

# CHILDHOOD AND GROWING UP

# **PERSPECTIVES IN EDUCATION**

## **Course - 1 Childhood and Growing Up**

**Credit: 4**

### **Essence of the course:**

This course makes student- teacher to understand the systematic study of childhood, adolescence and their development, make them to learn children at different ages through theoretical and interaction with learners in school. The main focus of this course is to prepare student- teachers to accept different constructivist nature of different children which is influenced by their family, school, neighbourhood & community background in particular and political, social, & cultural dimension in general. It gives them knowledge about various theories of child development.

This course makes student-teachers to understand the developmental nature of the adolescences and it helps them to realize the child exploitation in different aspects, marginalization & stereotyping nature in our culture. In addition to that, it focuses on child labour and how do media focus their realities.

### **Objectives:**

**At the end of the course the student teachers will be able to**

- acquire the knowledge of Childhood, Adolescence and their development
- to understand the Multiple childhood and developmental feature of childhood and adolescence under different socio-economic & cultural factors
- apply the theory of development to understand learners
- develop skill in measuring behaviour of childhood and adolescence
- develop interest to know more about the process of Marginalisation of social difference
- develop a desirable positive attitude towards society stereotype, child law and media of childhood & adolescence
- appreciate the transitional and critical age of childhood and adolescence.

## **CONTENT OUTLINE**

### **Unit 1: Childhood, Adolescence and their development**

Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development -characteristics of growth and development –principles of development – developmental feature (physical, mental, emotional, social, and moral)

### **Unit 2: Psycho- Social Perspective of Childhood & Adolescence**

Childhood in different stages (Multiple Childhood) – Mental health of childhood & adolescence - period of high protection & struggle of childhood and adolescence (social, cultural and economic background) –present scenario of childhood and adolescence in India.

### **Unit 3: Status of Childhood & Adolescence**

Nature of childhood and adolescence in different cultures – peak in development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behavior) – gender bias – sex role



stereotypes, status of girl child (especially in under privilege) – exploitation of child in urban slum.

#### **Unit 4: Theories of development**

Social developmental – Urie Bronfenbrenner's Ecological system theory, Vygotsky's Social Development and Erikson Psycho social development theories - Mental development– Piaget's cognitive development, Bruner's concept formation, Gardner's multiple intelligence theory - Emotional development - John Bowlby's attachment theory

#### **Unit 5: Heterogeneous nature of adolescence**

Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio-economic & cultural factors.

#### **Unit 6: Socio-cultural impact on learner**

Social Stratification – dimension of stratification–factors of family, school and media influence –social norms–social acceptance – socio-metric status, socio empathic ability–nature of prejudice – socio cultural impact on learning difficulties and Learning disabilities- cultural space of the learner –leadership influence in behaviour.

#### **Unit 7: Representing the realities**

Notion of stereotype –gender, class, poverty–Childhood & adolescence in media & Social media – realities of present age children– different Socio-economic status of society–child labour in household, unorganized factories, bondage labour in remote villages–Child Abuse and child trafficking-child law–interpretation of significant events.

#### **Unit 8: Marginalization of social difference**

Underprivileged sector of society–(Girl child, children in dalit household and differently abled) –present status of underprivileged in India- delinquency child –measures to eradicate marginalization –community involvement, implementation of laws, internalizing values

#### **Unit 9: Personality and Social Cognition**

Meaning of personality – self-concept, self-acceptance, self-actualization, self-confidence, self-interest, self-disclosure, self-development, self-help– symbols of self –culture and the self –self discrepancies – threats to self-esteem –social Cognition.

#### **Unit 10: Transfer of Learning & Developing Socio - Assessment ability.**

Transfer of Learning – its types- Meaning of socio-assessment – Social assessment in different context – social assessment tools: biographies, stories, observation, journal(portfolio)– measures in group relation:– Genograms and Eco-maps.

#### **Modes of Transaction:**

Lecture, Assignment, Seminar, Group discussion, Workshop, Film Show, Audio – Video

### **Practicum: Task and Assignment**

1. To prepare study report on the development of (Physical, Social, Emotional, Mental) of urban and rural adolescence in a specific standard ( from VIII to XII )
2. Give your view about the present scenario of childhood and Adolescence
3. Prepare an interview schedule based on the Social development indicators of adolescence and study the social development of the class students
4. Prepare a Socio-metric matrix in a classroom
5. Conduct a study on teacher's knowledge about the cultural space of the learner in a classroom
6. Write a critical study report on portrayal about adolescence in media - particularly Language based
7. Make a survey and write a report based on child Labour status in your Locality
8. Select 30 Girl Child in your village/city and study their social status
9. Interview at least 10 teachers, parents and students about marginalization of social difference and report their suggestions
10. A study on the relational status about self and his/her socio-economic background
11. Write auto-biography about once your childhood and adolescence period discuss with his/her peer.
12. Conduct a study among the class students' family members relationship with the help of Genogram & Eco map

### **Modes of Assessment:**

Written test, seminar, presentation, Field Visit

### **References:**

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4. Hurlock.B. (1959) Developmental Psychology: Bambay, New Delhi: Tata McGraw –Hill Publishing Company LTD.
5. Hurlock.B. Child Development: Bambay, New Delhi: Tata McGraw –Hill Publishing Company LTD.
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10. RajammalP.Devadas, Jaya .N. (1984).Child Development, Macmillan Press Limited.
11. AnitWoolfolk (2003) .Educational Psychology. Pearson Education India. New Delhi.

## Web References

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3. <http://www.simplypsychology.org/vygotsky.html>
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8. [https://en.wikipedia.org/wiki/Child\\_trafficking\\_in\\_India](https://en.wikipedia.org/wiki/Child_trafficking_in_India)
9. <http://www.agwo.org/the-situation-of-underprivileged-children-in-india>
10. <https://en.wikipedia.org/wiki/Genogram>
11. <https://en.wikipedia.org/wiki/Eco-map>
12. <http://www.smartdraw.com/ecomap/>

## CHILDHOOD AND GROWING UP

### UNIT 1: CHILDHOOD, ADOLESCENCE AND THEIR DEVELOPMENT

*Meaning of Childhood, Adolescence and Their Development – distinguish between growth and development –characteristics of growth and development –principles of development –developmental feature (physical, mental, emotional, social, and moral)*

#### DEVELOPMENTAL STAGES OF INFANCY

The special features of the developmental trend and behavior pattern at this stage are the following:

##### Physical Development during Infancy

- Infancy is the period of rapid growth and development. The inner as well as outer organs develop rapidly at this stage.
- During the first two years, there is rapid increase in both height and weight.
- The weight of the brain increases rapidly in the early years of life.
- The head constitutes about one-fourth the height of the body at birth; its size is relatively much larger than the arms and legs.
- Bones are relatively smaller and contain, relatively a greater amount of water and smaller quantity of mineral matter. They are soft and blood flow through them is greater than in adult.
- Infants acquire their milk teeth by the time they are two years of age.
- Nervous system shows rapid growth during this period.
- Muscles are more delicate and less firmly attached to the bones.
- Lungs as well as heart are very small in this stage.
- Infant has a small tubular shaped stomach and its rate of contraction is high.
- From birth onwards the lymphatic system shows the sign of rapid development until it reaches to its maximum.
- Infancy state is marked by intensive motor activity and restlessness.
- Although the sex organs at this stage are not developed, yet the sex tendency is in a continuous stage of development.

##### Social development during Infancy

- The infant is not social at birth. He/ She is too much self-centered. He/She is only concerned with the satisfaction of his physical needs.

- The infant is dependent upon the adults for the satisfaction of his/her needs. Even for the emotional satisfaction, he/she depends upon others.
- Infant cannot share his/her toys with others. He/She wants to have all things for himself/herself and does not tolerate any external interference.
- From the 13th to 18th month the infant's interest shifts from play materials to the playmates.
- During the first month the infant cannot differentiate the human voices and other noises.
- During the 2nd month he recognizes the sounds of human being and gives smiles to the person.
- During the third month, he/she recognizes its mother and feels unhappy on separation.
- During the fourth month, he/she shows selective attention to the human face and feels happy in company.
- During the fifth month, he/she reacts differently to smiling and scolding and distinguishes between friendly and angry voices.
- During the sixth month, he/she recognizes familiar persons with a smile and shows definite expression of fear of strangers.
- During the eighth and ninth months, he/she attempts to imitate the speech, simple acts and gestures observed in others.
- Between tenth and twelfth months, he/she plays with his/she image and even kisses it as if it were another person.
- At the 12th month, he/she can obey for request.
- At two years, he/she can cooperate with adults in a number of routine activities and becomes an active member of the family.

### **Emotional Development during Infancy**

In the beginning of life, emotions are not clear but as the child grows different emotions become more and more clear which can be easily interpreted. The emotional characteristics of infancy stage are given below:

- Emotions developed very rapidly and almost all the emotions are developed in infancy.
- Infancy is the period of violent emotional experiences. At this stage emotions are marked by intensity, frequency and instability.
- Emotions are spontaneous and the infant is hardly able to exercise control over them.
- Infant cannot hide his feelings. Generally they have overt form of emotional expressions.
- Infant is always afraid of being deserted, hungry, lonely and helpless. Fear is very acute feeling in the young baby.
- Infant's emotions are brief and transitory. Its laughter and weeping are almost side-by-side.



- Emotional behavior is instant in infants. They respond immediately to the emotional stimulus.

*The following table of Bridges shows the development of emotions.*

At birth — Excitement

3 months — Excitement, distress and delight.

6 months — Excitement distress, delight, fear and anger

12 months — Excitement, distress, delight, fear and anger, elation and affection.

18 months - Excitement, distress, delight, fear and anger, elation and affection for adults and affection for children jealousy.

24 months - Excitement, distress, delight, fear and anger, elation and affection for adults and affection for children jealousy and joy.

### **Cognitive Development during Infancy**

An infant can experience many kinds of sensations such as hardness, coldness, pain, pleasure, sensation of sound, sight etc.

- The child learns to compare various sensations, recognizes similarities, organizes thoughts and makes simple generalization through all these are rudimentary.
- The early attempts at speech and feeling of sensations are features of cognitive development. It is also able to solve some of its simple problems.
- Development of Curiosity and questioning attitude: Curiosity to know various things around and questioning attitude are prominent. What and why types of questions are asked endlessly. The infant does not wait for answers for all the questions. The speed of questioning is very rapid.
- Rote memory: In Infancy, memory is very good. But this memory is without reasoning. It is purely rote memory. It can cram and reproduce the matter easily.
- Creativity: Infancy is characterized by the tendency of creative impulse. The child often engages itself in making or collecting so many things. It tries to take satisfaction in realizing that it can make, and perform the activities as its elders do.
- Time concept is not developed: The division of time such as yesterday, today, tomorrow, month, year is not yet developed.
- Intellectually not developed: The child at this stage is very immature in intelligence. He/She lacks in reasoning and abstract understanding. The powers of observation, perception, concentration are also undeveloped.

## **DEVELOPMENTAL STAGES OF CHILDHOOD**

During the childhood period significant changes in the sphere of physical, social, emotional and intellectual aspects take place. The main characteristics of development during this stage can be named as follows:

### **Physical Development during Childhood**

- The stage of childhood is characterized as the period of slow, steady and uniform growth. Development rate, although continuous and uniform, is very at this stage.
- By five years the height of the child, approximately, becomes almost double and he acquired almost five times his birth weight.
- The arms and legs lengthen and may become spindly, and the hands and feet grow bigger.
- The trunk elongates and becomes slimmer, the neck becomes longer, the chest broadens and the abdomen flattens.
- By the time the child completes the age of four his brain gains almost 80 percent of its final weight, another 10 percent being added by the time he completes his eight years.
- The bones become rigid at different rates in different parts of the body.
- Near the end of the fifth year, the permanent teeth begin to appear the growth of which acquires a long time.
- Nervous system shows a rapid growth during the first four years.
- The muscles become larger, stronger and heavier with the result that children look thinner.
- Sexually this stage is latency period. Sexual energy at this stage lies undeveloped but emerges with great force at the end of this stage.

### **Social Development during Childhood**

- Social behavior like imitation, co-operation, sympathy, empathy, social approval, sharing and attachment behavior to people outside home are common.
- Even unsocial patterns like negativism, aggressiveness, ascendant behavior, selfishness, ego-centrism, destructiveness, prejudices and sex antagonism are also developed.
- At this stage, the child desires independence and he takes satisfaction by doing his/her work with his/her own efforts.
- He/She shows interest in outside activities with peer group than with parents and family members.
- He/She becomes an active member of peer group and this stage is referred to as the gang age.
- He/She believes in-group loyalty and thus tries to conform to the rules and the values maintained by his group.



- A sort of segregation found among boys and girls of this age. They form their group among members of their own sex because of a definite and clear differentiation between their habits, interest and attitudes.
- The interests and values of the peer group often have a clash with the interests and values of the teachers and parents. On the one hand he aspires for the social values of his own group and on the other hand, he is equally anxious to win the love and affection of his/her parents as well as of teachers.

### *Emotional Development during Childhood*

- It is the period of stability and control.
- Child learns to hide his/her feelings. He/She expresses the emotions in appropriate and socially approved ways.
- His/Her emotional behavior is not guided by instinctive causes but has an appropriate rationale behind it.
- Childhood stage gives birth to so many complexes due to inhibition and repression.
- In this stage, the child's emotional behavior gets structured into sentiments. Various sentiments like religious, moral, patriotic and aesthetic sentiments begin to develop at this stage. The formation of such sentiments leads towards character formation.

### *Cognitive Development during Childhood*

- This is the period of intellectual advancement. The rate of cognitive development is quite rapid at this stage and resembles the rate of physical growth at infancy.
- The child acquires new experiences and tries to adopt himself to his/her environment and prepares himself to solve the problems.
- The power of observation, perception, attention, reasoning, thinking and imagination is developed.
- Memory is well developed. The memory span for digits at 4 years is 4, 7 years is 5 and 10 years is 6.
- The child begins to accept and appreciate the hard realities of life. He/She no longer remains in his/her own world of making belief, fantasy and fairy tales.
- He/She is now a perfect realist in place of imaginative idealist. He/She begins to take a close interest in the world of realities.
- In between 5 and 11, child has genuine interest in collecting things. He/She likes to collect almost anything like leaves, stones, pieces of cloth, chalk, lead balls, pencils, tickets, cards, flowers, butterflies and so on.
- At 5 years, he/she likes parables and fables, realistic stories, animal stories, stories about home life, family stories, and school stories.
- In between 9 and 11, he/she likes heroic, mystery and adventurous stories, elementary scientific literature, myths and legends, books about hobbies.



- Boys are interested in the activities requiring fearlessness, courage and adventure.
- Girls are inclined towards the activities requiring tenderness, softness and other feminine characteristics.

### **DEVELOPMENTAL STAGES OF ADOLESCENCE**

The word 'adolescence' comes from the Latin verb 'adolescere' which mean to grow. So the essence of the word adolescence is growth and it is in the sense that adolescence represents a period of intensive growth and change in nearly all aspect of child's physical, mental, social and emotional life.

It is very difficult to point out the exact range of the adolescence period in terms of chronological years. Achievement puberty and becoming mature cannot be tied a universal span or period. Therefore the range of adolescence not only differs from country to country but varies from community to community and from individual to individual. In general, girls become sexually as well as socially mature at an early age. The standard of living, early or late marriage, health and climate, the cultural traditions and environment, attitude towards sex, the role expected from the child at different ages, are some of the other factors which control the dawn of puberty and attainment of maturity by children.

In western countries, the period of adolescence starts early as Indian children attain puberty earlier, because of the favourable climatic and cultural factors. Also it ends earlier due to easy attainment of maturity whereas in the western world the adolescence extends roughly from 13 years of age till 21 for girls and 15 till 21 for boys. In India it usually ranges from 13 to 19 among boys and from 11 to 17 among girls.

Thus the range for the period of adolescence is not rigid. There were wide individual differences. However with a view of a rough estimate for universal applicability, with regard to span of adolescence the adolescents can be referred as teenagers — the individuals having chronological age between 11 to 19 years.

*The changes that take place in the personality of the children during this period are as follows:*

#### **Physical Development during Adolescence**

- The physical growth and development reaches to its peak and human body finds its final shape.
- The maximum limit with regard to increase in size, weight and height is achieved.
- Bones and muscles increase to the greatest possible extend leading to a great increase of motor activity.
- Growth of all other inner and outer organs reaches its maximum and almost all the glands become extremely active at this stage.

- There is a growth of hair under arms and genital organs.
- Boys and girls develop the characteristics feature of their respective sexes. Girls: There is the roundness of breasts and hip among the girls. Their voice acquires shrillness and becomes sweet and they begin to menstruate monthly during this period.
- Boys: Beard and moustaches are developed among boys. Their voice is deepens and becomes harsher and they have nocturnal emission accompanied by erotic dreams.
- Sexual development reaches its peak during adolescence. The adolescent is sexually mature. In fact the whole personality structure and behavior of the adolescent is dominated by sex. *During adolescence, the sexual development goes in three stages (a) Stage of Self-love, (b) Stage of Homo-sexuality and (c) Stage of Hetero-sexuality.*

### Social Development during Adolescence

Adolescence is a period of rapid change and adjustments. In the social sphere also it holds a greater significance. The social development of this age is marked by the following characteristics:

- This is a period of social maturity,
- Spirit of independence manifested in interests. Self-assertion is strong and wants to be free from all adult restraints.
- There is a marked tendency to rebel against authority.
- They are more interested in the ways of adult living and are anxious to be initiated into it.
- Habitual obedience to parents and elders is replaced by a spirit of criticism and revolt.
- Both boys and girls appreciate each other. They try to attract each other through attractive cloths, better hair cut, soft tone, rhythmic gait, display of toleration and so on. At the same time, sexual hypocrisy is seen in them.
- They are very much attached to their families. The feeling of family loyalty is so strong as no to tolerate any criticism from any quarter.
- Friendship of adolescents is based on their common interests, hobbies and skills or the satisfaction of their mutual needs and subsequently tends to last longer than the friendships in early childhood. It sometimes ties them in life-long relationships.
- They want recognition and attention from others. They are in search of 'identity'. They seek to clarify who they are and their role in society.
- Adolescents are highly sensitive, idealist and social reformers by nature. They feel strongly for the weak and sufferers. They are always ready to do some sort of social and community service. They exhibit their desire for bringing reforms in the social set-up and are highly critical of social evils and justice.



### Emotional development during Adolescence

- They experience violent and intensive current of emotions. At no stage is this emotional energy as strong and dangerous as in adolescence. The sudden functioning of sexual glands a tremendous increase in physical energy makes them restless.
- They are not consistent in their emotions. They have very fluctuating emotions, which are frequent and quick. It makes them moody. Sometimes they are very happy and at another times they are extremely sad and this happens in a very short time.
- The emotional balance is disturbed. Proper channelization of emotional energy is a strong need of this stage.
- The adolescent child remains very tense and anxious in this period. It is the period of lightning of all emotions like anxiety, fear, love, anger etc.
- Emotions take their roots as sentiments. Self-consciousness, self-respect and personal pride are too increased. Group loyalty and sentiments of love are developed which make an adolescent sentimental and passionate.
- He/She feels strongly and reacts vigorously. He/She becomes introvert and moves in the inner world. He/She is generally in a thinking mood.
- Everything in the world is strange and puzzling to the young adolescent.
- Birth of religious emotions, which will also be expressed as love towards other religious, missionary zeal and altruism towards all mankind, emerge during this period.
- Vague and mysterious ideals and habits of frequent self-inspection and other practices develop and weaken body and mind.
- They develop many complexes and think of themselves as beyond rescue. They are haunted by a sense of sin, fear, anxiety and depression. They look pale and are unable to exert physically.

### Cognitive Development during Adolescence

It is the period of maximum growth and development, cognitively too. Intelligence reaches the climax during this period.

- They have to reason and seek answer to how and why of everything scientifically. They are almost critical of everything.
- They develop a fine imagination. Writers, artists, poets, philosophers and inventors are all born in this period. Improper channelization of imagination and dissatisfied needs may prompt adolescent into day-dreaming.
- Hero-worship is most prominent in this period. They love adventures, wandering, and fairy tales and develop interest in reading such books. This area of interest is widened.
- All the thinking activities, pursuits etc. are governed by their choice of vocational interests.
- Curiosity is at its height.

- Develop special aptitude for music or language. They may develop mechanical aptitude or may develop an aptitude for art. They may begin to compose poems and to appreciate literature.
- Their vocabulary widens. They enjoy debate and discussion.
- Urge for self-expression is very great which may result in acting, writing and painting.
- Science and critical thought monopolize the adolescent mind.

