

**EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON
KNOWLEDGE AND ATTITUDE REGARDING IMPORTANCE OF
PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN.**



Dissertation Submitted To

**THE TAMIL NADU DR.M.G.R.MEDICAL UNIVERSITY
CHENNAI**

IN PARTIAL FULFILMENT OF REQUIREMENT FOR THE DEGREE OF
MASTER OF SCIENCE IN NURSING

APRIL 2016

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INTERNAL EXAMINAR :

Signature :

Date :

EXTERNAL EXAMINAR:

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2015-2016

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CERTIFICATE

This is to certify that, this thesis, titled, **“A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN IN SAKTHI HOSPITAL, KALLAKURICHI, VIZHUPURAM”**, submitted by **Mrs. V. TAMILSELVI., II year M.Sc., Nursing (2014-2015 Batch)** Arvinth College of Nursing in partial fulfilment of the requirement of the Degree of Master of Science in Nursing from The Tamil Nadu Dr. M.G.R Medical University is her original work carried out under our guidance.

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CHAPTER - I

INTRODUCTION

BACKGROUND OF THE STUDY

“Play is the root and foundation of creativity in the arts and sciences also as in daily life”

- Stephen nachmanovitch

Children are the future hope of mankind. Today’s children will be the masters of the future world. As the saying goes, “health is wealth”. Hence, if children are healthy, the future generation will be healthy, resulting in a healthy nation.

Parul Datta (2009) states that play is universal activity for all children. Through the universal medium of play children learn what no one can teach them.

Experts in child development and behavior have said repeatedly that “play is the work of the child”. In play, children continually practice the complicated, stressful processes of living, communicating and achieving satisfactory relationships with other people.

Shonkoff and Phillips (2000) says that modern findings in neuroscience suggest that play promotes flexibility of mind, including adaptive practices.

Today many health care settings providing care for children. They have play rooms with age appropriate toys. Play helps in development of children in various aspects such as physical, mental and social. Toys are selected for their recreational and educational value. Children should be allowed to play without much interference, so that they become more independent. Play helps children comprehend the world in which live and distinguish between reality and fantasy.

Research shows that play has many benefits for children, families and the wider community, as well as improving health and quality of life. Recent research suggests that children's access to good play provision can:

- increase their self-awareness, self-esteem, and self-respect
- improve and maintain their physical and mental health
- give them the opportunity to mix with other children
- allow them to increase their confidence through developing new skills
- promote their imagination, independence and creativity
- offer opportunities for children of all abilities and backgrounds to play together
- provide opportunities for developing social skills and learning
- build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations
- provide opportunities to learn about their environment and the wider community.

Play is integral to the academic environment. It ensures that the school setting attends to the social and emotional development of children as well as their cognitive development. It has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills.

According to **Parte and Newhall** (1943) play behavior can be described as unoccupied, solitary, onlooking, parallel, associative and co-operative. **Unoccupied**, child is not involved in play activity but may move around randomly. **Onlooker**, when the child watch others play but does not become engaged in their play. **Solitary**, the child plays alone independently. **Parallel**, it is an independent play activity. Child play alongside other children but not with them. **Associative**, social interaction occurs between children. As the child grows, the way of play will change. It provide creative and ideas.

Importance of play includes physical, emotional, cognitive, intellectual, social and moral development. Through play, children are able to test their abilities, to assume and try out various roles and to learn the effect the behavior has on others. In **physical development**, children develop the muscular and sensory abilities through play. At the time of running, climbing, riding, cycle and in other active play. In **emotional development**, play improve emotional development children express their fear, anxiety, anger, joy during play. In **cognitive development**, Children gain knowledge through the play. They learn the difference in size, shape, colors, textures,

numbers and name of the objects. In **social development**, as children grow, they enjoy playful interaction with other children. Children learn right from wrong. In **moral development**, when children engage in play with their peers and families, they began to learn some behaviors are acceptable while others are unacceptable.

Researchers at the National Institute for play are creating a clinical scientific framework for play. They states seven patterns of play which indicate the range of types of activities. They are attunement play, body play, object play, social play, imaginative play, story telling play, and creative play

Here are some list of play associated with specific play groups.

Terrikyle (2013) states that, in **newborn**, prefers interacting with the parents to toys. Play is critical to infant development, as it give infants the opportunity to explore their environment, practice new skills and solve problems. As **infants** become older, toys may be geared toward the motor skills and language skills that the child developing. **Toddlers** need at least 30 mts of structured physical activity and anywhere from one to several hours of unstructured physical activity per day. Providing sincere encouragement for the **pre-school** child's effort and accomplishment help him and her develop a sense of co-operative play encourage the pre-school child to learn to share, take turns and compromise, listen to other's opinions and use self control and over come fear.

Selection of play materials and toys depends upon age, abilities, interest, likes and dislike, culture experience, personality and level of intelligence of the play. The play materials should have the following the characteristics: Safe, washable, light weight, simple, durable, easy to handle and non-breakable, realistic, attractive, constructive and offer problem solving opportunities and no sharp points that can cut on puncture children should not be allowed to play with adult darts or other equipment having sharp points.

The variety of toys listed for infant, toddler, pre-school of any age is based on the assumption of normal and development. **Infant** learns motor skill, bodily control and co-ordination by various means they need stimulation with toys for visual, auditory and tactile sensation. The play materials suitable for them can be as follows. Bright and moving object, musical toys, balloon, toys animals, and balloon.

Toddler are rapidly learning language and have some sense of danger nevertheless they do a lot of physical “ testing” jumping from height climbing, hanging by their arms rolling and rought-and-tumble play they have good control of their hands and finger and like to do things with small objects. Pull-pust toys, water play toys, ball, doll, household articles, crayons and marker.

pre schooler have longer attention spans than toddlers typically they talk a lot and ask a lot of question they like to experiment with things and with their still-emerging physical skills they like to play with friends and don't like to lose they can take turns and shaking one toy by two or more children. Paint materials, colored picture books, doctor set toys and tricycle.

AAP (2012) states that play is a natural tool for children to develop resiliency as they learn to co-operative, over come changes and legotiate with others. Play also allows children to be creative.

The physically and emotionally healthy children of today will become the productive citizens who will contribute positively to society in future.

NEED FOR STUDY

Children are growing up in a rapidly changing world characterized by dramatic shifts in what all children are expected to know and be able to do. Higher and tougher standards of learning for all populations of students are focusing on a narrow view of learning. Consequently, students have less time and opportunity to play than children of previous generations. Few would disagree that the primary goal of education is student learning and that all educators, families, and policymakers bear the responsibility of making learning accessible to all children. Decades of research has documented that play has a crucial role in the optimal growth, learning and development of children from infancy through adolescence. Yet, this need is being challenged, and so children's right to play must be defended by all adults, especially educators and parents. The time has come to advocate strongly in support of play for all children.

United Nations (1959) adopted the rights of the child. According to the declaration the development of children has been considered an integral part of national development. The rights of the child include right to full opportunity for play and recreation. In India, the United Nation declaration of the right of the child adopted in the year of 1974.

Even before the United Nations high commission for human rights cited play as a right of every child. Philosophers and psychologists such as plato, Piaget and Friedrich Froebel, recognized the importance of play in health child development.

The **American Academy of Pediatrics (AAP)** published a study in 2006 entitled: "The importance of play in promoting healthy child development and maintaining strong parent-child bonds". The report states: "Free and unstructured play is healthy and - in fact essential for helping children reach important social, emotional, and cognitive developmental milestones as well as helping them to manage stress and become resilient".

The 17th **International Play Association (IPA)** World Conference 2008 will be held in Hong Kong. Its main focus is on what play is, alarming trends affecting childhood. IPA is deeply concerned by a number of alarming trends and their negative impact on children's all-round development such as society's indifference to the importance of play, overemphasis on theoretical and academic studies in schools, increasing numbers of children living with inadequate provisions for survival and development. Hence following proposals are listed such as play is essential for the physical and mental development of child, play is a part of education, play is an essential part of family and community life, child needs opportunities to play at leisure, the needs of the child must have priority in the planning of human settlements.

The population of India is estimated at 1,267,401,849 as of July 1 2014. As per the details from census 2011, the total number of children in the age-group of 0-5 years are 15,87,89,287 of the total population in India. The total population of Tamil Nadu as per 2011 census is 72,147,030. The total child population (age 0-5) was 7,423,832. According to government of India 2011 census, The actual population of Villupuram district is 3,458,873. The child population between the age of 0- 5 years were 403,996 of total population.

Hennies and acke (1933) compared a treatment group of children who exhibited behavioural disturbances and received thirty sessions of non directive play therapy with a control group receiving non-play therapy social education. Results showed a decrease in behavioral disturbance and an increase in “Person centered competencies”.

Monisha M (2010) conducted a study to assess the effectiveness of structured teaching programme on importance of play among mothers of under five children. The results of the pretest score was lower than the post test score. The finding of the study revealed that most of the parents had inadequate knowledge on importance of play needs.

AAP (2012) states that play provides time for parents to be fully engaged with their children, to bond with their children, and to see the world from the perspective of their child. So, parents should encourage physical activity in children. Regular physical activity improves gross motor skills, may enhance the child’s self – confidence.

Researcher have a own interest in engaging to do research on importance of play needs to the under five children. Hence a play is a funniest activity of the children’s but, it have a crucial role in development of physical, psychological, social aspect and also it enhances child’s cognitive skill development, and motor development. Various research studies has shown that the problems which faced by the children’s who lack of play at developmental stages suffers from behavioural changes, depression, lack of intellectual skills. As the investigator thought that play will help the children to develop skill, creativity, intelligence, emotional ability , speech , social and moral development. So the investigator decided to carry out the study.

STATEMENT OF THE PROBLEM

A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children.

OBJECTIVES

- To assess the pretest knowledge regarding importance of play needs among parents of under five children.
- To assess the pretest attitude regarding importance of play needs among parents of under five children.
- To assess the effectiveness of structured teaching programme on importance of play needs among parents of under five children.
- To correlate the knowledge and attitude regarding importance of play needs among parents of under five children.
- To find the association between the post test knowledge and attitude regarding importance of play needs among parents of under five children with the selected demographic variables.

HYPOTHESIS

H1 – There is significant difference between pretest and post test knowledge and attitude scores on importance of play needs among parents of under five children.

H2 – There is significant association between the post test knowledge and attitude score with demographic variables.

OPERATIONAL DEFINITIONS

ASSESS

In this study it refers to assess the level of knowledge and attitude regarding importance of play needs among parents of under five children.

EFFECTIVENESS

In this study it refers to significant gain in knowledge and attitude as determined by significant difference between pre and post test knowledge and attitude score.

STRUCTURED TEACHING PROGRAMME

It this study it refers to the systematically arranged information regarding the definition, importance, types, development with play, varieties of play materials according to the age group and the toys designed to teach regarding importance of play needs for under five parents.

KNOWLEDGE

It refers to the information acquired through the education regarding importance of play needs. They measured in terms of knowledge questionnaire. The purpose of the study, knowledge is classified into three levels.

Score	Level of knowledge
Below 50	Inadequate
51 – 75	Moderately adequate
76 – 100	Adequate

ATTITUDE

An attitude is an expression of favour or disfavour response towards a person, place, thing or event regarding importance of play needs. They measured in terms of Likert Scale. For the purpose of the study, attitude is classified in three levels.

Score	Level of Attitude
Beow 50	Unfavourable
51 – 75	Moderately favourable
76 – 100	Favourable

PARENTS

In this study it refers to parents who have children under five years got admitted in sakthi hospital.

UNDER FIVE CHILDREN

In this study it refers to the child with an age group of under five years which includes newborn, infant, toddler and preschoolers.

PLAY

Play is an enthusiastic activity of each and every children, spending time with toys, games. That helps the child to develop creativity, intellectual activities and more helps in their physical and psychological development.

ASSUMPTIONS

- Under five parents may have inadequate knowledge on importance of play needs.
- Under five parents need education regarding importance of play needs.
- Structured teaching program will improve the knowledge and attitude regarding importance of play needs.

DELIMITATIONS

- The study was delimited to 6weeks only
- The study was delimited to under five parents who were admitted in Sakthi hospital.
- The study was delimited to under five parents who are available at the time of data collection.

PROJECTED OUTCOME

- This study will help the under five parents to gain adequate knowledge and awareness on importance of play needs.
- This study help to share the information regarding importance of play needs of the surrounding mothers.
- This study help for the future reference.

CHAPTER II

REVIEW OF LITERATURE

Bob Dietz (2004) review of literature is an essential aspect of scientific research. It is a systematic identification, location, scrutiny, summary of written content that contains information relevant the problem under the study. An extensive review of literature was done by the investigator to gain insight into the selected problem.

Paykey (2009) review of literature is a critical summary of research on a topic of interest generally prepared to put a research problem in context (or) to identify gaps and weakness in prior studies so as to justify a new investigation

David Williams (2005) a literature review is a body of text that aims to review the critical points of current knowledge and methodological approaches on particular topic. A review of related literature gives an insight into various aspects of the problem under the study. It serves as an integrated function that facilitates the accumulation of knowledge. Hence review of literature is important to a researcher in order to know what has been established and documented.

PART: 1 REVIEW OF RELATED LITERATURE

It has been arranged under the following headings

- Studies related to importance of play needs
- Studies related to knowledge and attitude regarding importance of play needs among parents of under 5 children.
- Studies related to effectiveness of structure teaching programme on importance of play needs.

STUDIES RELATED TO IMPORTANCE OF PLAY NEEDS

S. Vasanthakumari (2014) conducted a effectiveness of play therapy in promoting socialization among the mentally challenged children at Mugappair East , Chennai. 60 moderately challenged were selected as subject using simple random sampling technique where lottery method was used to select the subjects for this study based on the inclusion and exclusion criteria. Majority of the children 43 (71.7%) had inadequate level of socialization, 10 (16.7%) had moderate level of socialization and 7 (11.6%) had adequate level of socialization in pre-test. After play therapy, 17 (28.3%) had adequate level of socialization and 43 (71.7%) had moderate level of socialization. The effectiveness of play therapy was statistically tested by paired 't' test and the result was found to be statistically significant at $P < 0.001$ level. The study demonstrated that the level of socialization among the moderately mentally challenged children was inadequate before the play therapy and it significantly improved after the play therapy. Therefore, play therapy is to be provided as a planned program in periodic sessions as the moderately mentally challenged children are trainable group where play therapy helps to enhance an optimal level of socialization.

Mrs. K. Jenifer Priscilla (2013) conducted a true experimental study to assess the effectiveness of child centered play therapy on adjustment difficulties among primary school children in selected schools at Viruthunagar. 60 samples were selected through simple random sampling technique. The mean post test level of adjustment difficulties among primary school children in experimental group was lower than the mean post test level of adjustment difficulties in control group. The investigator felt that more importance should be given for child centered play therapy to reduce the adjustment difficulties among primary school children.

Mercy (2012) conducted a quasi experimental study was conducted to evaluate the effectiveness of kaleidoscope vs toy mobile phones as distraction technique on pain among children during IV infusion at selected hospital, Salem. 60 samples were selected through non probability convenience sampling technique. Pain observation scale was used to assess the level of pain. Kaleidoscope was given to children in experimental I and experimental II toy mobile, phone was given to children at the

onset of procedure. Mean score for experimental I was 3.58 +/- 1.15 which was lower than mean score of experimental II of 2.73 +/- 0.94 which revealed the toy mobile was more effective compared to kaleidoscope in reducing the pain among children. The 't' value was 4.25 which was significant at PC 0.05 level. It was concluded that non- pharmacological measures are effective in distracting pain of children without any complication.

Pragathi.G (2012) conducted a quasi experimental study to assess the effectiveness of play therapy children in C.S.I. Mission hospital at Marthandam. 30 samples were selected through the stress and anxiety among hospitalized children was assessed by using modified scale and demographic variables were used to collect data. Descriptive and inferential statistics were used to analyze the data. The paired 't' test was performed to compare the post test value of stress and anxiety. The calculated value of 't' was 16.40 and 10.70 respectively which is greater than the table value. This shows that there was significance difference in post test value. The study revealed that there is decreased level of stress and anxiety after play therapy. So the play therapy was effective in reducing stress and anxiety among hospitalized children.

Ms.Shiny Isac (2011) conducted a control group study to assess the effectiveness of therapeutic play during intravenous cannulation on level of pain among children admitted in a selected hospital at Salem. 40 samples were selected undergone intravenous cannulation on the level of pain the study showed statistical significance at $p < 0.05$. It is recommended that therapeutic play can be given to children before intravenous cannulation for reducing the pain.

Ms. Shahila Shawkath (2011) conducted a quasi experimental study to assess the effect of self instructional module on play stimulation among mothers of infants in selected village areas of Kanyakumari district. 60 samples were selected through purpose sampling technique. The result is the mean knowledge score was 10.35 and mean knowledge score after administration of self instructional module was 19.05. The mean difference is 8.7. The 't' value is 20.7. There was a significant increase in the level of knowledge among mothers of infant on play stimulation after the administration of self instructional module. That was no significant association between the knowledge level of mothers with their selected demographic variables.

SA.Sangeethajanani (2011) conducted a true experimental study to effectiveness of therapeutic play and hospital routine in reduction of anxiety among hospitalized children at selected hospital Chennai. 40 samples were selected at findings of the study revealed that in experimental group the mean difference score was 20.1 with calculated 't' value of 13.46 which showed that there is significant effect in reduction in the level of anxiety at $p < 0.001$ and in control group the mean difference score was 8.8 with 't' value of 7.80 which also showed significant reduction in level of anxiety at $p < 0.001$, however therapeutic play was found to be more effective than hospital routine at level of $p < 0.05$ with table value of 5.22. Therapeutic play can be used effectively in reducing the level of anxiety among hospitalized children.

Rathilka.N (2010) conducted a quasi experimental study was conducted to evaluate the effectiveness therapeutic play as distraction technique on pain during injections among hospitalized infants (6 weeks – 12 months) in selected hospitals, Salem. 70 infants were selected using non-probability convenience sampling. Modified laurence infant pain behaviour observation checklist was used to collect data from the infants. The therapeutic play was given in experimental group in which play was started before 5 minutes of injection administration. The mean score of the infants in experimental group 9.03 ± 1.543 was lower than that of the control group 12.7 ± 1.045 . The 't' value was 11.69 which highly accepted at $P < 0.001$. The study reveals that most of the infant had reduction of pain during injection through play.

Manjusha Mathew (2010) conducted a quasi experimental study to evaluate the effectiveness of play therapy in improving treatment compliance among hospitalized children in Caritas hospital at Kottayam. 60 samples were selected through non probability convenient sampling technique. The overall mean improvement score for treatment compliance was 53.28 with S.D 3.14 the paired 't' value of 55.112 with shows high statistical significance at the level of $p < 0.001$. On the above findings of the study, the investigator felt that after play therapy the treatment compliance is improved in the hospitalized children. So play therapy is very essential for the children to improve the treatment compliance.

Naderi., et. al., (2010) conducted a experimental study to examine the efficacy of play therapy on Attention Deficit Hyperactivity Disorder (ADHD). Anxiety and social maturity of 3-5 years children at Bangalore. 80 samples were selected through the control group were randomly assigned. Revealed that play therapy decreased ADHD and anxiety but increased social maturity. The results authenticated that play therapy as an effective therapeutic procedure for children experiencing a broad range of problems such as ADHD and anxiety.

Oalline (2010) conducted a experimental study of child centered play therapy with preschool children who had impaired hearing. 24 samples were selected randomly assigned to either a treatment or control group. In this group received 50 meter's play therapy sessions for 20 days. Children in the experimental group showed statistically significant increases in mature behavior patterns as compared to the control group. Parents and teachers also reported positive behavior changes in these children.

Nnodum B.I (2010) conducted a quasi experimental study to investigated the effectiveness of child centered play therapy in improving the social skills of primary school isolates and consequently reduce their isolate behavior. 48 samples are randomly selected from the target population and they were randomly assigned to the experimental groups. Isolate trait identification questionnaire for children (ITIQFC), children's Shyness Questionnaire (SQ) children's Social Skills Identification Questionnaire (SSIQ). Two null hypothesis tested at 0.05 level of significance were raised to guide the study. Data collected were analyzed with ANCOVA F-Test . The result revealed that the treatment techniques were equally effective and superior to the school condition in improving the social skills of isolates and reducing their isolate behavior.

STUDIES RELATED TO KNOWLEDGE AND ATTITUDE REGARDING IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

Mr.Prasannakumar D.R (2014) conducted a comparative study to assess the knowledge of mothers of under five children regarding importance of play in growth and development in selected rural and urban areas, Bangalore. A comparative survey design was adopted for the study. Samples were selected using non-probability

convenient of 80 mothers of under five children. Out of which 40 from Bommasandra and Masthenahalli rural areas under Chandapura primary health center and Hongasandra and Begur urban areas under Begur primary health center, Bangalore. Data collected was analyzed using descriptive and inferential statistics findings of the study revealed that majority 55% of the rural mothers and 30% of the urban mothers had moderate knowledge while 62.5% of urban mothers and 30% of the rural mothers had adequate knowledge regarding the importance of play in growth and development of under five children. The total difference in the mean of overall knowledge score was 3.32 with the 't' value of 3.341 and found to be significant at the level of $P < 0.01$. The study findings, it is understood that the samples had moderate knowledge regarding the importance of play in growth and children. The knowledge number of children they have.

