

(iv) Psychologist one of opinion that the needs interests, desires, attitudes and in a way the over all behaviour of an individual is controlled to a great extent by physical growth and development. Hence as a particular age level what could be the expected behaviour of the child growth and development pattern. For example with the study of the trend of the physical development in adolescence one can be aware of their growing physical, emotional and social needs. Accordingly, adolescents can be helped by the teacher in the adjustment to their rapid development and changes.

Since physical development plays an important role in the life of children, the parents and the teachers should pay attention to certain significant educational implications.

A child can become efficient in all fields of life, if he possesses a good physical health. Therefore, physical development during infancy and childhood days deserves attention. In every school, there should be a regular programme of health education. Children should get enough of opportunities to participate in games, sports and physical exercise. Necessary information about physical culture, personal hygiene, food values. Cleanliness etc. should be provided in an interesting way. Interesting talks and film strips introducing the children the various developmental stages should be arranged in schools. As a result of which they can develop a correct picture in their mind about their own changing selves and role in life. Besides this, it will work as a safeguard against the development of irrational worries regarding abrupt development which take place in the bodies of the children.

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Emotional Development

The magic word that makes human life dynamic and makes him a multicoloured shell on the shore of the sea of society is emotion. It is like a battery charged by the nature in the organism that provides him with great primeval forces of great power to adjust and cope with the environment. Emotions add colour, spice, lyric and adventure to our lives. Along with this, it connects the mental and physical activities of man together. Between the hide and seek game of happiness and sorrow, human life becomes a daring adventure. Emotions control most of our activities. The best achievements as well as the worst deeds of human beings are the product of different emotions of different times. History is sufficient proof to project that starting from Mahabharat war till the wars of to-day, the root cause of all the destructions, is nothing but human emotions. While some emotions make our life horrible, others make it happy. Hence for human beings it has become a necessary evil and so it occupies an important place in curriculum of psychology and education as well.

Emotion is a very complex phenomenon. So its study raises a number of difficulties. Almost all psychological phenomena notably perception, memory learning etc. excepting thinking and reasoning are involved in its study. Many types of emotions like pleasure, frustration, love, affections, fear, anger, sorrow, jealousy, hate etc. make life happy and at times sorrowful being controlled by different types of emotions of different times man may become a God or a monster in different situations of life. Emotions, not only influence our behaviour but also control our style of living, social adjustment and development of personality. One fault of our educational system is that we do not take

into account seriously the emotional condition of the child while imparting education to him. If we can steer the emotions of the child in the right way, it will act as a constructive element in human personality.

If studied comparatively, emotions play more important role in the life of a child than in the life of an adult. Child's power to think on a particular problem is limited. So he takes the help of a few emotions like fear, astonishment, anger and disgust to express his mental conditions. If the emotional state of children moves in a negative direction they do not become interested to learn, rather they fail to adjust themselves properly in the society. For example if the child suffers from emotions like fear and anxiety all the time, his mental health is hampered and bitter introversion and inferiority complex develops with him.

Nature and Definition

Emotion may be defined as a stirred up state of the organism. In all emotions there is a strong disturbance of the whole organism which involves visceral disturbances and other internal changes producing definite external signs. Bodily manifestations like clenched fists, biting of teeth, shivering of the whole body and loud laughter etc. often take place in emotions. As the term emotion is derived from Latin term "emovere" which means to stir up to agitate or to excite to move outward, the feeling of an emotional state seeks an out feet in the form of an overt action. The intensity of much a feeling changes in proportion to change in the strength of an emotion.

Mainly three types of outer stimuli are responsible to arouse emotion within us. They are person, object and situation. Excepting there are some other inner stimuli such as mentality, with interest, ideal, health, self, respect, self awareness and self control etc. which cause emotion. An emotional state continues till that stimulates functions within or without us. In order to down or control the emotion we have to get rid of the particular stimulus responsible for it. A particular stimulus may create a strong emotion at one time and weak emotion at another time. Secondly a particular stimulus may arouse emotions of different intensity in different persons. Both the outer and internal stimuli work in a particular emotional stage. For example when a person of our age or a friend of us ridicules or passes comments on us we are not angry but when the same activity is showed by a younger one we become angry.

Emotions have strong link with out urges, needs and interests. If they are satisfied, an individual is said to be enjoying a happy life and he is emotionally stable, balanced and healthy. But if they remain unfulfilled, frustration grows and the individual suffers from failure in adjusting himself with his environment.