## COURSE -1: CHILDHOOD AND GROWING UP

### UNIT-2: PSYCHO-SOCIAL PERSPECTIVE OF CHILDHOOD AND ADOLESCENCE

*Childhood in different stages (Multiple Childhood) – Mental Health of Childhood & Adolescence –Period of High Protection and Struggle of Childhood and Adolescence (social, Cultural and Economic background) – Present scenario of Childhood and Adolescence in India.*

#### 2.1 CHILDHOOD IN DIFFERENT STAGES (MULTIPLE CHILDHOODS)

Psycho-social Perspective means one's psychological development in, and interaction with, a social environment. The individual needs not be fully aware of this relationship with his or her environment. It was first commonly used by psychologist Erik Erickson in his stages of social development. In contrast to Social Psychology, this attempts to explain social patterns within the individual.

The natural progress of the human being is conceived through the biological and environmental aspects for all the stages of development. At the stage of childhood, usually in the age ranges 3 to 12 years, in strict sense, from the age of three to till the onset of puberty, these mentioned natural progress of the human being are made on the individual developments towards adulthood. But the contemporary view of the childhood is not fixed and is not universal, it is mobile and shifting. That is to say, the children experience many different and varied childhoods due to the local variations and global forms, depending on class, race, gender, geography and time. This we meant as Multiple Childhoods.

There are multiple and diverse childhoods. There are multiple perspectives on childhood. It is understood as a social construction. It is a variable of social analysis. Children's relationships and cultures are worthy of study in their own right. Children are active social agents. Studying childhood involves engagement with the process of reconstructing childhood in society. Children are involved in co-constructing their own childhood.

On the span of Human Development, Childhood is a period of 3 to 12 years, strictly saying it starts at the age of three and ends at the onset of Puberty. This period is further divided into **Early Childhood** (from 3 to 6 years) and **Later Childhood** (from 7 years to 12 years, which is till the onset of puberty).



## **2.2 MENTAL HEALTH OF CHILDHOOD AND ADOLESCENCE**

Mental health is an essential part of children's overall health. It has a complex interactive relationship with their physical health and their ability to succeed in school, at work and in society. Both physical and mental health affects our thinking, feeling and acting directly and as well indirectly.

All children and youth have the right to have happy and healthy lives and deserve access to effective care to prevent or treat any mental health problems that they may develop. However, there is a tremendous amount of unmet need, and health disparities are particularly pronounced for children and youth living in low-income communities, ethnic minority youth or those with special needs.

There are numberless factors that can impact a child's mental health status, both positively and negatively. Providing children with an environment that demonstrates love, compassion, trust and understanding will greatly impact a child so that they can build on these stepping stones to have a productive lifestyle. Many children do not receive that type of lifestyle.

Some children have to deal with a childhood that is filled with anxiety, bitterness, hatred, distrust and constant negativity. They have a difficult time coping with their emotions. It is a difficult process for any person, let alone a child, to overcome such difficulty but being proactive and doing all the help for the child will at least help their mental health in a positive fashion.

Some children may also be born with mental health issues. These issues are a product of nature rather than nurture so the child may have a more difficult time dealing with his or her emotional state. Many children just naturally feel depressed or have anxiety issues. When these issues are not dealt with in the proper fashion, the children tend to have lower self-esteem and they struggle in the educational environment.

Studies have shown that the children with mental health issue, if left untreated by a mental health professional, will likely to grow up and repeat these same behaviors with their children. These children tend to have a lower self-worth, negative feelings, perform poorly in school and later become involved in unhealthy lifestyle decisions. However, when these children are properly treated they can learn how to live a more promising life. They can overcome many of the issues that affect them without their permission. These children can live happily and productive lives that are filled with love, harmony and a great mental health status.

### **2.3 PERIOD OF HIGH PROTECTION AND STRUGGLE OF CHILDHOOD AND ADOLESCENCE (SOCIAL, CULTURAL AND ECONOMIC BACKGROUND)**

Overprotective parents think that they are doing a favor for their children by keeping them safe without realizing that this parenting style has severe effects on children such as robbing them the essential life skills that they need in order to have a healthy personality and to face life problems.

An overprotective parent sends an unconscious message to the child telling him that the world is not a safe place to live. As a result of this parenting style the child grows up into an adult who fears to take risks. That child might live his life in the comfort zone he was taught to live in even if his life was miserable and even if stepping out of this zone would make him happier.

Over protective parenting also has a bad effect on a child's Self-esteem. As a result of preventing the child from taking charge, he/she starts to think that he/she is not capable of facing life on his own and thus his self-esteem deteriorates.

Both treating and the over protection done by parents are among the factors that can ruin a child's self-esteem and that can have severe effect on his/her self-image. As a result of being raised by over protective parents many children turn into rebels who refuse to take orders from anyone. This might make them turn into stubborn adults who have problems conforming to rules in school or work.

Human life completes its journey through various stages and one of the most vital stages is adolescence. Adolescence is the period of transition from childhood to adulthood and plays a decisive role in the formation of pro-social/anti-social adult. All of us undergo this stage which poses many challenges and is full of excitement. At the same time it demands adjustment on many fronts.

The Child-parent relationship has major influence on most aspects of the child development. When optimal, parenting skills and behaviours have a positive impact on children's self-esteem, school achievement, cognitive development and behaviours. When we come to this world we are completely dependent upon others and learn gradually to be independent. The adolescents do most of the work themselves but the final decision regarding various domains of life is taken by their parents.



Common problems of Childhood are classified into (i) Psycho-social Disorders, (ii) Habit Disorders, (iii) Anxiety Disorders, (iv) Disruptive Behaviour (v) Sleeping Problems and (vi) Health Problems (Health concerns in Indian children)

**(i) Psycho-social Disorders:** These may manifest as disturbance in Emotions (for example, anxiety, depression), Behaviour (for example, aggression), Physical function (for example, psychogenic disorders) and Mental Performance (for example, problems at school).

This range of disorders may be caused by a number of factors such as parenting style which is inconsistent or contradictory, family or marital problems, child abuse or neglect, overindulgence, injury or chronic illness, separation or grief.

The child's problems are often multi-factorial and the way in which they are expressed may be influenced by a range of factors including developmental stage, temperament, coping and adaptive abilities of family, and the nature and the duration of stress. In general, chronic stressors are more difficult to deal with than isolated stressful events.

Children do not always display their reactions to events immediately, although they may emerge later. Anticipatory guidance can be helpful to parents and children in those parents can attempt to prepare children in advance of any potentially traumatic events, like separation. Children should be allowed to express their true fears and anxieties about threatening events.

In stressful situations, young children will tend to react with impaired physiological functions such as feeding and sleeping disturbances. Older children may exhibit relationship disturbances with friends and family, poor school performance, behavioural regression to an earlier developmental stage, and development of specific psychological disorders such as phobia or psychosomatic illness.

It can be difficult to assess whether the behaviour of such children is normal or sufficiently problematical to require intervention. Judgement will need to take into account the frequency, range and intensity of symptoms and the extent to which they cause impairment.

**(ii) Habit Disorders:** All children at either early or later childhood periods, display repetitive behaviours. These behaviours may be considered as disorder depends upon their frequency and persistence. These behaviours have an effect on physical, emotional and social functioning and may arise originally from intentional movements and incorporated into the child's usual behaviour. These include a range of phenomena that may be described as Tension-reducing.



Tension-reducing habit disorders		
Thumb sucking	Repetitive vocalization	Trembling
Nail biting	Hair pulling	Breath holding
Air Swallowing	Head banging	Manipulating parts of the body
Body rocking	Hitting or biting themselves	

### **(iii) Anxiety Disorders:**

Anxiety and fearfulness are part of normal development. When they persist and become generalized they can develop into social disability and require intervention. Approximately 6-7% of children may develop anxiety disorders and, of these, 1/3 may be over-anxious while 1/3 may have some phobia from their onset of childhood and separation anxiety disorder.

School phobia occurs in 1-5% of children and there is a strong association with anxiety and depression. Management is by treating the underlying psychiatric condition, family therapy, parental training and liaison with the school in order to investigate possible reasons for refusal and negotiate re-entry.

### **(iv) Disruptive behaviours:**

Probable undesirable but normal behaviours occur at an early stage of development are considered to be pathological when they present at a later age. Young children with anger and frustration, with their own inability cannot control by themselves. These kinds of disruptions are characterized by poor ability to attend to tasks, motor over-activity and impulsiveness.

### **(v) Sleeping disorders:**

Sleep disorders can be defined as more or less sleep that is appropriate for the age of the child. By the age of 1-3 months, the longest daily sleep should be between midnight and morning. Sleeping through the night is a developmental milestone but, at the age of 1 year, 30% of children may still be waking in the night. Stable sleep patterns may not be present until age 5 years but parental or environmental factors can encourage the development of circadian rhythm.

### **(vi) Health Problems (Health concerns in Indian children):**

These problems are more common in come children due to climatic conditions and environment.

**Gastroentitis:** Gastroentitis is an infection of the digestive system and it is a kind of childhood illness. Symptoms include diarrhea, nausea and vomiting and even fever. Care should be given to see that the child is given enough fluids to prevent the dehydration.

Rickets: Rickets occurs due to Vitamin D deficiency. Lack of Vitamin and inadequate Calcium leads to the softening and weakening of the bones in children. Foods that contain rich Vitamins and Calcium are to be given appropriately will prevent the children from this.

Conjunctivitis: Conjunctivitis is due to the inflammation of the Conjunctiva. Conjunctiva is the outermost layer of the eye and inner surface of the eyelids. Symptoms include redness of eyes, irritation and watering in the eye. Medical care is the remedy.

Scabies: The contagious disease Scabies is due to tiny insects burrow into the skin. Symptoms include superficial burrows, rash and severe itching. Special care is needed for those and they should not be sent to school.

Upper Respiratory Tract Infection (URTI): Upper Respiratory Tract Infection (URTI) is due to air pollution and vehicular emission. Symptoms include common cold, Influenza and sore throat. Medical care is needed.

Tonsillitis: Tonsillitis is due to the infection of tonsils. Symptoms include a severe throat, coughing, headache and difficulty in swallowing. Diagnosis has to be made and medical care has to be given.

Tuberculosis: Tuberculosis (also known as Primary Complex) is due to the under development of immune system. Symptoms include sudden fever, tiredness etc. Early diagnosis can help in effective treatment.

Typhoid: A water-borne disease Typhoid is due to poor sanitation. Symptoms include poor appetite, body ache and discomfort in abdomen, lethargy and weakness, fever with rising and falling pattern. Vaccination is best and care has to be given medically to treatment.

Bronchitis and Asthma: Bronchitis and Asthma are due to high exposure to air borne pollutants. Symptoms include severe cough and fever. They need to be treated with antibiotics.

### **2.3.1 SOCIAL PROBLEMS OF CHILDHOOD AND ADOLESCENCE**

Changes in Social Contacts: A number of social problems crop up in the period of adolescence. The social contacts of the person expand from infancy to maturity. In infancy a child's social contacts are with one person, usually its mother. From the early childhood onwards the mother-child relationship normally expands as the child comes into contact with the other members of family. When the child moves outside his family circle, he/she establishes contact



with other children of his own age. When he takes admission in the school the peer group expands because now the child is free to choose his own friends and associates.

Physical and Psychological changes: Adolescence is a period of transition when the individual changes-physically and psychologically-from a child to an adult. It is a period when rapid physiological and psychological changes demand for new social roles to take place. The adolescents, due to these changes often face a number of crises and dilemmas. It is the period when the child moves from dependency to autonomy. In this stage, the child learns the basic skills in relation to his future role as a responsible adult. It demands significant adjustment to the physical and socio-cultural changes.

Crisis between competing tendencies: It is a fact that all living beings pass through specific stages or phases of development. Erikson believed that each stage of life is marked by a specific crisis or conflict between competing tendencies. Only if individuals negotiate each of these hurdles successfully, they can develop in a normal and healthy manner. During this phase, adolescents must integrate various roles into a consistent self-identity. If they fail to do so, they may experience confusion over who they are.

Biological factors merged with Sociological factors: Adolescence is both biological and social in nature. The beginning of adolescence is marked by biological changes in girls and boys. As a matter of fact, just before puberty there occurs what is known as pre-adolescent growth spurt. It takes place in girls mostly during the age of nine to twelve years, and in boys between eleven and fourteen years of age. During this period, and following shortly thereafter, both biological and sociological factors emerge for both genders. Adolescence for both girls and boys is marked largely by social changes. Physical changes and deviation can create many problems. Society also creates problems for adolescents. Optimal development in adolescence depends on successful accomplishment of the developmental tasks in infancy and childhood. During adolescent years the boy or girl tends to develop interests for groups outside the family. The youngsters commonly have misgivings about the changes that are taking place in their interests. On the one hand, they feel joy in being dependent upon their parents and peers. The peer group attracts them with a greater force.

Over involvement of parents: Parents generally complicate the problem by placing demands on the adolescent sons or daughters. When they come to know that the relationship between them and their children is about to change, when they find that their children are

becoming more rebellious, less responsive, and less involved in the life of the family, and hence they feel threatened.

Emotional instability of parents: Every father or mother thinks that his son or daughter is a psychological extension of himself, and when the adolescent slips along into the outside world, he or she feels that he or she is losing a part of himself or herself. As the adolescent becomes more independent he needs not so much care, direction, and attention of his parents, which parents still think necessary for his existence and well-being. The emotionally insecure parents are Unable to face and accept this fact. The adolescent may feel the need of parental love, care and attention at certain times, but he is so proud of himself that he does not want to accept these things. He looks upon any form of dependence as a sign of weakness. This is the reason why there is a conflict going on between the adolescent and his parents.

Social isolation of the child: Children do not exist in a social vacuum. Their home and school environments influence them powerfully. Family problems, marital difficulties and hardships and stresses can all contribute to emotional and behavioral difficulties in children. Also, children who have experienced or witnessed significant trauma often develop emotional and behavioral difficulties requiring professional intervention. It is critically important to examine the role of school on a child's emotional wellbeing. Children struggling with undetected or untreated learning disabilities, ADHD, or other cognitive issues, those suffering peer rejection, and those whose educational programs are not appropriate to their needs are among youngsters at risk for developing adjustment difficulties in school.

Arousal of Conflict: The conflict is of the approach avoidance type, because he wants love and direction, at the same time wants to be strong and self-sufficient enough and not to need love and direction. The adolescent resolves such a conflict by making decisions which are not in his interest and defends them stubbornly and rebelliously in the face of all adult opposition. The loyalties of the adolescent are now divided between the family and the peer group. This division causes tension and anxieties in the adolescent and creates differences between him and his parents. The struggle that goes on within the adolescent is seldom known to most parents. The struggle is caused by his attempt to live in accordance with a double standard composed of the expectations of his parents and those of his associates.

Lacking of Sympathetic Understanding: The parents believe in the efficacy of greater control and direction. The adolescent wants more independence but he also wants his parents to



tell him what to do. The parents want to give more direction and control but at the same time require him to think and act for himself. There is dilemma, and the inconsistency is not soluble and therefore it creates difficulties for both.

Problems of Adjustment in schools: The average adolescent tries to run away from home, though economically and vocationally he is yet not able to leave it. It is the school where he can be away from home for a particular length of time in the day. It is in the school also where he can mix with associates in the study-hall, in the classroom, on the playground and on the streets. If the school does not organize social gatherings like excursions, outings, trips, and if there is no arrangement for social development, the adolescent does not find the school a satisfactory place. If the school wants that the pupils should find joy and satisfaction, pleasure and happiness it should organize social activities in its premises. These activities, if wisely directed, tend to develop social maturity in the adolescents. Maximum participation in curricular activities will inculcate better social interests, skills and attitudes.

Problem in attaining Social Maturity: The first step in helping the adolescent achieve social maturity is to gather information about his settings and backgrounds. It is, therefore, necessary that the teacher should try to find out whether or not a particular boy or girl takes part in social activities, whether or not he or she belongs to a team, a society, or a council. Early or late maturing, higher or lower socio-economic status of the family may be influencing his or her social maturity. The teacher has to investigate the causes of social maladjustment. He should then plan a social programme comprehensive enough to meet the needs of all adolescents. As some of the problems arise in the school environment, he may produce good social atmosphere in the school for adequate social development. But most of the social problems arise out of the school, in the family, in the group, in the relations with the other sex.

### **2.3.2 SOCIO-CULTURAL PROBLEMS OF CHILDHOOD AND ADOLESCENCE**

Conflict with parents: The relationships adolescents have with their peers, family, and members of their social sphere play a vital role in their development. As adolescents work to form their identities, they pull away from their parents, and the peer group becomes very important. Adolescence can be a time of increased conflict between parents and their children.

Influence of Peer Group: Peer groups offer their members the opportunity to develop social skills. They can also be the source of negative influences, such as peer-pressure. Culture is learned and socially shared and affects all aspects of an individual's life. Social

responsibilities, sexual expression, and belief-system development are all things that are likely to vary by culture.

Impact of culture: Adolescents develop unique belief systems through their interaction with social, familial, and cultural environments. The attitude is that, a culture holds on a particular topic can have both positive and negative impacts on adolescent development.

### **2.3.3 ECONOMIC PROBLEMS OF CHILDHOOD AND ADOLESCENCE**

Family Income: Family income has a profound influence on the educational opportunities available to adolescents and on their chances of educational success. Due to residential stratification and segregation, low-income students usually attend schools with lower funding levels, which result in reduced availability of textbooks and other instructional materials, laboratory equipment, library books, and other educational resources; low-level curricula; and less-qualified teachers and administrators. The effects of concentrated poverty in schools may include disciplinary problems and chaotic learning environments. These school characteristics, combined with limited parental involvement in adolescents' education, have serious consequences. Not surprisingly, low-income adolescents have reduced achievement motivation and much higher risk of educational failure. In particular, compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized tests, and are much more likely to drop out of high school.

Socio-economic status: The cumulative effect of socioeconomic status on families, neighborhoods, schools, and health care guarantees that poor and low-income adolescents arrive at young adulthood in worse health, engaging in riskier and more dangerous behaviors, and with lower educational attainment and more limited career prospects than their more affluent counterparts. The repercussions of low socioeconomic status in childhood and adolescence are often felt throughout the life cycle. Studies of intergenerational income mobility have found a substantial correlation between the incomes of fathers and the incomes of their sons at corresponding points in their careers; the correlation between family income and children's incomes after they reach adulthood is even higher. These studies conclude that there remains a substantial component of income immobility across generations in the United States. Ironically, the intergenerational transmission of socioeconomic status is weakest for young adults who graduate



from college, but low family income in childhood and adolescence markedly reduces the chances of obtaining a college degree.

## **2.4 PRESENT SCENARIO OF CHILDHOOD AND ADOLESCENCE IN INDIA**

1. Child labour and Poverty: India is sadly the home to the largest number of child labourers in the world. The census found an increase in the number of child labourers from 11.28 million in 1991 to 12.59 million in 2001.

2. Malnutrition and Childhood: The World Health Organization (WHO) estimates that Malnutrition accounts for 54 percent of child mortality worldwide, about 1 million children. Another estimate also by WHO states that childhood underweight is the cause for about 35% of all deaths of children under the age of five years worldwide. The main causes are unsafe water, inadequate sanitation or insufficient hygiene, factors related to society and poverty, diseases, maternal factors, gender issues and - overall - poverty.

3. Childhood Obesity: Childhood obesity is a growing national crisis affecting children of all ages, races, gender, cultures and economic means. It does not discriminate and is increasing at an epidemic rate. More than 9 million children between the ages of 6 - 19 are overweight or obese. Childhood obesity has more than doubled for preschool children aged 2 - 5 years and adolescents 12 - 19. It has more than tripled for children aged 6 - 11 years. Overweight children and adolescents have a 70% chance of becoming overweight or obese adults. If one or more parent is overweight, this increases to 80%. Child obesity increases a child's risk for serious childhood medical problems which can include: Hypertension, Heart Disease, High Cholesterol, Pre Diabetes and Diabetes, Gastrointestinal Disease, Depression, Poor Self –Esteem, Sleep Apnea, Early Puberty, Bone Disease and Reproductive Problems.

4. Sexual Harassment: It is a big issue to be eradicated.

5. Absence of Psychiatric measures: For most of the Psychiatric problems, the child wishes find a solution. Proper counseling is needed to come out of the said problems. Counsellors are less in number and hence the psychiatric measures are not taken properly.

There are possibilities to overcome these problems. Government should take care to promote the health aspects of the children and school students by means of medical check-ups, free counseling and they should given awareness on the improvement of hygienic environment.

## **2.4 PROBLEMS OF ADOLESCENTS**

Adolescence is a period of stress and strain. All are not able to smoothly cross over this stormy period of life. Important problems of adolescence are discussed below :

### ***Identity Crisis***

Though an adolescent needs security, guidance and economic support from his parents, still he tries to establish to others that he has independent views, maturity of opinion and relies on self-support like adult. Thus his conflicting stances lead him to self-confusion about his own identity (whether he is a child or an adult). During later adolescence, he slowly tries to come out of this confusion about his self identity and develops his own norms of behaviour and expectations; develops his abilities and values.

