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Improving the Growth Mindset–Child Development Programmes in Slums, Bastis and Zopadpattis

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Abstract:

When it comes to schools it is no more a box of unhappiness, moroseness, or tiredness of how to excel or do best. Schools are fun, the hours keep children engaged, full of games and activities for the children. The activities are for enjoyment at the same time they help in improving the agility, conduct and also ability of the child. The fun games devised such that they improve upon the child's psychology and code of conduct. These activities have increased in multiples for the children from the private and public schools. They are also offered online as inexpensive applications, E.g Byju's, Vedantu, Udemy etc.

In developing countries like India where there is absence direct accessibility to schools, e.g locals of rural areas, rural settlements, bastis, zopadpattis, it is very difficult to match the expensive models of both online and offline fun games or activities. In India many educators and schools of learning (in rural areas which are recognized as slums, basti, zoparpatties or our villages) have implemented various activities, which can suffice for the basic learning. The children can learn numbers, alphabets, develop ability to think and relate, see and understand, see and speak. The children can be taught relative thinking, also rationalizing during the activities. To decrease the urban-rural divide it is important that the children of the lesser GOD are given proper education. It is important for the and the educators alike to develop measures to teach the children in this part of India.

Keywords: Child, Growth, Mindset, Development, Programme

(A) INTRODUCTION:

The increase in urbanization has brought with it increase in bastis and zopadpattis, alsoslums. The people here are a sprout of the urban habitation and strive with minimal funds. They are deprived various benefits, basic or frugal amenities. This thus, excludes the child of basic education. Many social organisations, anganwadis have introduced development programmes.

As per Census of India statistics, the rural population in India, stands at 833 million, constituting almost 68% of the total population. Further, the rural population has shown a growth of 12% and an increase in the absolute number of villages by 2279 units during the 2001-2011 period.

Large parts of rural areas in the country are not stand-alone settlements but part of a cluster of settlements, which are relatively proximate to each other. These clusters typically illustrate potential for growth, have economic drivers and derive vocational and competitive advantages. These clusters once developed can then be classified as 'Rurban'. Hence taking cognizance of this, the Government of India has proposed the Shyama Prasad Mukherji Rurban Mission (SPMRM), aimed at developing such rural areas by provisioning of economic, social and physical infrastructure facilities.

Taking also into view, the advantages of clusters, both from an economic view point as well as to optimize benefits of infrastructure provision, the Mission aims at development of 300 Rurban clusters, in the next five years. These clusters would be strengthened with the required amenities, for which it is proposed that resources be mobilized through convergence of various schemes of the Government, over and above which a Critical Gap Funding (CGF) would be provided under this Mission, for focused development of these clusters.

Mission's Vision:

The Shyama Prasad Mukherji Rurban Mission (SPMRM) follows the vision of "Development of a cluster of villages that preserve and nurture the essence of rural community life with focus on equity and inclusiveness without compromising with the facilities perceived to be essentially urban in nature, thus creating a cluster of "Rurban Villages".

Mission's Objective

The objective of the Shyama Prasad Mukherji Rurban Mission (SPMRM) is to stimulate local economic development, enhance basic services, and create well planned Rurban clusters.

Mission's Outcomes:

The larger outcomes envisaged under this Mission are: i. Bridging the rural-urban divide-viz: economic, technological and those related to facilities and services. ii. Stimulating local economic development with emphasis on reduction of poverty and unemployment in rural areas. iii. Spreading development in the region. iv. Attracting investment in rural areas.

Growth Mindset:

Growth mindset, as conceived by psychologist Carol Dweck and colleagues, is the belief that a person's capacities and talents can be improved over time. A growth mindset contrasts with a fixed mindset—the limiting belief that such capacities cannot be meaningfully developed.

Child Development:

In the course of development, the individual human progresses from dependency to increasing autonomy. It is a continuous process with a predictable sequence, yet has a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding developmental experiences. Because genetic factors and events during prenatal life may strongly influence developmental changes, genetics and prenatal development usually form a part of the study

of child development. Related terms include developmental psychology, referring to development throughout the lifespan, and pediatrics, the branch of medicine relating to the care of children.

Developing psychological and emotional:

A common concern in child development is developmental delay involving a delay in an age-specific ability for important developmental milestones. Prevention of and early intervention in developmental delay are significant topics in the study of child development.^[63] Developmental delays should be diagnosed by comparison with characteristic variability of a milestone, not with respect to average age at achievement. An example of a milestone would be eye-hand coordination, which includes a child's increasing ability to manipulate objects in a coordinated manner.