Instinct is the source of emotion. Different instincts gives rise to different emotions. Again, the same instinct may give rise to so many types of emotions in different individuals and in different situations. Psychologists give divergent opinions regarding the number of original instincts. According to Descartes, the human child, at his birth carries six instincts. They are amazement, hate, sorrow, love, happiness and wishes. But according to Mc. Dugal, fourteen instincts cause twenty eight emotions some others opine that anger, fear and love are three basic and primary instincts. On the other hand, America behavioural psychologists do not agree on the point that instincts that cause emotions are in born. By experimentation they have proved that the child takes birth with only one instinct that express itself through different types of behaviours in different circumstances. This changing style of behaviour is considered by us as different emotions. They also proved that by conditioning the emotional state can be expand or controlled.

The important features or characteristic of emotion are:

- (1) It is a stirred up state, that shows both internal and external disturbances.
- (2) The emotions vary in intensity, person to person and situation to situation.
- (3) Instincts work as stimulus to emotional responses and if they can be controlled, emotions can also be manipulated in a desired way.

Some Major Emotions (During Infancy)

The emotional response of the new born infant can not be defined well or identified specially. But two distinct patterns are clearly noticeable in the reactions of the infant. They are pleasant and unpleasant responses. If the position of a new born is changed suddenly, if a sudden loud noise is produced or if the movement of the infant is obstructed, unpleasant response is elicited. Generally the infant cries to show his disagreement with much stimuli. On the other hand, if the infant is patted, given warmth or facilitated to such mother's breast, pleasurable response is elicited. The new born is unable to feel the degree or intensity of a

stimulus. So his emotions is of same intensity to all degrees of stimulus. The result of some observations so that the fetus, in the mother's womb lie dormant and does not show any emotional responses.

As Backwin has stressed, "the ability responded emotionally is present in the new born as part of the developmental process and does not have to be learned."

After two weeks of birth the infant enters into babyhood. During this stage emotions can be well differentiated and they are aroused by different stimuli. Some observable emotions such as fear, anger, distress, delight, elation and affection etc. are remarkably developed in the baby. During this stage the emotional state is short-lasting and one emotion gives way to other emotions. Emotions can be conditioned easily at this time as the level of intelligence is very low. "A baby who has been frightened by the pain of an inoculation, for example is likely to be conditioned to fear the doctor. Because he wears a white coat the baby's fear may spread to anyone wearing a white coat, such as a barber and in turn, he will fear having his hair cut."

Some specific emotional responses baby are discussed below:

- (1) **Anger:** Anger is the most common emotion of baby. When the movement of the baby is interfered or wish thwarted he cries in order to show his anger. For example if the child wants to have a particular toy and advances towards it but some one obstructs his advancement or sometimes the baby wants to be picked up but nobody gives attention towards him, anger is aroused within him. If the child becomes physically unable to a particular object he wants, he becomes angry. The baby often tries to express himself through speech. But he becomes unable to do so. In such case also he feels anger.

The anger responses of the child is shown by an outburst of energy in screaming. Kicking the legs and waving the arms in a random fashion. Sometimes they hold their breath, jump up and down, throw themselves on the floor, or hit or kick anything within their reach.

How to handle Anger: Anger aggregates matter very frequently and cause distress. Therefore the teachers and the parents should take the following steps to handle anger.

- (i) When child is angry the adults should try to distract the attention of the child from frustrating experiences and direct it towards some other situation.
- (ii) When an older child is angry, the adult persons should discuss about the situation and help him to have a correct view of the situation.
- (iii) The parents, teachers and other adult members should always try to avoid needless restraints tedious repetitions and inconsistent demands.
- (iv) There must be provision to develop required skill among the children which will help them to overcome angry situation.

- (2) **Fear:** Generally babies are protected by the peers from any type of fear provoking stimuli. Still then they learn to fear through imitation of those who are afraid or by remembering some unpleasant experiences. The most fear provoking stimuli in babyhood are loud noises, animals, darkroom, high places, sudden displacement, being alone, pain and strange persons, places and objects. Fear for stronger person is one of the outstanding features of the emotional growth of the baby. It happens because the baby is not ready to see an unknown person approaching in place of the familiar person. So every situation of novelty or strangeness arouses fear in him. If a familiar person dressed in an unfamiliar fashion approaches the baby he is frightened but when the unfamiliar dress is removed the fear is also removed off the baby's mind.

