. Both are studying. Her elder child was a daughter who is doing graduation from Govt. girls college, Ranchi and her son is studying in senior secondary. I approached her and explained the purpose of practicum activity to her. I sought her consent to conduct practicum activity. As she knew me well, she agreed to provide the desired information to conduct this practicum activity. We decided on 8th Aug, 2010 at 10.30 a.m. as it was a Sunday. I reached there on time. After a brief discussion, I started asking questions from the given interview schedule. It took one hour to complete the interview schedule. I also noted the additional information in note pad which would help in writing the report.

FINDINGS:

(I) General Information

- | | | | |
|----|----------------------------|---|---------------------------|
| 1. | Name of the respondent | : | Mrs. Kumar Manglam |
| 2. | Age | : | 52 years |
| 3. | Sex | : | Male / Female* |
| 4. | Education | : | MA, B.Ed |
| 5. | Occupation | : | Teacher |
| 6. | Marital status | : | Married |
| 7. | Family type | : | Nuclear / Joint*/Extended |
| 8. | Means of income at present | : | Salary* |

(II) Specific information

A. Work Satisfaction:

Express your views regarding the following:

1. Institution in which you are working:

I am working as a senior teacher of Hindi at Govt. senior secondary school, Ranchi. I like my school as it is very a old institution. The location of school is very suitable for me as it is hardly 4-5 kms from my house.

2. What is your present pay scale and other remunerations? Are you satisfied with it?

My pay scale is as per state govt. norms and other remunerations like medical facility, HRA, provident fund are included in pay scale. I am satisfied with the amount I am earning now.

3. Work profile:

I have to take Hindi classes of +1 and +2 standards. Inspite of that I am class teacher of +1 Arts group, so I have to fulfill the duties of class in-charge also.

4. Job environment:

I am working at this school since 1988. I like the job environment as everybody is very friendly here. There is staff room and Library also. The school provides each and every facility that is included in the norms.

(In this way you have to fill up other aspects of job satisfaction).

B. Felt expectations and limitations of middle adulthood:

In this section you have to find out about the expectations of the respondent with regard to the following persons, as well as the perceived limitations:

1. Parents/Parents-in-law:

Expectations: They are very old and I don't expect anything from them. They provide their guidance in every step of life. They have taken care of my children when they were young. I respect them a lot.

Limitations: Their health is falling day by day and because of professional and social commitments I am not able to devote as much time as I should be.

2. Spouse:

Expectations: My husband is a businessman. He has a small factory of garments. He is very busy in his work. Sometimes he comes late at night. I want him to devote sometime to family also. Although he respects his parents and loves his children, yet he has no time to sit with them and have a few words.

(In this way you have to fill up all the items of this interview schedule.)

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into

at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40): _____

Counsellor's comment and signature

PRACTICAL 9 UNDERSTANDING OLD AGE: THE LAST STAGE OF HUMAN LIFE SPAN

Structure

9.1 Introduction

9.2 Part-1

9.2.1 Issues of Old Age

- Retirement
- Death of Spouse or Near Ones
- Generation Gap
- Dealing with Illness, Disability and Death
- Safety and Well-being

9.3 Part-2

Activity 1 : Understanding Old Age: The Last Stage of Human Life Span

9.4 Part-3

Illustration1 : Understanding Old Age: The Last Stage of Human Life Span

9.1 INTRODUCTION

During old age an individual is often associated with disease, loneliness and uselessness, but the truth about ageing is that it is a natural and universal process.

Issues during old age are special and unique. In the Indian society, adjustments of old age are related to problems of health, financial and socio-psychological aspects.

Objectives

After undertaking this Practicum activity, you will be able to:

- Explain the leisure time utilization in old age;
- Understand the mental and physical health problems of old persons; and
- Assess life satisfaction during old age.

9.2 PART-1

9.2.1 Issues in Old Age

We have discussed old age and its issues in Units 17 and 18 of Course MCFT-001. Let us review the major concepts and issues in old age.

Generation: A generation can be defined as a position of ranked descent in a family lineage. The family roles of children, parents, and grandparents define the generational position within a family, and denote the potential number of intergenerational relationships an individual may have

Cohort: Cohort is a term used to designate a group of people born in the same time in history “travel” through time together as part of the same age-group.

Thus, both inter-cohort relationships and intergenerational relationships are ways of viewing how members in different age-groups are related to each other.

Following are the major issues in old age:

- Retirement
- Death of a spouse or near ones
- Grandparenthood
- Generation Gap
- Dealing with illness, disability and death
- Safety and well-being
- Issues of old age need to be viewed from a gender-sensitive perspective.

