

BIBLIOGRAPHY

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APPENDICES

Appendix I

A FORMAT OF THE RUNNING RECORD

Name of the Preschool	:	Time	:
Date	:		
Observer	:	Name of the Child	:
Running Record	:	Comments	:
Conclusions			

Appendix II

BEHAVIOURAL CATEGORIES EMPLOYED IN THE TIME SAMPLING STUDY OF THE FREE PLAY OF PRE-SCHOOL CHILDREN

Time sampled behaviour categories

(Adapted from Hutt et. al, 1989 and expanded by Dr. K.P. Suresh and Subhash P.D.)

- Material play** : Material play involves touching, handling, holding, arranging, sorting, pairing, fitting play materials.
- Manipulative play : It involves constructing, fitting, arranging, sorting and so on
- Play with small bricks or blocks. Picking up pebbles, leaves, shells and arranging them according to their size or shape. Playing with puzzles. Messing about with clay or sand and constructing small shapes.
- Sand : Sand play is a reconstructive activity in which child is given almost unlimited freedom to do anything he wants. Play with dry or wet sand, soil or any granulated material.
- Water : Play requiring liquid as an essential element.
- Pouring. Pushing objects in to the water. Slowly dripping water drop by drop. Touches and stirs the water with hand. Pouring, filling and emptying containers.
- Clay : Play with any pliant substance having no predetermined shape.

Modelling. Forming a recognizable shape. Moulding. Pounding. Squeezing. Pinching. Flattering and rotting. Remarking.

- Painting/Colouring : Brush painting
Colouring within predetermined limits.
- Drawing : Drawing freehand with pencils, crayons, chalks
- Cutting : Cutting out shapes. Paper tearing
- Puzzles : Sorting. Arranging pieces into pattern. Colour matching
- Books : Reading or looking at books. Turn the pages of books or printed materials.
- Blocks : Blocks are materials with fixed dimensions, solid and heavy.
Make bridge, tower and construction of any kind or do anything mechanical.
- Construction : Constructive play is play in which children use materials to make things not for utilitarian purposes but rather for the enjoyment they derive from making them.
Create, building things, put together objects without a preconceived plan or pattern.

Physical play : Physical play refers primarily involving gross motor coordination such as running, jumping, hopping and the like

Runs around obstacles. Walks on a line. Hops on one foot. Pushes, pulls steers, wheeled toys. Rides tricycle. Jumps over 15 cm high object. Landing on both feet together. Throws ball over head. Walks backward toe. Jumps forward. Pulling toys. Sliding. Rolling. Kicking. Hopping. Swinging. Balancing. Skipping. Hanging. Walks in circular line. Climbs up and down ladders. Jungle gyms. Slides and trees. Skates. Catches ball with hand. Walks up and down stairs on alternating feet. Climbs on play equipment. Catches ball with arms extended. Skips on alternate feet. Rides two wheel bike.

Look and watch : Looking around. General inspection of environment with no apparent focus. Observing people engaging in an activity in which the child is not a constant participant. Children watch others play and are talking to them, but do not join the play.

Walk and run : Walk. Run. Excludes walking and running which is part of a 'physical activity' category.

Fantasy play : A type of play in which children pretend, acting out everyday and imaginary activities.

Types of Fantasy Play

Representational object play

Considered to be the simplest form of fantasy play, this is where a child uses an object in the way for which it was intended, e.g. stirs with a spoon in a bowl, brushes with a broom, drives a car making car noises, dials a telephone and so on.

Fantasy food play

Children's reference to food was so frequent that a separate category was included. It refers to food in various ways – e.g. child pretends to stir, cook, eat or drink imaginary food or drink—and occurs in conjunction with RO props such as spoons, plates, bowls, cookers. Where children referred to imaginary food without reference to any props it was considered to be immaterial fantasy play (separately given below).

Fantasy person play

This type of play is sometimes known as role play and is where a child pretends to be someone else, or in a different state, e.g.

(a) family character: mother, father, baby, sister;

(b) local character: doctor, teacher, shopkeeper;

(c) media character: Saktiman; Junior Mandrake, Superman, Spiderman etc.

(d) different state: 'asleep', 'dead'.

Fantasy object play

In this type of play the child uses an object (prop) as if it were something else, e.g. picks up a block and aims it as if it were a gun or pushes a piece of lego around making engine noises pretending it is a truck.

Immaterial fantasy play

Here the child pretends something exists which does not exist, e.g. pretends to pat a dog which is not there, pretends to eat food which doesn't exist, or pretends to sing into an imaginary microphone.

These categories are not mutually exclusive. During a bout of fantasy play more than one kind could occur, and occasionally all of them either simultaneously or closely following one another.

Codes avoided – reason

Since the study was carried out by videographing the ongoing play activities unnoticed by the pre-school children, it was very convenient for the researcher to analyse each of the behavioural categories more vividly. Therefore, the researcher avoided assigning codes and subcodes to the behavioural categories, which often creates confusion in inexperienced practitioners.

Appendix III

TIME SAMPLING SCHEDULE

Name of the Child : Date :
Name of the : Gender :
Preschool :
Observer : Age :
Aim : To observe the children's play preference during play
time when they have freedom of choice of play
Context :
Observation : Time sampling, every 10 seconds for a period of 3
Technique : minutes of time
Observation time : Time completed :
started

Time	Types of play				
	Physical Play	Material play	Fantasy Play	Look and watch	Walk and run
Total Frequency					