### ***Generation Gap***

In today's changed world, there is a large gap between the view points of the elders and youngsters of this generation. Progress in science and technology and the consequent increase in the life comforts of our adolescents have brought in a sea change in the goals, actions, ideals, interests, values and expectations of our youngsters which has alienated them from the present day elders. This alienation is termed as generation gap which psychologists consider as responsible for the conflicts between the adolescents and their elders at home as well as in the society at large [(eg.) youngsters want to pay respect to others, not on the basis of age or seniority but due to efficiency, ability and performance which is not agreeable to elders].

Rapid technological changes witnessed in our society coupled with the craze for independence have unfortunately contributed a lot to the denigration of our age old customs, cultural traditions and values in the midst of youngsters. Many a social institution like family and school has undergone changes in their structure and functioning, resulting in increased opportunities for our adolescents to go astray and indulge in smoking, drinking, drugging, developing liberal sexual relations etc.

### ***Negative and Non-Conformist Attitude***

In their attempt to assert their individuality, adolescents, oppose all the elders, particularly those who control them. They question every social tradition and do not meekly conform to all social customs, which create problems in their social adjustment.

### ***Domination of Sexual Urge***

The foremost problem in adolescence is the excitement created due to the domination of sexual urge, which leads to distraction and wastage of energy of the youths.

### ***Hesitation and confusion in selecting a vocation***

As they are not sure about their own potentials, interests, abilities and aptitudes and also proper guidance is not available in knowing about different occupations, their nature and scope,



requisite entry qualifications and skills etc. adolescents appear to be highly confused in their selection and preparation for future career.

### ***Emotional Swings***

Adolescents are highly restless, emotionally perturbed and moody; without any proper reason, at one time they appear to be elated and joyous and the next moment highly depressed. Unfulfilled desires and longings make them aggressive. As they aspire for those beyond their abilities and potentials, easily they get frustrated. Adolescence is said to be a stage of "ignorance of one's practical world".

### ***Aspiring for Autonomy***

Adolescents ardently wish to be liberated from parental control and function independently. They feel they are grown up and mature and also expect due recognition from others. They display dissent to being controlled or supervised. The greatest social problem of adolescents is that they start questioning their parents, become disobedient and protest strongly when being controlled. In severe cases, they stay away from their family or run away from the home.

### ***Peer group Dominance***

Adolescents get distanced from their parents and elders and spend much of their time with the agemates of their peer group. They value the ideals of the peer group and develop a sense of loyalty towards it. Their behaviour is directed by the standard and norms of the peer group. In the company of bad friends, adolescents derail in their social behaviour, at times leading to delinquency. Hence parents are required to help their adolescent children in selecting their friends and channelise the energy of the peer group in constructive and creative activities.

## **2.4.1 HELPING THE ADOLESCENTS TO OVERCOME THEIR PROBLEMS**

The needs of the adolescents have to be satisfied and their problems are to be realised in a proper way in order to help them in growing and developing properly. This difficult task requires the joint efforts of parents and teachers. Below are some suggestions in this regard:

***i) To have the proper knowledge of adolescent's psychology :*** Adolescence is the bridge between childhood and adulthood. It is essential to have the knowledge of the adolescent's psychology in order to understand them and their problems. They should be treated sympathetically and helped to solve their problems by offering proper guidance. They should be helped in resolving their conflicts and overcoming frustrations.

***ii) Providing suitable environment for proper growth :*** Adolescence is the period when maximum growth and development takes place. To optimize this development, suitable environment should be provided by the parents and teachers at home as well as in schools.

Adolescents must be provided with balanced diet; they must be given knowledge of health and personal hygiene, cleanliness, various diseases and their prevention etc. to keep them fit and agile. Adequate provision for physical exercise, games and recreations should be made in the school curriculum and facilities made available. Making use of their interests, curricular and co-curricular experiences are to be planned and arranged.

**iii) Rendering proper sex education :** Sex plays dominant role during adolescence. As adolescents are frightened by nocturnal emission/menstruation, they should be provided with proper sex information and education; or otherwise they may become victims of exploitation by yellow journals, pseudo sexologists and advertising agencies which provide half-backed information on sex.

**iv) Proper dealing with adolescents :**

a) Parents and teachers should recognize the importance of the peer group on modifying adolescents' behaviour.

b) Elders should not attempt to thrust their views and decisions on the adolescents; instead they should try to convince them by their rational arguments.

c) As adolescents crave for recognition, teachers and parents should invite their views and ideas and give due consideration and recognition.

d) As adolescents wish for social recognition, rights and responsibilities, opportunities are to be provided for them to carry out their work, undertake field trips, participate in N.C.C. Camps, fine arts etc; organise school celebrations and exhibitions and so on.

e) Teachers and parents should serve themselves as role models for adolescents in the religious and moral spheres, instead of criticising / reprimanding them.

**v) Training of emotions and satisfaction of emotional needs :** Adolescent youths are surcharged with emotions, highly inflammable and restless. Their emotions can be aroused with a slight provocation. Political parties and opportunist leaders can easily befooled them and instigate them to indulge in strike and damage public properties. Therefore there is a strong need for proper emotional education. Their emotions should be properly trained and their emotional energies should be diverted towards constructive ends. Provision in schools for students' self-government, fine arts association, radio-club, science club, science exhibition etc. provide opportunities for the youths to develop their organising and leadership skills. Similarly participation in scouts, N.C.C. Social and community service, sports and games competitions, quiz etc. offer opportunities to develop their abilities and interests.

**vi) To take care of the special interests of the adolescents :** A great care should be taken to locate the special interests and aptitudes of adolescents. According to their interests and aptitudes



they should be provided with learning experiences and opportunities for participation in co-curricular activities.

Their thirst for curiosity, wandering and adventure should be quenched through excursion, N.C.C, mountaineering, scientific exploration etc. Their love for humanity and ideals should be utilised in rendering social and community services like blood donation camps, functional literary movements etc. in the neighbourhood and distressed areas so as to make them constantly busy and their mind pre-occupied with healthy and constructive ideas.

**vii) *Providing Religious and Moral Education*** : Opportunities should be provided for adolescents to discuss religious and moral issues rationally. Emphasis should be shifted from rituals to ideals, by facilitating a comparative study of the tenets of some important world religions. By nature, adolescents are hero worshippers. If we provide them with selected examples, of saints and prophets, religious and social reformers and great leaders who sacrificed their lives in our struggle for independence, their interests can be better served as they will imbibe many of the ideals of their heroes.

**viii) *Provision for Vocational Education*** : As adolescents aspire for economic self-dependence, they should be provided with proper vocational guidance to take up jobs during their holidays and vacations. Vocational oriented curriculum at the secondary level will be of great help in grooming the adolescents.

**ix) *Arranging Guidance Service*** : Adolescents are at the cross-roads of life. Lack of guidance creates feelings of insecurity and restlessness in them. Hence in all high schools and colleges, guidance cells should be established and made functional, offering educational, vocational and personal guidances to our students and youths.

## COURSE – 1- CHILDHOOD AND GROWING UP

### UNIT – 3: STATUS OF CHILDHOOD AND ADOLESCENCE

*Nature of Childhood and Adolescence in different cultures – Peak in Development (Motor, Speech, Play, Creativity, Interest, Leadership, Group Behaviour) – Gender bias –Sex Role Stereotypes, Status of Girl Child (especially in Underprivileged) – Exploitation of Child in Urban slum.*

#### **3.1 NATURE OF CHILDHOOD AND ADOLESCENCE IN DIFFERENT CULTURES**

At this juncture, Multiculturalism spreads all over the world. With multiculturalism spreading through the world, many parents begin to find about what kind of influence their family, ethnic or national culture will have on their growing children. Even though the Childhood and Adolescent issues are similar for all humans, they implicitly emphasize how their growth and development differs due to culture.

The following issues represent the influence on Childhood and Adolescence due to different issues of culture:

**(i) Independence versus Dependency:** When a child grows up in a culture that gives certain amount of freedom, he/she expects that the given amount of freedom is customary in society. Because of this, parents often notice differences between cultures, in that children from some cultures are clearly more independent while others are more reliant on their families. Therefore there exist differences in the nature of Childhood and Adolescence.

**(ii) Moral Differences:** The parents of adolescents have the main responsibility of teaching children ethics. Parents coming from different cultures emphasize different value sets and therefore teach their children different moral standard, that lead to have differences in the nature.

**(iii) Effects on the Ego:** Without culture, there is no right or wrong as to whether a child should be proud or humble. Culture is part of the reason that some adolescents are seen by their peers as arrogant or timid. This difference stems not from the idea of respect, but from where respect should be replaced. Therefore the effects on their ego play vital importance for the differences in their Children's nature.

(iv) *Cultural Confusion*: Due to the existence of different norms in a culture, there exists a significant difference in the parent and hence there exists lot of confusion in the families of children. This leads to have differences in humans in their nature.

### **3.2 PEAK IN DEVELOPMENT (MOTOR, SPEECH, PLAY, CREATIVITY, INTEREST, LEADERSHIP, GROUP BEHAVIOUR)**

Peak Development is a particular period at when these developments will attain its maximum level of reach.

#### **3.2.1 MOTOR DEVELOPMENT**

*Motor development* refers to changes in children's ability to control their body's movements, from infants' first spontaneous waving and kicking movements to the adaptive control of reaching, locomotion and complex sport skills. (Adolph, Weise, and Marin 2003, 134).

Motor Development is covered by three stages spanned through the ages 0 to 12, beginning with early reflexes and develop till their maturation.

(i) Newborn's reflexes contribute to motor control and the child learns new motor skills. Newborn produces Tonic neck, Stepping and Palmar reflexes. During this the child prepares for voluntary reaching, voluntary walking and voluntary walking.

(ii) At the third month, voluntary reaching gradually improves in accuracy. It does not require visual guidance of arms and hands, but rather a sense of movement and location.

(iii) By the fifth month, reaching is reduced as the object can be moved within reach.

(iv) At nine months, an infant can redirect reaching to obtain a moving object that changes direction.

(v) At the end of the first year, the infant increased with the ability to manipulate objects.

(vi) The period of the *most rapid development of motor behaviors* is the period between 2 and 6 years (also known as the preschool years). Skills that appear are (a) Basic locomotor, (b) Ball-handling, (c) Fine eye-hand coordination, (d) Walking leads to running, jumping and skipping and (e) Climbing evolves from creeping.

(vii) By the age of 3 walking is automatic. It attempts to run, but lack in control.

(viii) By 4 years the child has almost achieved an adult style of walking.



(ix) By the age of 4-5 years, the child has more control over running and can start, stop and turn.

(x) By the age of 5-6 years, skills in running have advanced to the level of an adult manner.

(xi) After the age of 6 years, it becomes increasingly difficult to describe changes and differences in motor skills development. Changes are more subtle, and are often to fine motor skills only.

(xii) By 9 years, eye-hand coordination has developed to being very good.

(xiii) Growth is relatively slow and is terminated by the onset of puberty.

(xiv) After that, Motor skills are perfected and stabilized and links can be made to physical development. They perform, running, jumping, throwing and balancing coordination.

### 3.2.2 SPEECH

**Voice** is the sound we make as air from our lungs is pushed between vocal folds in our larynx, causing them to vibrate. **Speech** is talking, which is a way to express language. It involves the precisely coordinated muscle actions of the tongue, lips, jaw and vocal tract to produce the recognizable sounds that make up language. **Language** is a set of shared rules that allow people to express their ideas in a meaningful way. Language may be expressed verbally or by writing, signing, or making other gestures, such as eye blinking or mouth movements. Speech and language are the skills we use to communicate with others.

Infants start learning in the womb, where they hear and respond to familiar voices. The first signs of communication occur when an infant learns that a cry will bring food, comfort, and companionship. Newborns also begin to recognize important sounds in their environment, such as the voice of their mother. As they grow, babies begin to sort out the speech sounds that compose the words of their language. ***The fastest learning occurs from ages two and five years.***

(i) A baby's first words are music to a parent's ears.

(ii) By the end of three months, the child makes 'coos'. It seems to recognize to other's voice. It cries differently for different needs.

(iii) By the end of six months, the infant babble and makes a variety of sounds. It uses his/her voice to express pleasure and displeasure. It responds to changes in the tone of other's

voice. It identifies some toys make sounds. It pays much attention to music. Most babies recognize the basic sounds of their native language.

(iv) By the end of the first year, the child imitates and understands simple words. It recognizes simple instructions and turn and look in the direction of sounds.

(v) Starting around 18 months, many children have a burst in talking. By this time, it points to an object, recognizes names of familiar people, objects and body parts, follows simple directions accompanied by gestures and says as many as eight to ten words.

(vi) By the end of two years, the child use simple phrases, asks one- to two-word questions, follow simple commands without the help of gestures and speaks at least fifty words.

(vii) By the end of three years, the children understand two stage commands with exploding vocabulary. Two word utterances occur.

(ix) Between the age of 3 to 4 years, sentences become longer with four or five words. The child finds fluency in speech.

(x) By the age 4 to 5 years, the child speaks clearly and fluently in an easy-to-listen voice. It constructs long and detailed sentence. It makes use of better pronunciation. It can communicate easily with familiar adults and also with other children. . Comprehension ability is at its peak. Imaginatively reveal stories with adult-grammar.

### **3.2.3 PLAY**

Play contributes to children's fine and gross motor development and body awareness as they actively use their bodies. Learning to use a writing tool, such as a marker, is an example of fine motor development through play. The natural progression in small motor development is from scribbles to shapes and forms to representational pictures. Playing with writing tools helps children refine their fine motor skills. Gross motor development develops in a similar fashion. Using their bodies during play also enables them to feel physically confident, secure, and self-assured. Active play helps them build or maintain energy, joint flexibility, and muscular strength. Side benefits of active play for these children include the development of social skills and an increasing ability to endure stressful situations.

### **3.2.4 CREATIVITY**

Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer. Creative behaviour is a complex blend of a number abilities and traits. Creative child is one which demonstrates the creative aspect in his/her thinking, feeling and doing behaviour.

### **3.2.5 INTEREST**

Interest refers to a driving force to acquire certain learning experiences, attitudes, aptitudes and other personality traits. It is the cause of an activity and the result of participation in the activity. It is the enduring mental system which sustains conation and continues the activity called attention.

#### ***3.2.5.1 NATURE AND CHARACTERISTICS OF INTEREST***

The Nature and Characteristics of Interest are as follows:

- (i) Our interests are very much linked with our wants, motives, drives and basic needs.
- (ii) Interest is a great motivating force that convinces an individual to engage in a cognitive, affective or psycho-motor behaviour.
- (iii) Interests and attention are closely related to each other. Interests is latent attention and attention is interest in action. Interest is the mother of Attention. It makes an individual to attend.
- (iv) Interests are innate as well as acquired dispositions.
- (v) Interest helps in overcoming unusual or early arrival or frequent repetition of plateaus in learning. They also give sufficient strength to an individual to resist fatigue and avoid failure.
- (vi) Interests are not permanent and fixed. They get changed as a result of maturation, learning and other internal as well as environmental conditions and factors.
- (vii) Interests and attitudes have close similarity that both represent mental readiness for a particular behavioural pattern. The individual usually likes the things in which he/she is interested and the thing that interests also activity sought. Attitude orients either favourably or unfavourably towards certain objects, events, places etc.



### 3.2.6 LEADERSHIP

Leadership is specific trait of an individual. The qualities of Leadership are given below:

- (i) Identification with the Group:* The leader must belong to the group he/she leads. He/She should have membership character in the group and should be able to make the members feel that he/she is one of them.
- (ii) Superiority over the members of the Group:* The leader, while identifying himself/herself completely with group and perceiving the group members as one of them, must be able to show his/her superiority to the group members in the qualities esteemed by them.
- (iii) Knowing the Psychology of the Group:* The leader must have an adequate knowledge of Group Psychology. He/She should be able to utilize his knowledge of group psychology for proper organization and working of his/her group.
- (iv) Dynamic and flexible:* The leader should be dynamic and flexible in his/her attitude, interests and other behaviour patterns. He/She should be able to bring change and lines of action according to the demands of situation and common wishes of his/her followers.

### 3.2.7 GROUP BEHAVIOUR

In the individual behaviour, a person is free to think, feel and act but his free to think, feel and act but his/her freedom to do so is lost in a group. The individual is compelled to give up his/her individuality and his behaviour is governed by social rules. Hence when a person is a member of club, he behaves in quite different way because he/she obeys the rules of the club. Here susceptibility to suggestion increases. This type of behaviour seen in a group is called Group Behaviour.

#### 3.2.7.1 CHARACTERISTICS OF GROUP BEHAVIOUR

The following are the Characteristics of Group Behaviour:

- (i) Common goals, interests and ideals:* The goals, interests and ideals of a group are common. They do their best to achieve them.
- (ii) Similar behaviour:* The members of a group show similarity of behaviour because they have common aims, interests and ideals.
- (iii) Control of the group:* The actions of members are controlled by the group. All the members of the group follow the ideals and traditions of the group.

(iv) **Mutual Obligation:** It is such a power as keeps not only the members of a group united and provides them with energy.

(v) **Sense of Oneness:** There is a sense of Oneness in the group because of similarity in interests.

(vi) **Psychological relationship:** The behaviour of one member of a group influences that of the other and in this way, his/her own behaviour too is influenced. This type of relationship is known as Psychological relationship.

(vii) **Influence of group characteristics:** The Characteristics or features of a group affect all its members.

### **3.2.7.2 FACTORS AFFECTING GROUP-BEHAVIOUR (GROUP DYNAMICS)**

The following are the factors affecting the Group-behaviour:

(i) **Sympathy:** Sympathy influences the group behaviour by arousing collective feelings. It enables an individual to perceive the psychological state of another person. He/She begins to feel as others feel without caring to know why others are feeling in such a way. In this way sympathy leads the individuals to feel together.

(ii) **Suggestion:** The phenomenon of suggestion influences the behaviour of the group by making the individual members to think collectively. Suggestion makes the individual think as others think. The thinking of an individual member in the group is merged with each collective thought. In a group, the members share their thoughts with each other.

(iii) **Imitation:** Phenomenon of imitation influences the behaviour of the group by making the individual members act collectively. By imitating the behavior of the others, a member in the group does as other do and thus members of the group indulge in common action by imitating each other.

### **3.2.7.3 FACTORS INFLUENCING GROUP-BEHAVIOUR**

The following are the factors influencing the Group-behaviour:

(i) **Individual and Group goals:** All individuals and all groups have their goals. The personal goals of individual can be satisfied in a group. So they willingly join groups. The goals in the classroom have been laid down in the form of goals of the curriculum. A teacher well- versed in

group psychology would think of modifying these goals so as to make them acceptable to all and in order that the pupils as group members should develop strong bonds of interpersonal relationships.

(ii) **Cohesiveness:** The degree to which the members of a group wish to remain in the group is called Cohesiveness. There should be group cohesion among members of the group so as to make the group stronger.

(iii) **Democratic Procedures:** Democratic Procedures imply maximum participation and involvement of the group members in group activities, determining objectives, encouraging and reinforcing interpersonal contacts and relations, showing due regard for the individual specialists, employing the techniques of affection, warmth of feelings and opinion.

### 3.3 GENDER BIAS – SEX ROLE STEREOTYPE

**Gender** refers to the characteristics of people as males and females. Gender is primarily a social construct, or a set of beliefs that has evolved from circumstances, cultural traditions and power structures, rather than being a result of biology. It is a biological essentialism, the belief that we are born with a destiny to behave and act in specific distinct ways based on our sex.

A **Gender Role** is a set of expectations that prescribe how females and males should act, think and feel. Sexism is the prejudice and discrimination against an individual because of the person's sex.

**Gender Stereotypes** are broad categories that reflect impressions and beliefs about what behavior is appropriate for females and males. They are over-generalizations about the characteristics of an entire group based on gender. The significance of stereotypes to each individual can depend on the way they look at stereotypes.

**Gender-typing** is the process by which children acquire the thoughts, feelings and behaviours that considered appropriate for their gender in a particular time.

A **Schema** is a cognitive structure, a network of associations that guides an individual's perceptions. A **Gender Schema** organizes the world in terms of female and male. Children are internally motivated to perceive the world and to act in accordance with their developing schemas. Bit by bit, children pick up what is gender-appropriate and gender-inappropriate in their culture, and develop gender schemas that shape how they perceive the world and what they remember. Children are motivated to act in ways that conform to these gender schemas. Gender



Schema theory states that Gender-typing emerges as children gradually develop gender schemas of what is gender-appropriate and gender-inappropriate in their culture.

*Gender Equality* is the notion that men and women should have the same opportunities in life.

### 3.3.1 GENDER DISCRIMINATION

*(Please check the class notes for differences in Male and Female/Boy and girl)*

Gender based Discrimination against female children is pervasive across the world. As per the literature, female child has been treated inferior to male child and this is deeply engraved in the mind of the female child. Due to this inferior treatment the females fail to understand their rights. This is more predominant in India as well as other lesser developed countries.