The responses shown by the baby in fearful situations are that he tries to avoid or withdraw himself from the fear provoking stimulus. Whimpering, crying, temporary holding of breath are the other responses made by the child in such situations. Generally a fearful child turns his head and hides his face and if capable run and hide himself in a place he thinks safer. Towards the end of babyhood his curiosity is aroused to see what is happening when he hides himself, and so he peeps out of his place to look at the person or object that aroused his fear.

Prevention of Fear

When fear safeguards against harm, it is valuable. The child should learn to avoid dangerous situations by the help of fear. But fear becomes dangerous, when a person cannot be anything because of the fearful situation. Such type of irrational fears are called phobias.

Phobias cause much sufferings to an individual. Complete prevention of fear is not possible. But, by the help of the following methods one can prevent fear.

- (i) By the method of verbal appeal an individual can get rid of fear. Such verbal appeal suggest the children how to develop the power reasoning and how to build confidence.
- (ii) The second method of prevention is negative adaptation. It helps to give an opposite response to the fear response for example, when a child is afraid of a dog, he can overcome the situation if he is allowed to play with it.
- (iii) Social imitations another method where the child observes his friends and relatives acting in a fearless manner in a fearful situation.
- (iv) Distraction is also helpful method by which the attention of the child can be diverted towards an interesting features of the feared object.

Affection

Affection of infant and baby is directed towards a person an animal or a thing. "The baby fixes his gaze on a person's face, kicks, holds out and waves his arms smiles and tries to raise his body, because these movements are so unco-ordinated at first, he cannot reach the loved one. He can however, usually reach the loved one by the age of six month's." Affection of a baby manifests in his warm regard, friendliness, sympathy and helpfulness, mainly in action and less in words towards a person who takes care of his bodily needs, plays with him or gives him pleasure.

During the second year the arena of affection of the baby includes objects, especially his toys. Along with human beings his affection is directed towards the "Love objects." Animal pets are also included within the love objects with a family pet the baby can play without fear and feels warmth with a family pet.

The babies generally love those who give close physical contacts. The love relations show by the baby are hugging, patting or kissing the love object or person.

The baby's love for a person or a thing is influenced by his learning. His learning, mostly the conditioned learning makes him determine whom to love and how much to love. Only for this reason the baby's love for the different family members vary. In general they love their

mother more than any other member of their family due to constant companionship with her.

Emotions during Childhood

In comparison to infancy and babyhood the emotions during childhood are more common, more intense and more distinguished in character. During this stage the child does not like to be under someones guidance and control, rather he wants to enjoy himself in his own style. So irritability rises frequently at this time. Sometimes emotionally occurs from fatigue caused by strenuous and prolonged play. The main causes of emotion during childhood are psychological rather than physical as they were during babyhood. The level of aspiration of the children is very high. They think that they can do what their parents think impossible on their part. But the parents do not allow them to do that. At last when they fail to do what they thought, emotional state is aroused in them. Emotions and tensions grow in number and degree, when children enter into schools, where they have to adjust themselves with dynamic and different social conditions. In such a situation the children make the problems for their parents and peers try to avoid children for their unreasonable and constant emotional outbursts. Different factors influencing emotionality during childhood are health condition, differences in environment, patterns of emotional behaviour established during the babyhood days, undivided attention of the mother, sex and ordinal position of the child within the family, age difference with his sibling and the standard set by the parents for the child etc.

During babyhood maximum of pleasant experiences and minimum of unpleasant experiences occur. But during early childhood the situation is just reversed. As the child tries to come out closest guidance of parents and tries to lead an independent life his emotions are intense. Sometimes he is frustrated. If he learns to tolerate frustrations a balanced emotionality developed and it helps the child in latter age in not becoming aggressive on all frustrations.

Intelligence checks emotion. In late childhood disapproval of his temperamental behaviour. He knows that if he expresses emotions, especially unpleasant emotions violently it will be socially unacceptable. "Hence a child acquires a strong motivation to learn control the outward expressions of his emotions." He becomes careful about his expressions of emotions outside the house. But inside the house he lacks that carefulness. So his parents often punish him for "not acting his age."

On the whole in late childhood, the emotional expressions are somehow pleasant. The child, through various activities shows that he is happy and his making good adjustments with his environment. Though most of the emotions are pleasant, unpleasant emotions often occur. The child sometimes suffer from anxiety and feeling of frustration.