Catherine. S & Lisa (2013) conducted a descriptive analysis on mothers knowledge about children's play activities and language development short-term Stability and Interrelations. The total samples selected for this study were Sixty-four mothers of children ranging in age from 6 to 58 months (under 5 children) were asked to determine, for pairings of play and language items, which item was more advanced developmentally. Finally, Mothers knowledge about language development was stronger than an unrelated to their knowledge about play, suggesting that maternal knowledge about developmental domains is inadequate.

Aruna (2011) conducted a descriptive was done to assess the knowledge, attitude and practice among mother of hospitalized children regarding play needs at Kovai medical center and hospital, Coimbatore. 60 samples were selected by using non-probability sampling technique. Data collection was done by structured interview schedule. Results shows that 41 (68.5%) of mothers had an excellent attitude. 19 (31.6%) of them had a good attitude towards play needs of children. The 't' value 6.904 was significant at 0.01 level shows that mother with graduation had more knowledge regarding play needs than mothers with primary education. The 't' value 2.82 was significant at 0.01 level shows that the knowledge was more among mothers who got information from the mass media than family members. Regarding the practice among mother towards play needs of children, 16 (26.7%) of mother had good skilled practice about play needs and 44 (73.3%) of them had poor skilled practice regarding play needs. The study reveals that although mothers had good

knowledge and attitude towards play needs, they had poor application skills of play in their daily practice.

Ms. Cinthol kumar (2008) conducted a descriptive and explorative study to assess the knowledge, attitude and practice among mother of children regarding play needs at KMCH hospital Coimbatore. 60 samples were selected through non-probability purposive sampling technique. The factors that affect the play needs of children are lack of time, unaffordable cost of play materials 25 (41.59%), wrong concept regarding the role of play in developing fatigue disease 60 (100%) bad habits, misunderstanding between the neighbours, injury and accidents 57 (97%). The 'r' value was 0.86.

Ms. Thenmozhi.S (2008) conducted a explorative and descriptive study to assess the knowledge regarding play needs and selection of toys among mothers having children under five years of age selected village at Namakkal. 100 samples were selected through simple random sampling technique. The results of the mean score of 67.92% is the highest knowledge and 59.80% of mothers having least knowledge on toys for children from 5 months to preschool age. Mothers with 2 or more children are high in their knowledge regarding the play and selection of toys due to their previous experience in selection of play and toys for the first child.

STUDIES RELATED TO EFFECTIVENESS OF STRUCTURE TEACHING PROGRAMME ON IMPORTANCE OF PLAY NEEDS

Abbas Rezaei. et.al., (2014) conducted a effectiveness of gestalt group play therapy on improvement of behavioural problem in pre school children. In this research of quasi experimental, 20 children were selected as an accessible sample and randomly divided into control and experimental groups. The experimental group received the control group which did not receive any intervention. Pre school children behavioural problems questionnaire were administered to all subject as the pre and post test. The results showed the difference between mean post test scores of behavioural problems in the experimental group. The mean scores of the experimental group was less than that of control group. The gestalt group play therapy could be applied alongside other therapy methods as an effective method on improvement of behavioural problems in preschool children.

Ramalakshmi. R (2014) conducted a Video-assisted teaching programme on knowledge and attitude regarding play needs among mothers of toddler a quantitative, evaluative research regarding play needs among mothers of toddler in a selected village at Coimbatore. 40 samples were selected by using stratified random sampling technique. Data were collected through base line data, structured interview schedule and modified 5 point Likert scale. The result of the study revealed the post mean percentage score of knowledge and attitude is higher than pretest mean percentage score. There was a significant difference between mean pretest score on knowledge and attitude of mothers of toddler on play needs. Hence, the video assisted teaching programme was effective on play needs of toddler.

Mary usha .x (2011) conducted a quasi experimental study to assess the effectiveness of video assisted therapeutic play on anxiety and physiological parameters for the preparation of hospitalization among preschoolers in a selected hospital at Coimbatore. 40 samples were selected through convenience sampling technique. The results shows the comparison of pre-test and post test anxiety and physiological parameters in the experimental group with regard to the anxiety the calculated value of 't' (3.96) is greater than the tabulated value 't' (2.09) at 5% level of significance. Therefore there is a significant difference in anxiety between the pre and post test. Video assisted therapeutic play is an essential intervention to reduce anxiety in hospitalized preschoolers. It explores the recent concepts based on a traumatic care in child health nursing.

Monisha. M (2010) conducted a experimental design study to assess the effectiveness of structured teaching programme on importance of play among mothers of under five children at Kovilpalayam, Coimbatore. 40 samples were selected through descriptive and inferential statistics were used to analyze the data. The result of the pretest score 16.85, post test score 25.5 and the 't' value 25.5. The finding of the study revealed that there is an improvement in the post test knowledge .

PART II

CONCEPTUAL FRAMEWORK

The word conceptual framework represents a less formal attempt at organizing a phenomenon. Conceptual model deals with concepts that are used as building blocks and provide a conceptual perspective regarding inter related phenomena which are closely structured.

The central focus of Imogene King's framework is man as a dynamic human being whose perception of objects, person and events influence his behavior, social interaction, and health. Imogene King's conceptual framework includes three interacting systems which each system having its own distinct group of concepts and characteristics. These systems include personal system, interpersonal system and social system. King's basic assumption maintained that nursing is a process that involves caring for human beings which health being the ultimate goal (Torres,1986) the three systems that constitute King's conceptual framework provide the basis for development of her theory of goal attainment.

The personal system refers to the individual. The concept within the personal system and fundamental in understanding human beings are perception, self, body image, growth and development, time and space. Imogene King viewed perception as the most important variables because perception influences behavior. King summarized the connections among the concepts in the following statement. An individual's perception of self, body image, time and space influence the way he or she responds to persons, objects and events in his or her life. As individuals grow and develop through the life span, experiences with changes in structure and function of their bodies over time influence their perception of self, interpersonal systems involve individuals interacting with one another.

Imogene King (1981) stated, although personal and social systems influence the quality of care, the major elements in a theory of goal attainment are discovered in the interpersonal system in which two people, who are usually strangers, come together

in a health care organization to help and to be helped to maintain a state of health that permits functioning in roles. King believed that interactions between the nurse and mothers results in goal attainment. Further, King proposed that through mutual goal setting and goal attainment, transactions results in enhanced growth and development for the parents.

This theory is based on the concepts of the personal and interpersonal systems including interaction, perception, transaction and action. A basic theory for conceptual framework, which is aimed to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children. The major concepts are described as follows.

1.Perception

Perception is the person's representation of the reality. It influences all other behavior of a person and it is more subjective and unique to each person. The researcher perceives that the parents have lack of knowledge and attitude regarding importance of play needs.

2.Judgement

The judgement is a decision made by the researcher and the parents. Here the researcher judges that the parents have lack of knowledge and attitude regarding importance of play needs.

3.Action

It refers to the changes that have to be achieved. The researcher's action is to provide a structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children.

4.Mutual goal setting

Here the researcher plans to educate about the importance of play needs and the parents are actively involved in this structured teaching programme.

5.Reaction

Reaction means decision to act. In this study the researcher developed a tool to assess the existing knowledge and attitude regarding importance of play needs among parents of under five children.

6.Interaction

Interaction is a process of perception and communication between person to person, represented by verbal and nonverbal behaviors that are goal directed. Here the researchers gave structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children.

7. Transaction

The transaction is purposeful interaction that leads to goal attainment, between the researcher and the parents of under five children. Here the researcher assesses the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs by post test by using the same tool.

Positive outcome is adequate knowledge and attitude regarding importance of play needs among parents of under five children which has to be enhanced further. Negative outcome is moderate and inadequate knowledge and attitude regarding importance of play needs among parents of under five children.

King's conceptual framework provides a useful structure for the researcher, in educating parents regarding importance of play needs. This theory also provides direction for nursing practice by emphasizing the process of multidisciplinary collaboration, communication, interaction, transaction and the use of critical thinking. Thus the researcher adopted this model to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children.

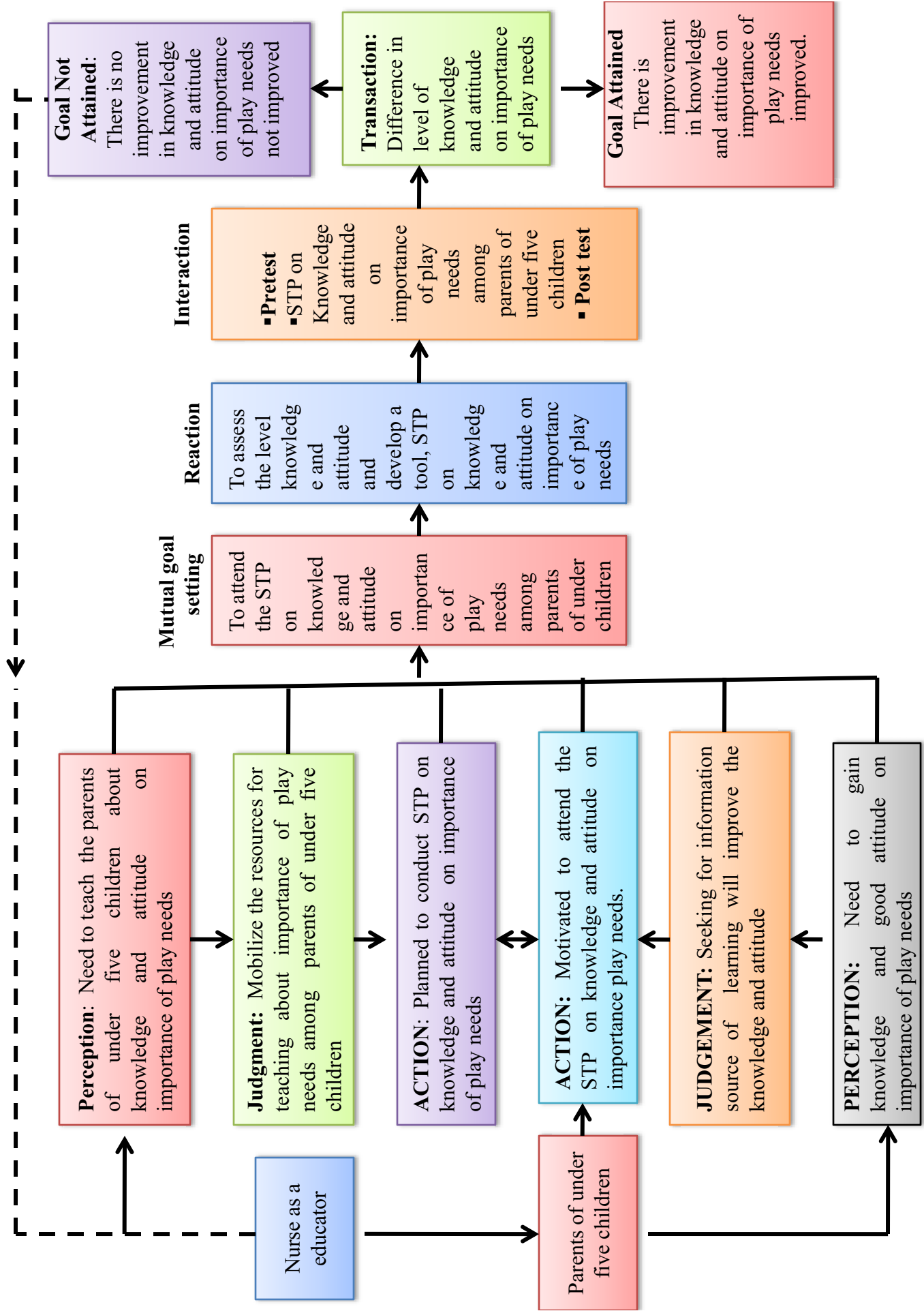


Fig. 2.1 Conceptual Framework Based On Modified Imogene King's Goal Attainment Model

CHAPTER - III

RESEARCH METHODOLOGY

This chapter provides a brief description of the research method adopted by the investigator to compare the knowledge and attitude regarding importance of play needs among parents of under five children.

RESEARCH APPROACH:

Evaluative research approach was used for the study.

RESEARCH DESIGN:

The research design used for this study was one group pretest post test research design.

Polit (2008) states that the purpose of experimental study is to observe, describe and documents aspects of a situation as it naturally occur.

The schematic representation follows

Group	Pre-test	Intervention	Post-test
Parents of under five children	Knowledge and Attitude regarding importance of play needs among parents of under five children. Before administration of structured teaching programme.	Structured teaching programme	Knowledge and attitude regarding importance of playneeds among parents of under five children after administration of structured teaching programme.
	01	×	02

SETTING OF THE STUDY

Polit and Hungler (2006) Setting is the physical location and condition in which data collection takes place in a study.

The study was conducted in Sakthi Hospital, Kallakuruchi, Villupuram (D.T) which has provision of 50 beds. It is a multi speciality hospital. It has emergency services, NICU, ICU, Pediatrics ward, Gynecology ward, Gastroenterology ward. The monthly statistics of pediatric inpatient and outpatient are approximately 900 under which 500 were under five children.

VARIABLES

Variables are concept at different levels of abstractions that are concisely defined to promote their measurement or manipulation with in the study.

Independent variable

Structured teaching programme on importance of play needs.

Dependent variables

Knowledge and attitude regarding importance of play needs among parents of under five children.

STUDY POPULATION

The target Population for this study was parents of under five children.

SAMPLE

The sample for this study included parents of under five children who meets inclusive criteria.

SAMPLE SIZE

Sample size was 50.

SAMPLING TECHNIQUE

Convenient sampling technique was used for this study.

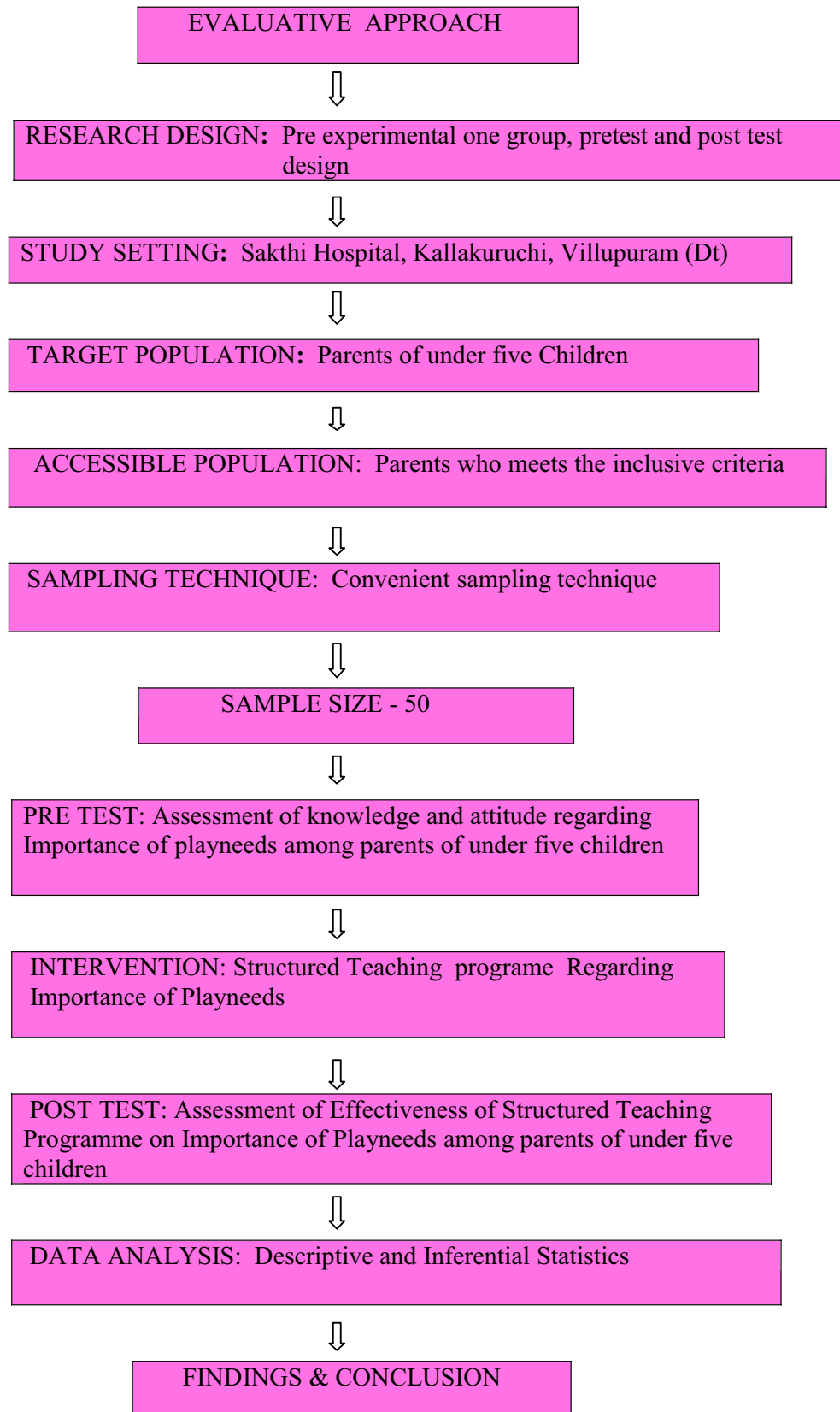


Fig : 3.1 SCHEMATIC REPRESENTATION OF RESEARCH METHODOLOGY

SAMPLING CRITERIA

Inclusion criteria

- * Parents who have the under five children.
- * Parents who were willing to participate in the study.
- * Parents who were available at the time of data collection.
- * Parents who understand Tamil.
- * Parents whose child admitted in general ward.
- * Parents who accepted to come back on post test day in case of discharge.

Exclusion criteria

- * Parents who were not willing to participate.
- * Parents who were not available at the time of data collection.
- * Parents who were unable to participate due to illness.
- * Parents whose child admitted in ICU / NICU.

SELECTION AND DEVELOPMENT OF TOOL

The tool is a vehicle that could obtain data pertinent to the study and at the same time adds to the body of general knowledge in the discipline. Data collection tools were used by the researcher to observe or measure the key.

Selection and development of the tool was done based on the objectives of the study. After the review of related review of literatures the structured knowledge and attitude interview questionnaire regarding importance of play needs among parents of under five children was developed by the investigator. The developed tool was refined and validated by the subject experts and guide.

DESCRIPTION OF THE TOOL

The tool consists of three sections

SECTION – A

It deals with demographic variables, which includes age, sex, religion, education, occupation, monthly income, types of family, number of children, age of children, place of residence and source of information regarding play needs.

SECTION – B

This section consists of structured questionnaires to assess the knowledge of importance of play needs among parents of under five children. It consists of 30 multiple choice questions. Scoring was done for items. In each question there was more than one right choice. Each correct answer was given a score of one and wrong answers a score of zero. Knowledge was measured in terms of knowledge score. The total scores of knowledge were 30.

Scoring key

Each correct answer carries – 1 mark

Each incorrect answer carries – 0 mark, and it is classified as

Score	Level of knowledge
Below 50	Inadequate
51 – 75	Moderately adequate
76 – 100	Adequate

SECTION - C

A Likert scale was prepared by the investigator to assess the attitude of parents of under five children regarding importance of play needs. It consists of 10 statements that are 5 positive statement and 5 negative statements. Each statement was scored in the following manner.

Scoring key

Each items has 5 options such as strongly agree, agree, uncertain, disagree, strongly disagree.

The scores for the positive item was 5 points for those who strongly agree, 4 points for those who agree, 3 points for uncertain, 2 points for those who disagree and 1 point for those who strongly disagree.

Maximum possible score was 50 and minimum was 10

Score	Level of attitude
Below 50	Unfavourable
51 – 75	Moderately favourable
76 – 100	Favourable

DEVELOPMENT OF THE STRUCTURED TEACHING PROGRAMME

The structured teaching programme on importance of play needs was developed based on the review of related research / non research literature. Seven specific objectives were formulated on importance of play needs. Content was prepared according to those objectives. Structured teaching programme was developed in the form of lesson plan. The following steps were adopted to develop the structured teaching programme.

- Preparation of structured teaching programme.
- Establishment of content validity of structured teaching programme.
- Translation of structured teaching programme in Tamil.

DESCRIPTION OF THE STRUCTURED TEACHING PROGRAMME

The structured teaching programme was titled as “Importance of play needs”. The structured teaching programme was planned for one session. It consists of the introduction, definition, characters, purpose, importance, types, selection criteria and selection of play materials according to age group.

CONTENT VALIDITY

Polit and hungler (1999) stated that it is concerned that sampling adequacy of items for the construct that is being measured. Content validity is relevant for both affective measures and cognitive measures. The content validity of an instrument is necessarily based on judgment. The content validity of tool was done by 3 nursing experts, 2 pediatricians. Experts were asked to give their opinion and suggestions about the concept of the tool. The modifications recommended by the experts were incorporated in the final preparation of the questionnaire by the investigator. The tool was translated into Tamil by language experts.