Even though the demographic characteristics do not show much difference there was female-bias. Sex selection of before birth and neglect of the female child after birth, in childhood and, during the teenage years has outnumbered males to females in India and also in countries like Pakistan, Bangladesh and South Korea. There are 1029 women per 1000 men in North America and 1076 women per 1000 men in Europe. Women have a biological advantage over men for longevity and survival, yet there are more men than women..

According to the 2001 Indian census, overall male-female ratio was 927 females per 1000 males. However, the 2011 Indian census shows that there are 914 females per 1000 males. During the last decade the number female children to male children in the youngest age group fell from 945 per 1000 males to 927 per 1000 males. These numbers tell us quite a harsh story about neglect and mistreatment of the female child in India.

There are two main inequalities as pointed out by Amartya Sen as Educational Inequality and Health Equality. These are the indicators of a woman's status of welfare. In India, irrespective of the caste, creed, religion and social status, the overall status of a woman is lower than men and therefore a male child is preferred over a female child. A male child is considered a blessing and his birth is celebrated as opposed to a female child where her birth is not celebrated and is considered more of a burden. Therefore, Education and Healthcare of the female child in India is an important social indicator to measure equality between men and women.

As per the data available above, there seems to be gender disparity depending on the location, as the Northern states (particularly Punjab, Haryana and Himachal Pradesh) seem to be more biased than the Southern states. The sharpest decline for the age group of zero to six years is observed in the Northern States particularly in Punjab (793 per 1000 females) and Haryana (820 per 1000 females). These new figures point out that the use of new technology contributes to the gender composition. Furthermore, the availability of and access to new technologies provides new ways for parent to achieve such goals of sex determination before birth. Due to the widespread use of this technology the Indian Government banned the sex determination before birth.

A social development report presented in 2010 to the World Bank and UNDP, found that the time a female child and a male child spends on various activities is similar, with the exception of domestic work and social/resting time; a female child spends nearly three forth of an hour more on domestic work than a male child and therefore lesser hours of social activity/resting than boys. Despite progress in advancing gender equity from a legal standpoint, in practice many women and female children still lack opportunities, and support for the socio-economic advancement. Historically, the inclusion of young girls and women in education has helped challenge Sexism and discrimination. This suggests that providing space for young girls to develop leadership skills, through education and healthy living is important. This can shape attitudes towards women's capabilities as leaders and decision makers especially in conventionally male domains and male dominated cultures. Because of the sex preference of male children in India, female children are deemed of resources in the areas of health and education.

There is a gender bias in schools against boys and girls. Many school personnel are unaware of these gender-based attitudes. These attitudes are deeply entrenched in, and supported by, the general culture. Increasing awareness of gender bias in schools is clearly an important strategy in reducing such bias.

Every student, male or female, deserves an education free gender bias. Strategies for reducing Gender Bias:

- (i) Text-books should not be gender-biased.
- (ii) The teacher should use School activities and exercises that is not gender-biased.



- (iii) The teacher should help the students to learn new skills and share tasks in a nonsexist manner.
- (iv) The teacher should analyze the seating chart of the classroom and determine whether there are pockets of gender segregation. When the students work in groups, monitor whether the groups are balanced by gender.
- (v) The teacher should have conscience in asking questions and reinforcements to both boys and girls.
- (vi) The teacher should use non-biased language.
- (vii) The teacher should keep up-to-date on sex equality in education. The teacher should be aware of their rights as a male or as a female and should not stand for sexual inequality and discrimination.
- (viii) The teacher should be aware of sexual harassment in schools and should not allow it to happen.

### **3.4 STATUS OF GIRL CHILD (ESPECIALLY IN UNDER-PRIVILEGE)**

The status of the female child is the product of general societal attitude towards women at large in India. According to a global study, *India is the fourth most dangerous country for a female child in the world*. Educating the Women is the key to reduce discrimination against girls. The female child in India is often deprived from her right of an education. The number of girls dropping out of school far exceeds the boys because girls are expected to help at home, either with household work like washing and cooking or with taking care of younger siblings. Since girls spend more time performing domestic duties, the gap increases between female and male equality in rural parts of India.

The list below shows the situation of the Under-privileged girl children:

- (i) 1 out of every 6 girls does not live to see her 15th birthday.
- (ii) Of the 12 million girls born in India, 1 million do not see their first birthday.
- (iii) Every sixth girl child's death is due to gender discrimination.
- (iv) Female mortality exceeds male mortality in 224 out of 402 districts in India.
- (v) Death rate among girls below the age of 4 years is higher than that of boys. Even if she escapes infanticide, a girl child is less likely to receive immunization, nutrition or medical treatment compared to a male child.

(vi) 53% of girls in the age group of 5 to 9 years are illiterate.

### **3.5 EXPLOITATION OF CHILD IN URBAN SLUM**

Children are often exploited due to poverty and ignorance. They are ordered around, threatened, forced with complete disregard of them as humans with rights and freedoms.

(i) 17 million children in India work as per official estimates.

(ii) A study found that children were sent to work by compulsion and not by choice, mostly by parents, but with recruiter playing a crucial role in influencing decision.

(iii) When working outside the family, children put in an average of 21 hours of labor per week

(iv) 90% working children are in rural India.

(v) 85% of working children are in the unorganized sectors.

(vi) About 80% of child labour is engaged in agricultural work.

(vii) 25% of the victims of commercial sexual exploitation in India are below 18 years of age.

(viii) Millions of children work to help their families because the adults do not have appropriate employment and income thus forfeiting schooling and opportunities to play and rest.

(ix) Large numbers of children work simply because there is no alternative - since, they do not have access to good quality schools.

(x) Poor and bonded families often "sell" their children to contractors who promise lucrative jobs in the cities and the children end up being employed in brothels, hotels and domestic work. Many run away and find a life on the streets.

(xi) More than eight million children under 6 live in approximately 49,000 slums across India. The world of urban children living in India is becoming increasingly vulnerable to a variety of risks.

(xii) Every fourth child in India (27.4 per cent of total children) lives in urban areas. Also, in comparison to 2001, the number of children (0-6) in urban areas has increased by 10.3 per cent, while in rural areas it has decreased by 7 per cent. This makes urban children and youth a very important segment deserving focused attention.

(xiii) Every eighth urban child (0-6 years) also lives in slums, often situated next to high buildings.

(xiv) In health matters, while there has been an improvement in mortality rates from the previous decade, data indicates that all childhood mortality indicators among the urban poor (under-5 mortality rate, infant mortality rate, and neonatal mortality rate) are higher as compared to the overall urban averages.

(xv) Children living in slums are 1.3 times more likely to suffer from Diarrhoea than in non-slum areas.

(xvi) Though the urban population in India has better access to sanitation, coverage is failing to keep up with the population growth — one in five households in India do not have a household toilet.

(xvii) Again in urban India, over 32 per cent children under five years of age are underweight and 39.6 percent are stunted.

(xviii) Wealth-related inequity is evident as six out of 10 children less than five years are exploited in the lowest wealth index as compared to 2.5 out of 10 children in the highest index. Also, 21.5 percent new-born have low birth weight.

(xix) Another emerging problem is the rising prevalence of child obesity, especially in the middle and upper middle classes.

(xx) There was a 24 percent increase in crimes against children between 2010 and 2011 and a further 52.5 percent increase from 2012 to 2013. A large number of children work as domestic helps. A study of this segment indicates that almost 70 percent children reported physical abuse, slapping and kicking and 32.2 percent reported sexual abuse.

(xxi) One billion children live in urban areas, a number that is growing rapidly. Yet disparities within cities reveal that many lack access to schools, health care and sanitation. These children are at 'high risk of exploitation and trafficking, as well as becoming victims of violence'.

(xxii) ) Overcrowding and unsanitary conditions facilitate transmission of disease — notably pneumonia and diarrhea, the two leading killers of children under the age of five worldwide.

(xxiii) Outbreaks of measles, tuberculosis and other vaccine-preventable diseases are also more frequent in these areas, where population density is high and immunization levels are low.

(xxiv) While global vaccine coverage is improving, the report warns that it remains low in slums and informal settlements, increasing the population's vulnerability.



(xxv) The report also states that children who live in slums face hunger and malnutrition. Poor nutrition is responsible for more than a third of deaths globally for children under the age of five.

(xxvi) Especially in slums, where public education options are scarce, families face a choice between paying for their children to attend overcrowded private schools of poor quality or withdrawing their children from school altogether.

(xxvii) Even when schooling is free, ancillary expenses – uniforms, classroom supplies or exam fees, for example – are often high enough to prevent children from attending school.

(xxviii) ‘The State of the World’s Children 2012’ (SOWC) report says that almost half the world’s children now live in urban areas, and it’s calling for greater emphasis on identifying and meeting their needs.

(xxix) Already more than half the world’s people live in cities and towns and so do more than a billion children. The day is rapidly approaching when the majority of the world’s children will be growing up in urban environments. All children have the right to be protected from work that interferes with their normal growth and development.

## **COURSE - 1 CHILDHOOD AND GROWING UP**

### **UNIT 4: THEORIES OF DEVELOPMENT**

*Social development – Urie Bronfenbrenner's Ecological system theory, Vygotsky's Social Development and Erikson Psycho social development theories – Mental development– Piaget's cognitive development, Bruner's concept formation, Gardner's multiple intelligence theory – Emotional development - John Bowlby's attachment theory*

#### **SOCIAL DEVELOPMENT – MEANING**

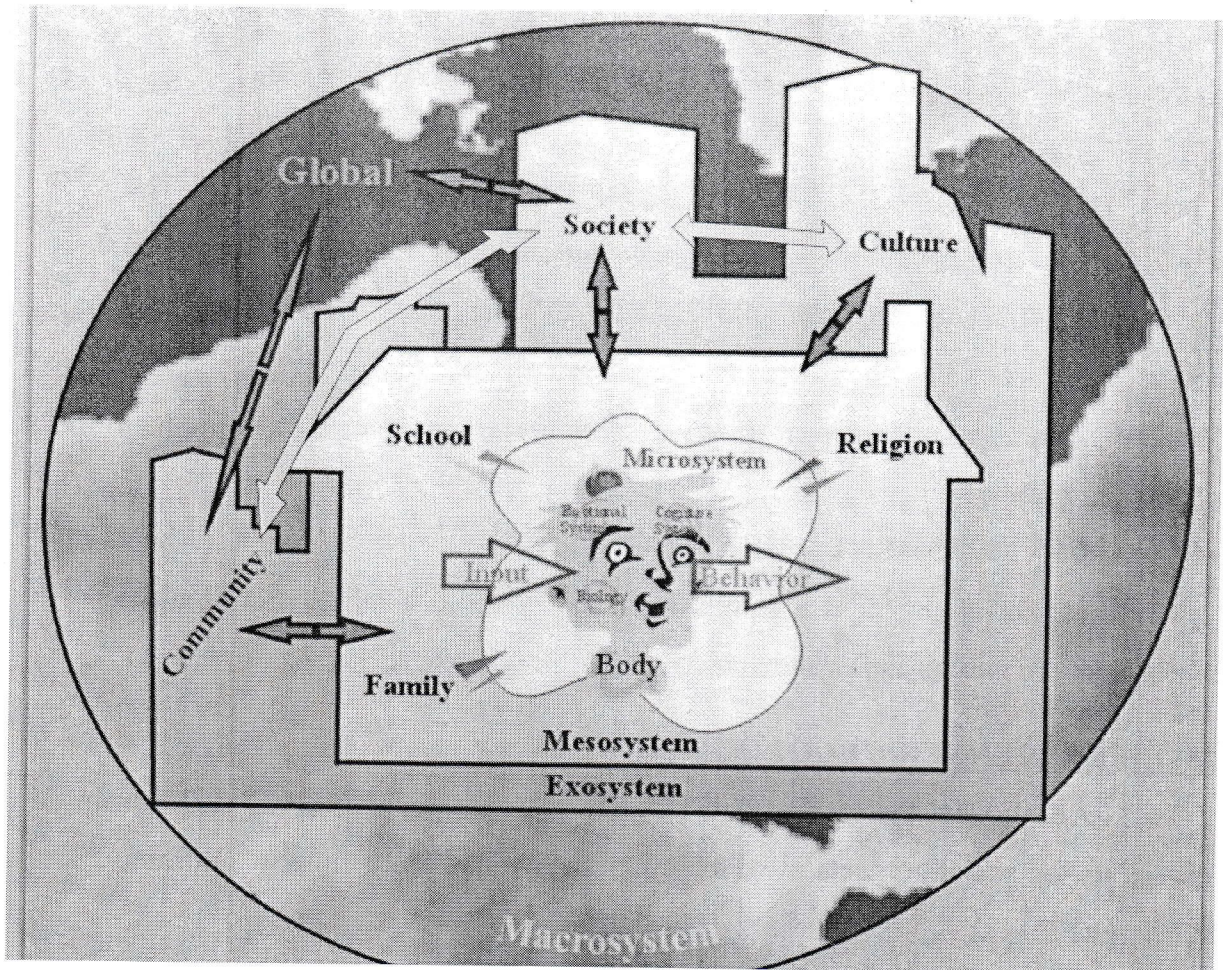
Social Development is a commitment that need to benefit, to recognize and the way to interact with groups and society.

#### **BRONFENBRENNER'S ECOLOGICAL THEORY**

The ecological theory developed by Urie Bronfenbrenner (1917-2005) primarily focuses on the social contexts in which children live and the people who influence their development.

Bronfenbrenner's Ecological theory consists of five environmental systems that range from close interpersonal interactions to broad-based influences of culture. The five systems are the Microsystem, Mesosystem, Exosystem, Macrosystem and Chronosystem.





A **Microsystem** is a setting in which the individual spends considerable time, such as the student's family, peers, school and neighbourhood. Within these Microsystems, the individual has direct interactions with parents, teachers, peers and others. At this level, relationships have impact in two directions - both away from the child and toward the child. For example, a child's parents may affect his beliefs and behavior; however, the child also affects the behavior and beliefs of the parent. Bronfenbrenner calls these *bi-directional influences*, and he shows how they occur among all levels of environment.

The **Mesosystem** involves linkage between Microsystems. Examples are the connections between family experiences and school experiences and between family and peers. Examples: the connection between the child's teacher and his parents, between his church and his neighborhood, etc.



The *Exosystem* is at work when experiences in which the student does not have an active role, influence what students and teachers experience in the immediate context. Parent workplace schedules or community-based family resources are examples. The child may not be directly involved at this level, but he does feel the positive or negative force involved with the interaction with his own system.

The *Macrosystem* involves the broader culture. Culture is a very broad term that includes the roles of ethnicity and socioeconomic factors in children's development. It's the broadest context in which students and teachers live, including the society's values and customs. For example, if it is the belief of the culture that parents should be solely responsible for raising their children, that culture is less likely to provide resources to help parents. This, in turn, affects the structures in which the parents function. The parents' ability or inability to carry out that responsibility toward their child within the context of the child's Microsystem is likewise affected.

The *Chronosystem* includes the socio-historical conditions of students' development. For example, the lives of children today are different in many ways from when their parents and grandparents were children. Today's children are more likely to be in child care, use computers, live in a divorced or remarried family, have less contact with relatives outside their immediate family, and grow up in new kinds of dispersed, deconcentrated cities that are not quite urban, rural or suburban.

## **IMPLICATIONS OF BRONFENBRENNER'S ECOLOGICAL SYSTEMS THEORY**

*The Implications of Bronfenbrenner's Ecological Systems Theory are as follows:*

- Bronfenbrenner sees the instability and unpredictability of family life create the most destructive force to a child's development.
- Children do not have the constant mutual interaction with important adults that is necessary for development. According to the ecological theory, if the

relationships in the immediate microsystem break down, the child will not have the tools to explore other parts of his environment.

- Children looking for the affirmations that should be present in the child-parent relationship. These deficiencies show themselves especially in adolescence as anti-social behavior, lack of self-discipline, and inability to provide self-direction.
- This theory believes that the primary relationship needs to be with someone who can provide a sense of caring that is meant to last a lifetime. This relationship must be fostered by a person or people within the immediate sphere of the child's influence.
- Schools and teachers fulfill an important secondary role, but cannot provide the complexity of interaction that can be provided by primary adults.
- Schools and teachers should work to support the primary relationship and to create an environment that welcomes and nurtures families.
- This theory inculcates societal attitudes that value work done on behalf of children at all levels: parents, teachers, extended family, mentors, work supervisors and legislators.

### **VYGOTSKY'S SOCIAL DEVELOPMENT**

Vygotsky's Social Constructivist approach emphasizes that students construct Knowledge through Social Interactions with others. The content of this Knowledge is influenced by the culture in which student lives, which includes language, beliefs and skills.

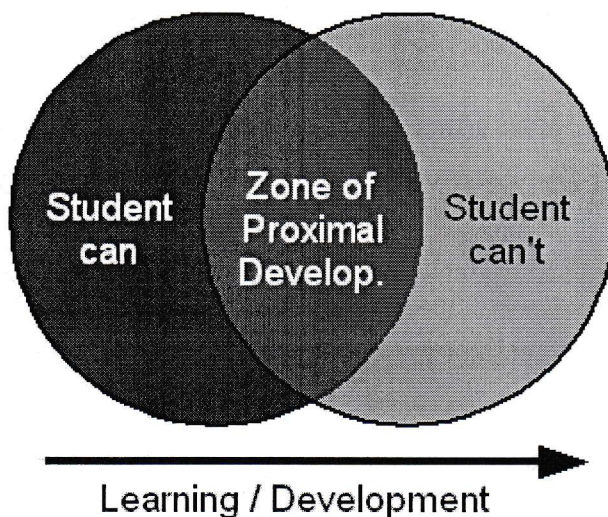
(i) Vygotsky strongly emphasized the **Social contexts of learning** and that knowledge is mutually built and constructed. His model is a social child embedded in a Socio-historical context.

(ii) He viewed **Education as a tool of culture**. The Language plays a powerful role in shaping the thought process. The teacher is a facilitator and guide, but not a director. Teachers facilitate and guide rather directing or moulding of children's learning. Teacher establishes many opportunities for children to learn with the teacher and more-skilled peers.



(ii) Vygotsky emphasized the **importance of culture in learning**, that is, culture can determine what skills are important.

(iii) **Zone of Proximal Development (ZPD)**: Vygotsky's term for the range of tasks that too difficult for children to master alone but that can be mastered with guidance and assistance from adults or more-skilled children. (Known to Unknown by reducing the area of ZPD)



(iv) **Scaffolding** is a technique that involves changing the level of support over the course of a teaching session; a more-skilled person adjusts the amount of guidance to fit the students' current performance. When the task that the student learning is new, the teacher might uses direct instruction. As the students' competence increases, the teacher provides less guidance. The scaffolding provides support when needed, but it is gradually removed as the student reaches better knowledge. A teacher or more-advanced peer adjusts the amount of guidance to fit the student's current performance.

(v) According to Vygotsky, children use speech not only for social communication, but also to help them to solve tasks. He further argued that young children use language to plan, guide and monitor their behaviour.

(vi) **Situated Cognition** is the idea that thinking is located in social and physical constructs not within an individual's mind.



(vii) **Social constructivist approaches** emphasize that teachers and peers can contribute to students' learning. Cognitive Apprenticeship is a relationship in which an expert stretches and supports a student's novel understanding and use of culture's skills. Here, teachers often model strategies for students. Finally, they encourage students to continue their work independently.

(viii) **Tutoring:** Tutoring is basically a cognitive apprenticeship between an expert and a student. Tutoring can take place between an adult and a child or between a more-skilled child and a less-skilled child.

(ix) **Co-operative learning:** Learning occurs that when students work in small groups to help each learn is a policy of Social Constructivism.

### **ERIKSON'S EIGHT STAGES OF PSYCHOSOCIAL DEVELOPMENT**

IN Erikson's (1986) theory, eight stages development unfold as people go through the human life span. Each stage consists of a developmental task that confronts individuals with a crisis. For Erikson, each crisis is not catastrophic but a turning point of increased vulnerability and enhanced potential. The more successfully an individual resolves each crisis, the more psychologically healthy the individual will be. Each stage has both positive and negative sides.