9.3 PART-2

Activity 1: Understanding Old Age : The Last Stage of Human Life Span

AIM:

To understand old age as the last stage of human development.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Explain the leisure time utilization of old persons;
- Understand the mental and physical health problems of old persons; and
- Assess life satisfaction during old age.

METHOD:

Material Required:

Pen/pencil, Note pad/paper, about interview schedule, tape recorder.

Procedure:

For this practicum activity you have to identify one man and one woman, who should be above 60 years of age. Approach the selected person and explain to them the purpose of the practicum activity and seek their consent. Fix a date and time to conduct practicum activity. For this practicum activity you may require to visit 1-2 times to collect all information regarding the aged person, as they may not be able to provide the entire information in one visit. While conducting the interview, please keep the important points that we have discussed in previous practicals in mind.

TOOL FOR DATA DOLLECTION:S

Ask the questions given in following interview schedule to collect the relevant information regarding the practicum activity.

(I) General Information

1. Name of the respondent : _____
2. Age : _____
3. Sex : Male / Female
4. Education : _____
5. Occupation : _____
6. Marital status : _____
7. Family type : Nuclear / Joint/Extended
8. Means of income at present : _____
9. Monthly income of respondent : _____
10. Family monthly income: _____
11. Living with : children/child/Another relative/Alone/old age home.

(II) Specific information

A. Leisure time utilisation

1. How much leisure time do you have in a day?
.....
.....
.....
.....
2. Which of the following activities do you indulge in? How much time do you duecte to each:
 - a) Watching T.V.
 - b) Going to cinema
 - c) Listening to radio
 - d) Talking with friends and relatives
 - e) Visits to Religious places
 - f) Walking, yoga, exercise
 - g) Meditation
 - h) Reading newspaper, books, etc.
 - i) Computer
 - j) Gardening
 - k) Prayer or worship
 - l) Any other (specify)

B. Physical and mental health problems:

1. What problems/health disorders do you have?
2. Are you able to cope with it?
3. Does your spouse help you in your health problems and vice-verso?

.....

.....

4. How do your children react to your health problems?

.....

.....

5. Which of the following health problems are you suffering from:-

S. No.	Common Health Problems	Yes/ No	Time when started	Severity		
				Always	Sometimes	Rarely
1.	Asthma					
2.	Acute cough and cold					
3.	Breathlessness					
4.	Gastritis					
5.	Frequent indigestion					
6.	Bowel irregularities					
7.	Poor appetite					
8.	High/low blood pressure					
9.	Heart disease					
10.	Arthritis					
11.	Joint pains					
12.	Paralysis					
13.	Forgetfulness					
14.	Sleeplessness					
15.	Weakness					
16.	Impairment of vision					
17.	Impairment of hearing					
18.	Allergies					
19.	Diabetes					
20.	Bodyache					
21.	Backache					
22.	Headache					
23.	Chest pain					
24.	Any other (specify)					

3. Life Satisfaction:

Express your views regarding the following with respect to your own life:

1. Values:
.....
.....
2. Morals:
.....
.....
.....
3. Happiness:
.....
.....
.....
4. Joy:
.....
.....
.....
5. Friends:
.....
.....
.....
6. Relations:
.....
.....
.....
7. Children:
.....
.....
.....
8. Health:
.....
.....
.....

9. Freedom:
-
-
-
10. Money:
-
-
-

ANALYSIS AND DISCUSSION:

In this section, you have to compile the information and write down the inference that you draw from collected information. Try to explain the information under the sub-heading as it is obtained from respondents on different interview schedules. Analyse the information according to content you have read in Unit – 17 of Course MCFT – 001. Compare the two respondents. Write in about 1000-2000 words.

FINDINGS:

In this Section, you need to state the information acquired through interview with each of the two respondents, individually. You may use the above format for the purpose.

Don't forget to enclose the written record of each interview as it look place. Thereafter, write out the relevant information on the basis of the interview. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interivew).

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

9.4 PART-3

Illustration 1 : Understanding Old Age : The Last Stage of Human Life Span

AIM:

To understand old age as the last stage of human development.

OBJECTIVES:

After undertaking this Practicum activity, you will be able to:

- Explain the leisure time utilization in old age;
- Understand the mental and physical health problems of old persons; and
- Assess life satisfaction during old age.

METHOD:

Materials Required:

Pen/pencil, Note pad/paper, given interview schedule.

Procedure:

To fulfill the aim of this practicum activity, I had decided to take the interview of Mr. Sen Gupta, who is our neighbour and retired from State Bank of India. He lives in a nuclear family with his wife and mother. He has two children one daughter and one son. Both are married and live in metro cities because of their employment. I interviewed him with his consent.