PILOT STUDY

Pilot study is a trial run for major study to test the reliability, practicability, appropriateness and flexibility of the tool for the study. The investigator conducted a pilot study with 5 samples in P.V hospital, kallakurichi. The data was analyzed by using descriptive statistics that is mean, percentage and standard deviation of the variables and were calculated and compared. Results revealed that there was a positive correlation. The tool was found feasible and practicable. The investigator proceeded for the main study. No modification was done in the methodology and tool.

RELIABILITY

Polit and Hungler (1999) state that one important characteristics of measuring tool is its reliability, which refers to the degree of consistency or accuracy with which an instrument measures an attribute.

The structured interview questionnaire was tried on five parents of under five children residing at selected hospital at kallakurichi. Reliability was found out by split half method using spearman Brown's formula. The reliability of the knowledge questionnaire was found to be $r = 0.83$ and for attitude $r = 0.87$ Hence the tool was found to be statistically reliable for the study.

PROCEDURE FOR DATA COLLECTION

The data collection period was from 01.08.15 to 31.08.15. Before conducting the study formal permission was obtained from medical director of Sakthi Hospital, Kallakurichi. The samples were selected by non probability convenient sampling technique. One group pretest and post test pre experimental design was used. Before pretest the samples were gathered between 11am-1pm at conference hall in Sakthi hospital. In pretest the investigator collected data about parents demographic variables, knowledge and attitude on importance of play needs for ½-1 hour. After pretest the structured teaching programme was given for 1 hour. During structured teaching programme the play needs were displayed to the parents of under five children according to the age group. Post test was conducted on 8 th day after structured teaching programme by using the questionnaire and attitude rating scale to find out the effectiveness of structured teaching regarding importance of play needs. The data was collected on all six days of week. The timing of data collection was from 9am-5pm. Every sample was given 1½ - 2 hours to assess the knowledge and attitude structured teaching programme was given about 1 hour.

Pretest Date	Total Number	Post Test Date
03.08.15	8	11.08.15
05.08.15	10	13.08.15
07.08.15	12	15.08.15
17.08.15	7	25.08.15
20.08.15	13	28.08.15

ETHICAL CONSIDERATION

The research proposal was approved by the dissertation committee prior to pilot study. The oral consent was obtained from each participant of the study before the data collection. Assurance was given to the subjects that the anonymity of each individual would be maintained. The subjects were given rights to withdraw from the study.

PLAN FOR DATA ANALYSIS

- The data obtained were analyzed using both descriptive and inferential statistics.
- Descriptive statistics used to find out frequency, percentage, mean and standard deviation.
- 't' test was used for comparing the knowledge and attitude.
- Correlation was used to find out the relationship between knowledge and attitude among parents of under five children.
- Chi-square test was used to find out the association of demographic variable with knowledge and attitude.

CHAPTER - IV

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

It is a systematic organization and synthesis of research data. In order to answer the research questions and test hypothesis. Interpretation is the process of making sense of study results and of examining their implications. Descriptive and inferential statistics was used to analysis the data. **SPSS package 16.0 version was used.**

Abdellah and Levine mentioned that interpretation of tabulation data could bring light to the real meaning of the findings of a study. According to Kerlingers, “Analysis is the categorizing, ordering, manipulating and summarizing of data to obtain the research questions.” The analysis of the data was done using descriptive and inferential statistical methods, organized and presented in the forms of tables and graphs. The data analysis was done based on the objectives of the study.

OBJECTIVES OF THE STUDY

- To assess the pretest knowledge regarding importance of play needs among parents of under five children.
- To assess the pretest attitude regarding importance of play needs among parents of under five children.
- To assess the effectiveness of structured teaching programme on importance of play needs among parents of under five children.
- To correlate the knowledge and attitude regarding importance of play needs among parents of under five children.
- To find the association between the post test knowledge and attitude of regarding importance of play needs among parents of under five children with the selected demographic variables.

ORGANIZATION OF DATA

The findings of the study were grouped and analyzed under the following sections.

- Section A:** Description of the demographic variables among parents of under five children.
- Section B:** Assessment of pretest and post test level of knowledge and attitude regarding importance of play needs among parents of under five children.
- Section C:** Effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children.
- Section D:** Correlation between post test knowledge and attitude score regarding importance of play needs among parents of under five children.
- Section E:** Association of post test level of knowledge and attitude regarding importance of play needs among parents of under five children with their selected demographic variables.

SECTION- A: THIS SECTION DEALS WITH THE DEMOGRAPHIC VARIABLES AMONG PARENTS OF UNDER FIVE CHILDREN.

Table 4. 1: Frequency and percentage distribution of demographic variables of Under five children

N =50

S.No	Demographic Variables	Frequency	Percentage(%)
1	Age		
	21-25 Years	17	34.0
	26-30 Years	18	36.0
	31-35 Years	7	14.0
	36-40 Years	8	16.0
2	Sex		
	Male	16	32.0
	Female	34	68.0
3	Religion		
	Hindu	40	80.0
	Muslim	6	12.0
	Christian	3	6.0
	Others	1	2.0
4	Education		
	Illiterate	2	4.0
	Primary School Education	7	14.0
	Secondary School Education	16	32.0
	Higher Secondary	15	30.0
	Graduate	10	20.0
5	Occupation		
	Home Maker	19	38.0
	Government Employee	10	20.0
	Business	9	18.0
	Self-Employee	12	24.0
6	Monthly Income		
	Up to Rs 3000	8	16.0
	Rs 3001-4000	7	14.0
	Rs 4001-5000	10	20.0
	Above Rs 5000	25	50.0
7	Type of family		
	Nuclear Family	10	20.0
	Joint Family	40	80.0
8	No. of children		
	One Child	31	62.0
	Two Child	16	32.0
	Three Child	2	4.0
	Above Three Children	1	2.0

9	Age of the Child		
	New Born	9	18.0
	Infant	14	28.0
	Toddler	15	30.0
	Pre-Schooler	12	24.0
10	Place of Residence		
	Rural Area	30	60.0
	Urban Area	10	20.0
	Sub Urban	10	20.0
11	Source of Information		
	Mass Media	0	0.0
	Peer Group	5	10.0
	Family Members	15	30.0
	Health workers	4	8.0
	None	26	52.0

The inferences made are

Represents the frequency percentage distribution of demographic variables of under five children. With respect to the age of 18 (36) were in the age group of 26-30 years, 17 (34) were in the age group of 21-25 Years, 8 (16) were in the age group of 36-40 Years and rest 7 (14) were in the age group of 31-35 Years.

Regarding distribution of sex predominantly 34 (68) were female and rest 16 (32) were male. In related to the religion dominantly 40 (80) were Hindu, 6 (12) were Muslim, 3 (6) were Christians and others 1 (2).

In accordance with the educational status, secondary school education 16 (32), higher secondary 15 (30), graduate 10 (30) and illiterate 2 (4). In concern with occupational data most of them were home maker 19 (38), 12 (24) were self employed, 10 (20) were government employees and rest 9 (18) were businessman.

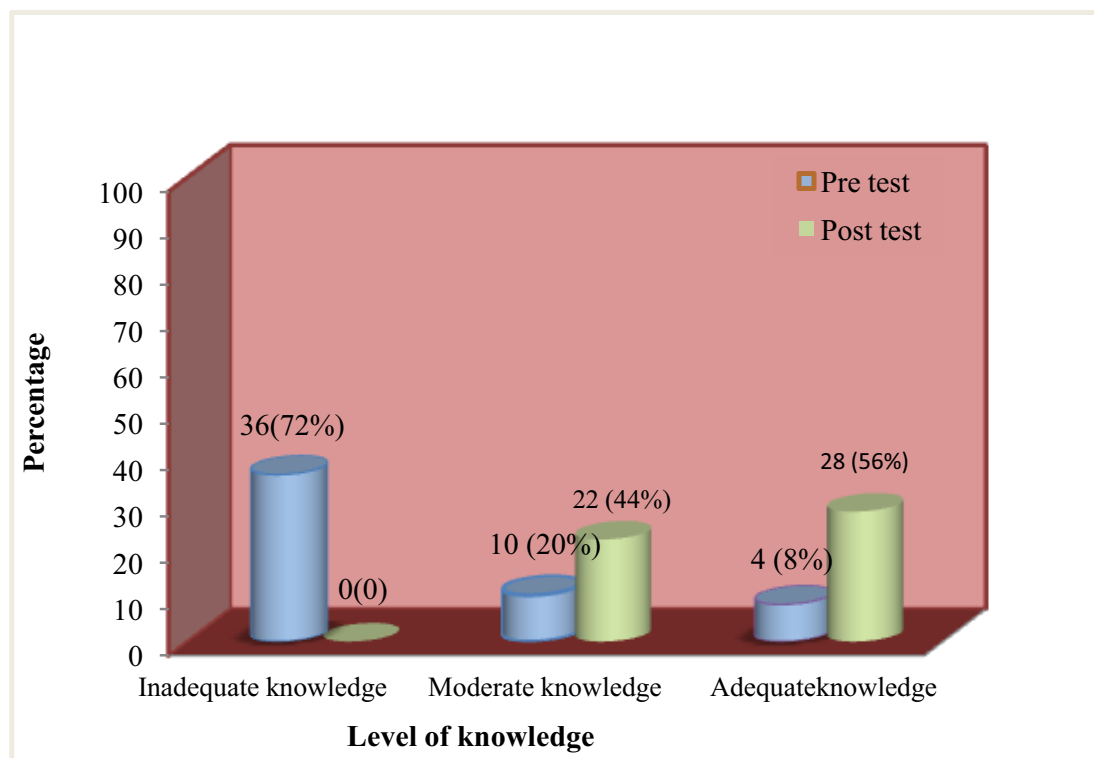
Regarding the monthly income 25 (50) were above Rs.5000, 10 (20) were Rs.4001 -5000, 8 (16) were getting monthly income of Rs.3000 and 7 (14) were getting around Rs.3001 – 4000.

In related to type of family 40 (80) were lives in joint family and rest 10 (20) were belongs to nuclear family. In related to age of the children 15 (30) were toddlers, 14 (28) were toddlers, 12 (24) were pre-schooler and 9 (18) were newborns.

In related to the place of residence majority 30 (60) were lives in rural area, 10 (20) were lives in urban area and rest 10 (20) were lives in sub urban areas. In response to the source of information 26 (52) have no exposure to any information, 15 (30) were getting information through family members, 5 (10) were getting information through peer groups, and rest 4 (8) were getting information through health workers.

SECTION-B: ASSESSMENT OF PRETEST AND POST TEST LEVEL OF KNOWLEDGE AND ATTITUDE REGARDING IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

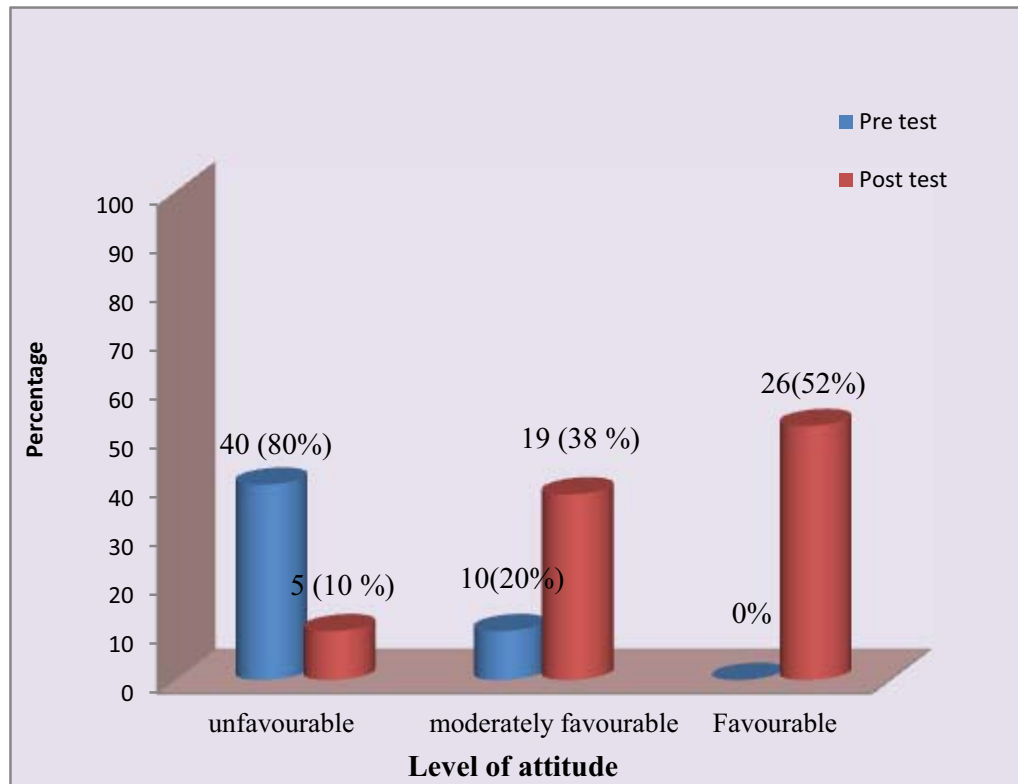
Figure 4.1: Percentage distribution of pretest and posttest level of knowledge Regarding importance of play needs among parents of under five Children.



The inferences made are

The pretest score distributed as 36 (72%) had inadequate knowledge, 10 (20%) had moderate knowledge and 4 (8%) had adequate knowledge. Whereas in the post test after imparting structured teaching programme majority 22 (44%) had moderate knowledge and rest 28 (56%) had adequate knowledge regarding importance of play.

Figure 4.2: Percentage distribution of pretest and post test level of attitude regarding importance of play needs among parents of under five children.



The inferences made are

The pretest score distributed as 40 (80%) had unfavourable attitude, 10 (20%) had moderately favourable and no one had favourable attitude regarding importance of play needs whereas in the post test score 5 (10%) had unfavourable attitude 19 (38%) had moderately favourable attitude and 26 (52%) had favourable attitude on importance of play needs among parents of under five children.

SECTION C: EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE AND ATTITUDE REGARDING IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

Table 4.2: Comparison of pretest and post test knowledge scores regarding ` importance of play needs among parents of under five children.

N=50

Knowledge	Mean	SD	Mean difference	Paired 't' Value
Pre Test	36.42	9.80	34.20	t=24.94 P=0.0001 ***
Post Test	70.62	11.19		

Significant at $p < 0.05^*$

The inferences made are

Pretest mean score of knowledge was 36.42 with S.D 9.80 whereas in the post test the mean score of knowledge was 70.62 with S. D 11.19. The mean difference was 34.20. The mean score of post knowledge was greater than the mean score of pre knowledge. The obtained 't' value (24.94) was significant at $P < 0.05^*$ level.

Table 4.3: Comparison of pretest and post test attitude scores regarding importance of play needs among parents of under five children.

N=50

Attitude	Mean	SD	Mean difference	Paired 't' Value
Pre Test	33.68	7.96	35.32	t=31.93 P=0.0001 *** S
Post Test	69.00	13.10		

Significant at $p < 0.05^*$

The Inferences made are

The pretest mean score of attitude was 33.68 with S.D 7.96 whereas in the post test the mean score of attitude was 69.00 with S. D 13.10. The mean difference was 35.32. The mean score of post attitude was greater than the mean score of pre attitude. The obtained 't' value (31.93) was significant at $P < 0.05^*$ level.

SECTION D: CORRELATION BETWEEN POST TEST KNOWLEDGE AND ATTITUDE SCORE REGARDING IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN.

Table 4.4: Correlation between post test knowledge and attitude scores regarding importance of play needs among parents of under five children.

N=50			
Variables	Mean	S.D	'r' Value
Knowledge	70.62	11.19	r = 0.955 p = 0.0001.S***
Attitude	69.00	13.10	

Significant at $p < 0.05^*$

The inferences made are

There was a significant correlation between post test, the mean score of knowledge 70.62 with S.D 11.19, the mean score of attitude 69.00 with S.D 13.10. The calculated Karl Pearson's correlation value of $r = 0.955$ was significant at $p < 0.05^*$ level.

SECTION E: ASSOCIATION OF POST TEST LEVEL OF KNOWLEDGE AND ATTITUDE REGARDING IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN WITH THEIR SELECTED DEMOGRAPHIC VARIABLES.

Table 4. 5: Association of post test level of knowledge with selected demographic variables regarding importance of play needs among parents of under five children.

N = 50

S. NO	Demographic Variables	Moderate Knowledge		Adequate Knowledge		Chi square value (χ^2)
		No.	(%)	No.	(%)	
1	Age					$\chi^2 = 0.376$ Df = 3 P=0.945. NS
	21-25 Years	9	32.1	8	36.4	
	26-30 Years	11	39.3	7	31.8	
	31-35 Years	4	14.3	3	13.6	
	36-40 Years	4	14.3	4	18.2	
2	Sex					$\chi^2 = 0.344$ Df = 1 P=0.558. NS
	Male	8	28.6	8	36.4	
	Female	20	71.4	14	163.6	
3	Religion					$\chi^2 = 2.212$ Df = 3 P=0.530 NS
	Hindu	23	82.1	17	77.3	
	Muslim	4	14.3	2	9.1	
	Christian	1	3.6	2	9.1	
	Others	0	0	1	4.5	
4	Education					$\chi^2 = 5.08$ Df = 4 P=0.278. NS
	Illiterate	2	7.1	0	0	
	Primary	5	17.9	2	9.1	
	Secondary	9	32.1	7	31.8	
	Higher Sec.	9	32.1	6	27.3	
	Graduate	3	10.7	7	31.8	

5	Occupation					$\chi^2 = 2.025$ Df = 3 P=0.567 NS
	Home Maker	12	42.9	7	31.8	
	Government Employee	4	14.3	6	27.3	
	Business	6	21.4	3	13.6	
	Self-Employee	6	21.4	6	27.3	
6	Monthly Income					$\chi^2 = 3.664$ Df = 3 P=0.300 NS
	Up to Rs 3000	4	14.3	4	18.2	
	Rs 3001- 4000	6	21.4	1	4.5	
	Rs 4001-5000	4	14.3	6	27.3	
	Above Rs 5000	14	50	11	50	
7	Type of Family					$\chi^2 = 0.183$ Df = 1 P=0.668. NS
	Nuclear Family	5	17.9	5	22.7	
	Joint Family	23	82.1	17	77.3	
8	No of Children					$\chi^2 = 3.385$ Df = 3 P=0.336. NS
	One Child	18	64.3	13	59.1	
	Two Child	7	25	9	40.9	
	Three Child	2	7.1	0	0	
	Above Three Children	1	3.6	0	0	
9	Age of the Child					$\chi^2 = 3.035$ Df = 3 P=0.386 NS
	New Born	7	25	2	9.1	
	Infant	7	25	7	31.8	
	Toddler	9	32.1	6	27.3	
	Pre-Schooler	5	17.9	7	31.8	
10	Place of Residence					$\chi^2 = 6.710$ Df = 2 P=0.035. *S
	Rural Area	19	67.9	11	50	
	Urban Area	7	25	3	13.6	
	Sub Urban	2	7.1	8	36.4	

11	Source of Information					$\chi^2 = 5.544$ Df =3 P=0.136 NS
	Peer Group	3	10.7	2	9.1	
	Family Members	9	32.1	6	27.3	
	Health Workers	0	0	4	18.2	
	None	16	57.1	10	45.5	

Significant at P<0.05*

The Inferences made are

Association of post test level of knowledge regarding importance of play needs among parents of under five children with their selected demographic variables. The analysis revealed that there was significant association established with the place of residence at the level of P < 0.05* level. There was no statistically significant association found with the demographic variables of age, sex, religion, education, occupation, monthly income, type of family, number of children, age of the child and source of information with P < 0.05 *level.

Table 4.6: Association of post test level of attitude regarding importance of play needs among parents of under five children with their selected demographic variables.