STAGE	PSYCHOSOCIAL STAGE	CRISIS	SOCIAL CONDITIONS	PSYCHOSOCIAL OUTCOME
Stage 1 (birth to 1 year)	Oral-Sensory	Can I trust the world?	Support and provision of basic needs	Trust
			Lack of support and deprivation	Distrust
Stage 2 (2-3 years)	Muscular-anal	Can I control my own behaviour?	Permissiveness and support	Autonomy
			Overprotection and lack of support	Shame and Doubt
Stage 3 (4-5 years)	Locomotor-Genital	Can I become independent of my parents by exploring my	Encouragement to explore	Initiative
			Lack of opportunity to explore	Guilt

		limits?		
Stage 4 (6-11 years)	Latency	Can I master the necessary skills to adapt?	Adequate training and encouragement	Industry
			Poor training and lack of support	Inferiority
Stage 5 (12-18 years)	Puberty and Adolescence	Who am I? What are my beliefs, feelings and attitudes?	Internal stability and positive feedback	Personal Identity
			Confusion of purpose and unclear feedback	Role Confusion
Stage 6 (Young Adulthood)	Young Adulthood	Can I give full of myself to another?	Warmth and Sharing	Intimacy
			Loneliness	Isolation
Stage 7 (Adulthood)	Adulthood	What can I offer succeeding generations?	Purposefulness and productivity	Generativity
			Lack of growth and Regression	Stagnation
Stage 8 (Maturity)	Maturity	Have I found contentment and satisfaction through my life's work and play?	Unity and fulfillment	Integrity
			Disgust and dissatisfaction	Despair

### ***Educational Implication – Erikson's***

- Encourage initiative in young children
- Promote industry in elementary school children
- Stimulate identity exploration in adolescence
- Examine the life as a teacher through the ideas of Erikson's eight stages

### **MENTAL DEVELOPMENT – MEANING**

Cognitive development is the construction of thought processes, including thinking, reasoning, problem-solving, imagination and decision-making through the span of life.

## **PIAGET'S COGNITIVE DEVELOPMENT**

According to Piaget, Intelligence is a tool by which the organism organizes its experiences and adapts to the world. He refers the basic unit or building block of knowledge as 'SCHEMA'. Schema does not remain the same forever. It undergoes modification with environmental interaction. Piaget uses the term 'Adaptation' or 'organization' to derive this change, that is, the change of intellectual structure. Adaptation takes place through the complementary processes of 'Accommodation' or 'Assimilation'. Adaptation refers to the cognitive process through which we deal with the environment by changing the environment (assimilation) or by changing ourselves (accommodation). He refers 'equilibration' as a process of searching for a balance between one's cognitive structure and one's experiences or perceptions of the environment.

Piaget has identified four sequential stages through which every individual progress in cognitive development. These stages are (a) Sensory-motor stage (0-2 years), (b) Pre-operational stage (2-7 years), (c) Concrete Operational stage (7-11 years) and (d) Formal Operational stage (Above 11 years)

**Sensory-motor stage (0-2 years):** This stage is mainly based on the immediate experience through the 'senses' and the major intellectual activity is the sensory interaction of the environment. The child's activities are physical and characterized by the absence of language. This stage is characterized by

- (i) development of sensory, motor and perceptual skills,
- (ii) coordination of motor activities,
- (iii) learning of object permanence in space and time,
- (iv) development of rudimentary memory,
- (v) gradual progression from reflex behaviour to intentional behaviour,
- (vi) development of curiosity,
- (vii) trial and error exploration of immediate surroundings and
- (viii) able to differentiate itself from objects and this is the basis of formation of self-concept.



During Sensory-motor stage, the child develops practical intelligence like sucking, seeing, grasping and searching to deal with objects in the environment and cannot use symbolic operations.

**Pre-operational stage (2-7 years):** At this stage, the child begins to replace direct actions in the form of sensory or motor exploration with symbols. This stage is further sub-divided into (i) Pre-conceptual phase (2-4 years) and (ii) Intuitive phase (4-7 years).

**Pre-conceptual phase** is the period of the rudimentary concept formation and is characterized by the certain features. (i) In the early part of this stage, the children are able to identify objects by their names and put them into certain classes. But they make mistakes in this process of identification and concept formation. (They may think all men are 'daddy') (ii) Their mode of thinking and reasoning are more or less logical at this stage. It is neither inductive nor deductive, but trans-deductive in nature. (iii) Their thinking is sometimes too imaginative and far removed from reality. (iv) It may also be seen that, the infants are unable to distinguish between living and non-living objects. The intellectual structure of the child at this stage is concerned with his egocentric nature.

In **Intuitive phase**, the child progresses towards the formation of various concepts at a more advanced level. This stage is characterized by the following features: (i) The child can concentrate on only one aspect a thing at a time. (ii) the child cannot understand reversibility. (iii) The child is not able to understand the principle of conservation.

**Concrete Operational stage (7-11 years):** this stage show marked development in the cognitive functioning of the child. This stage is characterized by the following features: (i) the child masters various conservation concepts and begins to perform logical manipulations. (ii) Classification and seriating become possible at this stage. (iii) At this stage, the child begins to think in terms of a set of inter-related principles rather than single bits of knowledge. As a result, the child can think in terms of Systems. (iv) The thinking of the child becomes more logical and systematic. Now, the child can make use of inductive and deductive approaches in terms of reasoning and arriving at

conclusions. (v) The thinking of the child is irreversible also. (vi) the thinking is no longer ego-centered and does not think of himself/herself as the centre of the external world and does not perceive the world only from his/her own standpoint. (vii) The child now learns to tackle complex operations as long as they are concrete in nature.

**Formal Operational stage (Above 11 years):** This stage is characterized by the following features: (i) the thinking of the child become increasingly flexible and abstract. (ii) The thinking of the child and dealing of problems are based on the hypotheses framed by the child in his/her mind which are not physically present in his/her environment. (iii) Formal operational children start evaluating acts in terms of motives and understand the rule of the social system which is developed by human beings. (iv) the child uses scientific thinking and problem solving for dealing with problems faced by the child.

### **Educational Implication**

- ❖ Difficulty Level according to age . e.g., World history at not at childhood should be taught
- ❖ Helpful in farming curriculum according to age mental ability of pupil.
- ❖ Mental level should be taken into consideration as explanation according to age ability to groups and understand.
- ❖ Important of Physical and social environment to create good education atmosphere.
- ❖ Teacher is aware of pupil age ability and thought process.
- ❖ No abstract concept in childhood may be in adolescence (11-15yrs.)
- ❖ No complex ideas in childhood.
- ❖ More activity based
- ❖ More important to motivation teacher must not provide spoon feeding give chance to discover.
- ❖ Theory emphasis assimilation, accommodation and equilibrium teacher should try developing that process.

## **BRUNER'S- CONCEPT FORMATION**

In his research on the cognitive development of children (1966), Jerome Bruner proposed three modes of representation:

- i) Enactive representation (action-based)*
- ii) Iconic representation (time-based)*
- iii) Symbolic representation (language-based)*

Modes of representation are the way in which information or knowledge are stored and encoded in memory.

**i) Enactive (0 – 1 years):** This appears first. This is the mode where information is stored in the form of actions on physical objects. Children know about the world through actions on physical objects and outcomes of these actions. For example, in the form of movement as a muscle memory, a baby might remember the action of shaking a rattle.

**ii) Iconic (1 – 6 years):** This is where information is stored visually in the form of images (a mental picture in the mind's eye). For some this is conscious; others say they don't experience it. This may explain why, when we are learning a new subject, it is often helpful to have diagram or illustrations to accompany verbal information.

**iii) Symbolic (7 years onwards):** This develops last. This is where information is stored in the form of a code or symbol, such as language. This is the most adaptable form of representation, for actions and images have a fixed relation to that which they represent.

Symbols are flexible in that they can be manipulated, ordered, classified etc., so the user isn't constrained by actions or images. In the symbolic stage, knowledge is stored primarily as words, mathematical symbols, or in other symbol systems. For e.g., symbols of mathematical operations. greater than less than etc.



### **Educational Implications**

- Teachers should utilize and bring together concrete, pictorial then symbolic activities to facilitate learning
- Students should construct their own knowledge.
- Teachers should make use of different teaching ways depending upon students developmental levels.
- According to Bruner language is important for the increased ability to deal with abstract concepts.
- Education should facilitate child's thinking and problem solving skills.
- Students are active learners. So teachers should provide them opportunities for active participation in the teaching learning process.
- Difficult topic should be taught by considering cognitive maturity.
- Information should be structured and presented in a simplified way.
- Avoid rote learning.
- According to Bruner students should be motivated for active learning.

### **GARDNER'S MULTIPLE INTELLIGENCE THEORY**

Gardner's Eight Frames of Mind are listed and described as follows:

- ***Verbal skills:*** The ability to think in words and to use language to express meaning.
- ***Mathematical skills:*** The ability to carry out mathematical operations
- ***Spatial skills:*** The ability to think three-dimensionally
- ***Bodily-kinesthetic skills:*** The ability to manipulate objects and be physically adept
- ***Musical skills:*** A sensitivity to pitch, melody, rhythm, and tone
- ***Intrapersonal skills:*** The ability to understand oneself and effectively direct one's life

- **Interpersonal skills:** The ability to understand and effectively interact with others
- **Naturalist skills:** The ability to observe patterns in nature and understand natural and human-made system.

### **Educational Implications of Gardner's Multiple Intelligence theory:**

Following are the strategies that teachers use to Gardner's eight types of intelligence:

- **Verbal skills.** Read to children and let them read to you, visit libraries and bookstores with children, and have children summarize and retell a story they have read.
- **Mathematical skills.** Play games of logic with children, be on the lookout for situations that can inspire children to think about and construct an understanding of numbers, and take children on field trips to computer labs, science museums, and electronics exhibits.
- **Spatial skills.** Have a variety of creative materials for children to use, take children to art museums and hands on children's museums, and go on walks with children. When they get back, ask them to visualize where they have been and then draw a map of their experiences.
- **Bodily-kinesthetic skills.** Provide children with opportunities for physical activity and encourage them to participate, provide areas where children can play indoors and outdoors (if this is not possible, take them to a park), and encourage children to participate in dance activities.
- **Musical skills.** Give children an opportunity to play musical instruments, create opportunities for children to make music and rhythms together using voices and instruments, and take children to concerts.
- **Intrapersonal skills.** Encourage children to have hobbies and interests, listen to children's feelings and give them sensitive feedback, and have children keep a scrapbook of their ideas and experiences.
- **Interpersonal skills.** Encourage children to work in groups, help children to develop communication skills, and provide group games for children to play.

- *Naturalist skills.* Create a naturalist learning center in the classroom, engage children in outdoor naturalist activities, such as taking a nature walk and have children make collections of flora or fauna and classify them.

## **EMOTIONAL DEVELOPMENT – MEANING**

Emotional Development is the emergence of a child's experience, expression, understanding and its regulation from birth through late adolescence. It comprise of the processes of how growth and change occur.

## **JOHN BOWLBY'S ATTACHMENT THEORY**

Attachment theory is a concept in developmental psychology that concerns the importance of '*attachment*' in regards to personal development. Specifically, it makes the claim that the ability for an individual to form an emotional and physical attachment to another person gives a sense of stability and security necessary to take risks, branch out, and grow and develop as a personality. Naturally, attachment theory is a broad idea with many expressions, and the best understanding of it can be had by looking at several of those expressions in turn.

John Bowlby was the first to coin the term. His work established the precedent that the childhood development depended heavily upon a child's ability to form a strong relationship with '*at least one primary caregiver*'. A strong attachment to a caregiver provides a necessary sense of security and foundation. Without such a relationship, it is found that a great deal of developmental energy is expended in search for stability and security and the children feel fearful and are less willing to seek out and learn from new experiences. By contrast, a child with a strong attachment to a parent (knows that they have support), tend to be more adventurous and eager to have new experiences, which are of course vital to learning and development.

Attachment is a strong, affectionate tie we have with special people in our lives that lead us to experience pleasure when we interact with them and to be comforted by nearness in times of stress. According to psychoanalytic perspective and behavioristic perspective, feeding was seen as a central context in which the care-giver and babies developed attachment.



The child who is attached strongly to a caregiver has several of his/her most immediate needs met and accounted for. Consequently, they are able to spend a great deal more time observing and interacting with their environments. Thus, their development is facilitated.

For Bowlby, the role of the parent as caregiver grows over time to meet the particular needs of the attached child. Early on, that role is to be attached to and provide constant support and security during the formative years. Later, that role is to be available as the child needs periodic help during their excursions into the outside world.

### ***PHASES OF ATTACHMENT***

There were four phases of Attachment development. Babies are born equipped with behavior like crying, cooing, babbling and smiling to ensure adult attention & adults are biologically programmed to respond to infant signals. He viewed the First three years are very sensitive period for attachment.

The four phases of attachment according to Bowlby are as below:

#### ***(i) Pre-attachment Phase (Birth – 6 Weeks):***

- Baby's innate signals attract caregiver (Grasping, crying, smiling and gazing into the adult's eyes)
- Caregivers remain close by when the baby responds positively
- The infants encourage the adults to remain close as the the closeness comforts them.
- Babies recognise the mother's smell, voice and face.
- They are not yet attached to the mother, they don't mind being left with unfamiliar adults.
- They have No fear of strangers.

#### ***(ii) Attachment in Making Phase (6 Weeks – 6 to 8 Months)***

- Infant responds differently to familiar caregiver than to strangers. The baby would babble and smile more to the mother and quiets more quickly when the mother picks him.
- The infant learns that her actions affect the behavior of those around
- The begin to develop "Sense of Trust" where they expect that the caregiver will respond when signaled

- The infant still does not protest when separated from the caregiver.

***(iii) Clear Cut Attachment Phase (6-8 Months to 18 Months-2 Years):***

- The attachment to familiar caregiver becomes evident
- Babies display “Separation Anxiety”, where they become upset when an adult whom they have come to rely leaves
- Although Separation anxiety increases between 6 -15 months of age its occurrence depends on infant temperament, context and adult behavior
- The child would show distress when the mother leaves but if the caregiver is supportive and sensitive then this anxiety could be short-lived.
- Also if the baby has not developed the concept of Piagetian object permanence they usually do not become anxious when the parent leaves

***(iv) Formation of Reciprocal Relationship (18 Months – 2 Years and on):***

- With rapid growth in representation and language by 2 years the toddler is able to understand some of the factors that influence parent’s coming and going and to predict their return. Thus separation protests decline.
- The child could negotiate with the caregiver, using requests and persuasion to alter her goals
- With age the child depends less on the caregiver, more confidence that the caregiver will be accessible and responsive in times of need.

## **COURSE - 1 CHILDHOOD AND GROWING UP**

### **UNIT 5: HETEROGENEOUS NATURE OF ADOLESCENCE**

*Transitional stage – critical age – characters of adolescence – dissimilarity of adolescence – population levels, group levels, cultural difference, and individual difference – developmental task is determinants of socio-economic & cultural factors.*

#### **TRANSITIONAL STAGE-CRITICAL AGE**

The word 'adolescence' comes from the Latin verb 'adolescere' which means to grow into the maturity. It is a BIO-SOCIAL TRANSITION. The adolescence period represents the period of intensive growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is a very crucial period of one's life. The growth achieved, the experiences gained, responsibilities felt and the relationships developed at this stage determines the complete future of an individual. Even though the life span of the human beings are narrowed to five specific periods namely, Infancy, Childhood, Adolescence, Adulthood and Old Age, most changes in the behavioural events occur in the person and as well forms the basis for the further functioning in future life period. Therefore, Adolescence is predominantly a *Critical Age* of the Individual.

The duration of this period is 13 to 19 years, that is, from the onset of puberty to the attainment of maturity. Puberty refers to the physical and sexual maturation of boys and girls. Adolescence refers to the behavioural characteristics of this period that are influenced by cultural and physical changes.

#### **CHARACTERS OF ADOLESCENCE**

*Intellectual Development includes:*

- Moving from concrete to abstract thinking.
- High achievement when challenged and engaged.



- Prefers active over passive learning experiences.
- Interest in interacting with peers during learning activities.
- An ability to be self-reflective.
- Demand the relevance in learning and what is being taught.
- Developing the capacity to understand higher levels of humor.

***Social Development includes:***

- Experimenting with ways of talking and acting as part of searching for a social position with their peers.
- Exploring questions of racial and ethnic identity and seeking peers who share the same background.
- Feeling frightened by the initial middle school experience.
- Liking fads and being interested in popular culture.
- Seeking approval of peers and others with attention-seeking behaviors.
- As interpersonal skills are being developed, fluctuates between a demand for independence and a desire for guidance and direction

***Physical Development includes:***

- Restlessness and fatigue due to hormonal changes.
- A need for physical activity because of increased energy.
- A concern with changes in body size and shape.
- Physical vulnerability resulting from poor health/dietary habits or engaging in risky behaviors.
- Bodily changes that may cause awkward, uncoordinated movements

***Emotional and Psychological includes:***

- Mood swings marked by peaks of intensity and by unpredictability.
- Needs to release energy, with sudden outbursts of activity.

- A desire to become independent and to search for adult identity and acceptance.
- Self-consciousness and being sensitive to personal criticism.
- Concern about physical growth and maturity.
- A belief that their personal problems, feelings, and experiences are unique to themselves.
- Seeking approval of peers and others with attention-getting behaviors.

***Moral Development includes:***

- An understanding of the complexity of moral issues.
- Being capable of and interested in participating in democratic issues.
- Impatience with the pace of change and underestimating how difficult it is to make social changes.
- Needing and being influenced by adult role models who will listen and be trustworthy.
- Relying on parents for advice, but wanting to make their own decisions.
- Judging others quickly, but acknowledging other's faults slowly.
- Show compassion and are vocal for those who are downtrodden and have special concern for animals and environmental issues.

## **SIGNIFICANCE OF THE STUDY OF ADOLESCENCE**

Adolescence is the most important period of human life. The country's success in various fields of life depends on the proper guidance of adolescents.

***I. Understanding developmental characteristics and problems:*** Every teacher and parents must know about the nature and changes emerging in transition period from childhood to adulthood. It is necessary for them to be familiar with causal factors of the problems of adolescents so that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society.

**2. Maintenance of Mental Health:** The sound mental health is one of the first requisite conditions of development. Adolescence is marked with a number of problems which affect the mental health. The study of adolescence is very important in order to preserve, cure and prevent incidences of maladjustment.

**3. Adjustment to responsibilities:** The study is significant to provide the knowledge of needs and developmental tasks for adolescents. Parents and teachers can help adolescents to adjust to their responsibilities. By understanding the needs of adolescents, the teachers and administrators can frame appropriate curriculum, school policies and methodology of teaching them.

**4. Curiosity:** To study the psychology of adolescent, it is desirable to know something about oneself. Such a desire is quite justifiable and understandable if the student is of adolescence period. But it is also a sound motive for teachers and parents.

### **NEEDS OF ADOLESCENTS**

**1. Physiological needs:** In addition to the basic needs of hunger, thirst, air, the sex need is very prominent in adolescents.

**2. Social or Status needs:** The need for status, need for independence, need for security and need for affection.

**3. Ego or Intergative needs:** Need for satisfying philosophy of life and need for personal achievement.

### **PROBLEMS OF ADOLESCENTS**

Adolescence is a period of stress and storm. Adolescents have so many conflicting situations and problems of adjustment which need a careful study. Let us discuss the problems of adolescents and try to analyze the specific need and demands of adolescents.



**I. Perplexity with regard to Somatic.** Variations: During the period of adolescence maximum physiological changes take place. These rapid changes create problems for the adolescents in the following way:

(a) The flow of blood during menstruation creates worries among the girls and the discharge of the semen during nocturnal emission among the boys horrifies them. These particular physiological changes bring so many complexes in the minds of the children. It makes them introvert and secretive.

(b) The adolescent with his nearly developed body, is constantly making comparisons between himself and his contemporaries. There are always individual differences among the human beings. Differences are almost certain to cause him some anxiety. Particularly, they are concerned with height, weight, fatness, thinness, facial blemish, largeness or smallness of the hips and breasts in girls and of the genitals in boys. For both boys and girls, appearance and bodily condition, which is not in keeping with what is considered the norm, will cause social anxiety. Girls want to look feminine and be attractive to boys. Boys want to look manly to gain prestige with other boys and particularly with girls. To be reasonably satisfied with one's physical appearance, thus becomes an important task for an adolescent. He has a need to become accustomed to new bodily changes. Any deviation from the norms and standard of the peer group can produce complex in the mind and make him maladjusted.

**2. Intensification of self awareness:** Self-consciousness is too much developed in adolescence. There is a strong desire in an adolescent that their bodily changes should be noticed by the elders as well as by the members of the own age group. Boys and girls pay more attention towards their dress, make-up, manner of talking, walking, eating, etc. (self-decoration). Also, there is a craving for recognition in adolescents. Every adolescent desires that he or she should be a centre of attraction for the opposite sex and his/her abilities, intelligence and capacities should be recognized by the peer group and elders. Moreover the adolescents are too much sensitive, touchy and inflammable. An attack on

their phenomenal self invites strong reactions and behavioral problems. It makes an adolescent either aggressive or withdrawn depending upon the circumstances.

**3. Intensification of sex-consciousness:** Sex consciousness becomes too intense at this time. Most of the adolescents' problems are concerned with the sudden functioning of their glands, secretion of sex hormones and the awakening of the strong sex instinct. These activities create so many worries and complexes in the minds of the adolescents. They become perturbed and develop a sense of guilt. In most of such cases they express the opinion that by acquiring these habits they have ruined their lives and they will now remain unfit for any future sexual life.