There is a phenomenal growth or exponential increase of child development from the age of 4 to 15 years old especially during the age of 4 to 7 years old based on the Yamana chart^[64]). The Heckman's chart shows that the highest return of investment in education is maximum during the early years (age 1 to 3 years old) and decreases to a plateau during the school-aged years and adolescence.^[64] There are various child development tables or charts e.g. the PILES table where PILES stands for Physical, Intellectual, Language, Emotional and Social development aspects.^[6] Improve mix, social development, moral values, decrease the gender bias, caste mix.

The optimal development of children is considered vital to society and it is important to understand the social, cognitive, emotional, and educational development of children. Increased research and interest in this field has resulted in new theories and strategies, with specific regard to practice that promotes development within the school system. Some theories seek to describe a sequence of states that compose child development. Child development programmes enhance childhood development such as learning capabilities and social skills.^[6]

POSITIVE REINFORCEMENT:

Low-income families are less likely to provide a stimulating home learning environment to their children due to time constraints and financial stress.^[171] Compared to two-parent households, children with a single-parent generally don't have better social, behavioral, educational, or cognitive outcomes than those with two parents because of economic vulnerability and a lack of parental involvement.^[172] A child's academic achievement is influenced by parents' educational attainment, parenting style, and parental investment in their child's cognitive and educational success. Upper-income families are able to afford learning opportunities inside and outside of the classroom.^[173] Poverty-stricken children are subjected to fewer stimulating recreational activities, often missing out on trips to libraries or museums, and are unable to access a tutor to help with problematic academic areas.^[174]

A further factor in a child's educational attainment involves the school environment, more specifically teacher expectations and attitudes.^[175] It has been argued that teachers perceive low-SES

children as being less academically able and as such provide them with less attention and reinforcement.^[175] On the other hand, it has been found that when schools make an effort to increase family and school involvement, children perform better on state tests.

(B) Objective:

1. To decrease the urban rural divide.
2. To improve the growth mindset in the bastis and zopadpattis in near locality.
3. To increase the child development by increasing positive reinforcement.

(i) Secondary Research:

The statistics according to last census for Pune, Maharashtra is as follows:

Pune Slums 2011:

Total no. of Slums in Pune city numbers 151,278 in which population of 690,545 resides. This is around 22.10% of total population of Pune city.

Pune (M Corp.)	690,545	353,156	337,389	81.73 %	83,894	192,442	9,256
	Total	Male	Female	Literacy	Child 0-6	SC	ST

Maharashtra - Slums Census Data 2011 (census2011.co.in)

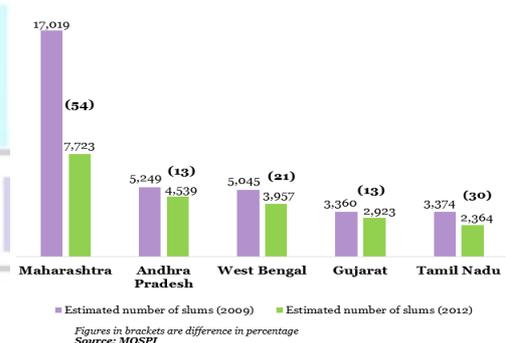
Population living in slums (% of urban population) in India was reported at 35.2 % in 2018, according to the World Bank collection of development indicators, compiled from officially recognized sources. India - Population living in slums - actual values, historical data, forecasts and projections were sourced from the World Bank on May of 2022.

6.5 crore live in India slums, over 1 crore each in Maharashtra, Andhra. 11-Feb-2019

HIGHEST SLUM POPULATIONS

Maharashtra	118 lakh
Andhra Pradesh	102 lakh
West Bengal	64 lakh
Uttar Pradesh	62 lakh
Tamil Nadu	58 lakh
Madhya Pradesh	57 lakh
Karnataka	33 lakh
Rajasthan	21 lakh
Chhattisgarh	19 lakh
Delhi	18 lakh

Slums in Urban India, 2009 & 2012



(ii) Primary Research:

a. Introduction of developmental programmes:

It is essential for every school, educational institute to imply through aids and tools. This makes learning easy and at the same time develops the interest of the child. The education should be imparted through fun games and activities. Many schools in the rural areas, or so called bastis and

zopadpattis are not able to meet the minimal expenses of games and activities. The programmes are not offered in these areas because of monetary constraint, uncouth and unhygienic environment. The programmes are also infrequent in these areas because of illiterate and uncouth behaviour of the external extremist elements. This thus decreases the physical involvement of the child and also the mental involvement of the child. A teacher or an instructor, with the help of a third party, or an NGO can arrange for development programmes, which involve, nutrition, growth, child overall development.