N = 50

S. NO	Demographic Variables	Unfavourable		Moderately favourable		Favourable		Chi square value (χ^2)
		No.	(%)	No.	(%)	No.	(%)	
1	Age							$\chi^2 = 4.928$ Df = 6 P=0.553. NS
	21-25 Years	2	40	6	23.1	9	37.4	
	26-30 Years	1	20	10	38.5	7	36.8	
	31-35 Years	1	20	4	15.4	2	10.5	
	36-40 Years	1	20	6	23.1	1	5.3	
2	Sex							$\chi^2 = 0.511$ Df = 2 P=0.775. NS
	Male	2	40	9	34.6	5	26.3	
	Female	3	60	17	65.4	14	73.7	
3	Religion							$\chi^2 = 3.239$ Df = 6 P=0.778 NS
	Hindu	5	100	20	76.9	15	78.9	
	Muslim	0	0	4	15.4	2	10.5	
	Christian	0	0	2	7.7	1	5.3	
	Others	0	0	0	0	1	5.3	
4	Education							$\chi^2 = 5.534$ Df = 8 P=0.050. S
	Illiterate	1	20	0	0	1	5.3	
	Primary	2	40	1	3.8	4	21.1	
	Secondary	1	20	12	46.2	3	15.8	
	Higher Sec.	0	0	7	26.9	8	42.1	
	Graduate	1	20	6	23.1	3	15.8	

5	Occupation							$\chi^2 = 4.007$ Df = 6 P=0.676 NS
	Home Maker	3	60	8	30.8	8	42.1	
	Government Employee	1	20	6	23.1	3	15.8	
	Business	1	20	6	23.1	2	10.5	
	Self-Employee	0	0	6	23.1	6	31.6	
6	Monthly Income							$\chi^2 = 5.908$ Df = 6 P=0.434 NS
	Up to Rs 3000	1	20	2	7.7	5	26.3	
	Rs 3001- 4000	1	20	5	19.2	1	5.3	
	Rs 4001-5000	0	0	5	19.2	5	26.3	
	Above Rs 5000	3	60	14	53.8	8	42.1	
7	Type of Family							$\chi^2 = 0.845$ Df = 2 P=0.398 NS
	Nuclear Family	1	20	7	26.9	2	10.5	
	Joint Family	4	80	19	73.1	17	89.5	
8	No of Children							$\chi^2 = 3.052$ Df = 6 P=0.802. NS
	One Child	3	60	14	53.8	14	73.7	
	Two Child	2	40	10	38.5	4	21.1	
	Three Child	0	0	1	3.8	1	5.3	
	Above Three Children	0	0	1	3.8	0	0	
9	Age of the Child							$\chi^2 = 5.615$ Df = 6 P=0.468 NS
	New Born	0	0	5	19.2	4	21.1	
	Infant	3	60	6	32.1	5	26.3	
	Toddler	2	40	9	34.6	4	21.1	
	Pre-Schooler	0	0	6	23.1	6	31.6	
10	Place of Residence							$\chi^2 = 7.445$ Df = 4 P=0.114 NS
	Rural Area	3	60	12	46.2	15	78.9	
	Urban Area	0	0	7	26.9	3	15.8	
	Sub Urban	2	40	7	26.9	1	5.3	

11	Source of Information							$\chi^2 = 3.289$ Df =6 P=0.772 NS
	Peer Group	0	0	4	15.4	1	5.3	
	Family Members	2	40	7	26.9	6	31.6	
	Health Workers	0	0	3	11.5	1	5.3	
	None	3	60	12	46.2	11	57.9	

Significant at P < 0.05*

The Inferences made are

The association between the post test levels of attitude regarding importance of play needs among parents of under five children with their selected demographic variables. The analysis revealed that there was significant association established with the education variable at the level of P < 0.05* level. There was no statistically significant association found with the demographic variables of age, sex, religion, education, monthly income, type of family, number of children, age of the child, place of residence and source of information with P<0.05* level.

CHAPTER – VI

SUMMARY, CONCLUSION, NURSING IMPLICATIONS

RECOMMENDATIONS AND LIMITATIONS

SUMMARY

A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children

The following objectives were set for the study

- To assess the pretest knowledge regarding importance of play needs among parents of under five children.
- To assess the pretest attitude regarding importance of play needs among parents of under five children.
- To assess the effectiveness of structured teaching programme on importance of play needs among parents of under five children.
- To correlate the knowledge and attitude regarding importance of play needs among parents of under five children.
- To find the association between the post test knowledge and attitude of regarding importance of play needs among parents of under five children with the selected demographic variables.

Conceptual frame work used for this study was goal attainment theory (Imogene King). Research design used for this study was pre-experimental design. Convenient sampling technique was used for this study based on inclusion criteria. Instrument used for study was knowledge questionnaire and attitude rating scale. The content validity was obtained for knowledge and attitude tools. In order to test the feasibility, relevance and practicability of the study, a pilot study was conducted on importance of play needs among parents of under five children.

The information regarding age, sex, religion, education, occupation, monthly income, types of family, number of children, age of children, place of residence and source of information was collected. Data obtained were analyzed using both descriptive and inferential statistics and a comparison made between the knowledge and attitude.

SIGNIFICANT FINDINGS ARE AS FOLLOW

Regarding percentage distribution of sample according to demographic variables majority of the age 26-30yrs, 18 (36) majority of them 34 (68) were female , regarding religion most of them belongs to Hindu 40 (80), most of them were studied secondary school education 16 (32) , family income shows that most of them are earning above Rs.5000, majority of them were living as a joint family 40 (80), majority of them were the age group between 1-3yrs 15 (30), regarding place of residence most of them lives in rural area 30 (60), regarding source of information none of them comes under mass media.

Majority of them comes under inadequate knowledge in pretest. Regarding attitude most of them comes under unfavourable attitude in pretest.

In present study, there was significant positive correlation between knowledge and attitude.

The 't' test shows that the knowledge and attitude mean score of post test was greater than the mean score of pretest in the importance of play needs among parents of under five children.

There was significant difference between pretest, the mean score of knowledge was 36.42 with S.D 9.80 and post test the mean score of knowledge was 70.62 with S. D 11.19. The obtained 't' value (24.94) was significant at $p < 0.05$. Significant association was found between knowledge and place of resistance ($\chi^2 = 6.710^*$) $p < 0.05^*$. There was significant difference between pretest, the mean score of attitude was 33.68 with S.D 7.96 and post test the mean score of attitude was 69.00 with S.D 13.10. The obtained 't' value (31.93) was significant at $P < 0.05^*$. Significant association was found between attitude and education ($\chi^2 = 5.534^*$) $p < 0.05^*$.

CONCLUSION

The present study assessed the knowledge and attitude regarding importance of play needs among parents of under five children. The results revealed that there was a significant difference in pretest and post test scores of knowledge and attitude and no significant association between knowledge and attitude with selected demographic variables except the variable place of residence and education.

The present study shows that majority of them 28(56) had adequate knowledge regarding importance of play. 26(52%) of them had favourable attitudes regarding importance of play among parents of under-five children. This finding shows that the structured teaching programme on importance of play among parents of under-five children was effective.

The study findings also imply that there was a significant association between knowledge and attitude with selected demographic variable place of resistance and education.

IMPLICATIONS

The findings of the study has implications in different branches of nursing profession, i.e. nursing practice, nursing service, nursing education, nursing administration and nursing research. By assessing the knowledge and attitude of parents regarding importance of play needs among parents of under five children.

Nursing practice

- The nurse role is to select the play needs according to age group of children with safety measures.
- The nurse practitioners can utilize play therapy to assist children in enhancing intellectual development and problem solving skills.

Nursing education

- Conference, workshops and seminars can be held for nurses to impart update their knowledge and positive attitudes towards play needs.
- Nursing educator to update their knowledge and skills of providing play needs in various healthcare settings such as pediatric ward, ICDS and Centres should be given.

Nursing administration

Nursing personal should be prepared to take a leadership role in educating parents regarding importance of play needs. They should include their interest in educating parents during disseminate information about importance of play needs.

- The administrator can encourage the nurse for conducting research in various aspects regarding importance of play needs.
- The administrator can organize conference, workshop and seminar for nurses working in the pediatric ward
- The administrator should support the staff to conduct programmes on importance of play needs

Nursing research

There should be more scope for research in this area to improve parents knowledge on importance of play needs. There is a need for extensive research regarding education techniques in order to improve the parents knowledge and in turn help bringing in favorable attitude regarding importance of play needs among parents of under five children.

- The study will be useful for further reference.
- The results of the study encourage the parents to select play needs according to age group of the children.
- Encourage the nurses for conducting research in various aspects regarding importance of play needs.

RECOMMENDATIONS

The study recommends the following

- A similar study may be conducted with large number of sample in different Settings
- A comparative study can be conducted between rural and urban parents.
- A true experimental study with experimental and control group can be conducted.

- A similar study can be conducted through video teaching.
- A similar study can be conducted to assess practice on importance of play needs.

LIMITATIONS

- Sample taken was only 50 parents of under five children.
- Study was limited to assess the knowledge and attitude regarding importance of play needs among parents of under five children.
- Duration between administration of teaching strategy and post test was limited to 8 days.
- The study assessed only parents of under five children.

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APPENDIX- I

LETTER SEEKING PERMISSION TO CONDUCT STUDY

From:

V.Tamilselvi
II year M.sc.,(N)
Arvinth College of Nursing
Namakkal.

Forwarded Through:

Professor Mrs.V.Kavitha M.sc., (N)
Principal,
Arvinth College of Nursing,
Namakkal.

To:

The Medical Director
Sakthi hospital
Kallakurichi
Villupuram (Dt).

Respected Sir/Madam,

Sub: Requesting permission to conduct research in hospital

As a part of M.sc., nursing requirement under the fulfilment of Tamilnadu Dr.MGR Medical University, I am conducting a research on “**A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in a K.S hospital at Villupuram District**”. Kindly grant me permission to do the research in your esteemed hospital.

Thanking You

(Yours faithfully)

Tamilselvi.V

APPENDIX-II

LETTER SEEKING EXPERTS OPINION FOR CONTENT VALIDITY

From

Mrs.V.Tamilselvi
II Year M.sc., (N),
Arvinth College of Nursing,
Namakkal.

To:

Through, Principal of Arvinth College of Nursing, Namakkal.

Respected Madam / Sir,

Sub: Requisition for expert opinion on suggestion for content validity of the tool

I am **Mrs.V.Tamilselvi** doing my M.sc., Nursing II year specializing in Child Health Nursing at Arvinth College of Nursing. As a part of my research project to be submitted to the Tamil Nadu Dr. M.G.R Medical University and in partial fulfillment of the University requirement for the award of M.sc., (N) degree, i am conducting **“A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in a Sakthi hospital at Kallakurichi, Villupuram Dt”**. I have enclosed my data collection tool and intervention tool for your expert guidance and validation. Kindly do the needful.

Thanking You

Date:

Yours Faithfully

Place:

(V.TAMILSELVI)

APPENDIX-III

LIST OF EXPERTS FOR CONTENT VALIDITY

1. Dr. Habeeb ahamed., M.D (Pediatric)
S.M.K hospital
Namakkal.
2. Dr. T. Karthikeyan., DCH
Government head quarters hospital
Namakkal.
3. Dr. Mrs. K. Maheswari M.sc.,(N) Ph.D
Vice principal
Vinayaka Misson's Annapoorana College of Nursing
Salem.
4. Miss. M. Kavitha M.sc.,(N)
Asst.Professor
Vinayaka Misson's Annapoorana College of Nursing
Salem.
5. Mrs. P. Senthamarai M.sc.,(N)
Asst.Professor
Vivekanandha College of Nursing
Tiruchengodu.

APPENDIX-IV

FORMAT FOR CONTENT VALIDITY

Name of the expert :

Address :

Total content of the tool: Adequate/ Inadequate

Kindly validate each tool and tick it if it is applicable

S.No	No. Of Tool/Selection	Strongly Agree	Agree	Need Modification	Remarks

Signature of the expert with date

CRITERIA CHECK LIST FOR VALIDATION OF TOOL

INSTRUCTION

Kindly go through the items regarding accuracy, relevancy and appropriateness of the content. There are three response columns in the check list namely strongly agree, agree and disagree. Place a tick mark against the specific column. If you disagree, to any of the item, write your remarks and suggestions in given column.

SECTION –A

DEMOGRAPHIC PERFORMA

S.No	Strongly Agree	Agree	Disagree	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

SECTION – B

**KNOWLEDGE QUESTIONNAIRE ON IMPORTANCE OF
PLAY NEEDS AMONG PARENTS OF
UNDER FIVE CHILDREN**

S.NO	STRONGLY AGREE	AGREE	DISAGREE	REMARKS AND SUGGESTIONS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

SECTION – B

SCORING KEY FOR KNOWLEDGE QUESTIONNAIRE

QUESTION NUMBER	ANSWER	SCORE
1	a	1
2	b	1
3	c	1
4	c	1
5	d	1
6	a	1
7	c	1
8	b	1
9	c	1
10	b	1
11	c	1
12	a	1
13	d	1
14	a	1
15	b	1
16	b	1
17	c	1
18	a	1
19	d	1
20	a	1
21	a	1
22	c	1
23	b	1
24	c	1
25	a	1
26	c	1
27	b	1
28	b	1
29	a	1
30	b	1

Total marks = 30

SECTION -C

LIKERT SCALE TO ASSESS THE ATTITUDE ON IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

S.NO	STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	REMARKS AND SUGGESTION
1	1				
2	2				
3	3				
4	4				
5	5				
6	6				
7	7				
8	8				
9	9				
10	10				

SCORING KEY FOR LIKERT SCALE

SCORING KEY FOR POSITIVE STATEMENT

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	✓				
3	✓				
5	✓				
7	✓				
9	✓				
Scores	5	4	3	2	1

SCORING KEY FOR NEGATIVE STATEMENT

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
2					✓
4					✓
6					✓
8					✓
10					✓
Scores	1	2	3	4	5

APPENDIX-V
INFORMED CONSENT FORM

Good morning,

I am Mrs.V.Tamilselvi M.Sc., Nursing, II year student at Arvinth College of Nursing, Namakkal, as a part of my research study on **“A study to assess effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in sakthi hospital, Kallakuruchi, Villupuram(D.T)”** is selected to be conducted. The findings of the study will be helpful in gaining knowledge on importance of play needs.

I here ask you consent and co-operation to participate in the study. The information collected will be confidently and anonymity will be maintained.

(Signature of the investigator)

I -----, here by consent to participate and under the study.

Place :

Date :

(Signature of the participant)

APPENDIX-VI

CONTENT VALIDITY CERTIFICATE

Hereby, i certify that i have validated the tool of Mrs.Tamilselvi.V, studying II year M.Sc., Nursing course (Child Health Nursing Speciality) at Arvinth college of Nursing, Namakkal. Working on the dissertation of “ **A study to assess effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in a sakthi hospital, Kallakurichi, Villupuram (Dt)**”.

Signature of the expert

Date:

Place:

APPENDIX VII

CERTIFICATE FOR ENGLISH EDITION TO WHOMSOEVER IT MAY CONCERN

This is to certify that the tool developed by Mrs.V.TAMILSELVI II Year M.Sc., Nursing Student of Arvinth College of Nursing for dissertation “**A study to assess the knowledge and attitude regarding importance of play needs among parents of under five children in sakthi hospital, Kallakurichi, Villupuram (D.T)**” edited for English language appropriateness by **Mr. Rajamohan M.A, B.Ed., M.Phil.,**

Signature

APPENDIX VIII

CERTIFICATE FOR TAMIL EDITION TO WHOMSEVER IT MAY CONCERN

This is to certify that the tool developed by **Mrs.V.TAMILSELVI** II year M.Sc., nursing student of Arvinth college of Nursing for disseration “ **A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in a sakthi hospital in a kallakurichi, Villupuram (Dt)**” edited for Tamil language appropriateness by **Mr. P.Govindaraj M.A., M.phil.,**

Signature

APPENDIX - IX
LESSON PLAN
ON
IMPORTANCE OF PLAYNEEDS

LESSON PLAN

Name of the topic : Importance of play needs
Duration : 1Hour
Group & Numbers : Parents of under five children ,50
Place : Government hospital, Namakkal.
Method of teaching : Lecture cum discussion
Medium of instruction : Tamil
Teaching aids : Original play materials.

GENERAL OBJECTIVE:

At the end of the class, the parents will acquire in depth of knowledge regarding importance of play needs and develop desirable attitude in apply this knowledge in to practice inorder to select the play materials according to age group.

SPECIFIC OBJECTIVES:

The parents will be able to

- define play
- enlist the characteristics of play
- list down the purpose of play
- list out the importance of play
- enumerate the types of play
- discuss the selection and care of play materials
- explain the selection of criteria according to age group of play material