FINDINGS:

(I) General Information

1. Name of the respondent : Sh. Kumar Sen Gupta
2. Age : 65 years
3. Sex : Male* / Female
4. Education : Post graduate
5. Occupation : Retired from government service
6. Marital status : Married
7. Family type : Nuclear* / Joint/Extended
8. Means of income at present : a. Pension
9. Monthly income of respondent : About Rs 15000/-
10. Family monthly income : About Rs 15000/-

(II) Specific information

1. Leisure time utilisation

1. How much leisure time do you have?
Half the day
2. How much time do you spend on the following activities :
 - a. Daily worship : One hour
 - b. Watching T.V. : 3-4 hours
 - c. Reading : 1-2 hours
 - d. Gardening : 1 hours
 - e. Conversation : 1-2 hour

2. Physical and Mental Health Problems:

S. No.	Common Health Problems	Yes/ No	Time when started	Severity		
				Always	Sometimes	Rarely
1.	Asthma		1980			
2.	Acute cough and cold		1980			
3.	Breathlessness		2000			
8.	High/low blood pressure		1999			
13.	Forgetfulness		2005			
14.	Sleeplessness		2005			
15.	Weakness		2005			
18.	Allergies		1980			

3. Life Satisfaction:

Express your views regarding the following with respect to your own life:

(Note down Mr. Gupta's response verbatim)

1. Values: I have a set of values which I tried to inculcate in my children also. I value health a lot. For me health is wealth. I do *pranayam* daily and always advise my wife and children to do so. Secondly, I value relations and friends. I try to keep in touch with my close relatives. I usually meet my friends. I always try to help them when they are in need..... *(In this way you have to gather information regarding the other concepts related to life satisfaction).*

FINDINGS:

In this Section, you need to state the information acquired through interview with each of the two respondents, individually. You may use the above format for the purpose.

Don't forget to enclose the written record of each interview as it look place. Thereafter, write out the relevant information on the basis of the interview. You must also enclose in the File the audio tape if used, or the written sheets (on which you noted the answers of the respondent during the interview).

ANALYSIS AND DISCUSSION:

CONCLUSIONS:

REFLECTIONS:

Give your analysis and discussion; conclusions; and reflections with respect to each interview before proceeding to doing the same with respect to the comparative study of the two families selected.

In this course of interpretation, analysis, and discussion, try and relate what has emerged from the interviews to the theoretical concepts and the Course content.

COMPARATIVE ANALYSIS AND DISCUSSION:

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40): _____

(Counsellor's Signature)

PRACTICAL 10 DRAW THREE GENERATIONAL FAMILY TREE AND GENOGRAM

Structure

10.1 Introduction

10.2 Part-1

10.2.1 What is a genogram?

10.2.2 Symbols used in Genogram

10.3 Part-2

Activity 1: Draw Three Generational Family Tree and Genogram

10.4 Part-3

Illustration 1: Draw Three Generational Family Tree and Genogram

10.1 INTRODUCTION

You have read in Unit 7 of Block 2 of course NCFT-001 about the dynamics of relationships within the Indian family and the existent diversities in family types influencing these relationships, such as the joint and the nuclear families. There is as such no typical family type in India and there are differences even within a joint or nuclear family. However, we may broadly define a joint family as one constituting parents, children, grandparents and at times other relations as well. A nuclear family can be broadly classified as a smaller unit with parents and unmarried children. Apart from the family type, what is important is also the kinship network that governs relationships within the Indian context.

Kinship is the relation either through marriage, which is also known as affinity, or through blood which is termed as descent. Kinship plays an important role in deciding roles, social groups and categories.

In order to understand the dynamics of relationships and its effect on individual functioning within specific families, you need to carry out an activity of making a Family Tree and Genogram. A family tree is basically a chart that represents family relations in the form of a tree. The family tree helps in understanding the relations between two generations whereas genogram helps to understand the relationships shared by individual members within the chosen family in terms of the hereditary or genetic traits as well as individual personality traits. It is an extended version of the family tree including emotional ties and the patterns of relationships shared by the family members. Say for example, a parent may be very strict about following routines in the family, and this aspect of his or her personality may not be appreciated by the adolescent, This may probably lead to a rift in their relationship (this could be a probable explanation; however the complete exercise should be followed as per the procedure to reach any conclusion). Genograms can vary significantly because there is no limitation as to what type of data can be included.

The genogram would help you to identify nuances in the kinship network within the family as well as outside. It would also help you to understand relationships

from the perspective of the client. This is the most important part, that is, to understand what the client thinks about the problem, or whether he or she even perceives it as a problem; thus, furthering the process of counselling and family therapy.