**4. Independence versus dependence:** The adolescent is on the boundary line of childhood and adulthood. So he is typically a person who needs security, guidance and protection like a child and independent views, maturity of opinion and self-support like an adult. He is still immature. His abilities and capacities are still in the process of growth and development. He depends for the satisfaction of his so many needs - physical, emotional etc. - on his parents and elders. The emotional instability of his behavior and difficulty on becoming terms with the somatic changes makes him quite restless and often insecure. On the other hand, as his social circle is widening, he tries to emancipate himself from the care and look after of his parents and elders. He thinks himself a mature and full-fledged adult. He reacts strongly with the parents and the elder consider him still a child. He begins to feel ashamed and embarrassed for the protection and care shown by the parents. Therefore, the poor adolescent is caught between the role of the child and the adult. He possesses a strange mixture of the needs for dependence and independence which creates conflicting situations and problems for him.

**5. Peer group relationship:** Peer group relationship plays a substantial role in the life of an adolescent. He goes away from his parents and elders and spends much of his time with members of his peer group. He values the ideals of the group and develops a sense of loyalty towards it. He is now directed by the standard and norms of his peer



group and pays least attention to the desires and advice of his parents and elders. It is sure that there exists a difference in the opinions, views, likings and disliking of the elders and adolescents. It is here that the difficulty arises. The adolescents find themselves the victims of the conflicting demands of social and cultural norms of adults and their peer group and they often become confused and perplexed with regard to any decision making.

**6. Idealism versus realism:** A typical feature of adolescence lies in the interest of the adolescent in ideals. He desires to help in the creation of an ideal society. He is very critical of the existing circumstances and happenings and thinks of bringing reform. But in this search of idealism he goes away from realism. In fact lack of experience makes him somewhat unrealistic. He tends to accept the impossible. When it is not attainable he becomes quite disturbed and unreasonable. They begin to roam in their own world of imagination, make-believe and fairy-tales and thus have possibility to turn into maladjusted personalities.

**7. Vocational choice and need of self-support:** The adolescent's strong desire is to achieve self-sufficiency and make himself quite independent like an adult member of the society. Also the life demands from him that he should prepare himself for the future vocation which he wants to adopt. Therefore the period of adolescence requires from the individuals to take a decision about their vocations. Emotional instability, lack of experience and maturity prove as obstacles in the right choice. Moreover his interests, aptitudes and abilities are in the process of making yet. This uncertainty about the interests and abilities makes him quite puzzled. Therefore the adolescents want proper guidance and advice with regard to their interests, aptitudes and vocational choice. It has every chance of turning adolescents into maladjusted personalities the chief cause of which is the frustration, needs and conflict of motives. In the social aspect he has a strong need for the belongingness to a peer group. Emotionally, he needs to be loved, accepted and admired. There is striving for independence from parental control and struggle for



making the active sexual instincts and urges satisfied or sublimated within the norms of the society and culture.

All these demands proper direction and guidance to the adolescents. The educational process, the parental care, the efforts of the teachers and the environmental conditions-all should be so designed as to bring proper growth and development of the adolescents and channelization of their energies into proper direction.

### **ROLE OF TEACHERS, PARENTS AND SCHOOL FOR ADOLESCENTS:**

The needs of the adolescents have to be satisfied and their problems are to be realized in a proper way in order to help them in growing and developing properly. The task is serious and desires all dimensional efforts. The following efforts are mentioned:

**(1 )To have the proper knowledge of adolescents' psychology:** Adolescence is the bridge between childhood and adulthood. The behavior of the adolescent and his personality needs a careful study. It is essential to have the knowledge of the adolescents' psychology in order to understand them. All these are essential to be known by the parents, teachers and administrators who have to deal with them.

**(2)Providing suitable environment for proper growth:** Adolescence is the stage where maximum growth takes place. For getting maximum, what one can get with respect to physical and mental growth, suitable environment should be provided by the parents and the teachers at home as well as in schools. They must be given knowledge of health, personal hygiene, cleanliness, various diseases and their prevention etc. to keep them fit for growing. Adequate provision for physical exercise and activities should be made in the school curriculum and necessary facilities should be provided.

**(3) Rendering proper sex Education:** Sex plays a dominant role during the period of adolescence. The rapid physiological changes, the secretion of sex hormones, the sudden awakening of sex instinct and urges-all necessitate the provision of adequate sex information and education for adolescents. They should be helped in making

adjustments with regard to their new bodily changes and somatic developments. Their curiosity of sex also needs satisfaction. For this purpose, the parents and the teachers should provide adequate information regarding the sex hygiene and physiology in a very frank, scientific, judicious and impersonal manner. The sex instinct and urges also need to be cared properly. There should be proper sublimation of sex instinct and channelization of sexual energy.

**(4) Proper dealing with the adolescents:** The parents, elders and the teachers are in the habit of criticizing the adolescents and always impose their authority and assert their likings and disliking. They forget that there is a generation gap between them and adolescents. In dealing with them the parents and the teachers should realize that the demands of their peer group are more important than their own expectations. Secondly, in the adolescents there is a craving for recognition and they also try to maintain their self-prestige and status among their peers. Therefore it is needed on the part of the teachers as well as parents that they should treat the adolescents as children and give them due recognition.

**(5) Training of emotions and satisfaction of emotional needs:** The age of adolescence is marked by too much intensity, force, instability and immaturity of emotions. The emotions of adolescents can be aroused with a slight provocation. Therefore, there is strong need of emotional education to the adolescents. Their emotions should be properly trained and their emotional energies should divert towards the constructive ends. Adolescents have a strong desire to love and to be loved. The parents and the teachers should take care of these needs of the adolescents. They must be given what they need in terms of their emotional requirements.

**(6) To take care of the special interests of the adolescents:** The adolescence is the age of wide interests and aptitudes. A great care should be taken to locate the special interests and aptitudes of the adolescents. The curriculum should provide the open choice for various subjects and activities according to the tastes and temperaments of the



adolescents. The adolescents should be provided with useful activities according to their interests so that they can be constantly busy and their mind pre-occupied with healthy and constructive ideas.

**(7) Providing religious and moral education:** Religious instruction and moral education can play a leading role in the proper development of adolescents. The teachers, parents and elder members of the society should set examples before the adolescents should join their hands creating suitable atmosphere for practicing moral qualities.

**(8) Provision for Vocational Education:** There is a strong desire of achieving independence in adolescents. Economic factors obstruct their way. Therefore, they are worried for acquiring self-sufficiency in economic aspect. The education imparted to them does not provide jobs and occupations. Therefore the strong need of today is to provide job oriented and vocation based practical education for the adolescents. The government, society, parents and the teachers should make their efforts in this direction.

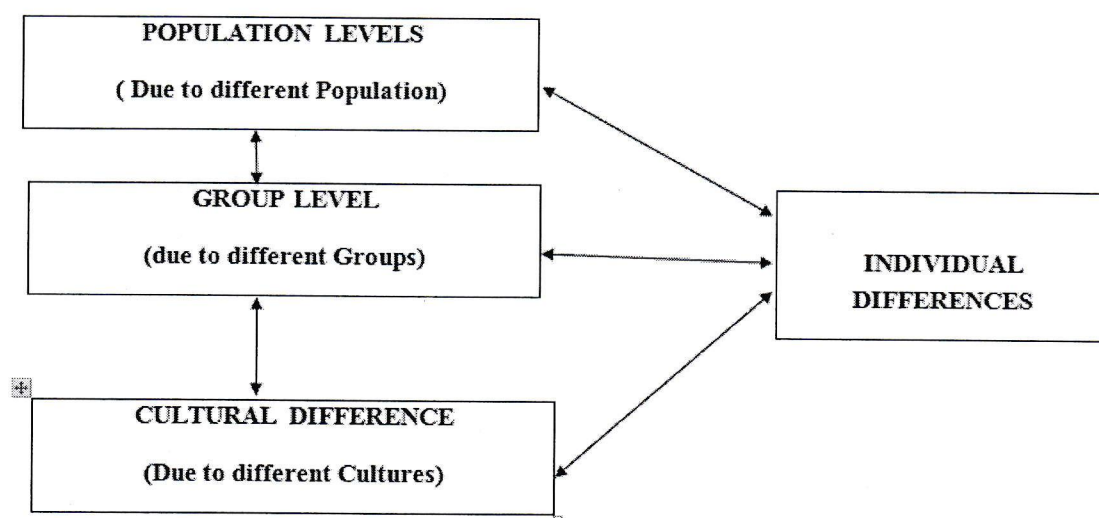
**(9) Arranging guidance services:** Lack of guidance creates aimlessness, indefiniteness and restlessness among the adolescents. The adolescents have their problems which need careful attention and proper solution. Therefore it is the utmost duty of the state, society and school to provide proper guidance services to the students as well as to their parents. Guidance services should be organized in a proper form both inside and outside the schools. There should be well trained guidance workers and personnel.

The list of suggestions regarding the solution of the adolescents' problems and the satisfaction of their needs cannot be said as complete with above mentioned few points. The task is gigantic and requires strenuous efforts from all directions. In actual sense there are no problem adolescents with problems. Therefore, the focus of guidance is always the individual and not the problem. Every adolescent is to be studied carefully as he requires special guidance and help for the solution of his problems and satisfaction of his needs.



## **DISSIMILAIRTY OF ADOLESCENCE - POPULATION LEVELS, GROUP LEVELS, CULTURAL DIFFERENCES AND INDIVIDUAL DIFFERENCES**

Individual Difference is the major cause for the dissimilarity in Adolescents. The factors of Individual Difference are Heredity, Environment, Attitude, Aptitude, Interest, Personality, Learning Styles etc. Due to the impact of Individual Differences on the Adolescents, there exists dissimilarity in the different Population levels (namely, differences between Urban and Rural Adolescents, differences between Male and Female adolescent, differences between Adolescents of Low Socio-economic, Average Socio-economic and High Socio-economic Status, differences between Adolescents whose Parental Education as Literate and Illiterate and differences between Adolescents whose Parental Occupation as Labour level, Executive/Business or White colored etc.) , different Group levels (namely, differences between various Social Order, Race etc.) and different Cultural differences. Any change in any of the part leads to dissimilarity among adolescents and as well dissimilarity due to the criteria of Individual Difference leads to dissimilarity in the Population, Group and Cultural levels.



## **DEVELOPMENTAL TASK IS DETERMINANTS OF SOCIO-ECONOMIC & CULTURAL FACTORS**

Developmental Task was introduced by Robert Havighurst. Each stage of development requires mastery of a few skills appropriate to the level of maturity. Successful completion of such tasks assists progression to the next higher stage. Failure to accomplish these tasks would result in frustration. Such tasks are called *Developmental Tasks*.

Developmental Tasks are fixed for each span. The Socio-economic and Cultural determinants of the individual during that span certainly make a vital impact on the individual. The stage of Adolescence is really crucial stage and that too have the same impact. But at this stage, the habits, the mood, the temperament and the character are internalized in the individual and brings a major change that keeps in the individual throughout his/her life. So, Developmental Task is a determinant of Socio-economic and Cultural factors of the individual.

### ***Developmental tasks of Adolescence:***

The Developmental Tasks of Adolescence are as follows: (i) Accepting one's physique and a masculine or feminine role, (ii) New relations with age-mates of both sexes, (iii) Emotional independence of parents and other adults, (iv) Achieving assurance of economic independence, (v) Relating and preparing for an occupation, (vi) Developing intellectual skills and concepts necessary for civic competence, (vii) Desiring and achieving socially responsible behavior, (viii) Preparing for marriage and family life, (ix) Building conscious values in harmony with an adequate scientific world picture.

## **COURSE - 1 CHILDHOOD AND GROWING UP**

### **UNIT – 6 -SOCIO–CULTURAL IMPACT ON LEARNER**

*Social Stratification – dimension of stratification–factors of family, school and media influence –social norms–social acceptance – socio-metric status, socio empathic ability– nature of prejudice – socio cultural impact on learning difficulties and Learning disabilities - cultural space of the learner –leadership influence in behaviour.*

#### **6.0 INTRODUCTION**

Society is a collection of different families. Family is a mirror that shows different strata of the society. The knowledge on the influence of social and cultural aspects of learning is of vital importance for teachers and it provides the space for maintenance of culture in the society.

#### **6.1 SOCIAL STRATIFICATION**

Social stratification is the division of society into various sections and groups. This division is called Stratification. The members belonging to one group behave with one another in similar manner while they behave with the members of the other group behave in a different manner. These groups carry with them different kinds of ranks and prestige. All these have recognition in the society. That is why this division is called ***Social Stratification***.

The development of role and status is not identical with stratification. The status involves a more limited aspect of the total role-status organization of social life. For example, status as related to age, sex, mentality and division of labor are not necessarily identical with ordering by class-gradation. Social stratification and Social Differentiation are the two most important processes found in most of the societies.

Today, Education has become an important factor that determines the wealth, power and status of individuals. An individual in the lower social stratum can move upward by



higher levels of education and employment. The rigidity of the social stratification disappears when an individual is educated. For Example,

- When educated women join higher jobs and earn monthly income, their social stratification changes.
- When a rural youth gains employment out of his education and earns more wealth, their social status and social stratification change.
- When the children of agricultural laborers in the villages receive higher education and they get a good job, his social stratification changes.

Hence, Education is an important factor to breakdown the rigid social stratification in our society. Social Stratification is the division of society in permanent groups or categories linked with each other by the relationship of superiority and subordination. It is a horizontal division of society into higher and lowers social units.

Social status is the arrangement of social element into groups on different horizontal levels and the establishment of status on terms of varying superiority and inferiority.

Social stratification is a process whereby the positional level of the members of the social group is definitely ranked as low or high in terms of Status, Class and Power. The recognition in the status forms the basis for Social Stratification.

#### **6.1.1 DIMENSION OF STRATIFICATION**

Weber saw three dimensions to stratification: (i) **Class**—the economic dimension, (ii) **Status** (Prestige)—the cultural and social dimension and (iii) **Power**—the political dimension.

#### **6.1.2 FACTORS OF FAMILY, SCHOOL AND MEDIA INFLUENCE**

**Family** influences an individual in different ways. Family being a social institution changes the behaviour of the individual. Family is an enduring association of parents and children. Its primary functions are the satisfaction of the members and the socialization of the child. It is a social agency for the education and protection of the race. It is in the family that

the child acquires such important qualities as sincerity, sympathy, self submission and consciousness of responsibility, etc. It is the character developed in the family which helps the child in becoming an important and responsible member of society. In every family, the child gets an opportunity for free expression of thoughts and development of his entire personality. Psychologists have incontestably proved that the proper development of the child is impossible without a good environment in the family.

*School* is an important part of society. The following issues have an impact of school on the learners: (i) Keeping Moral Power, (ii) Preservation of Historical Continuity, (iii) Preservation of Social Heritage, (iv) Guardians of Future, (v) Literary meets, (vi) acts as an instrument of social change and (vii) Training of leadership.

*Media* plays a vital role through the use of Radio, Television, Internet, Educational Video, Audio Cassettes and Print Media to make an individual to aware of his/her own surroundings. At the same time, it has its own positive and adverse effects.

## **6.2 SOCIAL NORMS**

Social Norms are rules developed by a group of people that specifies, how people should, how people should not, how people must and how people must not behave in various situations.

Social Norms are the expected behaviors of a society. Social Norms are different in every culture. They may be true or false. These influence the way we act and think. If we think that an act is acceptable we are more likely to do the same. Social norms perpetuate delinquent behaviour.

The Social Norms has its own functions. These are defined as follows:

- (i) Control Behaviour: Social Norms control our behavior in the way that they provide a set pattern for our behavior.

- (ii) Making behaviour systematic: The behavior of the people becomes systematic and follows certain patterns.
- (iii) Law and Order: Due to systematic and follows certain patterns of behaviour, Law and Order can be maintained in society.
- (iv) Self-control: Social Norms are also helpful in making self-control.

### **6.2.1 SOCIAL ACCEPTANCE**

Social Acceptance is defined as the fact that most people, in order to fit in with others, attempt to look and act like them. It is the ability to accept or to tolerate differences and diversity in other people or groups of people.

Promoting Social Acceptance is necessary for those students with special needs. Such students' perceptions may lead to withdrawal. This withdrawal can contribute to their rejections and the respective teacher found difficult in providing an appropriate learning situation.

### **6.3 SOCIO-METRIC STATUS**

Sociometry is a methodology for tracking the energy vectors of interpersonal relationships in a group. It shows the patterns of how individuals associate with each other when acting as a group toward a specified end or goal. This was developed by Jacob Levi Moreno (1934). He defined Socio-metry, as the mathematical study of psychological properties of populations. It is based on the fact that people make choices in interpersonal relationships. It is a way to measure the relationship between people in any social setting. In Education, Socio-metric assessment is a valuable means by which the teacher can determine the relationships of individual student to other students within the class. It also allows the teacher to track the roles of students in relation to one another within the classroom, identifying the popular children who are the centre of attention, and the neglected children who are overlooked by the majority of their peers. Socio-metry allows the teacher to develop



a greater understanding of group behaviour within the class, so that he/she may operate the class wisely in group management and curriculum development.

Socio-metric status is a measurement that reflects the degree to which someone is liked or disliked by their peers as a group. Bogardus introduced the Social picture of the classroom in Educational setup. He found the social distance between the students.

The most commonly used Socio-metric system, developed by Cole & Dodge (1988), asks children to rate how much they like or dislike each of their classmates and uses these responses to classify them into five groups:

**Popular children:** Children are designated as popular if they receive many positive nominations.

**Rejected children:** Children are designated as rejected if they receive many negative nominations and few positive nominations.

**Neglected children:** Children are designated as neglected if they receive few positive or negative nominations. These children are not especially liked or disliked by peers, and tend to go unnoticed.

**Average children:** Children are designated as average if they receive an average number of both positive and negative nominations.

**Controversial children:** Children are designated as controversial if they receive many positive and many negative nominations. They are said to be liked by quite a few children, but also disliked by quite a few.

## **SOCIOGRAM**

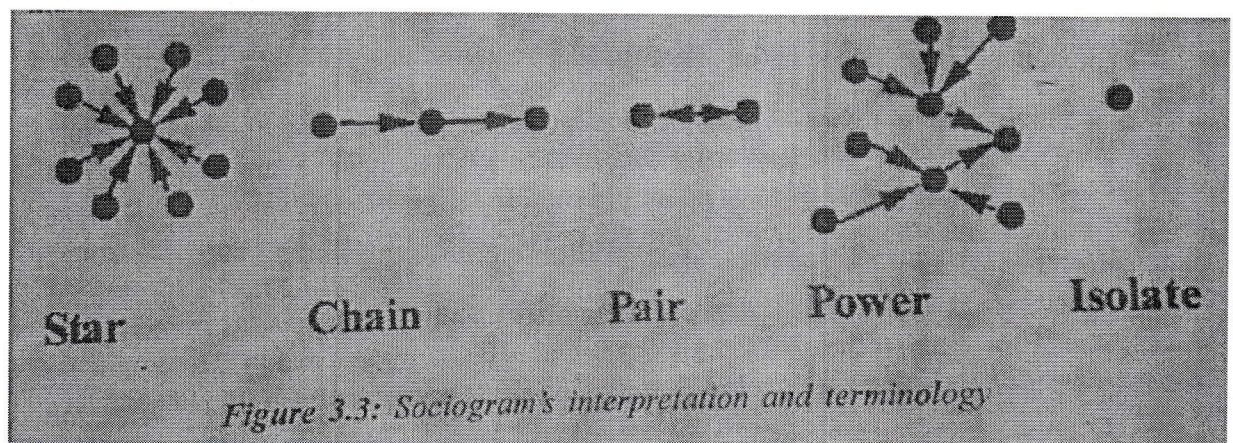
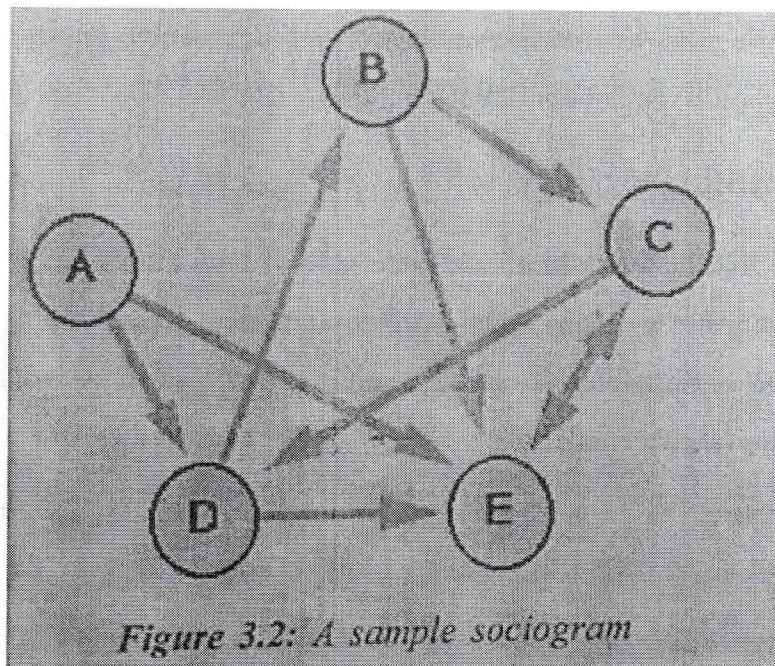
A Socio-gram is a charting of the inter-relationships within a group. Its purpose is to discover group structure, that is, the basic network of friendship patterns and sub-group

organization. The relations of any one child to the group as a whole are another type of information, which can be derived from a Socio-gram.