Time	Specific Objectives	Content	Teacher's Activity	Learner's Activity	A.V Aids	Evaluation
3mts	The parent will be able to define the play	<p>INTRODUCTION:</p> <p>Play is an important part of the childhood development. Through play children learn about shapes, colors, cause and effect, and themselves. Beside cognitive thinking, play helps the child learn social and psychomotor skills. It is a way of communicating joy, fear, sorrow and anxiety.</p> <p>Children play for different reason. Consolidating existing learning or practicing a skill. Play can also be a way of building or strengthening a relationship. Children often play simply for fun and enjoyment.</p> <p>DEFINITION:</p> <p>Play is universal for all children. It is work for them and ways of their living. It is pleasurable and enjoyable aspects of child's life and essential to promote growth and development.</p> <p>Play is a way of doing things.</p>	Explaining	Listening	Original play material	What is play?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A. V aids	Evaluation
7mts	The parents will be able to enlist the characteristics of play	<p>CHARACTERISTICS OF PLAY:</p> <p>Play is Active: Children use their bodies and minds in their play. They interact With the environment, with materials and with other people.</p> <p>Play is Adventurous & Risky: Play helps children to explore the unknown. The pretend element offers a safety net that encourages children to take risks.</p> <p>Play is communicative: Children share information and knowledge through their play. Their communicative can be verbal or non-verbal. simple or complex.</p> <p>Play is Enjoyable: Play is fun and exciting, and involves a sense of humour.</p> <p>Play is Involved: Children become deeply absorbed and focused in their play, concentrating and thinking about what they are doing.</p>	Explaining	Listening	Original play materials	What is communication?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A. V aids	Evaluation
		<p>Play is Meaningful: Children play about what they have seen and heard, and what they know. Play helps them to build and extend their knowledge, understanding and skills in a way that makes sense to them.</p> <p>Play is Sociable& Interactive: Children play alongside or with others. Sometimes they also like and need to play alone.</p> <p>Play is Symbolic: Children imagine and pretend when they are playing. They try out ideas, feelings and roles. They reenact the past and rehearse the future. This can involve them 'reading' and 'writing' long before they develop these skills.</p> <p>Play is Therapeutic: Play helps children to express and work through emotions and experiences.</p>				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
7mts	The parents will be able to list down the purpose of play	<p>Play is Voluntary: Children choose to play. Their play is spontaneous. They shape it as they go, changing the characters, events, objects, and locations.</p> <p>PURPOSE OF PLAY:</p> <p>CHILDREN:</p> <ul style="list-style-type: none"> ➤ To increase their self-awareness, self-esteem, and self-respect. ➤ To improve and maintain their physical and mental health. ➤ To give them the opportunity to mix with other children. ➤ To allow them to increase their confidence through developing new skills. ➤ To promote their imagination, independence and creativity. ➤ To offer opportunities for children of all abilities and backgrounds to play together. 	Explaining	Listening	Original play material	What are the purpose of play?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ➤ To provide opportunities for developing social skills and learning. ➤ To build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations. ➤ To provide opportunities to learn about their environment and the wider community. <p>FAMILY AND COMMUNITY:</p> <ul style="list-style-type: none"> ➤ Parents can feel more secure knowing that their children are happy, safe and enjoying themselves. ➤ Families benefit from healthier, happier children. Buildings and facilities used by play services are frequently seen as a focal point for communities. ➤ It offers opportunities for social interaction for the wider community and supports the development of a greater sense of community spirit, promoting social cohesion. 				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
7mts	The parents will be able to list out the importance of play	<p>➤ Parks and other green spaces are popular with adults taking young children out to play and for older children and young people to spend time together.</p> <p>IMPORTANCE OF PLAY:</p> <p>Play reinforces the child's growth and development. Some of the more common importance of play are to facilitate physical, emotional, cognitive, Intellectual& Educational, social, and moral development.</p> <p>PHYSICAL DEVELOPMENT:</p> <p>Children develop their muscular and sensory abilities through play. At the time of running, climbing, riding cycle and in other active play. Infants and young children develop their sensory abilities through the tactile, visual and auditory sensations derived from playing with rattles, balls, and other toys.</p> <p>Toddler and pre-schooler children enjoy large muscle activity such as running, climbing, and exploring the environment.</p>	Explaining	Listening	Original play material	What are the importance of play?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>School age children organize their movements into more complex forms such as roller or ice-skating, racing, bicycle riding, and skateboarding.</p> <p>COGNITIVE, INTELLECTUAL & EDUCATIONAL DEVELOPMENT:</p> <p>Children gain knowledge through their play. They learn the differences in sizes, shapes, colors, textures, numbers and name of objects. children increase their problem-solving abilities through games and puzzles while playing with various toys the children learn creative activity, problem solving, abstract thinking, imagination, communication and speech development is occur. They can expand their knowledge and increase their language abilities by speaking with others and by being read to by siblings or parents or by reading stories or books, videos and educational toys that show picture and matching words also increase a child vocabulary while increasing the child's concept of the world. It helps the children comprehend the world in which they live and distinguish between fantasy and reality.</p>				<p>What is cognitive development?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>EMOTIONAL DEVELOPMENT:</p> <p>Play improve emotional development children express their fear, anxiety, anger, joy, etc.. during play. It reduce stress and strain and removes irritability and destructiveness, thus enhance the coping abilities. Children may escape through play into a fantasy world in order to make sense out of the real one. Also a childs self-awareness deeping as he explores an event through role-playing or symbolic play.</p> <p>When a parent or sibling plays a board game with a child, shares a bick ride, plays baseball or reads a story, the child learns self-importance. The childs self-esteem gets a boost. Parents send positive messages to their child when they communicative pleasure in providing him or her with daily care. From these early interaction child develop a vision of the world and gain a sense of their place in it. Play improve social relation working capacity</p> <p>with other people. It helps to leads of social living and cultural activities.</p>				<p>What is emotional development?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>SOCIAL DEVELOPMENT :</p> <p>A newborn cannot distinguish itself from others and is completely self absorbed. Their initial social contact is with the mothering person. But through play with other children they learn to establish social relationship and solve the problem associated with these relationship.</p> <p>As children grow, they enjoy playful interaction with other children. Children learn about boundaries, taking turns, teamwork, and competition. Children also learn to negotiate with different personalities and the feelings associated with winning and losing. Closely associated with socialization is development of moral values and ethics. Children learn right from wrong, to share, wait, the standards of the society and to assume responsibility for their action.</p>				<p>What is social development?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p style="text-align: center;">MORAL DEVELOPMENT:</p> <p>When children engage in play with their peers and families, they begin to learn some behaviors are acceptable while others are unacceptable. Parents start these lessons early in the child's life by teaching the child to control aggressive behavior. Children learn moral values from their parents, teacher, religious advisers, other adults, and peers. when children play, cultural values such as honesty, integrity, sportsmanship and compassion are expected behaviour, children also learn to assume responsibility for the own actions and also learn sex role behaviour in play.</p> <p>Group play helps the child appreciate teamwork and share and respect others feelings. The child learns how to be kind and charitable to others.</p> <p>TYPES OF PLAY:</p> <p>According to parthen and Newhall (1943), play behaviour can be described as.</p>				<p>What is moral development?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
10mts	The parents will be able to enumerate the types of play	<p>UNOCCUPIED PLAY: Child is not involved play activity in the usual sense of the word. It represents the lowest extent of social involvement. The child may move around randomly, crawl under a table, climb on and off a chair, follow another person, or just stand alone fidgeting.</p> <p>SOLITARY INDEPENDENT PLAY: (6 month – age 3) When the child plays alone, independent of other nearby children or adults concentrating on a play activity. The child does not acknowledge what others may be doing in the area, pre-toddlers and toddlers engage in this form of play. As they become more social, interacting with other children, they spend less and less time in solitary play.</p> <p>ONLOOKER PLAY: (18 month – age 3) The child watches others play but does not become engaged in their play. The child may sit or stand near other children to hear or see what is going on.</p>	Explaining	Listening	Original play material	<p>What are the types of play?</p> <p>What is onlooker play?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>Onlooker play differs from unoccupied play in that the child is interested in what other children are doing and may communicate with them. Younger children exhibit solitary and parallel play more frequently than onlooker play.</p> <p>PARALLEL PLAY: (2 – 3 YEARS)</p> <p>Parallel play is a independent activity in which the child plays with toys either similar or identical to those used by other children, near groups and nearby the child plays alongside others but not with them children join or leave such a group at will. Parallel play can continue to the later preschool years. Older preschool children engage more frequently in associative or co-operative play.</p> <p>ASSOCIATIVE PLAY:(3-4YEARS)</p> <p>Social interaction occur between children. This is common in preschool age group. They play with same thing and do Similar activity. The characteristic activities include leading and following one another using wagons</p>				<p>What is parallel play?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>or trains and “borrowing” and “leading” of play things, among others. Conversation and association with peers are main interest.</p> <p>CO-OPERATIVE PLAY:(4-UP)</p> <p>Co-operative play is found in groups of children after the older preschool years. They play with a purpose whether in making something material dramatizing a group life situation such as “playing house”, co-operating to achieve a goal, or engaging in formal game activity such as football or dramatic play of life situation.</p> <p>OTHER TYPES OF PLAY:</p> <p>An understanding of play in many forms can help parents understand its importance for children of all ages. Some specific categories of play are as follow:</p> <p>PHYSICAL PLAY:</p> <p>When children run, jump, and play games such as chase, hide-and-peek, and tag, they engage in physical play. This play has a social nature because it involves other children. It also provides exercise, which is essential for normal development.</p>				<p>What is co-operative play?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>EXPRESSIVE PLAY:</p> <p>Certain forms of play give children opportunities to express feelings by engaging with materials. Materials used in expressive play include tempera paints, finger paints, watercolors, crayons, colored pencils and markers, and drawing paper; clay, water, and sponges; beanbags, pounding benches, punching bags, and rhythm instruments; and shaving cream, pudding, and gelatin. Parents can take an active role in expressive play by using the materials alongside the child.</p> <p>MANIPULATIVE PLAY:</p> <p>Children control or master their environment through manipulative play. They manipulate the environment and other people as much as possible. Manipulative play starts in infancy. Infants play with their parents; for example, they drop a toy, wait for the parent to pick it up, clean it, and return it, and then they drop it again. This interaction brings the infant and parent together in a game. Children move objects such as puzzle pieces and gadgets to better understand how they work.</p>				<p>What is expressive play?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>SYMBOLIC PLAY:</p> <p>Certain games can symbolically express a child's problems. Because there are no rules in symbolic play, the child can use this play to reinforce, learn about, and imaginatively alter painful experiences. Parents can be surprised by their child's perception of family issues. Children mimic their parents in certain play. Symbolic play may be used by children to cope with fear of separation when they go to school or to the hospital.</p> <p>DRAMATIC PLAY:</p> <p>Children act out situations they suspect may happen to them, that they are fearful will happen, or that they have witnessed. Dramatic play can be either spontaneous or guided and may be therapeutic for children in the hospital.</p> <p>FAMILIARIZATION PLAY:</p> <p>Children handle materials and explore experiences in reassuring, enjoyable ways. Familiarization prepares children for potentially fearful and painful experiences, such as surgery or parental separation.</p>				<p>What is symbolic play?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>GAMES: Some video and card games are played by one child alone. Games with rules are rarely played by children younger than four years of age. Board games, card games, and sports are enjoyed typically by school age children. In these games children learn to play by the rules and to take turns. Older children enjoy games with specific rules; however, younger children tend to like games that allow them to change the rules.</p> <p>SURROGATE PLAY: For children who are too ill or incapacitated to play, another child or a parent may serve as surrogate. Watching the surrogate who plays on behalf of the sick child is stimulating to the sick child. When parents engage in expressive art by painting or redecorating a room while the physically challenged child watches, they stimulate the child.</p>				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
8mts	The parents will be able to explain the criteria & care of play materials	<p>SELECTION CRITERIA & CARE OF PLAY MATERIAL:</p> <p>Selection of play materials and toys depends upon age, abilities, interest Likes and dislike, culture experience, personality and level of intelligence of the play. The children can be allowed for 2 hour's per day for play the child. The play materials should have the following the characteristics:</p> <ul style="list-style-type: none"> ➤ Safe, washable, light weight, simple, durable, easy to handle and non-breakable ➤ Realistic, attractive, constructive and offer problem solving opportunities ➤ No sharp points that can cut on puncture children should not be Allowed to play with adult darts or other equipment having sharp points. ➤ No propelled object that can injure eyes toys should not be used as missiles or weapons 	Explaining	Listening	Original play material	Which type of play material should be selected for children?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ➤ No small parts removable parts that can be swallowed or inhaled <p>The squeakers from some squeeze toys could be picked out and swallowed and small pellets from stuffed dolls or animals could be inhaled or ingested for children under 3 years of age. Federal regulation define as too small and There fore dangerous, any toy or part of toy that is smaller than 1.25 inches in diameter and 2.25 inches depth.</p> <ul style="list-style-type: none"> ➤ No excessive noise, which could damage hearing. ➤ No weaknesses, because toys could be broken easily, plastic toys should have rounded edges that cannot cut and should be supple not bristle. ➤ Not over stimulating & brustrating ➤ Play things with electrical plugs should be avoided only children over 8years of age should be permitted to use them children must be taught the following. 				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ➤ Correct use of toys parents should explain the directions for use and the caution labels. ➤ Safe storing of toys in a space with easy reach and away from Busy areas. ➤ Keep the play materials in good condition. Parents should repair or discard damaged and broken toys. ➤ Keep the play materials of older brothers and sisters away from younger children the wrong or part of a toy that is smaller than 1.25inches in diameter and 2.25 inches in depth. ➤ No excessive noise, which could damage hearing. ➤ No weaknesses, because toys could be broken easily, plastic toys could be broken easily, plastic toys should have rounded edges that cannot cut and should be supple not brittle. ➤ Not over stimulating & brustrating 				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
10mts	The parents will be able to discuss the play materials according to the age group	<p>➤ Play things with electrical plugs should be avoided, only children over 8 years of age should be permitted to use them toys for the wrong ages can be injurious to children.</p> <p>➤ Electronic toys and games can be shared by the adult in the children's play time parents may interact and initiate the use with precautions.</p> <p>SELECTION OF PLAY MATERIALS ACCORDING TO AGE GROUP :</p> <p>The variety of toys listed for infant, toddler, pre-school of any age is based on the assumption of normal and development.</p> <p>INFANT:</p> <p>Infant learns motor skill, bodily control and coordination by various means they need stimulation with toys for visual, auditory and tactile sensation. The play materials suitable for them can be as follows.</p>	Explaining	Listening	Original play material	What are the play material can be use for age group?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>4 WEEKS - 4 MONTHS :</p> <ul style="list-style-type: none"> ❖ Bright and moving object ❖ Hanging cradle toys ❖ Musical toys ❖ Balloon ❖ Rattle <p>4 MONTHS – 6 MONTHS:</p> <ul style="list-style-type: none"> ❖ Soft squeeze toys ❖ Rattles ❖ Toys animals ❖ Balloon ❖ Musical ❖ Unbreakable mirrors ❖ Books with nursery rhymes and poems ❖ Musical mobiles ❖ Crib dangle bells ❖ Teething toys ❖ Soft doll ❖ Textured balls 				

Time	Specific objectives	Content	Teacher's Activity	Learner's activity	A . V aids	Evaluation
		<p>7 MONTHS- 9 MONTHS:</p> <ul style="list-style-type: none"> ❖ Squeeze and sound toys ❖ Blocks ❖ Cubes ❖ Plastic ring ❖ Rattles <p>10 MONTHS- 12 MONTHS:</p> <ul style="list-style-type: none"> ❖ Motion toys ❖ Water play ❖ Blocks ❖ Doll ❖ Ball ❖ Musical toys ❖ Picture books or stiff coozds ❖ Rocking horse walker ❖ Transporting objects ❖ Pull and push toys 				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ❖ Puppets ❖ Plastic & wood vehicle with wheels ❖ Nesting toys ❖ Soft things to crawl over ❖ Rhythmic music ❖ Teaching toys ❖ Books with rhymes & bright picture ❖ Wind –up- swing <p>TODDLER: Toddler are rapidly learning language and have some sense of danger Nevertheless they do a lot of physical “ testing” jumping from height climbing, hanging by their arms rolling and rought-and-tumble play they have good control of their hands and finger and like to do things with small objects.</p> <ul style="list-style-type: none"> ❖ Wood puzzies (4 to 12 pieces) ❖ Fitting toys 				<p>Which type of toys is suitable for infant?</p>

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ❖ Pull- push toys ❖ Pyramid toys ❖ Dress up clothes ❖ Water play toys ❖ Blocks ❖ Vehicles ❖ Ball ❖ Doll ❖ Pots & pans ❖ Household articles ❖ Crayons & markers ❖ Play telephone ❖ Dolls house etc ❖ Large paint brushes & finger paint ❖ Colored construction park ❖ Chalkboard & large chalk ❖ Rhythm instruments 				Which type of play material more like for toddler?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<ul style="list-style-type: none"> ❖ Picture books with more details ❖ Cd & Dvd player with a variety of music <p>PRE SCHOOL CHILDREN:</p> <p>Pre schoolers have longer attention spans than toddlers typically they talk a lot and ask a lot of question they like to experiment</p> <p>with things and with their still-emerging physical skills they like to play with friends and don't like to lose they can take turns and shaking one toy by two or more children</p> <ul style="list-style-type: none"> ❖ Carpentry tools ❖ Large blocks ❖ Paint materials ❖ Colored picture books ❖ Doctor set toys ❖ Hospital equipment (like plastic syringe blunt sciss ❖ Paper-modelling clay ❖ Cooking materials 				Which type of toys is suitable for pre school children?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
3mts		<ul style="list-style-type: none"> ❖ Tricycles ❖ Puppets ❖ Animals ❖ Dolls ❖ Doll's house <p>SCHOOL-AGE CHILDREN:</p> <p>School age children can prefer competitive formed organized and co-operative play they like imitation and self direction they like games rather than toys are popular up to 8 years of school age children enjoy games of muscular activities like. Running, Climbing, Swinging, Carpentry tools, Painting materials, Chess, Chinese-checkers, Cards, Balls, Crafts, Music, Puzzles, Animals to make zoo or carom. Playing is the natural medium of development & expression of children play can keep the child away from boredom . bad temper, irritability and destructiveness it is better to encourage a child to play in a group to make him social children should be allowed to play without much interference so that they become more independent.</p>				Which type of game suitable for school age children?

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
3mts		<p>SUMMARY: So for we have discussed about the introduction, definition, characteristic purpose, importance, types, selection criteria & care of play materials and selection of play materials according to age group.</p>				
2mts		<p>SUMMATIVE EVALUATION:</p> <ol style="list-style-type: none"> 1. Define play ? 2. What is the characteristic of play 3. What are the purpose of play? 4. What are the importance of play? 5. How many types of play? 6. Which type of play materials should be selected for child? 				

Time	Specific objectives	Content	Teacher's activity	Learner's activity	A . V aids	Evaluation
		<p>CONCLUSION:</p> <p>Play is an essential and critical part of all children development play starts in the infancy and continues throughout his or her life. Play is how children learn to socialize, to think, to solve problems, to mature. And most importantly, to have fun play connects children with their imagination their environment, their parents and family and the world finally it allows the parents to view the world through the eyes of a child once again.</p> <p>Let's play and have fun !</p>				



Appendix-X

பெற்றோர்களுக்கிடையே
விளையாட்டின் முக்கியத்துவம் பற்றிய
பாடத் திட்டம்

பாடத்திட்டம்

தலைப்பின் பெயர்	:	விளையாட்டின் முக்கியத்துவம்
நேரம்	:	1 மணி நேரம்
குழு மற்றும் எண்ணிக்கை	:	5 வயதுக்கு உட்பட்ட குழந்தைகளின் பெற்றோர்கள், 50
இடம்	:	சக்தி மருத்துவமனை, கள்ளக்குறிச்சி
கற்பிக்கும் முறை	:	விரிவுரை மற்றும் கலந்துரையாடுதல்
கற்பிக்கும் மொழி	:	தமிழ்
கற்பிக்க உதவும் உபகரணங்கள்	:	அசல் விளையாட்டு பொருட்கள்

பொதுவான நோக்கம்:

வகுப்பை முடிக்கும்போது பெற்றோர்கள் விளையாட்டின் முக்கியத்தின் பற்றி அறிதல் மற்றும் குழந்தைகளின் வயதிற்கேற்ப விளையாட்டுப் பொருட்களை தேர்ந்தெடுத்து பயன்படுத்துவதை பற்றி அறிதல் மேலும் அந்த அறிவை தகுந்த வயதுடைய குழந்தைகளின் பெற்றோர்களை குழுவாக்கி பயன்படுத்தும் முறைகளை தெரிந்து கொள்ளும் படி செய்தல்.

குறிப்பிட்ட நோக்கங்கள்:

பெற்றோர்கள்.....

- விளையாட்டை வரையறுத்தல்
- விளையாட்டின் பண்புகளை வரையறுத்தல்
- விளையாட்டின் நோக்கங்களை பட்டியலிடுதல்
- விளையாட்டின் முக்கியத்துவத்தை பட்டியலிடுதல்
- விளையாட்டின் வகைகளை எண்ணிக்கையிடுதல்
- விளையாட்டு பொருட்களை தேர்ந்தெடுத்தல் மற்றும் அதன் பயன்பாட்டை விளக்குதல்
- குழந்தைகளின் வயதிற்கேற்ப விளையாட்டு பொருட்களை தேர்ந்தெடுத்து பயன்படுத்துவதை பற்றி விளக்குதல்

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>முன்னுரை</p> <p>விளையாட்டு என்பது குழந்தை பருவத்தின் முக்கிய பகுதி ஆகும். விளையாட்டின் மூலம் குழந்தைகள் வடிவங்கள், நிறங்கள், காரணம், விளைவுகள் பற்றி அறிய முடியும். மேலும் அறிவாற்றல் சிந்தனை மற்றும் சமூக சிந்தனைகள் அறிய உதவுகிறது. குழந்தைகளின் மகிழ்ச்சி, பயம், துன்பம், கோபம் இவற்றை வெளிப்படுத்தும் வழியாக விளையாட்டு உள்ளது எனலாம்.</p> <p>உடல்நலம் மேம்பட, சமூக நல்லுறவை வலுப்படுத்த நட்பு விரிவடைய விளையாட்டு முக்கியம்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
3 நிமிடங்கள்	பெற்றோர்கள் விளையாட்டை வரையறுத்தல்	<p>வரையறை:</p> <p>குழந்தைகளின் வாழ்க்கையே உலகம் முழுவதும் விளையாட்டாக உள்ளது. குழந்தை பருவத்தின் முக்கிய அம்சமாகவே விளையாட்டு உள்ளது. மேலும் குழந்தைகளின் உடல் வளர்ச்சி மேம்பட விளையாட்டு தேவைப்படுகிறது.</p> <p>விளையாட்டின் பண்புகள்:</p> <p>விளையாட்டு சுறுசுறுப்பானது:</p> <p>குழந்தைகளின் உடல், மனம் விளையாட்டில் ஈடுபடுகிறது. அவர்கள் சுற்றுச்சூழல், மற்ற குழந்தைகளுடன் நட்புடன் விளையாடுவதை விளையாட்டில் கற்கின்றனர்.</p> <p>விளையாட்டு துணிச்சலானது மற்றும் கடினமானது:</p> <p>விளையாட்டு குழந்தைகளுக்கு தெரியாத விஷயங்களை வெளிக்கொண்டு வருவது மேலும் அவர்களுக்கு தைரியம்</p>	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டுப் பொருள்	விளையாட்டு என்றால் என்ன?
7 நிமிடம்	பெற்றோர்கள் விளையாட்டின் பண்புகளை வரையறுத்தல்	<p>விளையாட்டின் பண்புகள்:</p> <p>குழந்தைகளின் உடல், மனம் விளையாட்டில் ஈடுபடுகிறது. அவர்கள் சுற்றுச்சூழல், மற்ற குழந்தைகளுடன் நட்புடன் விளையாடுவதை விளையாட்டில் கற்கின்றனர்.</p> <p>விளையாட்டு துணிச்சலானது மற்றும் கடினமானது:</p> <p>விளையாட்டு குழந்தைகளுக்கு தெரியாத விஷயங்களை வெளிக்கொண்டு வருவது மேலும் அவர்களுக்கு தைரியம்</p>	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டுப் பொருள்	தொடர்பு என்ன