Genograms contain abundant information on the families being represented. They contain basic data found in family trees such as the name, gender, date of birth, and date of death of each individual. Additional data may include education, occupation, major life events, chronic illnesses, social behaviours, nature of family relationships, emotional relationships, and social relationships. Some genograms also include information on disorders running in the family such as alcoholism, depression, diseases, alliances, and living situations.

Objectives

After undertaking this Practicum activity, you will be able to:

- Define family tree and genogram;
- Understand the symbols used in genogram; and
- Draw family tree and genogram.

10.2 PART-1

10.2.1 What is a Genogram?

The Indian society is diverse in terms of the family types, family practices as well as family expectations. The genogram gives an idea about the social and emotional relationships shared by the individual involved, with all the other members of the family. At the same time it displays the characteristics of each individual which might have influenced the person's current state of mind, or her or his relationships, along with any hereditary traits that may have instilled the manifested behaviours. It also gives an idea about significant events that may have occurred in the client's life along with persons who may have been a part of that event which would have created an impact on her or him to affect behaviours.

The Indian family as you would know is hierarchical in structure and multi-generational in nature. The individual does not exist in isolation, but shares a variety of relationships, such as grandchild and paternal grandparent, grandchild and maternal grandparent; *dada/dadi-pota/poti*, *nana/nani-dehota/dehoti*, great grandchild and great grandparent (maternal/paternal); *pardada/dadi- parpota-parpoti*, parent and child, sibling; *bhai-behen*, aunt/uncle and nephew/niece (maternal/paternal); *chacha/chachi-bhatija/bhatiji*, *mama/mami-bhanja/bhanji*, *bua/fufa-bhatija/bhatiji*, *masi/masa-bhanja/bhanji/baji*, and so on. These are just examples of close relations. The kinship network is wide and varied and the degree of relationship would also differ from person to person. To understand the complexity of relationships the genogram is used. You may ask what is a genogram? As explained earlier, the *genogram* could be best described as a family map, more so a multi-generational family map, wherein the client in the process of helping you build the map is also equating her or his own relationship with each member of the family, when he or she makes an effort to describe each member in terms of their characteristics. The genogram is a pictorial representation on paper of the client and his or her family, distant as well as immediate relations. It is a depiction of the relationship shared with each relative in the form of symbols

on paper. The best part is that it is the client's perspective about individuals, their characteristics and relationships. This is precisely the first step in understanding the client in terms of shared relationships, which will further help the therapist with counselling and family therapy.

In family tree, the older generation is presented at the bottom and as the family proceeds the tree grows and new generation get its space on branches of the tree.

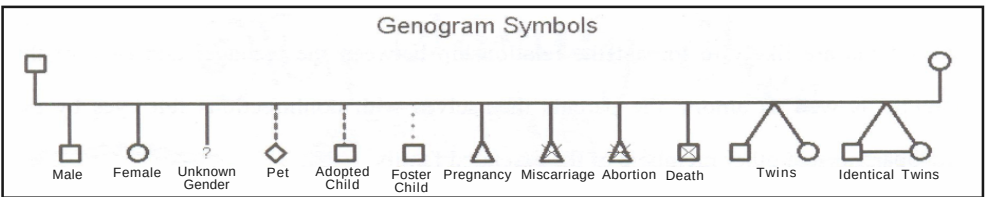
10.2.2 Symbols used in Genogram

A genogram is similar to a family tree and it goes a little beyond to include the family history and as stated earlier even an idea about the kind of relations shared by the client with other members in the family. To begin making a genogram you must ensure that you have enough practice and are well versed with the various symbols that are used to denote different persons and the signs to display the degree of relationship shared. Say for example, a square (□) represents a man and a circle (○) represents a woman. You can have a list of your own symbols to signify father, mother, siblings, aunt, uncle, wife, children and so on. Similarly to represent dates of birth and deaths or any important events symbols may be devised in advance. Always begin the genogram with the person (client) placing him/her (self) at the very bottom of the page along with the siblings; keep some space below to add children if any. Then draw a line connecting all the siblings. They will all be at the same level in the genogram; the differences will be in terms of the lines showing the connections between them. For example, if the client is very close to the sister, then the line connecting the two of them would be dark and straight (▬) and if the relationship is not too close then a broken or curved line (~~) could be drawn. Decide in advance as to what kind of lines will describe the strength of each relationship. Include the client's children (if any) below the symbol representing the client and any other relations such as ex-husband or wife, could be shown as an offshoot of the line that links the person with current relations. Put the client's parents above the client and her/his siblings; and above them put the grandparents. Similarly add aunts, uncles and other relations that the client wishes to talk about. Any other significant relations may be added on.