A Socio-gram, also known as a friendship chart, is a diagram that allows the teacher to analyze the social make-up of the class. It is a teacher-made device that is used to provide additional information regarding a student and how he/she interacts with peers. A Socio-gram is constructed after students answer a series of questions that illustrate the students' preferences about classmates. A Socio-gram is an important tool in the Social Discipline Model that allows a teacher to provide misbehaving students opportunities for social acceptance. As a result, the misbehaviour of the student will no longer occur. It is a valuable tool for determining how his/her classmates view a student. Students respond to a teacher-provided direction such as *"List the two classmates with whom you would most like to sit". "Write the name of the person with whom you would enjoy working on a project.", If you were going on a vacation, which of your classmates would be nice to have along, and why?"*

A Socio-gram's value to a teacher is in its potential for developing greater understanding of group behavior so that he/she may operate more wisely in group management and curriculum development. The use of a Socio-gram is useful in highlighting the basic network of friendship patterns and sub-group organization within the larger group. This diagrammatic representation (for example, classroom Socio-metry) also helps give a sense of the social status of individuals within the class, and an idea of the overall classroom climate. The findings can be used in arranging seating within the class, formulating the composition of work groups, and in identifying students who may require assistance in developing the social skills needed to be included actively as a member of the class. It is a valuable tool in behaviour management planning especially in classroom setting. A sample sociogram is given in the figure.





The following steps should be followed while making Socio-gram:

1. Devise a question: State it in simple and easy-to-understand language.
2. Have students write their answers to your question. Allow and encourage your students to make their choices privately.
3. List the students and mark the number of times he/she was selected.
4. Make a large diagram of those with simple terminology and Socio-gram.
5. Draw arrows from each student to the student selected by them.



6. Survey the diagram to assess popularity and interaction preferences. This information should remain confidential.

#### **6.4 SOCIO-EMPATHIC ABILITY**

Up to the age of 5 years, most children are not aware of how others feel about them. Gradually, their awareness grows as their social horizons broaden. Even before they enter into school, they are able to verbalize this awareness and gradually, children recognize their levels of preference. Children's awareness of how well they are accepted by members of the social group comes from many sources. This is understood as Socio-empathic ability.

Socio-empathic ability normally increases with age and marked variations exist at every age level. Also, the ability to perceive the individual's own status in the group generally develops more slowly than the ability to perceive the status of others. This is to be expected because one can be more objective about matters which affect others than about those which affect the individual.

The correlation between intelligence and Socio-empathic ability is very high. Sex differences are also apparent in early childhood with girls being superior to boys and among older children, the gap between boys and girls narrows.

Accuracy in Socio-empathic ability varies accordingly to poor and rich children. Popular children have close contacts with their peers and they are quite aware of how others feel about them. Very unpopular children tend to underestimate their unpopularity due to their lack of popularity that has deprived them of opportunities to gain social insight.

##### **6.4.1 NATURE OF PREJUDICE**

Prejudice is a preconceived judgment toward a person due to gender, political opinion, social class, age, disability, religion, sexuality, race/ethnicity, language, nationality, or other personal characteristics.

There are *three sources for Prejudice*. They are (i) Social Sources, (ii) Emotional Sources and (iii) Cognitive Sources.

Prejudice arises due to *Social Sources* through (i) Unequal Status, (ii) Habit of Self-fulfilling Prophecy, (iii) Threats due to Stereotypes, (iv) Social Identity, (v) Maladjustment among the members of the group and (vi) Group Conformity.

The *Emotional Sources* of Prejudice are due to two individual psychological issues namely, (i) Personality Dynamics and (ii) Frustration and Aggression.

The Prejudice due to *Cognitive factors* is (i) Categorization (Classification), (ii) Distinctiveness in their subjective perception and (iii) Attribution.

## **6.5 SOCIO-CULTURAL IMPACT ON LEARNING DISABILITIES**

The increasing diversity in our schools, the ongoing demographic changes across the nation and the movement towards globalization dictates that we have to develop a more in-depth understanding of culture if we want to bring about true understanding among diverse populations.

### **6.5.1 LEARNING DIFFICULTIES AND LEARNING DISABILITIES**

Learning Difficulty is a problem of understanding or an emotional difficulty that affects a person's ability to learn and to get along with their fellow-members.

A learning difficulty does not affect general intelligence, whereas a learning disability is linked to an overall cognitive impairment. Therefore, Learning Difficulties is generally applied to people with global, as opposed to specific difficulties, indicating an overall impairment of intellect and function.

Specific Learning Difficulties affect the way information is learned and processed. They are neurological rather than psychological, usually run in families and occur independently of intelligence. They can have significant impact on education and learning

and on the acquisition of literacy skills. Specific Learning Difficulties co-occur with difficulties of disorder, which affect ability to socialize and communicate effectively.

Examples of Specific Learning difficulties are as follows: (i) Dyspraxia, (ii) Dyslexia and (iii) Attention Deficit Hyperactivity Disorder (ADHD).

Below are some of the estimated numbers of people affected by some of the most common learning difficulties:

- Approximately 10% of the population is affected by Dyslexia to some extent.
- Dyspraxia affects between 5 and 10% of the population to some extent, with around 2% being affected severely.
- Attention Deficit Hyperactivity Disorder (ADHD) affects approximately 3 to 9% of school-aged children and young people, with around 1% being affected severely.

***Dyslexia:*** Dyslexia is a hidden disability thought to affect around 10% of the population, 4% severely. Dyslexia is usually hereditary. They may also have difficulty with spelling words correctly while writing and letter reversals are common. But, Dyslexia is not only about literacy, although weaknesses in literacy are often the most visible sign. It usually affects the way of information processed, stored and retrieved, with problems of memory, speed of processing, time perception, organization and sequencing.

***Dyscalculia:*** Dyscalculia is a difficulty understanding Mathematical concepts and symbols. It is characterized by an inability to understand simple number concepts and to master basic numeracy skills. There are likely to be difficulties dealing with numbers at very elementary levels; this includes learning number facts and procedures, telling the time, time keeping, understanding quantity, prices and money.

***Dyspraxia:*** Dyspraxia, Developmental Coordination Disorder (DCD), is a common disorder affecting fine and/or gross motor coordination in children and adults. DCD is distinct from other motor disorders such as cerebral palsy and stroke. The range of intellectual ability



is in line with the general population. Individuals may vary in how their difficulties present, these may change over time depending on environmental demands and life experience, and will persist into adulthood. An individual's coordination difficulties may affect participation and functioning of everyday life skills in education, work and employment. Children may present with difficulties with self-care, writing and play as well as other educational and recreational activities. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social emotional difficulties as well as problems with time management, planning and organization and these may impact an adult's education experiences.

***Attention Deficit (Hyperactivity) Disorder (ADHD):*** Signs of Attention Deficit (Hyperactivity) Disorder includes inattention, restlessness, impulsivity, erratic, unpredictable and inappropriate behaviour, blurting out inappropriate comments or interrupting excessively. Some students come across unintentionally as aggressive. Most fail to make effective use of feedback. If no hyperactivity is present, the term Attention Deficit Disorder should be used. These individuals have particular problem remaining 'dreamy' and not to be paying attention. Students with this condition are very easily distracted, lose track of what they are doing and have poor listening skills. By failing to pay attention to details, they may miss key points.

***Autistic Spectrum:*** Autistic characteristics can co-exist with the conditions affected with unusual behaviours due to inflexible thinking, over-reliance on routines, a lack of social and communication skills. Mostly with, (i) Memory difficulties, (ii) Organizational difficulties, (iii) Writing difficulties, (iv) Visual processing difficulties, (v) Reading difficulties, (vi) Auditory processing difficulties, (vii) Time management difficulties, (viii) Sensory distraction: an inability to screen out extraneous visual or auditory stimuli and (ix) Sensory overload: a heightened sensitivity to visual stimuli and sound and an inability to cope with busy environments.

**Visual Stress:** Students with Dyslexic difficulties may experience visual disturbance: (i) When reading, text can appear distorted and words or letters appear to move or become blurred, (ii) There may be difficulties tracking across the page, (iii) Paper backgrounds can appear too dazzling and make hard to decode. (v) Good lighting can help overcome some visual problems and in particular the avoidance of white boards and white paper. Coloured filters can help settle down visual disturbance.

## **6.6 CULTURAL SPACE OF THE LEARNER**

The most capacious space within which we think about ourselves is called culture. Culture is the way of life of a people. It consists of conventional patterns of thought and behaviour, including values, beliefs, rules of conduct, political organization, economic activity, and the like, which are passed on from one generation to the next by learning - and not by biological inheritance. The concept of culture provides a set of principles for explaining and understanding human behaviour. It is one of the distinguishing elements of modern social thought, and is one of the most important achievements of modern social science, and in particular of anthropology.

Learning is a culturally-referenced activity in that (1) many of the ideas students learn are culturally determined, (2) cultural influences initiate the purpose or reason for learning, (3) cultural influences make suggestions about how to think and learn and (4) to learn culturally valued ideas, learners need to align their personal knowledge with the Socially-culturally accepted group understanding.

Culture determines the learning styles of the learner. The different modes of reflective learning are obtained from culture. The role of group collaboration makes changes in the individual and hence to the respective culture that he is living.

It is also known that an individual learner's culture, family background and socioeconomic level affect his or her learning. The context in which someone grows and



develops has an important impact on learning. These beliefs, principles and theories have an important impact on the opportunities for success for every student in our schools.

In order to bridge the cultural differences, the teacher can use effective communication. They should teach and talk about differences between individuals and should show how differences among the students make for better learning. The teachers should attend for community/cultural events of the students and should discuss the events with the students. Teachers know that students learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation.

Children from homes in which the language and culture do not closely correspond to that of the school may be at a disadvantage in the learning process. These children often become alienated and feel disengaged from learning. People from different cultures learn in different ways. Their expectations for learning may be different. For example, students from some cultural groups prefer to learn in cooperation with others, while the learning style of others is to work independently. To maximize learning opportunities, teachers should gain knowledge of the cultures represented in their classrooms and adapt lessons so that they reflect ways of communicating and learning that are familiar to the students.

Children learn about themselves and the world around them within the context of culture. Students from minority cultures may feel pressured to disavow themselves of their cultural beliefs and norms in order to assimilate into the majority culture. This can interfere with their emotional and cognitive development and result in school failure.

The following Teaching Strategies are used for better learning: (i) Use cooperative learning especially for material new to the students, (ii) Assign independent work after students are familiar with concept, (iii) Use role-playing strategies, (iv) Assign students'



research projects that focus on concepts that apply to their own cultural group and (v) Provide various options for completing an assignment.

## **6.7 LEADERSHIP INFLUENCE IN BEHAVIOUR**

Leadership occupies an important place in the sphere of education because it is the school which creates the future leaders of the nation. Although all individuals do not possess the same qualities of leadership, the atmosphere of the school helps to develop these qualities. In order to develop the qualities of leadership among the students, they should entrust with various job of responsibility.

## COURSE - 1 CHILDHOOD AND GROWING UP

### UNIT 7: REPRESENTING THE REALITIES

*Notion of stereotype –gender, class, poverty–Childhood &adolescence in media & Social media – different Socio–economic status of society – realities of present age children–child labour in household , unorganized factories, bondage labour in remote villages–Child Abuse and child trafficking-child law–interpretation of significant events.*

#### **STEREOTYPE**

Stereotypes are usual ways/patterns of leading life. These are the cognitive framework that influences the processing of social information.

For Example;

**Education** – 1. Removal of ignorance, 2. Inculcation of knowledge, 3. Professional choice....

**Agriculture** - 1. Manual labour, 2. Machines introduced, 3. Factories involved...

#### **NOTION OF STEREOTYPE (GENDER, CLASS, POVERTY)**

##### **Gender**

*Gender stereotype is beliefs about the personal attributes of females and males*

- ☞ The female stereotype is to settle down and have children, whereas the traditional stereotype from a man is to go out and work and provide for the family.
- ☞ The typical stereotype for a woman is that they love and for men, that they make love sportive.

##### **Class**

- ☞ Stereotypes of lower class are school dropouts, living in high crime areas. Another stereotype of lower class is people that can't keep a job due to their habits or addictions. The lowest class has greater number in the world.
- ☞ Middle class stereotypes tend to be a small business men that have 'medium size homes'. Middle class people are more careful with their money. There may be connections between income and expenditure.
- ☞ Upper class stereotypes are seen as always wearing business clothes and living in nice city areas. They can afford more money on recreation.

### **Poverty**

Stereotypes of Poverty include living conditions high to low. People with better living conditions tend to have more opportunities for income and vice versa. Less income people tend to have poor living conditions.

### **Regional Identity**

- ☞ Regional identity is identifying someone's identity by what they do or how they speak.
- ☞ For example, people use the native language, profession, area etc.

## **CHILDHOOD & ADOLESCENCE IN MEDIA & SOCIAL MEDIA**

### ***Impact of Media On Childhood***

- Television has the potential to generate both positive and adverse effects.
- Television can be a powerful teacher.
- Public Television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings.
- Educational videos can certainly serve as powerful pro social teaching devices.
- Television is an effective way of advertising products to children of various ages
- Watching violent television programs and movies increase violent behaviour in children.



- Excessive television watching contributes to the increased incidence of childhood obesity.
- Excessive television watching may have a deleterious effect on learning and academic performance.
- Watching certain programs may encourage irresponsible sexual behaviour

### ***Impact of media on adulthood***

- Print Media played very important role in our Independence.
- Television (Channels Like Discovery, History & National Geographic provide plenty information & knowledge)
- Internet ....A Double Edge Sword.
- Internet is the fastest way of Communication.
- It has helped the world to become a Village.
- Adverse effects were also possible.
- Helped in improving Standard of education.
- Made them aware of their Rights & Equality Status.
- Media has helped them to become more competitive.
- Made them Conscious of their Look.
- Media has helped them to become Self-Dependent.

## **BENEFITS OF CHILDREN AND ADOLESCENTS USING SOCIAL MEDIA**

### ***Socialization and Communication***

Social media sites allow students to accomplish online and many of the tasks that are important to them offline: staying connected with friends and family, making new friends,

sharing pictures, and exchanging ideas. Social media participation also can offer adolescents deeper benefits that extend into their view of self, community, and the world.

- It provides opportunities for community engagements
- It enhances collective creativity through development and sharing of artistic and musical endeavors;
- It involves for the growth of ideas from the creation of blogs, podcasts, videos, and gaming sites;
- It expands an individual's online connections through shared interests to include others from more diverse backgrounds
- It fosters the individual identity and unique social skills.

### ***Enhanced Learning Opportunities***

Opportunities for the enhancement of learning were provided through social media, particularly for all respective ages.

### ***Accessing Health Information***

Adolescents are finding that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as infections, stress reduction, and signs of depression. Adolescents with chronic illnesses can access Web sites through which they can develop supportive networks of people with similar conditions. The mobile technologies have already produced multiple improvements in their health care, such as increased medication adherence, better disease understanding, and fewer missed appointments. Given that the new social media venues all have mobile applications, teenagers will have enhanced opportunities to learn about their health issues and communicate with their health specialists.

## **DIFFERENT SOCIO-ECONOMIC STATUS OF SOCIETY**

### ***SOCIO-ECONOMIC STATUS***

Socioeconomic status (SES) is an economic and sociological combined measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's SES, the household income, earners' education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status is typically broken into three categories (high SES, middle SES, and low SES) to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

### **MAIN FACTORS DETERMINING SOCIO ECONOMIC STATUS**

#### **Income**

Income refers to wages, salaries, profits, rents, and any flow of earnings received. Income can also come in the form of unemployment or workers compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance. Income inequality is most commonly measured around the world by the Gini coefficient, where 0 corresponds to perfect equality and 1 means perfect inequality.

Income can be looked at in two terms, relative and absolute. Absolute income is the relationship in which as income increases, so will consumption, but not at the same rate. Relative income dictates a person or family's savings and consumption based on the family's income in relation to others. Income is a commonly used measure of SES because it is relatively easy to figure for most individuals.

#### ***Education***

Education plays a role in socio economic status (SES). Higher levels of education open room for better occupation and lower levels leads to low categories of occupation. Low levels



of education give less income jobs. Hence education in this aspect is responsible for socio economic status (SES).

### ***Occupation***

Occupational prestige, as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Additionally, it shows achievement in skills required for the job. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job.

In total, the majority of researchers agree that income, education and occupation together best represent SES, while some others feel that changes in family structure should also be considered. With the definition of SES more clearly defined, it is now important to discuss the effects of SES on students' cognitive abilities and academic success. Several researchers have found that SES affects students' abilities.

## **DIFFERENT SOCIO–ECONOMIC STATUS**

### ***Unemployed and Homeless***

Includes the long-term poor as well as those who are temporarily in poverty due to illness or job loss.

Reasons for homelessness include *poverty*, lack of *jobs*, lack of *affordable housing*, and *domestic violence*.

Between 500,000 and 1.5 million children and youth are homeless during a year.

Lack of awareness is the reason for it. It requires public schools to provide educational rights and protections for homeless children and youth

### ***The Working Class***

The working class includes those involved in manual labor.

The working class usually has *less job security*, work is more *sporadic*, and unemployment is *unpredictably affected by the economy*.

Almost 40% of the employed population is considered blue-collar workers.

Those at low end of pay scale are considered the “working poor.”

The Middle Class Occupations and incomes vary greatly.

Some middle-class members have comfortable incomes but little or no wealth, little savings, and no protection against catastrophic occurrences.

The middle class includes white-collar workers as well as professionals, managers, and administrators, who have more prestige than white-collar workers.

### ***The Upper Middle Class***

The upper class includes two groups:

- Individuals and families who control inherited wealth.
- High-level administrators, controlling stockholders of major corporations, and professionals.

Disparities in wealth between this class and members of other classes are astounding—they earn about 260 times as much as the average worker.

### ***Economic Inequality***

Economic inequality is based on earnings of a member of the family. It is subdivided into three levels, low, average and high income levels. Reduced income of the member leads to dissociates the family when compared to other families. This leads to poverty.

Poverty is most likely to be a condition of the *young, persons of color, women, full-time workers in low status jobs and the illiterate*

## **REALITIES OF PRESENT AGE CHILDREN**

Education is the most important that enables a child to realize his or her full potential; to think, question and judge independently; develop sense of self-respect, dignity and self-confidence; learn to love and respect fellow human beings and nature; in decision making; develop civic sense, citizenship and values of participatory democracy.

- In India, only 53% of habitation has a primary school.
- In India, only 20% of habitation has a secondary school.
- On an average an upper primary school is 3 km away in 22% of areas under habitations.
- In nearly 60% of schools, there are less than two teachers to teach Classes I to V.
- On an average, there are less than three teachers per primary school. They have to manage classes from I to V every day.
- Dropout rates increase alarmingly in class III to V, its 50% for boys, 58% for girls.
- 1 in 40, primary school in India is conducted in open spaces or tents.
- More than 50 per cent of girls fail to enroll in school; those that do are likely to drop out by the age of 12.
- 50% of Indian children aged 6-18 do not go to school

## **CHILD LABOUR IN HOUSEHOLD**

**Child labour** refers to the employment of children in any work that deprives children of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful.

Factories and mines were not the only places where child labour was prevalent in the early 20th century. Governments and reformers argued that labour in factories must be regulated and the state had an obligation to provide welfare for poor. Legislation that followed had the effect of moving work out of factories into urban homes. Families and women, in particular, preferred it because it allowed them to generate income while taking care of household duties.



Home based manufacturing employ children as well. Home based manufacturing operations were active year round. Families willingly deployed their children in these income generating home enterprises. In many cases, men worked from home. Millions of families operated out of home, even seven days a week, the whole month, the whole year, to produce garments, shoes, artificial flowers, feathers, match boxes, toys, umbrellas and other products. Children aged 5–14 worked alongside the parents. Rural areas similarly saw families deploying their children in agriculture. International labour organizations has to take steps to eradicate this child labour issue.

### **Causes of child labour**

- Primary causes
- Cultural causes
- Macroeconomic causes

### **Consequences of child labour**

- Diamond industry
- Fireworks manufacture
- Silk manufacture
- Carpet weaving
- Domestic labour
- Mining
- Cotton Industry

### **Child Labour statistical data**

Children are often treated as the "property" of the very adults who are supposed to care for them; they are ordered around, threatened, coerced, and silenced, with complete disregard of them as "persons" with rights and freedoms.