A survey of some common emotions show that they are also experienced by adults. But the stimuli and the manner of reaction are different. We will emphasize the difference on child.

Anger

The child in his early childhood come across many anger provoking situations in his life. Secondly he thinks it is better way to get the wish fulfilled by becoming angry. The anger provoking situations are quarrel over playthings, dissatisfaction over toilet and dressing, obstruction caused by other interesting activities, unpleasant attack from other children and taking away the plaything etc.

In late childhood the child face's more anger-provoking situations than in early childhood. This is caused for his desire of more independence than he had when he was undergoing the period of early childhood. The various situation that arouse anger are interruption in course of an activity, constant criticisms, unfavourable comparisons with older. Children, blame or punishment based on misunderstanding, accusing him of laying and failure to achieve the goals set by him.

The younger child expresses his anger in 'temper tantrum's that is by crying screaming, stamping, kicking, jumping up and down, striking, throwing himself on the floor, holding the breath, stiffening of the body or making it limp. The older child expresses his anger in sulkiness, negativism, refusal to speak; quarrelsome fussiness and being generally disagreeable to everyone about everything. But older children have more controlling capacity over their emotions than that of younger children. Temper tantrum behaviour is eliminated when the child reaches the school going-age. The degree of frustration is more in case of older children. So some become aggressive in nature and some other become withdrawing in nature.

Fear

Fearfulness increases in early childhood. The child recognizes some situations which he fails to take into notice before hand. His intelligence is increased. So he tries to understand a novel situation. If he fails to understand it he is frightened, when the novelty wears off

the fear decreases. Fear is a painful experience for the young child. It becomes more specific in late childhood. Fear responses of young children are running away, hiding, avoiding physically and verbally, crying and whimpering etc.

There are various reasons why fear develops in young children. Conditioning imitation and memories of unpleasant experiences are the make factor contributing to arousal of fear. If the child hears some fearful sounds in radio or sees a fearful scenery in cinema he fears any sight and sound, that bears similarity with that. Imitation plays a prominent role in the development of fear in young children. They see how their mothers are fearing a particular stimulus, so also they develop fear for that particular stimulus.

When the child is a little older, he tries to understand a situation. Secondly he does not want to be ridiculed by others as he thinks to fear is a cowardly behaviour. Thirdly he develops a negative attitude towards the thing he feared or he develops a liking for it. So during late childhood fear decreases considerably. The child tries to understand 'what is the fact' and why it is happening etc. Definition of fear for the child changes at this time. The most common fears in late childhood are fear for fire, darkness, illness, disease, doctors, operations, being bitten by a dog etc. Girls show fears more frequently than do boys. Concrete stimuli decrease and abstract stimuli join strength during late childhood. The fear are imaginary, fanciful and supernatural etc. Children fear of their losing self prestige and try to hide their personal limitations. If a child is afraid, he does not show his fear. It is expressed in different forms such as shyness worries, and anxieties etc.

Affection

The child expresses affection towards those persons and objects who give him pleasure and satisfaction. For the first time the child establishes a love-relationship with any particular person in his environment. Love is stimulated by the activities of other persons towards the child. During this stage the child get love from his family and outsiders. If he does not get it he becomes 'self-bound' and feels stress in his emotional activities. As Garrison has explained 'Love seems to be a two way affair and grows best when it is both given and received. A constant rejection in the home may leave the child's capacity for giving forth affection undeveloped, or may cause him to seek

affection individuals outside the home. Over affection and indulgence may have as undesirable effects as lack of affection or rejection. There is therefore the danger that over affection for one or both parents will tend to exclude affection for children of the child's own age level.

So it is clear from the opinion of Garrison that too much of affection is as dangerous as lack of affection for the child. If parents love is not there the child thinks himself secure. On the other hand in case of over affection self confidence is eliminated. He may be too introvert and may fail to establish friendly relationship with other children.

Children express their emotion of love both physically and verbally. They hug, kiss and pat the loved person or object. They opt for the companionship of the loved one for a longer time. They express their dissatisfaction when they leave them. They imitate what he is doing and follow his style and activities. This is also the same in case of pets and toys whom the child loves. During this stage girls are more affectionate than boys, and both choose children and adults of their own sex for the expression of their affection.