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>கொடுத்து ஆபத்துக்களை சமாளிக்க கற்று தருகிறது</p> <p>விளையாட்டு தொடர்புக்கு பயன்படுகிறது:</p> <p>குழந்தைகள் தன் செய்திகளை மற்றும் அறிவை விளையாட்டின் மூலம் வெளிப்படுத்துகின்றன. மேலும் வாய்மூலம் அல்லது சைகை மூலம் மற்றவர்களுக்கு வெளிப்படுத்துகிறது</p> <p>விளையாட்டு மகிழ்ச்சிகரமானது:</p> <p>விளையாட்டில் வேடிக்கை, ஆர்வம் மற்றும் நகைச்சுவை உணர்வு உள்ளது</p> <p>விளையாட்டு ஈடுபாடானது:</p> <p>தன்னை மிகுந்த ஈடுபாட்டுடன் விளையாட்டில் வைத்துக் கொள்ளவே குழந்தைகள் விரும்புகிறது. தங்கள் கவனம் நினைவு, தான் என்ன செய்கிறோம் என்பதை ஆழமாக உள்வாங்குகிறது</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>விளையாட்டு அர்த்தமுள்ளது: குழந்தைகள் தான் கேட்டதை, தனக்கு தெரிந்ததை விளையாடுகின்றன. அது அவர்கள் அறிவை விரிவடைய செய்கிறது. அது அவர்களுக்கு வளர்ச்சிக்கு உதவுகிறது.</p> <p>விளையாட்டு சமூக சம்பந்தமானது: குழந்தைகள் பெரும்பாலும் சமத்துவ உணர்வை வளர்த்து கொள்ள விளையாட்டு உதவுகிறது. சில சமயம் குழந்தைகள் தனிமையில் விளையாடுவதையும் விரும்புகின்றன.</p> <p>விளையாட்டு மறைமுகமானது: குழந்தைகள் தனக்கென ஒரு கருவை உருவாக்கி தன் உணர்வுகளை விளையாட்டில் தன் நடிப்பால் வெளிப்படுத்தும். இதன் மூலம் தன் திறமைகளை வளர்த்துக் கொள்ளும். மேலும் படிக்க மற்றும் எழுத, விளையாட்டில் அவர்களை ஈடுபடுத்த முடியும்.</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>விளையாட்டு சிகிச்சையானது: குழந்தையின் உடல், மணம் தானகவே ஒரு சிகிச்சைபோல் ஆக விளையாட்டு உதவுகிறது</p> <p>விளையாட்டு இயல்பானது: குழந்தைகள் விளையாட்டை தேர்ந்தெடுக்கின்றன. மேலும் இடம், பொருள், நிகழ்ச்சிகள், குணங்களை மாற்றிக் கொண்டு இயல்பாக விளையாட்டில் ஈடுபடும்.</p>				
7 நிமிடம்	பெற்றோர்கள் விளையாட்டின் நோக்கங்களை வரையறுத்தல்	<p>விளையாட்டின் நோக்கம் குழந்தைகள்:</p> <ul style="list-style-type: none"> ➤ குழந்தைகளின் தங்கள் சுய விழிப்புணர்வு மற்றும் சுயமரியாதை அதிகரிக்க செய்கிறது ➤ உடல் மற்றும் மன ஆரோக்கியம் மேம்பட உதவுகிறது ➤ மற்ற குழந்தைகளுடன் கூடி விளையாடும் வாய்ப்பு கொடுக்கின்றன. ➤ விளையாட்டு குழந்தைகளின் கற்பனை, சுதந்திரம் மற்றும் 	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டுப் பொருள்	விளையாட்டின் நோக்கம் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>படைபாற்றலை ஊக்குவிக்க உதவுகிறது</p> <p>விளையாட்டு குழந்தைகள் ஒன்றாக விளையாட அனைத்து திறன்களையும் வெளிப்படுத்த மற்ற குழந்தைகளுக்கும் வாய்ப்புகள் வழங்கும்</p> <p>விளையாட்டு குழந்தைகளின் சமூக திறன்கள், அபிவிருத்தி மற்றும் சுற்றல் வாய்ப்புகளை வழங்கும்</p> <p>விளையாட்டு ஆபத்து, சவால் மற்றும் சிக்கல்களை தீர்த்தல் மூலம் புதிய தூழ்நிலைகளை கையாள உதவுகிறது</p> <p>விளையாட்டு குழந்தைகளுக்கு அவர்களுடைய தூழல் மற்றும் பரந்த சமூகத்தை பற்றி அறிந்து கொள்ள வாய்ப்புகள் வழங்கும்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பிடுதல்
		<p>குடும்பம் மற்றும் சமூகம்</p> <ul style="list-style-type: none"> ➤ பெற்றோர்கள் தங்களுடைய குழந்தைகள் விளையாடும் பொழுது பாதுகாப்பாகவும், சந்தோஷமாகவும் அனுபவித்து விளையாட முடியும் என்று அவர்களால் உணர முடியும் ➤ பரவலான சமூக ஒருங்கிணைப்பு வாய்ப்புகளை வழங்குகிறது. சமூக ஒழுங்கை ஊக்குவிக்க உதவுகிறது ➤ பூங்காக்கள் மற்றும் பிற பச்சை இடைவெளி இடங்களை தேர்ந்தெடுத்து குழந்தைகள், பெரியவர்கள் பிரபலமானவர்கள் மற்றும் இளைஞர்கள் ஒன்றாக நேரம் செலவழிக்க உதவுகிறது 				?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
7 நிமிடங்கள்	பெற்றோர்கள் விளையாட்டின் முக்கியத்துவத்தை விளக்குதல்	<p>விளையாட்டின் முக்கியத்துவம்</p> <p>விளையாட்டு குழந்தைகளின் வளர்ச்சி மற்றும் அபிவிருத்தியை வலுவூட்டுகிறது. அதில் குழந்தைகளின் உடல் உணர்வு, அறிவாற்றல், சமூக, கல்வி மற்றும் அறநெறி வளர்ச்சிக்கு விளையாட்டு முக்கியத்துவமாக உள்ளது</p> <p>உடல் வளர்ச்சி</p> <p>விளையாட்டின் மூலம் குழந்தைகளின் தசை மற்றும் உணர்ச்சி திறன்கள் வளர்ச்சிக்கு உதவுகிறது. ஓடுதல், ஏறுதல், மிதிவண்டி ஓட்டம் மற்றும் சில விளையாட்டுகள் மூலம் இது கிடைக்கிறது.</p> <p>கைக்குழந்தைகள் மற்றும் இளம் குழந்தைகள் கிலிகிலிப்புகள், பந்துகள் மற்றும் பொம்மைகள் மூலம் தொடுதல், பார்த்தல் மற்றும் ஒலி உணர்வு மூலம் தங்கள் உணர்ச்சி திறன்களை வளர்த்து கொள்ள உதவுகிறது.</p>	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டுப் பொருள்	விளையாட்டின் முக்கியத்துவம் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>குறுநடை மற்றும் பள்ளி முன்பருவ குழந்தைகள் தசை வளர்ச்சினால் ஓடுதல், ஏறுதல் போன்ற விளையாட்டுகளை சுற்றுப்புறத்தில் விளையாடி மகிழ்கின்றன.</p> <p>பள்ளி வயது குழந்தைகள் பணி சறுக்கு, ஓட்டப்பந்தயம், மிதிவண்டி சவாரி மற்றும் சறுக்கு விளையாட்டு போன்ற சிக்கலான விளையாட்டின் மூலம் உடல் இயக்கங்களை வளர்த்து கொள்கின்றன.</p> <p>கல்வி வளர்ச்சி:</p> <p>குழந்தைகள் விளையாட்டின் மூலம் அறிவு திறனை வளர்த்து கொள்கின்றன. மேலும் அளவு வடவம், நிறம், எண்கள் இவற்றை வேறுபடுத்தி அறிகின்றன. சிக்கல்களை தீர்த்தல், ஆக்க திறன், கற்பனை திறன், புதிர்கள், மற்றவர்களுடன் தொடர்பு கொள்ள மற்றும் பேச்சுதிறன் அதிகரிக்கிறது. அவர்கள் தங்கள் அறிவை விரிவு படுத்த பலருடன் பேசி அதாவது உடன்பிறந்தவர்கள்</p>				கல்வி வளர்ச்சி என்றால் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>அல்லது பெற்றோர்கள் அல்லது கதை புத்தகம் படித்தல், தொலைக்காட்சி மற்றும் போதனை பொம்மைகளை வைத்து விளையாடுவதன் மூலமும் தங்களது அறிவுதிருனை வளர்த்து கொள்கின்றன.</p> <p>உணர்ச்சி வளர்ச்சி:</p> <p>விளையாட்டின் மூலம் மன அழுத்தம் மற்றும் கஷ்டத்தை குறைக்க உதவுகிறது, குழந்தைகள் தங்களுடைய பயம், படபடப்பு, கோபம், மகிழ்ச்சியை வெளிப்படுத்தவும் உதவுகிறது.</p> <p>குழந்தை சுயமரியாதையின் மூலம் ஊக்கமடைகிறது. பெற்றோர்கள் குழந்தை-களுக்கு நல்ல விஷயங்களை தினமும் இனிமையான தொடர்பு மூலம் அளிக்க வேண்டும். இந்த இளம் வயது தொடர்பு மூலம் உலக பார்வை மற்றும் வாழும் சூழ்நிலை பற்றிய அறிவை குழந்தை வளர்த்து கொள்கிறது. சமூக மற்றும் வேலை</p>				<p>உணர்ச்சி வளர்ச்சி என்றால் என்ன?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>திறனை மற்றவர்களை விட மேம்படுத்த விளையாட்டு உதவுகிறது. இது சமூக வாழ்க்கை மற்றும் கலாச்சார நடவடிக்கைகளை மேம்படுத்த உதவுகிறது.</p> <p>சமூக வளர்ச்சி:</p> <p>ஒரு பிறந்த குழந்தை முழுமையாக மற்றவர்களிடமிருந்து வேறுபடுத்தி அறிய முடியாது. அதன் ஆரம்ப கால தொடர்பு முழுவதும் தாயை சார்ந்தது. ஆனால் விளையாட்டின் மூலம் குழந்தைகள் சமூக உறவுகள் மற்றும் பிரச்சனையைத் தீர்த்தல் போன்ற நடவடிக்கைகளை விளையாட்டில் மூலம் அறிந்து கொள்கிறது.</p> <p>குழந்தை வளர்வதன் மூலம் மகிழ்ச்சியான விளையாட்டு தொடர்புகளை மற்ற குழந்தைகளிடமிருந்து பெறுகிறது. எல்லைகள், திருப்பங்கள், குழுப்பணி மற்றும் போட்டிகளை குழந்தைகள் அறிந்து</p>				<p>சமூக வளர்ச்சி என்றால் என்ன?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>கொள்கிறது. மேலும் வேறுபட்ட ஆளுமைத்திறன்கள் மற்றும் வெற்றி, தோல்வி தொடர்புடைய உணர்ச்சிகளை குழந்தைகள் அறிந்து கொள்கிறது. ஒழுக்க மதிப்புகள் மற்றும் கொள்கைகளை வளர்ப்பதில் சமூகம் நெருங்கிய தொடர்பு கொண்டுகிறது. தவறிலிருந்து எது சரி, பகிர்தல், காத்திருப்பு மற்றும் செயல் மதிப்புகள் போன்றவற்றை குழந்தைகளுக்கு சமூகம் கற்பிக்கிறது</p> <p>அறநெறி வளர்ச்சி:</p> <p>குழந்தைகள் அவர்களுடைய சகாக்கள் மற்றும் குடும்பத்துடன் இணைந்து விளையாடுகையில், மற்றவர்களுக்குள் ஏற்றுக்கொள்ள முடியாத சில நடவடிக்கைகள் ஏற்றுக்கொள்ளப்படுகின்றன என்பதை அறிய தொடங்குகிறது. பெற்றோர்கள் ஆரம்ப நிலையிலேயே குழந்தைகளுக்கு கற்றுத்தர தீவிரமான நடத்தைகள் கட்டுப்படுத்தப்படுகின்றன.</p>				அறநெறி வளர்ச்சி என்றால் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>குழந்தைகள் நல்ல ஒழுக்கங்களை அவர்களுடைய பெற்றோர்கள், ஆசிரியர்கள் மற்றும் சகாக்களிடமிருந்து பெறுகின்றன. குழந்தைகள் விளையாடும் போது கலாச்சார மதிப்புகளான நேர்மை, இரக்கம், ஒற்றுமை விளையாட்டுத்திறன்கள் போன்றவை ஏற்றுக்கொள்ளப்படுகின்றன. மேலும் சொந்த நடவடிக்கைகளின் மூலம் பொறுப்பை ஏற்றுக்கொள்கின்றன. விளையாட்டில் பாலின் பங்கு போன்றவை குழந்தைகள் அறிந்து கொள்கிறது</p> <p>குழு விளையாட்டின் மூலம் குழந்தைகள் குழுப்பணி பகிர்ந்து கொடுத்தல், மரியாதை மற்றும் மற்றவர்கள் உணர்வுகளை கற்றுக்கொள்ள உதவுகிறது. மேலும் குழந்தைகள் மற்றவர்கள் மீது அன்பு மற்றும் கருணை செலுத்துவதை அறிந்து கொள்கிறது</p>				
		<p style="text-align: center;">பொருளடக்கம்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	விளையாட்டின் வகைகள்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
10 நிமிடங்கள்	பெற்றோர்கள் விளையாட்டின் வகைகளை எண்ணிக்கையி டுதல்	<p>பார்டன் மற்றும் நியூஹால் (1943) அவர்களின் கூற்றுப்படி:</p> <p>காயமடையாத விளையாட்டு:</p> <p>இந்த வகையான விளையாட்டில் குழந்தைகள் ஈடுபடவில்லை. இதனால் சமூக ஈடுபாடு மிக குறைந்த அளவில் பிரதிபலிக்கிறது. குழந்தைகள் தன் இஷ்டப்படி கூற்றவும், நாற்காலியின் அடியில் தவழவும், மேலும் நாற்காலியின் மீது மெதுவாக ஏறவும் மற்றவர்களை கற்றுக்கொள்கின்றனர். இல்லையென்றால் வெறும் தனியாக இருக்க கூடும்</p> <p>தனிமையான யாரையும் சாராத விளையாட்டு: (மொதம் - 3 வயது)</p> <p>இந்த வகையான விளையாட்டில் குழந்தைகள் தனியாக விளையாடுகின்றனர் அவ்வாறு தனியாக விளையாடும் போது, மற்ற குழந்தைகள் என்ன செய்கிறார்கள்</p>	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டு பொருள்	விளையாட்டின் வகைகள் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பிடுதல்
		<p>என்பதை அறிந்து கொள்ள முடியாது. மற்ற குழந்தைகளுடன் சேர்ந்து சமூக உறவாடல் கொண்டு விளையாடும் போது செலவிடும் நேரத்தை விட தனிமை விளையாட்டுக்கான நேரம் குறைவாக செலவு செய்ய நேரிடும்</p> <p>பார்வையாளர் விளையாட்டு (18 மாதம் 3 வயது)</p> <p>இந்த வகையான விளையாட்டில் குழந்தைகள் மற்றவர்களின் விளையாட்டை அருகில் அமர்ந்து அல்லது நின்று மற்றும் பார்க்க செய்கின்றனர் ஆனால் விளையாட்டில் ஈடுபடுவதில்லை. பார்வையாளர் விளையாட்டு, காயமடையாத விளையாட்டை காட்டிலும் முற்றிலுமாக வேறுபட்டது. பெரும்பாலும் சின்ன குழந்தைகள் தனிமை விளையாட்டை வெளிப்படுத்துகிறது</p>				<p>பார்வையாளர் விளையாட்டு என்றால் என்ன?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>இணை விளையாட்டு: (2 வயது - 3 வயது)</p> <p>இணை விளையாட்டு என்பது ஒத்த வயதுடைய குழந்தைகள் ஒரே மாதிரியான பொம்மைகளை அருகருகே வைத்து விளையாடுகின்றனர். ஆனால் சேர்ந்து விளையாடுவதில்லை. இணை விளையாட்டு பள்ளி முன் பருவ குழந்தை வரை தொடர்ந்து வருகின்றன. பள்ளி முன்பருவ குழந்தை வயது முடிவடையும் நிலையில் கூட்டு சேர்ந்து விளையாடுதல் அல்லது கூட்டுறவு விளையாட்டை அடிக்கடி விளையாடுகின்றன</p> <p>கூட்டு சேர்ந்து விளையாடும் விளையாட்டு: (3 வயது - 4 வயது)</p> <p>கூட்டு விளையாட்டு பொதுவாக பள்ளி முன் பருவ குழந்தைகளுக்கிடையே காணப்படும். இந்த விளையாட்டின் மூலம் குழந்தைகள் சமூகத்துடன் தொடர்பு கொண்டு இருப்பார்கள் இந்த வகையான விளையாட்டில் குழந்தைகள் மற்ற</p>				<p>இணை விளையாட்டு என்றால் என்ன??</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>குழந்தைகள் செய்வதையே செய்யும், தலைமை ஏற்பது அல்லது பின்தொடர்வது என சேர்ந்து விளையாடும். உதாரணமாக புகை வண்டி விளையாட்டுடன் கொடுத்தல், வாங்குதல் விளையாட்டு மேலும் உரையாடல் மற்றும் இணக்கமே முக்கியமாக உள்ளது</p> <p>கூட்டுறவு விளையாட்டு: (4 வயதிற்கு மேல்)</p> <p>கூட்டுறவு விளையாட்டு என்பது பள்ளி முன் பருவ வயதின் முடிவில் ஆரம்பிக்கின்றன. இந்த குழு விளையாட்டில் நோக்கம் வைத்து விளையாடுகின்றன. உதாரணமாக வீடு கட்டி விளையாடுதல், காலப்பந்து விளையாடுதல், வாழ்க்கையே நாடகமாக நடத்து காட்டும் விளையாட்டு இவற்றை கூறலாம்.</p>				கூட்டுறவு விளையாட்டு என்றால் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>விளையாட்டின் மற்ற வகைகள்:</p> <p>வெவ்வேறு வயதுடைய குழந்தைகளின் விளையாட்டுகளைப் பற்றி பெற்றோர்கள் அறிந்துக் கொள்ள மற்றும் அவற்றின் முக்கியத்துவத்தைப் பற்றியும் தெரிந்து கொள்கின்றனர்.</p> <p>அவற்றின் வகைகள் பின்வருமாறு:</p> <p>உடற்பயிற்சி விளையாட்டு:</p> <p>இந்த வகையான விளையாட்டில் குழந்தைகள் ஓடுதல், குதித்தல், வேட்டையாடுதல், இணக்க செய்தல் பண்புகள் போன்ற உடல் விளையாடு மற்ற குழந்தைகளுடன் விளையாடுவதால் சமூகம் மேம்படும். சாதாரணமாக உடல் வளர்ச்சிக்கு தேவையான பயிற்சியை இந்த விளையாட்டு தருகிறது</p>				<p>உடற்பயிற்சி விளையாட்டு என்றால் என்ன?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>வெளிப்படுத்தும் விளையாட்டு:</p> <p>விளையாட்டு பொருட்களின் மூலம் தங்களின் உணர்ச்சிகளை குழந்தைகள் வெளிப்படுத்துகின்றனர். உணர்ச்சி விளையாட்டில் பயன்படுத்தும் பொருட்களான நிலையிலல்லா வர்ணங்கள், விரல் வர்ணங்கள், வண்ண பென்சில்கள், களிமண், நீர் மற்றும் கடற்பாசிகள் இசை கருவிகள் போன்றவற்றை பயன்படுத்துகின்றனர். இந்த விளையாட்டில் பெற்றோருக்கும் முக்கிய பங்கு உண்டு அவர்கள் இக்குழந்தைகளுக்கு தேவையான பொருட்களை தந்து உதவுவார்கள்</p> <p>சாதூரிய விளையாட்டு</p> <p>தன் சூழ்நிலையை எப்படி கட்டுப்படுத்துவது அல்லது நிர்வகிப்பது என்பதை சாதூரிய விளையாட்டால் செய்யும். இந்த விளையாட்டு கைக்குழந்தை பருவத்தில் தொடங்குகின்றன. கைக்கூழந்தைகள்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>பெற்றோர்களுடன் விளையாடுகின்றனர். எடுத்துக்காட்டாக குழந்தைகள் விளையாடும் பொழுது பொம்மைகளை வேண்டாமென்றே கீழே போட்டு விட்டு பெற்றோர்கள் எடுத்து கொடுக்கும் வரை காத்துக்கொண்டு இருக்கிறார்கள். இந்த வகையான விளையாட்டு பெற்றோர் மற்றும் கைக்குழந்தைகளுக்கிடையே நடைபெறுகின்றன. பொருட்களை சாதூர்யமாக பிரித்தும் சேர்த்தும் விளையாடுவதும் இந்த வகையான விளையாட்டு ஆகும்.</p> <p>அடையாள விளையாட்டு</p> <p>சில விளையாட்டுகள் அடையாள ரீதியாகவும் ஒரு குழந்தையின் பிரச்சனைகளை வெளிப்படுத்த முடியும். அடையாள விளையாட்டு எந்த ஒரு விதிமுறைக்கும் உட்பட்டது. அல்ல. இந்த விளையாட்டு, குழந்தைகளின் கற்பனை வலி</p>				அடையாள விளையாட்டு என்றால் என்ன?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>அனுபவங்களை பலப்படுத்த உதவுகிறது. பெற்றோர்களுக்கு குடும்பத்திலுள்ள பிரச்சினைகளில் குழந்தையின் கருத்தைக் கேட்டு ஆச்சரியமடைகின்றனர். இவ்வகையான விளையாட்டு, குழந்தைகள் பள்ளி அல்லது மருத்துவமனைக்கு செல்லும்பொழுது பிரிவு பயத்தை சமாளிக்க பயன்படுகிறது</p> <p>நாடகமாதும் விளையாட்டு:</p> <p>குழந்தைகள் வெளிக்காரணிகளை, சூழ்நிலையை உள்வாங்கி பயத்தினால் சந்தேகப்பட்டு நடிக்கும். இது தானாகவே ஏற்படும் அல்லது அந்த குழந்தையின் பயத்துனை போக்க சிகிச்சை வடிவில் தரலாம் என அறிவுறுத்தப்படும் இருக்கலாம்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பிடுதல்
		<p>விளையாட்டுகள்:</p> <p>குழந்தைகள் சில ஒளிப்படம் மற்றும் சீட்டாட்டத்தை தனியாக விளையாடுகின்றனர். விதிமுறைகளை கொண்ட விளையாட்டுகள் 4 வயது குறைந்த இளையகுழந்தைகளுடன் விளையாடுகின்றனர். பல கை விளையாட்டு, சீட்டாட்டம் போன்றவற்றை பள்ளி வயது குழந்தைகள் அனுபவித்து விளையாடுகின்றனர். இதில் குழந்தைகள் விதிமுறைகளுடன் விளையாடுகின்றன. பெரிய குழந்தைகள் சில விதிமுறைகளுக்கு உட்பட்ட விளையாட்டை விரும்புகின்றன. விதிமுறைகளை மாற்ற சின்ன குழந்தைகள் விரும்பினாலும் அதனுடன் விளையாடுகின்றன.</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>பிரதிநிதி விளையாட்டு: (ஒருவருக்கு பதிலாக விளையாடுதல்)</p> <p>உடல்நலம் பாதிக்கப்பட்ட அல்லது உடல் நலக் குறைவால் விளையாட முடியாத குழந்தைகளுக்கு பதிலாக வேறொரு குழந்தை அல்லது பெற்றோர்கள் வாகை செயல்படலாம். அவர்கள் விளையாடுவதை பார்த்து உடல் நலம் பாதிக்கப்பட்ட குழந்தைகளின் உடம்பில் உணர்ச்சிகள் தூண்டுகின்றது. எப்பொழுதும் பெற்றோர்கள் உணர்ச்சிகளை வெளிப்படுத்த கூடிய ஓவியங்களை உடல் ஊனமுற்றோர் குழந்தைகளின் அறையொல் பார்க்கும் பார்வையில் வைக்கும் போது அந்த குழந்தைகளின் உணர்ச்சிகள் தூண்டப்படுகின்றன.</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
8 நிமிடங்கள்	பெற்றோர்கள் விளையாட்டு பொருட்களை தேர்ந்தெடுத்தல் மற்றும் அதன் பராமரிப்பை விளக்குதல்	<p>பொருளடக்கம்</p> <p>விளையாட்டு பொருட்களை தேர்ந்தெடுத்தல் மற்றும் அதன் பராமரிப்பு</p> <p>விளையாட்டு பொருட்கள் மற்றும் பொம்மைகளை தேர்ந்தெடுத்தல் குழந்தைகளின் வயது, திறமை, ஆர்வம், விருப்பம், விருப்பமின்மை, கலாசார அனுபவம், ஆளுமை திறன் மற்றும் விளையாட்டில் குழந்தைகளின் அறிவுதிறனை பொருத்தது . குழந்தைகளை ஒரு நாளைக்கு 2 மணி நேரம் மட்டும் விளையாட அனுமதிக்கலாம். விளையாட்டு பொருட்களின் பண்புகள் பின்வருமாறு:</p> <ul style="list-style-type: none"> ➤ பாதுகாப்பான நீரில் கழுவுகூடிய, எடை குறைவான எளிதில் கையாள கூடிய உறுதியான மற்றும் எளிதில் உடையாத பொம்மைகள் ➤ தெளிவான அறிந்து கொள்ளக்கூடிய, கவர்ச்சிகரமான மற்றும் அர்த்தமுள்ள பொம்மைகளை தேர்ந்தெடுத்தல் ➤ கூர்முனை அற்ற பொம்மைகள் தேர்ந்தெடுத்தல், ஏனெனில் கூர்முனை 	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டு பொருள்	எந்த வகையான விளையாட்டு பொருட்களை தேர்ந்தெடுக்கலாம்