The author here called for a ‘Summer camp’, which was arranged to enhance the involvement of the child, to improve their connect with the external environment, to give a vent to their feelings and emotions, to have a common platform for children from various strata. The ‘Summer camp’ also acted as filler between the time away from the school. The children thus do not forget their touch with the school. The child also gets a way away from the monotony of house and similar environment. The ‘Summer Camp’ also gives them instructions different from the school hours, e.g To-scale modelling, sports, braingym, dance, art and craft etc.

The children enjoyed the benefit of some games as treasure hunt, story-telling, Collage, Art and craft, Musical chair, Word-building, Puzzles, Box the soft cotton balls, Blow the balloon. These games were different from the regular activities of, which are made are with mud, wood, cloth with paper. Very widely known are wooden toys, top, stones lagori, gullidanda, choupad, Gutte or five stones, antakshari, kanche, stapoo, chuppanchuppai, mariampitti etc. All the games involve a thought process, concentration and knowing the game. It also includes to know the right, and to develop will to “win”. The games whether indoor or outdoor if indulged in proportionately can definitely improve the growth and aptitude of the child.

The researcher started with 7 children on the first day, in the anganwadi in Gosavi Vasti. The number improved to 14 the next day and went upto 20 the last day. The children responded very well, were excited about the whole concept.

b. Constituents of the development programme:

Game:

The games include all the Indian games which were prevalent in villages. They give relevance to the olden times and the reach to the games is easier. Indian games are Lagori, cricket, kabaddi, Kho-kho, Carrom board, ludo, chess etc. all the games increase the agility and ability of mind and body. In very simple terms they improve the confidence of the body and mind.

Fun activities:

Teachers can develop simple fun activities which keeps the child engrossed and occupied. These activities can be as simple as blind fold, treasure hunt, art and craft work, balloon games, kite

flying, collage work, playing cards, miming, dumcharades, sign language etc.

Aptitude and Ability tests:

A child in a development programme should be occupied in such terms that it does not exhaust his or her abilities. The development programme is being conducted as a filler. The aptitude and ability building can be through puzzles, GK, games as word builder etc.

Story telling:

A very good concept which can be developed with the child is story-telling. A child can be offered a situation, a picture or a concept to think about. A child thus builds on the situation offered. It builds up a capacity to think logically.

Modeling:

To scale modeling by wood, bamboo, Clay, paper models can be worked.

c. Benefits of development programme

1. A development programme for can improve the mindset of the child, can improve the power to think and relate. The educational programmes can improve his knowledge and general awareness.
2. A development programme improves attitude, the outlook of the child. The child develops confidence, the child improves upon the communication to the internal and external environment.
3. A development programme can open up the child to various features, they can develop hobbies as to art, craft, dance, dramatics, etc. They can become more creative and innovative.
4. A development programme can offer agility, promptness, and increase in concentration.
5. Life Skills development programme can improve the Mannerisms, can develop the skills to the external environment.

(C) Conclusions:

1. Response to the initiative is enormous.
2. Children enjoy the engagement.
3. Children are interested in learning.
4. A child will learn more in a free environment. It is an opportunity to learn something more.

The development programme can offer a streamlined scheduled, a dedicated programme, a capsule model or an orientation programme. E.g a child learns, hygiene, learns to make models, learns GK etc.

5. The development programme can act as a connect. The child thus does not forget what is taught in school.

(D) Recommendations:

1. The basti's, rural settlements, zopadpatti's should arrange for such development programmes

2. The development programme could be through summer camps, which include, art and craft, fun games, aptitude tests, General knowledge, modelling etc.
3. The child development programmes should be economical. They should be within the reach of the child and the locals.
4. Since the rural settlements are not definite, the programmes should be concise and should be for short time-period.
5. The frequency of the programmes should be increased from once to twice a year.
6. The programmes should be in collaboration with anganwadis, NGOs or Principal of the school. This will improve the engagement and will decrease the threat external extremist elements.

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