During late childhood the expression of affection indirect rather than direct as it is during early childhood. The child does not like to be kissed or embraced especially in public. They feel being grown up which force them to be undemonstrative in their relations with others. But indirectly they keep the company of those whom they love. They try to help him in all possible manner. The love in its direct way burst at unexpected times.

Emotions during Adolescence

The patterns of emotions during adolescence are the same as those childhood, excepting the stimuli and the form of expressions. During later period of adolescence, the adolescent tries to make adjustments with his environment. Again there are new problems of age which force the adolescent to rebel against adult restrictions. One example is the problem related to romances. If he is allowed to romance without any direct or indirect obstruction, he is happy. But in case any problem arises he undergoes emotional tension. He sinks into states of dependency. Another problem is that he becomes worried about his future, especially at the end of his schooling. Girls face more emotional tension during this stage than that of boys.

EMOTIONAL DEVELOPMENT

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Anger

The adolescent becomes self-centred to a greater degree. He is very cautious about his own personality, personal belongings and personal engagements. If he is interrupted, he thinks that others are treating him like a child. He does not want to be ridiculed, teased, criticised or lectured. He thinks that he as well as his friends should be treated fairly. He does not want privileges to be denied. When he is engaged in some sort of work he does not want to be interrupted, of things in a different direction he becomes angry.

Frustrations, which are frequent at this time and annoyances, caused by parents, teachers or others in authority irritate the adolescent. Sometimes he dislikes the behaviour of a particular person and sometimes of his own. If he fails to accomplish a task according to his own expectations he became angry. Girls becomes violently angry upon some social institutions which imposes strict restriction upon their movement, dress and habits.

The angry responses during adolescence include stop talking, calling people names, making extravagant statements about people and life, ridiculing or passing comments to people etc. Anger is also expressed through motor activities like throwing things, stamping feet, hitting, kicking and in case of girls crying etc. In addition to these verbal and motor angry responses the adolescent also shows silent reactions. He sometimes locks himself in a room, refusing to talk or mix with any one until anger is relieved. They often glare at person with stony looks. As the adolescent tries to control his anger instead of expressing it with violent out-bursts, it lasts longer than in case of a child.

The intensity and duration of anger and its reaction is different from adolescent to adolescent. It depends upon the social environment economic status of his family. Those from lower socioeconomic group are more aggressive than those from higher socioeconomic group.

Fear

With the advancement of age the adolescent becomes able to understand the true nature of fear. He knows actually what fear is and which things are really dangerous and which are not. As a result his former fear vanishes. His experiences are matured and he understands the social situations better. He has now no fear for darkness, loneliness or school subjects. On the other hand he develops fear for matters and events related to his life. Sometimes he claims that he has no fears. He

fears when he fails to make good impressions on others especially on the members of opposite sex. Shyness and embarrassment are the two expressions of mild fear by adolescent, when he is unfavourably judged by others. Adolescents are generally a fascination towards stylish behaviour and new pattern of dresses. If these wishes remain unfulfilled he feels embarrassed. He tries to avoid situations which give rise to fears. But he does not run away or hide from the situations. The reaction is shown by rigidity of body, accompanied by paling, trembling and perspiring. Most of the fears of adolescent are imaginary. He fears the situation that is likely to hamper his personality. If such a situation arises he offers excuses in order to adjust to it.

Affection

During adolescence the area of social relations becomes wider. So the adolescence makes pleasurable relationships with outsiders more than with his family members. Outer relationship makes him feel more secured and loved. There are selected number of persons with whom the affection of adolescent is strong. He always seeks their companionship. As a result he keeps relation with them by telephone calls and letters. He is always ready to render service to them and to make them happy. Happiness to the loving one is his happiness. He loves him by planning forms of entertainment, giving him present, listening him with attention and smiling face and watching him eye to eye.

During late adolescence the adolescent concentrates affection on one individual of the opposite sex. This makes him emotion intense. Here worship is another love emotion during adolescence.

Role of the Schools and the teachers in respect of emotionally disturbed students

Children showing emotional disturbances create problem for teachers in the school. They are generally naughty destructive, aggressive and indisciplined fellows. Sometimes such behaviours cross the limit and they go beyond control. Their temperament is wayward. After studying and analysing the behaviour of such children. A famous psychologist of London University opined that at first an emotion, which is opposite to social customs and traditions, emerge in the mind of the child in the beginning. Then the second after the third and likewise one after another, many antisocial and contradictory emotions emerge in different situation and make the child tempted. As a result the student

expresses such behaviours. If this process continues, the future life of the child becomes an inflammable, packet of chinese cracker. Such a child creates innumerable problems for the teacher as well as for the school. If there is such a child, his temperament and mental problems should be understood correctly and measures should be taken to eradicate them for the benefit of the institution and the child himself. Hence it is a must for every teacher to have knowledge about the sources and causes of emotional disturbance of children.