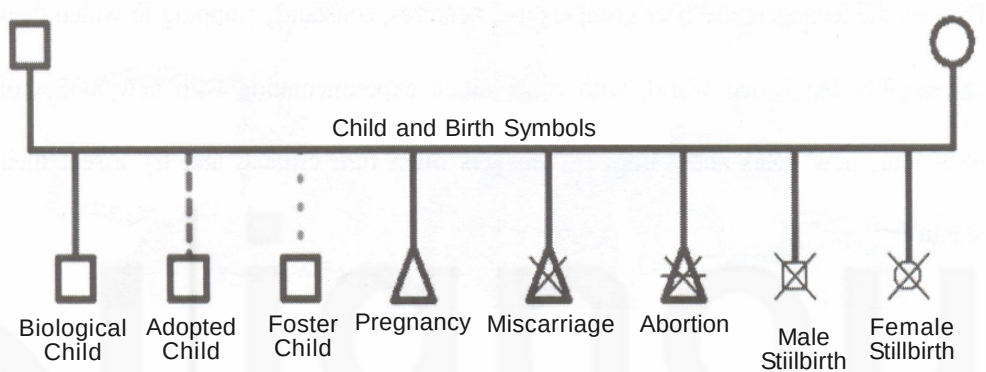
Once you are done with the description of relatives, begin to put in birth and death years. In case of divorce or untimely death, put down symbols and the reasons as well. Say for example, one of the aunts had committed suicide, then put down the year of her death in her symbol. You could use this information if you find that the client shared a very close relationship with her. Her untimely death could have had an impact on the client; the year of death would establish the age of the client when this episode occurred. As you have already studied in Block 1, Unit 1 of this course, certain ages are impressionable years and could leave a long term effect on the person and his/her development. So it becomes all the more important to delve on this. This was just an example of an event, but if there are any similar episodes being narrated by the client, then all of those should be noted.

You have to first have a list of symbols such as suicide (sui or S), birth (B), death (D) and similar symbols for each detail that you feel would be given by the client. You can make a list for yourself and use the same anytime you make a genogram with any client. You also should remember the symbols so as not to distract the client while making the genogram by shuffling through your papers. It would break the flow of conversation and at times the client may not even want to repeat some sensitive information. Individual traits should also be put in, using symbols within

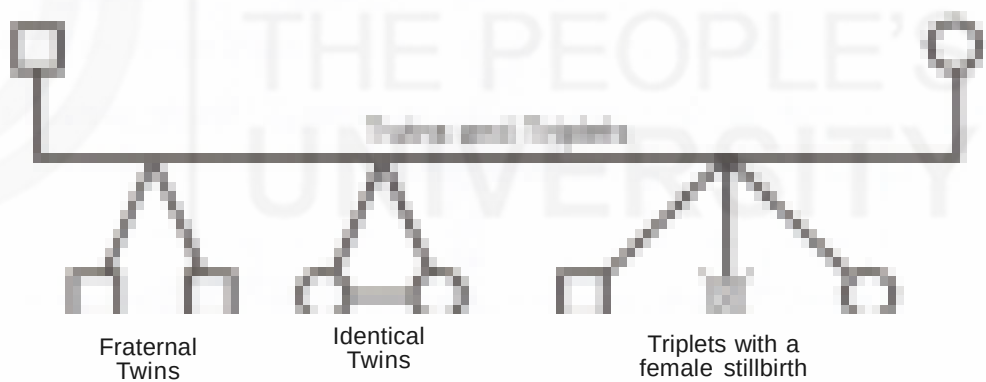
each member. Say for example the client describes a relative to be highly dominating, then you could use (do) as the acronym for dominating. This is just an example, but make sure to have the list ready beforehand. Tape recording may not help as you may have to go back and forth to associate the same with the diagram. At the same time the client may not even give consent for the same.



Standard Gender Symbols for a Genogram



Genogram Symbols for Children's Links and Pregnancy Terminations



Child links are joined for multiple births such as twins and triplets

10.3 PART – 2

ACTIVITY 1 DRAW THREE GENERATIONAL FAMILY TREE AND GENOGRAM

A

AIM:

To understand the dynamics of relationships and their effect on individual functioning with the help of family tree and genogram.

OBJECTIVES:

After undertaking this Practicum Activity, you will be able to:

- Define family tree and genogram;
- Understand the symbols used in genogram; and
- Draw family tree and genogram.

METHOD:

Materials Required:

Paper, pen, pencil, coloured pens, scale.

Procedure:

Identify a person, whose three-generation family tree and genogram you will like to draw. Contact the person, tell him/her the details of your practicum activity and ask for the information required. It includes the information related to respondent, his/her parents, parents marriage, respondent's marriage date, respondent's children it may also include the older generation, that is, respondent's grandparents.