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>பகுதிகள் குழந்தைகளில் கைகளிம் காயங்களை ஏற்பத்தி விடும்.</p> <ul style="list-style-type: none"> ➤ விட்டெரியும் ஆயுதங்களை கொண்ட பொருட்கள் கண்களை பாதித்து விடும் அவ்விதமான பொருட்களை தவிர்க்க வேண்டும் ➤ சிறிய பாகங்களை கொண்ட பொம்மைகள் மற்றும் எளிதில் அகற்ற கூடிய பாகங்களை கொண்ட விளையாட்டு பொருட்கள் குழந்தையின் வாயில் நுழைந்து விடும். ஆகையால் இவ்விதமான விளையாட்டு பொருட்கள் தவிர்க்க வேண்டும். ➤ சிறிய பாகங்களை கொண்ட விளையாட்டு பொருட்களின் அளவு 1.25 குறுக்களவு மற்றும் 2.25 ஆழம் இருக்க வேண்டும். ➤ அதிக இரசசல இல்லாத பொம்மைகள் தேர்தெடுக்க வேண்டும். 				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>இல்லையென்றால் காதுகளை பாதித்துவிடும்.</p> <ul style="list-style-type: none"> ➤ எளிதில் உடையாத, உருண்டையான முனைகளை கொண்ட நெகிழி பொம்மைகள் குழந்தைகளுக்கு எந்த விதமான பாதிப்புகளையும் ஏற்படாது. ➤ 8 வயதுக்கு மேல் உள்ள குழந்தைகளுக்கு மட்டுமே மின்சாதன பொருட்களை விளையாட அனுமதிக்கலாம். மற்ற குழந்தைகளுக்கு அவற்றை பயன்படுத்த அனுமதிக்க கூடாது ➤ விளையாட்டு பொருட்களை பயன்படுத்தும் முன்பு பெற்றோர்கள் பொருட்களின் மேல் எழுதியுள்ள எச்சரிக்கைகளை படித்து விட்டும் குழந்தைகளுக்கு விளையாட அனுமதிக்கலாம். ➤ அதிகமாக பயன்படுத்த கூடிய இடங்களில் பொம்மைகளை 				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
10 நிமிடங்கள்	பெற்றோர்கள் வயது குழு படி விளையாட்டு பொருட்களை விளக்குதல்	<p>பெற்றோர்கள் வயது குழு படி விளையாட்டு பொருட்களை விளக்குதல்</p> <p>வயது குழுபடி விளையாட்டு பொருட்களை தேர்ந்தெடுத்தல்</p> <p>பல்வேறு வகையான பொம்மைகளை வயதிற்கு ஏற்றபடி குழந்தைகள் விளையாட்டுகின்றன. அதாவது கைக்குழந்தை, குறுநடை மற்றும் பள்ளி முன்பருவ குழந்தைகள் பொம்மைகளை வைத்து விளையாடுகின்றன.</p> <p>கைக்குழந்தை:</p> <p>கைக்குழந்தைகள் பொம்மைகளை வைத்து விளையாடும் பொழுது இயக்குதலை, உடல் கட்டுப்பாடு, குழு ஒற்றுமை, பார்த்தல் மற்றும் கேட்டல் திறன்களை அறிந்துகொள்கின்றன</p>	விளக்குதல்	கவனித்தல்	அசல் விளையாட்டு பொருள்	வயது குழு படி வயது குழுபடி விளையாட்டு பொருட்களை பயன்படுத்தலாம்?

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>4 வாரங்கள் - 4 மாதங்கள்</p> <ul style="list-style-type: none"> ➤ பிரகாசமான மற்றும் நகரும் பொருட்கள் ➤ தொடட்டிலில் தொங்கும் பொம்மைகள் ➤ இசைக்கருவி பொம்மைகள் ➤ பலூன் ➤ கிளூகிளூப்பு <p>4 மாதங்கள் - 6 மாதங்கள்</p> <ul style="list-style-type: none"> ➤ மென்மையான பொம்மைகள் ➤ கிளூகிளூப்பு ➤ விலங்கு பொம்மைகள் ➤ பலூன் ➤ இசைக்கருவி ➤ உடையாத கண்ணாடிகள் ➤ இசையுடன் கூடிய கைபேசி ➤ பற்கள் பொம்மைகள் ➤ மென்மையான பொம்மைகள் ➤ கடினமான பந்துகள் 				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>7 மாதங்கள் - 9 மாதங்கள்</p> <ul style="list-style-type: none"> ➤ ஒலி குறைப்பு பொம்மைகள் ➤ கல்துண்டு ➤ கனசதுரம் ➤ இரப்பர் வளையம் ➤ கிள்கிரூப்பு <p>10 மாதங்கள் - 12 மாதங்கள்</p> <ul style="list-style-type: none"> ➤ நகரும் பொம்மைகள் ➤ தண்ணீர் விளையாட்டு ➤ கல்துண்டு ➤ பொம்மைகள் ➤ பந்து ➤ இசைகருவி பொம்மைகள் ➤ புத்தக்கத்தில் உள்ள வரைபடங்கள் ➤ நடமாடும் குதிரை பொம்மைகள் ➤ பயண பொருட்கள் ➤ இழுத்து மற்றும் தள்ள கூடிய பொம்மைகள் ➤ இரப்பர் மற்றும் மரத்திலான சக்கரம் வண்டிகள் 				<p>எந்த வகையான பொம்மை கைக்குழந்தைக்கு ஏற்றது?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பிடுதல்
		<p>பொருளடக்கம்</p> <ul style="list-style-type: none"> ➤ கூட்டில் உள்ள பொம்மைகள் ➤ மென்மையான மற்றும் ஊர்ந்து செல்லகூடிய பொம்மைகள் ➤ தாளமுடன் இசை பொம்மைகள் ➤ போதனை பொம்மைகள் ➤ பாடல்கள் மற்றும் பிரகாசமான படம் புத்தகங்கள் ➤ காற்றல் ஊஞ்சலாடும் பொம்மைகள் <p>குறுநடை போடும் குழந்தைகள்</p> <p>குறுநடை போடும் குழந்தைகள் தங்கள் கைகள், விரல்கள் நல்ல கட்டுப்பாட்டுடன் இருக்க விரும்புகின்றன. உடல் வளர்ச்சிக்காக உயரம் ஏறுதல், குதித்தல் தங்களுடைய விளையாட்டு பொம்மைகளை உருட்டுதல், மொழி கற்றல் ஆகியவற்றை அறிந்து கொள்கின்றன.</p> <ul style="list-style-type: none"> ➤ மரதுண்டுகள் (4 - 12 துண்டுகள்) ➤ பொருத்தும் பொம்மைகள் 				<p>எந்த வகையான பொருட்கள் குறுநடை குழந்தைகளுக்கு ஏற்றது?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>பொருளடக்கம்</p> <ul style="list-style-type: none"> ➤ இழுத்து மற்றும் தள்ள கூடிய பொம்மைகள் ➤ ஆடைகளை உடுத்தி விளையாடுதல் ➤ தண்ணீர் விளையாட்டு ➤ கல்துண்டு ➤ வாகனங்கள் ➤ பந்து ➤ தாளம் தட்டும் பொம்மைகள் ➤ வீட்டு உபகரணங்கள் ➤ வண்ண எழுதுகோல்கள் ➤ விளையாட்டு தொலைபேசி ➤ பொம்மை வீடுகள் ➤ பெரிய வர்ண தூரிகைகள் ➤ வண்ண கட்டுமான பூங்கா ➤ சுண்ணாம்பு கட்டி ➤ தாளம் வாசித்தல் ➤ புத்தகத்தில் உள்ள வண்ண படங்கள் ➤ பல்வேறு இசையுடன் கூடிய குருந்தகடு 				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>பள்ளி முன் பருவ குழந்தைகள்</p> <p>குறுநடைபோடும் குழந்தைகளை விட பள்ளி முன் பருவ குழந்தைகள் அதிக கவனம் ஈடுபாடு கொண்டவர்கள். அவர்கள் அதிக பேச்சு, அதிக கேள்வி கேட்கும் திறன் பொருட்களின் உதவியுடன் செயல்களில் ஈடுபடுதல் நண்பர்களுடன் விளையாட ஆர்வம் மிக்கவர்கள். தோல்வியை விரும்பாதவர்கள், இரண்டு மூன்று குழந்தைகளுடன் சேர்ந்து விளையாட விரும்புவார்கள்</p> <ul style="list-style-type: none"> ➤ மரத்துண்டுகள் ➤ பெரிய கல்துண்டுகள் ➤ வர்ண பொருட்கள் ➤ புத்தகத்தில் உள்ள வண்ண படங்கள் ➤ மருத்துவ பொம்மைகள் ➤ காகித மற்றும் களிமண்ணால் ஆன பொம்மைகள் ➤ சமையல் பொருட்கள் ➤ மூன்று சக்கர வண்டி ➤ விலங்குகள் 				<p>எந்த வகையான பொம்மைகள் பள்ளி முன் பருவ குழந்தைகளுக்கு ஏற்றது?</p>

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
		<p>➤ பொம்மைகள்</p> <p>➤ பொம்மை வீடுகள்</p> <p>பள்ளி வயது குழந்தைகள்:</p> <p>பள்ளி வயது குழந்தைகள் போட்டிகள் மற்றும் குழுவுடன் இணைந்து விளையாட முக்கியத்துவம் அளிப்பார்கள். மற்றவர்களை போல நடித்து காண்பித்தல், பொம்மைகளை விட இந்த குழந்தைகள் விளையாட்டை விரும்புவார்கள். 8 வயது வரை உள்ள குழந்தைகள் மட்டுமே பொம்மைகளுக்கு முக்கியத்துவம் தருவார்கள். ஓடுதல், ஏறுதல், ஊஞ்சலாடுதல், மரவேலைப்பாடுகள், வண்ண தீட்டுதல், சதுரங்கள், அட்டை வைத்து விளையாடுதல், பந்துகள், துணி வேளைப்பாடு, புதிர்கள், விலங்கு பொம்மைகளை வைத்து மிருக காட்சி சாலையை உருவாக்குதல். இந்த வகையான விளையாட்டை விரும்புகின்றன. எனவே குழுவாக விளையாடுவதை ஊக்குவிக்க வேண்டும்</p>				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
3 நிமிடங்கள்		<p>தொகுப்பு:</p> <p>இதுவரை விளையாட்டின் முக்கியத்துவம் என்றால் என்ன? என்பதையும் அதனுடைய பண்புகள், நோக்கங்கள், முக்கியத்துவம் வகைகள், மற்றும் வயதிற்கு-கேற்றவாறு விளையாட்டு பொருட்களை தேர்வு செய்தல் என்பதைப்பற்றி பார்த்தோம்.</p>				
3 நிமிடங்கள்		<p>தொகுப்பு மதிப்பீடுகள்:</p> <ul style="list-style-type: none"> ➤ விளையாட்டை வரையறு? ➤ விளையாட்டின் பண்புகள் யாவை? ➤ விளையாட்டின் நோக்கம் என்ன? ➤ விளையாட்டின் முக்கியத்துவங்கள் யாவை? ➤ விளையாட்டின் வகைகள் யாவை? ➤ எந்த வகையான விளையாட்டு பொருட்கள் குழந்தைகளுக்கு தேவை? 				

நேரம்	குறிப்பிட்ட நோக்கம்	பொருளடக்கம்	ஆய்வாளர்	கற்போரின் செயல்	ஒளி மற்றும் ஒலி அமைப்பு	மதிப்பீடுதல்
<p>2 நிமிடங்கள்</p>		<p>முடிவுரை:</p> <p>விளையாட்டு எல்லாவகையான குழந்தைகளுக்கும் தேவைப்படுகிறது. விளையாட்டு குழந்தை பருவத்திலிருந்து வாழ்நாள் முழுவதும் முன்னேற்றத்திற்கு பெரிதும் உதவுகிறது. விளையாட்டின் மூலம் குழந்தைகள் பிரச்சனைகளை தீர்க்க, சிந்திக்க, பழக கற்று தருகிறது. மேலும் மிக முக்கியமாக வேடிக்கை, நாடகம் அவர்களின் கற்பனை திறனை தங்கள் தூலில் பெற்றோர்கள் மற்றும் குடும்பத்திலுள்ள குழந்தைகளை இணைக்கும் சக்தியாக உள்ளது. குழந்தையின் கண்கள் மூலம் பெற்றோர்கள் ஒரு புது உலகத்தை காண முடிகிறது.</p> <p>நாம் விளையாடுவோம் மேலும் மகிழ்ச்சியை பெறுவோம்</p>				

APPENTIX XI
DATA COLLECTION TOOL
SECTION –A
DEMOGRAPHIC DATA
STRUCTURED INTERVIEW QUESTIONNAIRE REGARDING
DEMOGRAPHIC DATA FROM THE PARENTS

INSTRUCTION:

The interviewer places a tick mark (√) in the corresponding space according to the response of the subject.

Sample number:

1. Age
 - a. 21-25years []
 - b. 26-30years []
 - c. 31-35 years []
 - d. 36-40years []
2. Sex
 - a. Male []
 - b. Female []
3. Religion
 - a. Hindu []
 - b. Muslim []
 - c. Christian []
 - d. Others []
4. Education
 - a. Illiterate []
 - b. Primary school education []
 - c. Secondary school education []
 - d. Higher secondary []
 - e. Graduate []

5. Occupation
- a. Home maker []
 - b. Government employee []
 - c. Business []
 - d. Self-employee []
6. Monthly income of the family
- a. below 3000 []
 - b. 3001-4000 []
 - c. 4001-5000 []
 - d. Above 5000 []
7. Types of the family
- a. Nuclear family []
 - b. Joint family []
8. Number of children in the family
- a. One child []
 - b. Two Children []
 - c. Three children []
 - d. Above three children []
9. Age of the child
- a. Newborn []
 - b. Infant []
 - c. Toddler []
 - d. Pre-schooler []
10. Place of residence
- a. Rural area []
 - b. Urban area []
 - c. Sub urban []
 - d. Other place/slum []

11. Source of information regarding play needs

- a. Mass media []
- b. Peer group []
- c. Family members []
- d. Health workers []
- e. None []

SECTION-B

STRUCTURED KNOWLEDGE QUESTIONNAIRE ON IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

INSTRUCTION:

This tool consists of 30 questions. Each question consist of 4 multiple option and one is the most appropriate answer. The interviewer place a tick mark (√) in corresponding space according to the response of the subjects.

1. What is meant by play?
 - a. Way of doing things
 - b. Reduce the attention span
 - c. Unnecessary activities
 - d. Decrease physical development

2. Why the play is necessary for children?
 - a. Family development
 - b. Personality development
 - c. Sexual development
 - d. Child growth and development

3. What is the characteristics of play?
 - a. Play is inactive
 - b. Play is non communicative
 - c. Play is enjoyable
 - d. None of the above

4. What is the purpose of play?
 - a. Reduce the physical activity of the child
 - b. Reduce the efficiency of the child
 - c. Improve the self awareness, self esteem & self respect of the child
 - d. All the above

5. Which development is not caused by play?
- a. Physical development []
 - b. Intellectual development []
 - c. Emotional development []
 - d. Personality development []
6. Which age group children are not enjoyed the active play?
- a. Infant []
 - b. Toddler []
 - c. Pre-schooler []
 - d. None of the above []
7. What is the another name for role playing?
- a. Dramatic play []
 - b. Associative play []
 - c. Symbolic play []
 - d. Parallel play []
8. Which type of play is most common for children?
- a. Therapeutic play []
 - b. Onlooker play []
 - c. Voluntary play []
 - d. Risky play []
9. What is unoccupied play?
- a. Child play with alone toys []
 - b. Child play with group []
 - c. Child is not involved in play []
 - d. Child play side by side with similar toys []

10. What is meant by solitary play?
- a. Child play with others []
 - b. Child play alone []
 - c. Observe others play activities []
 - d. Child play with toys []
11. Which age group children are prefers solitary play?
- a. Newborn []
 - b. Infant []
 - c. Toddler []
 - d. Pre-schooler []
12. What is onlooker play?
- a. Watching others play []
 - b. Child play with toys []
 - c. Child is not involved in play []
 - d. Child play alone []
13. Which age the child prefers onlooker play?
- a. birth-6 months []
 - b. 6 months -12 months []
 - c. 12 months -18 months []
 - d. 18 months -3 years []
14. What is parallel play?
- a. Children play side by side with similar toys []
 - b. Group play without group goals []
 - c. Play with friends []
 - d. None of the above []

15. Which age group children are commonly prefer parallel play?
- a. Infant []
 - b. Toddler []
 - c. Pre-Schooler []
 - d. School Age []

16. Which age group children are commonly prefer associative play?
- a. 0-1 year []
 - b. 2-3 years []
 - c. 4-5 years []
 - d. Above 5 years []

17. When the children plays with peers group is know as?
- a. Onlooker play []
 - b. Solitary play []
 - c. Associative play []
 - d. Parallel play []

18. What is co-operative play?
- a. Child play with groups []
 - b. Child play with toys []
 - c. Child play alone []
 - d. Child is not involved in play []

19. Which age group children are selected co-operative play?
- a. Newborn []
 - b. Infant []
 - c. Toddler []
 - d. Pre-schooler []
20. How long the child can be allowed for play?
- a. 2 hours / day []
 - b. 3 hours / day []
 - c. 5-6 hours / day []
 - d. As long as a child wishes []
21. What do you meant by toy?
- a. Play material []
 - b. Instrument []
 - c. Object []
 - d. Machine []
22. Which criteria should be followed while selecting play materials?
- a. Sharp toys []
 - b. expensive toys []
 - c. Safe, washable, light weight & easy to handle []
 - d. Play materials with removable parts []
23. Which types of play materials can be avoided for children?
- a. Attractive toys []
 - b. Electrical toys []
 - c. Plastic toys []
 - d. Soft & colourful toys []

24. What are the problem faced by children while selecting the wrong toys?
- a. Social problem []
 - b. Mental problem []
 - c. Physical problem []
 - d. All the above []
25. Which play materials is more suitable for 6 months old child?
- a. Musical toys []
 - b. Bright & moving object []
 - c. Nesting toys []
 - d. Teaching toys []
26. Which play materials is more liked by 9 month old child?
- a. Animal toys []
 - b. Balloon []
 - c. Cubes & blocks []
 - d. Puppets toys []
27. Which type of toys is suitable for infant?
- a. Bright & moving toys []
 - b. Transporting objects []
 - c. Pyramid toys []
 - c. Doll house []
28. Which age group child can prefers push and pull toys?
- a. Infant []
 - b. Toddler []
 - c. Pre-schooler []
 - d. School age []

29. What type of toys can be selected for toddler?

- a. Household articles, doll, pots & pans []
- b. Cooking materials []
- c. Maps []
- d. Doctor set toys []