Causes of Emotional Disturbances

There are some internal and environmental causes of such type of disturbances. They are discussed below:

- (1) **Organic Factors:** Some organic disturbances cause various emotional difficulties in the organism, irregular secretion of endocrine glands is one of these. In some cases the physical structure and health condition of child hamper his emotional balance. If the child suffers from prolonged illness, if he feels much physical pressure on his body or if there is in sufficiency in proper diet, emotional disturbances often occur. As a result of which angry, aggressive, quarrelsome and tempted behaviours arise.
- (2) **Mental Factors:** At times some mental pressures force the child to show emotional disturbances. If the own idea of the student or along cherished hope is hampered he becomes frustrated. Other cause of mental frustration of the student are the society's unacceptance of the student's choice able things or activities and any disturbance in his mental set.
- (3) **Social Factors:** For the healthy and sound emotional growth of the child the financial and temperamental environment of his family plays a significant role. The family, in which the parents lead an emotionally disturbing life and always argue and quarrel with each other, can never create an ideal emotional background for the child, because a quarrelling and warning situation is felt there. This affects the emotional growth of child adversely. Any child, if unluckily, is brought up in such a family shows symptoms of emotional ill-health.

Likewise there are divided families where the father and the mother live separately. They produce children of emotional difficulties. On the other hand a child always gets proper care, affection and protection from an emotionally balanced family.

Besides family and parents, social environment may also affect the emotional growth of the child. The locality, where the child resides, the schools where he reads and the friends with whom he is constant touch make an element of his social surroundings. If at any place the child comes in contact with the traits like suspicion, woriness, anxiety, rivalry, anger, jealousy etc., they are reflected in the child's own emotional and physical behaviour.

(4) **Sociological Factors:** The emotional growth of the child bears the mark of the geographical surrounding and the climatic environment within which the child has been brought up. A convenient, healthy and beautiful atmosphere always accelerates emotional growth of the child in a positive direction. But on the other hand an unhealthy place-drains producing sink, dirty lanes, houses like cattle-shed, crowded locality etc—create abnormal emotional symptoms.

(5) **Economic Factors:** Poverty of the most important causes of emotional disturbances. A hungry person is always aggressive. Children living in acute poverty cannot maintain their emotional balance.

So it is proved that the causes of emotional disturbances of a child are many in numbers. Sometimes more than one factor pressurise the child's mind at a time and he is abnormally tempted and forced to show emotional disturbances.

Teacher's Role

It is a well established fact that in the whole class an emotionally disturbed child is like a fly in the ointment. He soon affects other students and the peaceful atmosphere of the whole school enters into the deadly claws of mass disturbance. So it is the first and foremost duty of the teacher to point out the emotionally disturbed children when they are a handful in number and take possible preventive measures to eradicate the problem from its beginning. He should render special interest towards them and help them to solve their personal problems. If all children are emotionally balanced then he should maintain a pleasant, adequate, co-operative and mutual atmosphere in the class room by which there will be no room for emotionally disturbances. If the teaching process is heart-touching, class room work is sensitive and facilitates for extra-curricular activities are available easily, the students will be loss and less directed towards emotional disturbances. And in case

any student shows such problematic behaviour the teacher should be cautious enough to take up the measures discussed below.

(1) **Re-Education:** While the teachers applies a particular method of teaching and finds that some students show the symptoms of disturbances, he should at once change the method and again start teaching the same topic from the beginning. It is necessary to make the students understand why a particular person, place or topic is boring. He should know the cause of boredom. He should be given chances to think complex problems for himself. The student should be taught and directed as well as reinforced as to adjust his own self with the difficult, problematic, bring and adverse situations and persons. Re-education helps immensely the child in re-gaining his mental strength to overcome the emotional difficulties.