Note down the information on a plain sheet. Then, draw the family tree in given format or in other creative way. Secondly, draw genogram by using the symbols you read in Part 1 of this practicum activity.

FINDINGS:

In this section you have to write down each and every detail of the respondent that you acquired, thereby fulfilling the aim of this practicum activity.

INTERPRETATION:

In this you have to write down your inferences in the following form regarding the information you acquired about the individual.

I. Family tree

You have to make a three generational family tree of the respondent. You can use the format provided to you or you can draw family tree by using your own creativity.

II. Genogram

You have to draw a three generational genogram of a respondent. It also includes relationship bonding between the family members and other details like birth, marriage, death etc.

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion

components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

10.4 PART-3

ILLUSTRATION 1: DRAW THREE GENERATIONAL FAMILY TREE AND GENOGRAM

Here is an example of a genogram that may be referred to before planning your own activity. Family tree you would be able to draw yourself. This is an example of a person who is 34 years of age.

AIM: To understand the dynamics of relationships and their effect on individual functioning with the help of family tree and genogram.

OBJECTIVES:

After undertaking this practicum activity, you will be able to:

- Define family tree and genogram;
- Understand the symbols used in genogram; and
- Draw family tree and genogram.

METHOD:

Materials Required:

Paper, pen, pencil, coloured pens, scale.

Procedure:

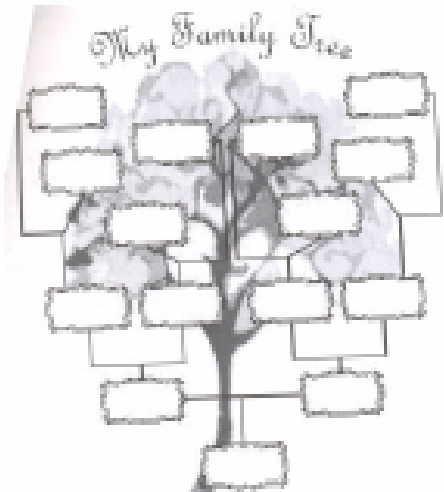
I had found Mr. Sood, who is our neighbour, suitable for this practicum activity, as he is staying with his parents and married and has two daughters. Therefore, there are three generations living under one roof. I contacted Mr. Sood and took his consent for this practicum activity. He happily agreed for this after some discussion on family tree and genogram. He wanted one copy for himself also. I took an appointment and reached his house at the decided day and time. He was very co-operative. He told me each and every information I required to draw a family tree and genogram. He did not want to mention the name of his family members in practicum file, hence I have changed their names.

FINDINGS:

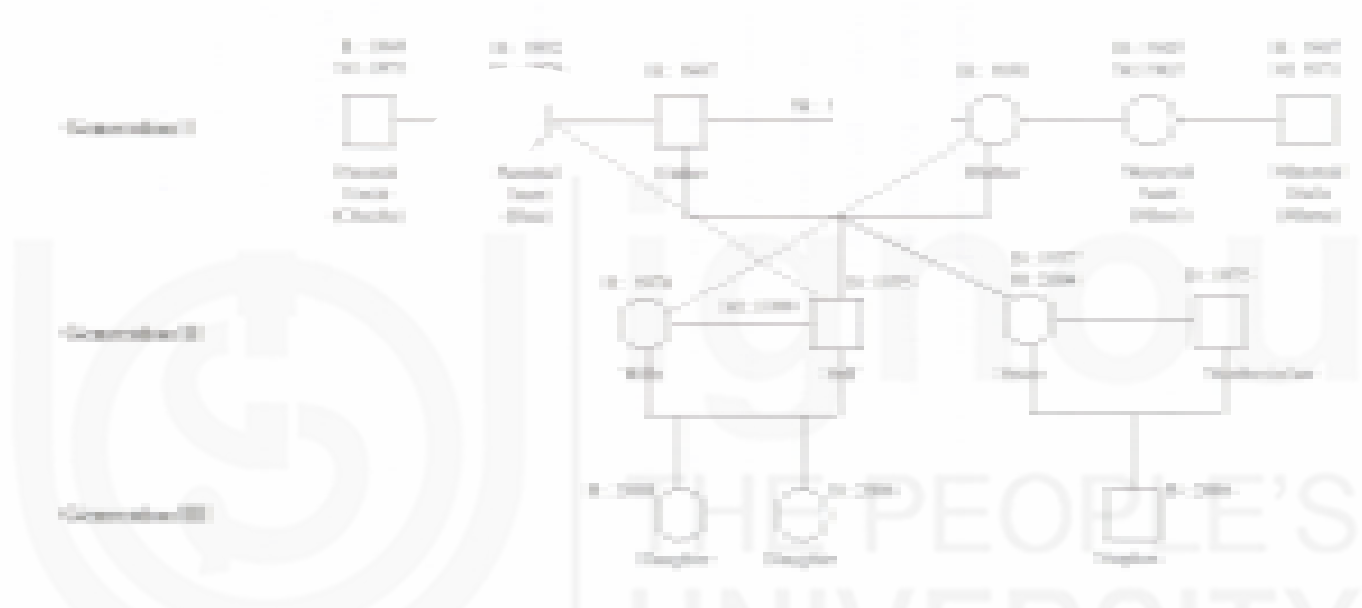
Mr. Sood belongs to middle income group and is residing in joint family set-up. He is 34 years old and has his own business. He is living with his parents. His mother is 60 years old and his father is 63 years old. His mother has retired from government service as a JBT teacher and his father is still working as contractor. He is the first child of his parents. He has one younger sister who is 32 years old and married in 2004. She has one son who was born in 2006. He was also married in 1999 and had two daughters who were born in 2000 and 2006. Further, his father has two younger siblings, one is younger brother, born in 1949 and married in 1975 and a sister who was born in 1952 and married in 1970. His mother also has two elder siblings. His *massi* (maternal aunt) was born in 1945 and married in 1965 and his *mama* (maternal uncle) was born in 1947 and married in 1971. He said his relation to his parental aunt is not very good but he has strong bonding with his sister. His wife does not have good relation with his mother.