30. Which type of play material is necessary for pre-school children?

- a. Play telephone []
- b. Tricycles []
- c. Soft squeeze toys []
- d. Water play toys []

SECTION C

LIKERT SCALE TO ASSESS THE ATTITUDE ON IMPORTANCE OF PLAY NEEDS AMONG PARENTS OF UNDER FIVE CHILDREN

INSTRUCTIONS:

This statement seeks information about attitude regarding importance of play needs. The interviewer places a tick mark (√) in corresponding column according to the response of the subject

S.NO	STATEMENT	S.A	A	U.C	D.A	S.D
1	The play is vital for child growth and development					
2	Play is not important for intellectual & emotional development.					
3	Play creates a mode of communicating with the external world					
4	Selection of appropriate toys is not necessary for specific age group					
5	Play is a hobby for children					
6	The child psychosocial development is affected if the child stay away from play					
7	Play is a universal activity of the children					
8	The appropriate toys were given it affects the child's growth physically, morally, emotionally and socially					
9	The play helps more family bonding and happiness between parents and children					
10	The musical toys, bright moving objects not attract the infant play					
	S.A-Strongly Agree, A-Agree, U.C-Uncertain D-Disagree, S.D-Strongly Disagree					

SECTION – B

SCORING KEY FOR KNOWLEDGE QUESTIONNAIRE

QUESTION NUMBER	ANSWER	SCORE
1	a	1
2	b	1
3	c	1
4	c	1
5	d	1
6	a	1
7	c	1
8	b	1
9	c	1
10	b	1
11	c	1
12	a	1
13	d	1
14	a	1
15	b	1
16	b	1
17	c	1
18	a	1
19	d	1
20	a	1
21	a	1
22	c	1
23	b	1
24	c	1
25	a	1
26	c	1
27	b	1
28	b	1
29	a	1
30	b	1

Total marks = 30

SCORING KEY FOR LIKERT SCALE

SCORING KEY FOR POSITIVE STATEMENT

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
1	✓				
3	✓				
5	✓				
7	✓				
9	✓				
Scores	5	4	3	2	1

SCORING KEY FOR NEGATIVE STATEMENT

Statement	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
2					✓
4					✓
6					✓
8					✓
10					✓
Scores	1	2	3	4	5

Appendix - XII
தகவல் சேகரிப்பு வினாக்கள்
 பிரிவு - அ
தனி நபர் தகவல்

அறிவுரை

தேர்வாளர் மாதிரி எண் அளிக்கும் பதிலை தொடர்பான இடத்தில்

செய்வார்

மாதிரி எண்:

1. வயது

அ	21 முதல் 25 வயதிற்குள்	[]
ஆ	26 முதல் 30 வயதிற்குள்	[]
இ	31 முதல் 35 வயதிற்குள்	[]
ஈ	36 முதல் 40 வயதிற்குள்	[]

2. பாலினம்

அ	ஆண்	[]
ஆ	பெண்	[]

3. மதம்

அ	இந்து	[]
ஆ	முஸ்லீம்	[]
இ	கிறிஸ்துவர்	[]
ஈ	பிற மதத்தவர்கள்	[]

4. கல்வி தகுதி

அ	படிக்காதவர்கள்	[]
ஆ	ஆரம்ப கல்வி	[]
இ	இடைநிலை கல்வி	[]
ஈ	உயர்நிலை கல்வி	[]
உ	பட்டப்படிப்பு பட்டயப்படிப்பு	[]

5. தொழில்

அ	வீட்டு வேலை	[]
ஆ	அரசு அலுவலர்	[]
இ	வியாபாரம்	[]
ஈ	சுயதொழில்	[]

6. குடும்ப வருமான நிலவரம்

- அ ரூ.3000 க்கு கீழ் []
ஆ ரூ.3001 முதல் 4000 வரை []
இ ரூ.4001 முதல் 5000 வரை []
ஈ ரூ.5000 க்கு மேல் []

7. குடும்பத்தின் வகைகள்

- அ தனி குடும்பம் []
ஆ கூட்டு குடும்பம் []

8. 5 வயதிற்கு கீழ் உள்ள குழந்தைகளின் எண்ணிக்கை

- அ ஒரு குழந்தை []
ஆ இரண்டு குழந்தை []
இ மூன்று குழந்தை []
ஈ மூன்றுக்கு அதிகமான []

9. குழந்தையின் வயது

- அ பச்சிளங்குழந்தை []
ஆ கைக்குழந்தை []
இ குறுநடை போடும் குழந்தை []
ஈ பள்ளி முன் பருவ குழந்தை []

10. வசிக்கும் இடம்

- அ கிராமப்புற பகுதி []
ஆ நகர பகுதி []
இ துணை நகரம் []
ஈ பிற இடங்கள் / சேரி []

11. விளையாட்டின் முக்கியத்துவத்தின் தகவல்களைப் பெறும் வழி

- | | | |
|---|-------------------------|-----|
| அ | தகவல் தொடர்பு சாதனங்கள் | [] |
| ஆ | நண்பர்கள் | [] |
| இ | குடும்பத்தினர் | [] |
| ஈ | சுகாதார அலுவலர்கள் | [] |
| உ | இவற்றில் ஏதுமில்லை | [] |

பிரிவு - ஆ

5 வயதிற்குள் குழந்தைகளுடைய பெற்றோர்களுக்கிடையே விளையாட்டின் முக்கியத்துவத்தை பற்றிய அறிவுதிறனை கண்டறியும் வினாக்கள்:

அறிவுரை:

கீழே 30 வினாக்கள் கொடுக்கப்பட்டுள்ளன ஒவ்வொரு வினாவிற்கும் நான்கு பதில்கள் தரப்பட்டுள்ளன. இதில் ஒன்று மட்டும் சரியான பதில். பெற்றோர்கள் அளிக்கும் பதிலை தொடர்பாக இடத்தில் தேர்வாளர் குறியீடுவார்

1. விளையாட்டு என்றால் என்ன?
 - அ செயல் கற்றல் []
 - ஆ கவனத்தை குறைத்தல் []
 - இ தேவையற்ற நடவடிக்கைகள் []
 - ஈ உடல் வளர்ச்சி குறைத்தல் []
2. விளையாட்டு குழந்தைகளுக்கு அவசியம் ஏன்?
 - அ குடும்ப வளர்ச்சி []
 - ஆ ஆளுமை மேம்பாடு []
 - இ பாலியல் வளர்ச்சி []
 - ஈ குழந்தையின் வளர்ச்சி மற்றும் முன்னேற்றம் []
3. விளையாட்டின் பண்புகள் யாவை?
 - அ விளையாட்டு செயலற்றது []
 - ஆ விளையாட்டு தொடர்பில்லாதது []
 - இ விளையாட்டு சுவாரஸ்யமானது []
 - ஈ இவைகளில் எதுவும் இல்லை []
4. விளையாட்டின் நோக்கம் என்ன?
 - அ குழந்தையின் உடல் செயல்பாட்டை குறைத்தல் []
 - ஆ குழந்தையின் செயல்திறனை குறைத்தல் []
 - இ குழந்தையின் சுய விழிப்புணர்வு, சுயகௌரவம் மற்றும் சுயமரியாதை மேம்படுத்தல் []
 - ஈ மேலே உள்ள அனைத்தும் []

5. எந்த வளர்ச்சி விளையாட்டினால் ஏற்படாது?
- அ உடல் வளர்ச்சி []
- ஆ அறிவாற்றலுடைய வளர்ச்சி []
- இ உணர்ச்சி வளர்ச்சி []
- ஈ ஆளுமை வளர்ச்சி []
6. எந்த வயது குழந்தைகள் செயல் திறனூட்டும் விளையாட்டை அனுபவிக்காது?
- அ பச்சிளங்குழந்தை []
- ஆ குறுநடை போடும் குழந்தைகள் []
- இ பள்ளி முன் பருவ குழந்தை []
- ஈ இவைகளில் ஏதுமில்லை []
7. பங்கு விளையாட்டின் மற்றொரு பெயர் என்ன?
- அ நாடக விளையாட்டு []
- ஆ கூட்டு சேர்ந்து விளையாடுதல் []
- இ குறியீடு விளையாட்டு []
- ஈ இணை விளையாட்டு []
8. எந்த வகையான விளையாட்டு குழந்தைகளுக்கு மிகவும் பொதுவானதாக உள்ளது?
- அ சிகிச்சை விளையாட்டு []
- ஆ பார்வையாளர் விளையாட்டு []
- இ தன்னிச்சையான விளையாட்டு []
- ஈ ஆபத்தான விளையாட்டு []
9. காயமில்லா விளையாட்டு என்றால் என்ன?
- அ குழந்தைகள் பொம்மைகளை வைத்து தனியாக விளையாடுதல் []
- ஆ குழு குழந்தைகள் விளையாட்டு []
- இ குழந்தைகள் விளையாட்டில் தொடர்பு இல்லாமல் இருத்தல் []
- ஈ ஒரே மாதிரியான பொம்மையுடன் அருகருகே விளையாடுதல் []

10. தனிமையான விளையாட்டு என்றால் என்ன?
- ஆ மற்றவர்களுடன் குழந்தை விளையாடுதல் []
- ஆ குழந்தை தனியாக விளையாடுதல் []
- இ மற்றவர்களின் விளையாட்டை கவனித்தல் []
- ஈ குழந்தை பொம்மைகளை வைத்து விளையாடுதல் []
11. எந்த வயது குழந்தைகள் தனிமையான விளையாட்டை
விரும்புகிறது?
- அ பச்சிளம் குழந்தை []
- ஆ கைக்குழந்தை []
- இ குறுநடை போடும் குழந்தை []
- ஈ பள்ளி முன் பருவக்குழந்தை []
12. பார்வையாளர் விளையாட்டு என்றால் என்ன?
- அ மற்றவர்களின் விளையாட்டை பார்த்தல் []
- ஆ குழந்தை பொம்மைகளை வைத்து விளையாடுதல் []
- இ குழந்தை விளையாட்டில் தொடர்பு
இல்லாமல் இருத்தல் []
- ஈ குழந்தை தனியாக விளையாடுதல் []
13. எந்த வயது குழந்தைகள் பார்வையாளர் விளையாட்டை
விரும்புகிறது?
- அ 0 - 6 மாதங்கள் []
- ஆ 6 மாதங்கள் - 12 மாதங்கள் []
- இ 12 மாதங்கள் - 18 மாதங்கள் []
- ஈ 18 மாதங்கள் - 3 ஆண்டுகள் []
14. இணை விளையாட்டு என்றால் என்ன?
- அ ஒரே மாதிரியான பொம்மையுடன் அருகருகே
விளையாடுதல் []
- ஆ குழு விளையாட்டு குழு குறிக்கோள் இல்லாமல்
விளையாடுதல் []
- இ நண்பர்களுடன் விளையாடுதல் []
- ஈ இவைகளில் எதுவும் இல்லை []

15. எந்த வயது குழந்தைகள் பொதுவாக இணை விளையாட்டை
விரும்புகின்றன?
- அ பச்சிளம் குழந்தை []
- ஆ குறுநடை போடும் குழந்தை []
- இ பள்ளி முன் பருவ குழந்தை []
- ஈ பள்ளி வயது குழந்தை []
16. எந்த வயது குழந்தைகள் பொதுவாக துணை விளையாட்டை
விரும்புகிறார்கள்?
- அ 0 - 1 ஆண்டு []
- ஆ 2 - 3 ஆண்டுகள் []
- இ 4 - 5 ஆண்டுகள் []
- ஈ 5 ஆண்டுகளுக்கு மேல் []
17. குழந்தைகள் சக வயது குழந்தைகளுடன் விளையாடும் விளையாடின்
பெயர் என்ன?
- அ பார்வையாளர் விளையாட்டு []
- ஆ தனித்து விளையாட்டு []
- இ கூட்டு சேர்ந்து விளையாட்டு []
- ஈ இணை விளையாட்டு []
18. கூட்டுறவு விளையாட்டு என்றால் என்ன?
- அ குழு குழந்தைகள் விளையாட்டு []
- ஆ குழந்தைகள் பொம்மைகளுடன் விளையாடுதல் []
- இ குழந்தை தனியாக விளையாடுதல் []
- ஈ குழந்தை விளையாட்டில் தொடர்பு
இல்லாமல் இருத்தல் []
19. எந்த வயது குழந்தைகள் கூட்டுறவு விளையாட்டை
தோந்தெடுக்கின்றன?
- அ பச்சிளம் குழந்தை []
- ஆ கைக்குழந்தை []
- இ குறுநடை போடும் குழந்தைகள் []
- ஈ பள்ளி முன் பருவ குழந்தை []

20. குழந்தைகளை எவ்வளவு நேரம் விளையாட அனுமதிக்கலாம்?
- அ 2 மணி நேரம் / நாள் []
- ஆ 3 மணி நேரம் / நாள் []
- இ 5 - 6 மணி நேரம் / நாள் []
- ஈ நீண்ட மணிநேரம் குழந்தை விரும்பினால் []
21. பொம்மை என்றால் என்ன?
- அ விளையாட்டு பொருள் வகைகள் []
- ஆ கருவி []
- இ பொருள் []
- ஈ எந்திரம் []
22. விளையாட்டு பொருட்களை தேர்ந்தெடுக்க எந்த அடிப்படையை பின்பற்ற வேண்டும்
- அ கூர்மையான பொம்மைகள் []
- ஆ விலை மதிப்பு உயர்ந்த பொம்மைகள் []
- இ பாதுகாப்பான, நீரில் கழுவகூடிய, எடை குறைவான மற்றும் எளிதாக கையாள கூடிய பொம்மைகள் []
- ஈ அகற்ற கூடிய பாகங்களை கொண்ட விளையாட்டு பொருட்கள் []
23. குழந்தைகள் எந்த வகையான விளையாட்டு பொருட்களை தவிர்க்க வேண்டும்?
- அ கவர்ச்சிகரமான பொம்மைகள் []
- ஆ மின்சார பொம்மைகள் []
- இ நெகிழும் தன்மையுடைய பொம்மைகள் []
- ஈ மென்மையான மற்றும் வண்ணமயமான பொம்மைகள் []
24. தவறான பொம்மைகள் தேர்ந்தெடுக்கும்போது குழந்தைகள் எதிர்கொள்ளும் பிரச்சனை என்ன?
- அ சமூக பிரச்சனை []
- ஆ மன பிரச்சனை []
- இ உடல் பிரச்சனை []
- ஈ மேலேயுள்ள அனைத்தும் []

25. எந்த வகையான விளையாட்டு பொருட்கள் 6 மாத குழந்தைகளுக்கு மிகவும் ஏற்றது?
- அ இசை கருவி பொம்மைகள் []
- ஆ ஒளிரும் மற்றும் நகரும் பொம்மைகள் []
- இ கூட்டியில் உள்ள பொம்மைகள் []
- ஈ போதனை பொம்மைகள் []
26. எந்த வகையான விளையாட்டு பொருட்கள் 9 மாத குழந்தைகளுக்கு பிடிக்கும்?
- அ விலங்கு பொம்மைகள் []
- ஆ பலூன் []
- இ கனசதுரம் மற்றும் துண்டுகள் []
- ஈ கைப்பொம்மை []
27. எந்த வகையான பொம்மைகள் கைக்குழந்தைக்கு ஏற்றது?
- அ ஒளிரும் மற்றும் நகரும் பொம்மைகள் []
- ஆ பரவசமூட்டும் பொம்மைகள் []
- இ கூர்நுனிக்கோபுரம் பொம்மைகள் []
- ஈ பொம்மை வீடு []
28. எந்த வயது குழந்தைகள் தள்ள மற்றும் இழுக்க கூடிய பொம்மைகளை தேர்ந்தெடுப்பார்கள்?
- அ கைக்குழந்தை []
- ஆ குறுநடை போடும் குழந்தைகள் []
- இ பள்ளி முன் பருவக் குழந்தைகள் []
- ஈ பள்ளி வயது குழந்தைகள் []
29. எந்த வகையான பொம்மைகளை குறுநடை போடும் குழந்தைகள் தேர்வி செய்யும்?
- அ வீட்டு பொருட்கள், பொம்மை, பாளை []
- ஆ சமையல் பொருட்கள் []
- இ வரைபடங்கள் []
- ஈ டாக்டர் குழு பொம்மைகள் []

30. எந்த வகையான பொம்மைகள் பள்ளி முன் பருவ குழந்தைகளுக்கு
அவசியம்?

- | | | |
|---|------------------------------------|-----|
| அ | விளையாட்டு தொலைபேசி | [] |
| ஆ | மூன்று சக்கர வண்டி | [] |
| இ | மென்மையான, அழுத்தக்கூடிய பொம்மைகள் | [] |
| ஈ | தண்ணீர் விளையாட்டு பொம்மைகள் | [] |

பிரிவு - இ

5 வயதிற்கு உட்பட்ட குழந்தைகளுடைய பெற்றோர்களுக்கிடையே விளையாட்டின் முக்கியத்துவத்தை பற்றி மனப்பான்மையை அறிதல்:

அறிவுரை:

கீழே உள்ள அறிக்கை விளையாட்டின் முக்கியத்துவத்தை பற்றிய மனப்பான்மையை விளக்குவது ஆகும். தேர்வாளர் பெற்றோர்கள் அளிக்கும் பதிலை சரியான கட்டத்தில் குறியீடுவார்

வ.எ	அறிக்கை	உ.ஒ	ஒ.கொ	நி.இ	ஒ.கொ.வி	உ.ஒ.கொ.வி
1	விளையாட்டு குழந்தையின் வளர்ச்சி மற்றும் முன்னேற்றத்திற்கு இன்றியமையாதது					
2	விளையாட்டு அறிவாற்றல் மற்றும் உணர்ச்சி வளர்ச்சிக்கு முக்கியம் இல்லை					
3	விளையாட்டு வெளிஉலக் தொடர்பு முறையை உருவாக்குகிறது					
4	குறிப்பிட்ட வயதிற்கான பொம்மைகளை தேர்ந்தெடுப்பது அவசியமற்றது					
5	விளையாட்டு குழந்தைகளுக்கு ஒரு பொழுதுபோக்கு					
6	குழந்தைகள் விளையாடாமல் இருந்தால் உளவியல் ரீதியான வளர்ச்சி பாதிக்கப்படுகிறது					
7	விளையாட்டு குழந்தைகளின் ஒரு உலகளாவிய ஈடுபாடு ஆகும்					
8	குழந்தைகளுக்கு பொருத்தமான பொம்மைகளை வழங்கும்பொழுது குழந்தைகளின் உடல் வளர்ச்சி, உணர்வு மற்றும் சமூக ஒழுக்கம் பாதிக்கிறது					
9	விளையாட்டு பெற்றோர் மற்றும் குழந்தைகளுக்கு இடையே குடும்ப ஒற்றுமைக்கு உதவுகிறது					
10	இசைகருவி பொம்மைகள், பிரகாசமான நகரும் பொருட்கள் குழந்தைகளை ஈர்ப்பதில்லை					
	உ.ஒ : உறுதியாக ஒப்புக்கொள்கிறேன். ஒ.கொ: ஒப்புக் கொள்கிறேன் நி.இ : நிலையில்லாமை ஒ.கொ.வி : ஒப்புக்கொள்ளவில்லை ஒ.உ.கொ.வி: உறுதியாக ஒப்புக்கொள்ளவில்லை					

ABSTRACT

This thesis titled “**A study to assess the effectiveness of structured teaching programme on knowledge and attitude regarding importance of play needs among parents of under five children in sakthi hospital, kallakurichi**” was conducted by Mrs.V.Tamilselvi in partial fulfilment of the requirement for the degree of master of science in nursing during the year 2014-2016.

The objectives of the study

- To assess the pretest knowledge regarding importance of play needs among parents of under five children.
- To assess the pretest attitude regarding importance of play needs among parents of under five children.
- To assess the effectiveness of structured teaching programme on importance of play needs among parents of under five children.
- To correlate the knowledge and attitude regarding importance of play needs among parents of under five children.
- To find the association between the post test knowledge and attitude of regarding importance of play needs among parents of under five children with the selected demographic variables.

Hypothesis of the study were

H1 – There is significant difference between pretest and post test knowledge and attitude scores on importance of play needs among parents of under five children.

H2 – There is significant association between the post test knowledge and attitude score with demographic variable.

The research approach adopted for this study was evaluative approach in nature. 50 parents of under five children from Sakthi hospital kallakurichi, Villupuram was selected for this study by convenient sampling technique.

A structured interview questionnaire was developed to collect the data from the sample, it has 3 section, section A deals with the demographic variables of the parents, section B contain 30 questions to assess the knowledge of parents, section C contains 10 questions to assess the attitude of parents, regarding importance of play needs.

Collected data was analyzed by using descriptive and inferential statistics in terms of frequencies percentage, mean, standard deviation and chi-square analysis.

The analysis revealed that there was a marked increase in the mean percentage score. The mean score of knowledge increased from 36.42 in pretest to 70.62 in post test, the mean score of attitude increased from 33.68 in pretest to 69.00 in post test after administering the structured teaching programme. The paired 't' test value of 24.94, 31.93 in improving the knowledge and attitude of parents regarding importance of play needs.