(2) **Insight:** The root cause of emotional ill-health of the child is his disturbed thinking process. If at any rate the student is enabled to analyse his own problem with greater insight, most of his anger, aggression, mental pressure and temptations can be brought down. Things and events that pressurise child's mind and give birth to high emotions should be arranged according to their intensity and importance in order to help the child in restoring his mental health. It should be a unique feature of the child that he should always be attracted towards positive aspect of life. Only when the teacher has a clear understanding of his students character, behaviour, mentality, thinking process, language and temperament, then he can arouse insight in them.

(3) **Removal from Disturbing Environment:** It has been marked that when an emotionally disturbed child is transferred from one school to another or when he is separated from one section of friends and included in another section of students some development in his emotional level occurs. This brings a chance in the social environment of the child. The students get chances to adjust with new people and new events in a novel and developed manner.

(4) **Developing Emotional Immunity:** A particular condition that produces fear and annoyance, if repeated again and again, arouses excitement in admishing rate. For example, if a person wearing the mask of an animal appears before a child, he is annoyed. Then on the second day, the third day, if the same action is repeated, the child will not be of aid of it. The cause of it is that

the child develops familiarity and becomes accustomed with what condition. Likewise if the child is inattentive and fails to perceive a certain stimulus, there is no reason that he should be emotional.

- (5) **Catharsis:** Catharsis means removal of an emotion or release from a tension. It is a common fact that emotional disturbances take birth from mental tension. If there is any outlet to emotional tension disturbances disappear. For example, if a violently angry child is given chances to express his anger verbally or in any socially acceptable way, he does not show disturbances. Wrestling, boxing, debating are the various means through which the child expresses his anger, annoyance, disgust etc. and his tension is eliminated. There are examples in the pages of history of many children giving up their disturbing behaviour and becoming great men in their future life.

- (6) **Emotional Education Through Sports:** The child never applies all of his strength in performing a task. He keeps with him some extra energy. When he does not get any facility to apply this extra energy, it gives stress upon his mind and generate excitement. Hence to use this energy fairly and constructively sports should be observed in schools. When the emotional disturbance of the child is manifested in games and sports, it leaves a favourable and positive impact on his personality. So it is a foremost duty of the teacher to take it into notice that the students showing emotional disturbances take active part in sports and games in the school. Secondly the teacher should have a watchful eye towards the health of students. In case any decrease in the health of certain student comes to his notice he should loss no time in advising him to build up his health. He may take help of parents in this regard and time to time inform them about their children's physical weakness, irregularity, inattentiveness or illness etc.

- (7) **Maintaining Democratic Set up in the Classroom :** Children, in common, need love and affection of the teacher. So the teacher should have respect for individual personality of every student and should take into consideration their individual differences while teaching in the classroom. He should make arrangements for fulfilment of minimum requirements of students.

Along with physiological arrangements the teacher should impart moral and ethical education. The behaviour of the students

should be ideal in every respect. He should know about the great men in history and follow them. The social development of the child should be balanced and positive and should not be extremely introvert. He should be well acquainted with his friend circle and take active part in every group activities. Feeling of loneliness is not good for the emotional health of the child.

- (8) **Influence of Teacher's own Emotional Health:** A teacher suffering from emotional disturbances spoil the child's emotional balance instead of giving him a good turn. A violently angry, aggressive and extremely strict teacher causes to originate similar emotions in the mind of students. So every teacher should, at the first-hand, be cautious of his own emotional balance. He should have patience and be democratic in his approach.

- (9) **Taking Preventive Measures :** It is said that prevention is better than cure. It means that we should not wait for a problem to arise and then try for a problem to arise and then try to solve it. We should give no chance to the problem to arise. All the first sight of any kind of emotional disturbance in a child, we should put our efforts into action and eliminate it. Otherwise it will get multiplied and trouble us a lot. The child may be a anti-social and cause problem to the society. Hence both the teacher and parents should take steps from the beginning. In no circumstances the emotional disturbances should be given any chance to grow.

- (10) **Treatment:** In case the emotional disturbances goes beyond the control, the teacher should suggest the child to be sent to mental clinic. Timely treatment may help the child to restore his emotional stability and help him in future.

Conclusion

The students showing emotional disturbances need personal care and sympathetic treatment with a good understanding of their problems. By showing them the right path, rendering correct guidance and timely treatment their living in the society can be clean and disciplined. Carelessness and foresightless treatment makes them face more and more complex emotional problems and their abnormality goes on increasing. Hence they become the victim of various physical and mental frustrations. They are defeated of every step of their life and every defeat adds a bitter experience to intensify their abnormality. So the teacher should try his best to save the children from such a condition