Interpretation:

Drawing of the Family Tree:



Drawing of the Genogram:



Interpretation of Family Tree and Genogram: The person (whose genogram is drawn) is denoted by *self* in the genogram diagram. The genogram depicts that he is the first child of his parents and has one younger sister. His parents got married in 1973 and are alive. He is married in the year 1999 and now he is a father of two daughters of age 9 and 3 years. His sister got married in the year 2004 and has one 3 year old son. The dotted line in the diagram depicts that the relation between his mother and his wife is not close. Similarly the relation between him and his paternal aunt (*Bua*) is not close. (*Detailed description is to be given here.*

CONCLUSIONS BASED ON COMPARATIVE ANALYSIS:

Begin the report with an introduction of the Practicum activity conducted by you. Your report will consist of the composition of the selected families, the roles, responsibilities and needs of the members, the communication patterns and conflict resolution techniques. You can write your report picking up each point and comparing the two family types. The report should run into at least two thousand words. Your report must have analysis and discussion

components which will enable better understanding of each family and its varied components as well as a comparative, insightful overview. You may refer to the Units you have studied so far to enable appropriate analysis and reporting. Your report should also have concluding remarks about whether the exercise helped you gain insight into the family types you chose to study.

**Draw Three Generational
Family Tree and Genogram**

REFLECTIONS:

In a simple paragraph of about 250 words, reflect on your experience while performing this practicum.

You may state how you went about doing this practical, and how your respondents reacted towards you. You may comment on the behaviour of the participant(s) in the course of this activity. You may state the extent to which the aim and objectives of this practical exercise could be met. Also, write about your inner self experience in the course of this practicum.

TO BE FILLED IN BY THE SUPERVISOR/COUNSELLOR

Counsellor's Comments:

Assessment during Interaction

Marks (out of 10) :

Assessment of Written Report (Supplemented by audio/CD etc. submitted by the learner).

Marks (out of 30) :

Total Marks (out of 40):

(Counsellor's Signature)

EVALUATION MARK SHEET

Remember to attach Annexure I – Completed Section-I, and Blank Section with the Practicum File when you send it to IGNOU. Keep a copy with yourself.

Section I: Internal Evaluation by the Academic Counsellor at the Programme Study Centre / Study Centre

The following is the format in which the Academic Counsellor/Supervisor is required to consolidate the marks for each Practical done by the student. These marks should also be stated on each written Practical submission in the Practical File.

Practical No.	Name of the Practical Activity	Maximum Marks)	Total Marks Obtained out of 40 (M)	
1.	Analysing Different Forms of Family	40	Interaction with the Supervisor (Marks out of 10)	Report of Practical in the File (marks out of 30)
2.	Understanding Roles and Responsibilities of Family Members	40		
3.	Observation of Human Life Stages	40		
4.	Understanding Development during Infancy and Childhood	40		
5.	Understanding Adolescence: A Period of Transition from Childhood to Adulthood	40		
6.	Understanding Adulthood: Blossoms to Maturity	40		
7.	Understanding Old Age: The Last Stage of Human Life Span	40		
8.	Draw Three Generational Family Tree and Genogram	40		
	Grand Total	320		

- **Weightage of marks for Section I is 50%. To calculate this, use the following formula given below:**

$$\frac{\text{Total marks obtained by learner as above} = (O)}{320} \times 50 = N$$

As the pass percentage for Internal evaluation is 40%. Therefore, if learner gets **less than 20 marks** after calculating 50% weightage of total marks (N), then student has to **repeat the supervised practicum**. In other words, 'N' obtained by the student should be at least 20 to pass. Total marks for each practical is 40 out of which 10 is for the assessment during interaction with the Supervisor and 30 is for the assessment for written report which is supplemented by audio/CDs etc. submitted by the learner.

Counsellor to write marks 'N' below in words as well as in figures

$$\frac{\text{Total marks obtained by learner as above} = (O)}{320} \times 50 =$$

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Academic Counsellor's/Supervisor's Overall Comments about the Student (use additional sheets, if needed)

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Date:

Place: **(Signature of the Academic Counsellor/ Supervisor)**

**(Signature of PIC of Programme Study Centre
or Coordinator of Study Centre with Stamp)**

Section II : Level 2 : External Evaluation at IGNOU

The following sheet will be used by the Expert Examiner identified by IGNOU headquarters to evaluate Supervised Practicum File submitted by the Learner.

Activity No.	Name of Practical Activity	Maximum Marks	Marks (R) Obtained
1.	Analysing Different Forms of Family	40	
2.	Understanding Roles and Responsibilities of Family Members	40	
3.	Observation of Human Life Stages	40	
4.	Understanding Development during Infancy and Childhood	40	
5.	Understanding Adolescence: A Period of Transition from Childhood to Adulthood	40	
6.	Understanding Adulthood: Blossoms to Maturity	40	
7.	Understanding Old Age: The Last Stage of Human Life Span	40	
8.	Draw Three Generational Family Tree and Genogram	40	
	Grand Total	320	

- **Weightage of marks for Section II is 50%. To calculate this, use the following formula given below:**

$$\frac{\text{Total marks obtained as above (P)}}{320} \times 50 = K$$

The pass percentage for External evaluation is 40%. Therefore student has to repeat the supervised practicum. In other words, 'S' obtained by the student should be at least 20 to pass.

IGNOU Expert to write marks 'E' below in words & figures

$$\frac{\text{Total marks obtained as above (P)}}{320} \times 50 =$$

.....

Section III : Grand Total of Marks

Marks Obtained by Learner for Section I and II of Evaluation for Supervised Practicum to be consolidated by IGNOU Expert who did evaluation of Section II as follows.

Supervised Practicum (MCFTL-001)

External Assessment : Combined Marks of Level 1 'G' marks <i>(External Expert to write marks as stated by Supervisor in Section I of Annexure A)</i>	Internal Assessment : Marks of Level 2 = 'K' marks <i>(External evaluator Expert to write marks I here given by her or him)</i>	Total marks = G + E = T <i>(Expert to add marks 'G' and 'K' and write them here)</i>

Grand Total of marks obtained by learner (T) : _____

To be written in both figures and words).

Date:

(Signature of Examiner of IGNOU Panel)

Place:

Certificate of Completion of Supervised Practicum MCFTL-001

Remember to enclose this Annexure in your Practicum File. Keep a copy with yourself.

(To be certified by the Academic Counsellor/Supervisor and the Programme Incharge of the Programme Study Centre or Study Centre Coordinator)

We certify that student Mr. / Ms. / Dr. _____ with enrollment number _____ has carried out the Supervised Practicum for the stipulated duration from _____ to _____, under our guidance and supervision. The Supervised Practicum File submitted herewith is the result of bonafide work done by the student for the supervised practicum MCFT-001, _____ from _____ (start date) to _____ (end date).

Date: _____ **(Signature of Academic Counsellor/Supervisor)**
Place: _____ **(Name and Designation)**

**(Signature of PIC of Programme
Study Centre/Coordinator of Study Centre)**

Stamp of Programme Study Centre/Study Centre



Sample of Permission Letter

I, name of the student am pursuing M.Sc. (CFT)/PGDCFT programme from IGNOU. I am attached at _____ Regional Centre at Study Centre / Programme Study Centre No. _____ and _____ address _____.

Under the guidance of my Academic Counsellor, name of the Academic Counsellor, I am doing MCFTL-001. For the completion of my course work, I need you to grant me permission to observe you and/or your child for 2-2 ½ hours as per your convenience. Please grant me permission and oblige.

(Student's Signature & Name)

(Academic Counsellors' Signature & Name)

Name & Signature of the Parent/Person to be observed/
interviewed along with the child