- 17 million children in India work as per official estimates.
- A study found that children were sent to work by compulsion and not by choice, mostly by parents, but with recruiter playing a crucial role in influencing decision.

- When working outside the family, children put in an average of 21 hours of labor per week
- 90% working children are in rural India.
- 85% of working children are in the unorganized sectors.
- About 80% of child labour is engaged in agricultural work.
- 25% of the victims of commercial sexual exploitation in India are below 18 years of age.
- Millions of children work to help their families because the adults do not have appropriate employment and income thus forfeiting schooling and opportunities to play and rest.
- Large numbers of children work simply because there is no alternative - since, they do not have access to good quality schools.
- Poor and bonded families often "sell" their children to contractors who promise lucrative jobs in the cities and the children end up being employed in hotels and domestic work and for even illegal activities. Many run away and find a life on the streets.

All children have the right to be protected from work that interferes with their normal growth and development. Abandoned children, children without families and disabled children need special care and protection.

### **UNORGANIZED FACTORIES**

In unorganized sectors, the employee has fewer facilities than the employees of organized sector. Some are mentioned bellow:

- 1) Workers working in unorganized sector get few wages.
- 2) There is no provision for overtime, paid leave, holidays, leave due to sickness etc.
- 3) Employment is a subject to high degree of insecurity.
- 4) A large number of people doing small jobs such as selling on the street or doing repair work come under unorganized sector.
- 5) It is a largely outside the control of government.

### **BONDAGE LABOUR IN REMOTE VILLAGES**

A person becomes a bonded labourer when his or her labour is demanded as a means of repayment for a loan. The person is then tricked or trapped into working for very little or no pay, often for seven days a week. The value of their work is invariably greater than the original sum of money borrowed.

### **INDIAN CONSTITUTION**

- ❑ *Article 21 of the Constitution of India guarantees the right to life and liberty. The practice of bonded labour violates all of these constitutionally-mandated rights.*
- ❑ *Article 23 of the Constitution prohibits the practice of debt bondage and other forms of slavery both modern and ancient. Traffic in human beings and beggar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with the law.*
- ❑ *Article 24 prohibits the employment of children in factories, mines, and other hazardous occupations.*
- ❑ *Together, Articles 23 and 24 are placed under the heading "Right against Exploitation," one of India's constitutionally-proclaimed fundamental rights.*

### **Bonded Labour System (Abolition) Act, 197 - Salient Features of the Act:**

- 1) totally abolishes bonded labour
- 2) to identify and rehabilitate bonded labourer
- 3) identify certain scheme on committees to be formed at the district level
- 4) punishment of up to 3yrs imprisonment and/or fine
- 5) Any attachment of property of bonded laborers stands cancelled from the date of enforcement of the act
- 6) Employers not to evict the bonded labourer from the accommodation provided

### **CHILD ABUSE**



- Child Abuse is defined as causing or permitting any harmful or offensive contact on a child's body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child.
- Any act or omission, which fails to nurture or in the upbringing of the children.
- Defined as a variety of abnormal behaviors directed against children.
- Child abuse in general is a psychological problem or perversion of the abuser. The abuser is referred to as the perpetrator of abuse.

Child abuse is more than bruises and broken bones. While physical abuse might be the most visible sign, other types of abuse, such as emotional abuse or child neglect, also leave deep, long lasting scars. Some signs of child abuse are subtler than others. The earlier abused children get help, the greater chance they have to heal from their abuse and not perpetuate the cycle. Learn the signs and symptoms of child abuse and help break the cycle, finding out where to get help for the children and their caregivers.

### ***FORMS OF CHILD ABUSE***

- Physical abuse
- Sexual abuse
- Psychological/Emotional abuse
- Neglect

#### ***Physical Abuse***

The inflicting of physical injury upon a child. This may include, burning, hitting, punching, shaking, kicking, beating, or otherwise harming a child. The parent or caretaker may not have intended to hurt the child; the injury is not an accident. It may, however, been the result of over-discipline or physical punishment that is inappropriate to the child's age.

#### ***Signs of Physical Child Abuse***

- Unexplained burns, cuts, bites, bruises or black eyes.
- Seems frightened and reluctant to go home.
- seems unusually withdrawn or overly aggressive.
- fear of a particular person.

### *Sexual Abuse*

- an inappropriate sexual behavior with a child. It is when a child is forced or persuaded into sexual acts or situations by others
- any forced sexual activity, exposure to sexual stimulation not appropriate for the child's age.

### *Signs of Sexual Child Abuse*

- sudden refusal in participation of physical activities.
- shows unusual sexual knowledge or behavior.
- have difficulty walking or sitting.
- irritation of excretory organs

### *Psychological/Emotional Abuse*

- also known as: verbal abuse, mental abuse, and psychological maltreatment
- Includes acts or the failures to act by parents or caretakers that have caused or could cause, serious behavioral, cognitive, emotional, or mental disorders
- Constantly blaming or putting down a child; excessive yelling, shaming.

### *Signs of Psychological Child Abuse*

- depression and hostility.

- shows extreme in behavior such as over demanding or extreme passivity.
- attempted suicide.
- low self esteem.

### *Neglect*

Neglect is the withdrawal of or failure to provide a child with the basic necessities for physical growth and development. This can include inappropriate clothing for the weather, unhealthy food or no food at all, lack of supervision, denial of medical care to a sick or injured child or denial of love and affection.

It is a pattern of failure to provide for the child's physical needs, such as food, clothing, shelter, and medical care; a pattern of failure to provide for the child's emotional needs, such as affection, attention, and supervision.

### *Signs of child neglect*

- hunger and inadequate growth from poor nutrition
- consistently dirty, offensive body odor, unkempt.
- inappropriate and lack of sufficient clothing.
- failure to get needed medical care.
- illness left untreated.
- poor school performance, tardiness or absenteeism

### *Effects of child abuse and neglect*

All types of child abuse and neglect leave lasting scars. Some of these scars might be physical, but emotional scarring has long lasting effects throughout life, damaging a child's sense of self, ability to have healthy relationships, and ability to function at home, at work and at school. Some effects include:



- Lack of trust and relationship difficulties.
- Core feelings of being “worthless” or “damaged.”
- Trouble regulating emotions.

### ***Consequences of Child Abuse***

- It will encourage your child to lie, resent, fear, and retaliate, instead of loving, trusting, and listening
- It will alienate your child from you and the rest of your family & make him a saint.
- It will lower your child's self esteem, and affect your child's psychological development and ability to behave normally outside his home.
- When your child grows up, your child could probably carry on the family tradition, and abuse your grandchildren.
- Your child may exclude you from his adult life. For example, you might not be invited to your child's wedding, or not be allowed any contact or relationship with your grandchildren.

### ***Laws implemented for Child Abuses***

#### **Republic Act No. 7610 (June 17, 1992)**

Section 1 is the **Special Protection of Children Against Abuse, Exploitation and Discrimination Act.**

Section 2 is the **Declaration of State Policy and Principles.** It is hereby declared to be the policy of the State to provide special protection to children from all forms of abuse, neglect, cruelty exploitation and discrimination and other conditions, prejudicial their development and provide sanctions for their commission and carry out a program for prevention and deterrence of and crisis intervention in situations of child abuse, exploitation and discrimination

**Republic Act No. 7610 (February 2, 1992)** is an act Providing for Stronger Deterrence and Special Protection of Children against Child Abuse, Exploitation, and Discrimination

Providing Penalties for its Violation, and for Other Purposes." This provides a more comprehensive mechanism for child protection.

**Republic Act No. 7658 (October 1993)** is an act Prohibiting the Employment of Children Below 15 Years of Age in Public and Private Undertakings, defines child labor as the "illegal employment of children below 15 years of age and the employment of those below 18 years in hazardous or deleterious work. It also differentiates between child labor and child work, the latter being defined as an acceptable vocation for children.

**Executive Order No. 56** authorizes the Department of Social Welfare and Development to take protective custody of child victims of prostitution and sexually-exploited children. This is important, especially for those who are aware or informed about an abuse or victims of abuse so that they will know the proper department which can give full response to their concern.

### **CHILD TRAFFICKING**

Child trafficking, according to UNICEF is defined as "any person under 18 who is recruited, transported, transferred, harboured or received for the purpose of exploitation, either within or outside a country". There have been many cases where children just disappear overnight, as many as one every eight minutes, according to the National Crime Records Bureau. Children are taken from their homes to be bought and sold in the market. In India, there is a large number of children trafficked for various reasons such as labour, begging, and sexual exploitation. Because of the nature of this crime; it is hard to track the exact figures regarding this issue. India is a prime area for child trafficking to occur.

### ***REASONS FOR CHILD TRAFFICKING***

There are many contributing factors to child trafficking, which include economic deprivation, conditions, lack of employment opportunities, social status, and political uprisings. Many of the families in India are unable to afford the basic necessities of life, which forces the parents to sell their children off to gangs, and the gangs to exploit them. Having approximately half of those in India living under the poverty line, this results in desperate measures being taken to make any money they can. As there aren't even decent employment opportunities available,

parents will do anything from sweeping the streets to selling their kids, even if it only makes them a few rupees. The fact is that children, are more vulnerable than adults, making them an easier target and a commodity for gangs. They are looked upon as more expendable than the rest of the population which makes them available as objects to be sold. Another cause of sexual exploitation is that people around the world find pleasure in the outcomes of this abuse, therefore causing a demand for it.

## **TYPES OF CHILD TRAFFICKING**

### ***Labour***

Legally, children in India are allowed to do light work, but they are often trafficked for bonded labour, and domestic work, and are worked far beyond what is allowed in the country. Those forced into labour lose all freedom, being thrown into the workforce, essentially becoming slaves, and losing their childhood.

### ***Illegal activities***

Children, over adults are often chosen to be trafficked for illegal activities such as begging and organ trade, as they are seen as more vulnerable. Not only are these children being forced to beg for money, but a significant number of those on the streets have had limbs forcibly amputated, or even acid poured into their eyes to blind them by gang masters. Those who are injured tend to make more money, which is why they are often abused in this way. Organ trade is also common, when traffickers trick or force children to give up an organ.

### ***Sexual exploitation***

Sexual exploitation is an issue that is faced among many developing countries and is defined as “the sexual abuse of children and youth through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money”. Often young girls are taken from their homes and sold as items to become sex slaves and even forced into prostitution.

## **STATISTICAL DATA ABOUT CHILD TRAFFICKING**

- According to UNICEF, 12.6 million children are engaged in hazardous occupations.



- In 2009, it was estimated 1.2 million children are trafficked worldwide for sexual exploitation, including for prostitution or the production of sexually abusive images
- Only 10% of human trafficking in India is international, while almost 90% is interstate. Nearly 40,000 children are abducted every year of which 11000 remain untraced according to a report by the National Human Rights Commission of India.
- NGO's estimate that 12,000-50,000 women and children are trafficked into the country annually from neighbouring states for the sex trade
- There is an estimated 300,000 child beggars in India
- Every year, 44,000 children fall into the clutches of the gangs

### ***ACTION AGAINST TRAFFICKING***

Although there is an Immoral Traffic Prevention Act in place to aid in the immorality of human trafficking, "it only refers to trafficking for prostitution hence does not provide comprehensive protection for children. Nor does the Act provide clear definition of "trafficking". Also, India has failed to uphold The Palermo Protocol, which provides protection to children against trafficking. It is estimated that 200,000 persons are trafficked in India every year. Only 10% of human trafficking in India is international, while almost 90% is interstate. Nearly 40,000 children are abducted every year of which 11000 remain untraced according to a report by the National Human Rights Commission of India

### **CHILD LAW**

- ☐ **Children Act of 1989** - A legislative measure and not the central pillar of law and policy relating to children
- ☐ **United Nations Convention on the Rights of the Child 1989 (UNCRC)** - It provides a comprehensive listing of rights for children, social, economic, cultural, civil, and political.
- ☐ **The State Parties to the Convention shall:**

1. Respect and ensure the rights to each child within their jurisdiction without discrimination of any kind, irrespective of the child's parents or his or her legal guardian's race, color, sex, language, religion, political opinion, national, ethnic or social origin, property, birth or other status (Article 2:1)
2. Register the child immediately after birth and have the right from birth to a name, nationality, and right to know and be cared for by his parents (Article 7:1)
3. Ensure that a child shall not be separated from his/her parents against his will, except when separation is necessary for the best interests of the child after having been determined by judicial review (Article 9:1)
4. Respect the rights of the child to freedom of thought, conscience, and religion (Article 14:1)
5. Recognize the rights of the child to freedom of association and peaceful assembly (Article 15:1).
6. Not subject the child to arbitrary or unlawful interference with his or her privacy, family, home, or correspondence nor to unlawful attacks on his honor and reputation (Article 16:1)
7. Recognize the important function of mass media and ensure that the child has access to information material from a diversity of national and international sources (Article 17:a,b)
8. Ensure recognition that both parents have common responsibilities for the upbringing and development of the child (Article 18:1).
9. Take all appropriate legislative, administrative, social, and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect, maltreatment, and exploitation (Article 19:1)
10. Provide assistance to a child temporarily deprived of a family environment (Article 20:1).
11. Permit a system of adoption that shall ensure that the best interests of the child shall be the paramount consideration (Article 21:1).
12. Recognize for every child the right to benefit from social security (Article 26:1).

13. Recognize the right of the child to education with a view to achieving this right progressively and on the basis of equal opportunity. (Article 28:1).
14. Recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education (Article 32:1).

### **INTERPRETATION OF SIGNIFICANT EVENTS**

Significant events have been considered for the removal of child labour and bondage labour. Child abuse and child trafficking were identified then and there and measures were taken for their rehabilitation. The following case histories were given for interpretation:

#### **Child abuse across the globe**

The UN Secretary General's Study on Violence against Children has given the following overview of the situation of abuse and violence against children across the globe.

WHO estimates that almost 53,000 child deaths in 2002 were due to infanticide. In the Global School-Based Student Health Survey carried out in a wide range of developing countries, between 20% and 65% of school going children reported having been verbally or physically bullied in school in the previous 30 days. Similar rates of bullying have been found in industrialized countries.

An estimated 150 million girls and 73 million boys under 18 have experienced forced sexual intercourse or other forms of sexual violence involving physical contact.

ILO estimates that 218 million children were involved in child labour in 2004, of whom 126 million were engaged in hazardous work. Estimates from 2000 suggest that 5.7 million were in forced or bonded labour, 1.8 million in prostitution and pornography and 1.2 million were victims of trafficking.

Only 2.4% of the world's children are legally protected from corporal punishment in all settings.



One of the major problems in understanding the scope of the subject of 'child abuse' is that it is extremely difficult to get responses from children on such a sensitive subject because of their inability to fully understand the different dimensions of child abuse and to talk about their experiences. It is therefore difficult to gather data on abused children. Further, definitions of abuse are not yet consistent within countries, much less from country to country or region to region. Yet governments do estimate that the number of abused and neglected children is alarming, and unless governments get their act together and respond to the situation by way of both prevention and treatment, we will be doing a grave injustice to our children and would be denying them their basic rights.

### *Child abuse in Asia*

While certain child abuse and neglect issues are common in almost all countries at the global level such as physical abuse, sexual abuse, emotional and psychological abuse, abandonment and, increasingly, problems of street children, there are also many issues which are prevalent only in certain regions of the world. For instance, in Asia where population density is high, the issues of child labour and child sexual exploitation are also high. Political instability and other internal disturbances, including conditions of insurgency in many countries in Asia are also creating major problems, with increasing number of child soldiers, refugee children, trafficked children and children on the streets. Prevention of child abuse and neglect is still an uncharted field in Asia. The largest population of children in the world live in South Asia and majority of these children lack access to proper health care, nutrition and education. This reflects the socio-economic reality of the developing countries of the Asian region. The main factors that contribute to the magnitude of the problem of child abuse are poverty, illiteracy, caste system and landlessness, lack of economic opportunities, rural-urban migration, population growth, political instability and weak implementation of legal provisions. Mostly, the approaches for prevention and methods of treatment of child abuse do not cover the entire gamut of abuse. Lack of reliable data on the incidence of child abuse and of knowledge of methods of prevention and treatment has been recognized and is being addressed by sovereign governments, national and international organizations e.g., UNICEF, Save the Children, etc.

### ***Child abuse in India***

Nineteen percent of the world's children live in India. According to the 2001 Census, some 440 million people in the country today are aged below eighteen years and constitute 42 percent of India's total population i.e., four out of every ten persons. This is an enormous number of children that the country has to take care of. While articulating its vision of progress, development and equity, India has expressed its recognition of the fact that when its children are educated, healthy, and happy and have access to opportunities, they are the country's greatest human resource.

## COURSE - 1 CHILDHOOD AND GROWING UP

### UNIT 8: MARGINALIZATION OF SOCIAL DIFFERENCE

*Underprivileged sector of society—(Girl child, children in dalit household and differently abled) –present status of underprivileged in India- delinquency child – measures to eradicate marginalization –community involvement, implementation of laws, internalizing values*

#### UNDERPREVILEGED SECTOR OF THE SOCIETY

There are people with different status in our country. Some of them are in higher status living a facilitative life and some on the other extreme. The later do not have any facility and living separately even in the midst of people. Those we call them as ***Under-privileged***. They will form a sector in the population as a particular gender, particular part of the people living in particular area, etc. There are many children in India, who are underprivileged in many means. They basically lack with the basic needs. They are deprived due to lack of Food, Education, Clothes and Shelter. They lived in unhygienic environment.

***Marginalization*** is the social process of becoming or being made marginal as a group within the larger society. They are usually in a powerless or unimportant position within a society or a group. For example: The marginalization of the Underprivileged, The marginalization of Elders.

Underprivileged Children have less money and less education than the other people in the society. They have fewer advantage, privilege and opportunities than most people. These people are deprived through social or economic conditions. Deprived children lack in the rights and advantages of other members of the society, they are denied with the enjoyment of the normal privilege or right of society due to low economic and social status.



## **UNDERPRIVILEGED SECTOR OF SOCIETY – GIRL CHILD**

*(Please refer last Section of Unit 3 of CGU)*

## **UNDERPRIVILEGED SECTOR OF SOCIETY – CHILDREN IN DALIT HOUSEHOLD**

Dalits, who are officially classified as Scheduled Castes (SCs), comprise about 167 Million as per the Census held in 2001. It accounts for about 16.23 percentage of total population of India. There could be another estimated 35 to 40 Million or so who have converted to Christianity and Islam which are not treated as Scheduled Castes as per the Official records, whereas on the other hand, those who get converted to Sikhism and Buddhism have been accepted to be treated as Scheduled Castes officially too. The decennial growth rate of SC population between 1991-2001 is 20.15 percentages. The proportion of SC population living in rural area is more than the national average and the rate of urbanization of SCs is slower than that of the total population. Recognizing Human Rights Violations in Caste-Based Discrimination by the Indian State

Due to Caste System in India, the ‘Dalits’, formerly known as ‘Untouchables’, are discriminated. For them, the following rights are violated: (i) The Right against Untouchability, (ii) The Right to Education, (iii) The Right to Health, (iv) The Right to be free from Child Labour and manual Scavenging and (v) The Right to be free from Slavery.

These children were forced to clean the houses, offices, toilets and urinals on regular basis. They were routinely discriminated among their fellow children. Even in classrooms, they were forced to sit separately and forbid from participation in school events. These children were employed in the disposal of dead animals or must

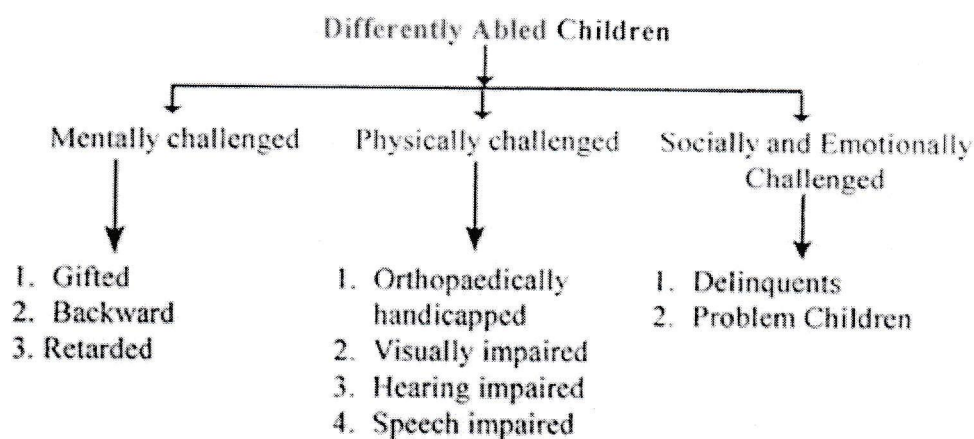
accompany their parents to work or to beg for food. At times, these children have been forced to leave school, or have never attended the school.

According to unofficial estimates, as many as 1.3 million Indian Dalits are employed as manual scavengers to clear human waste from dry pit latrines, often with their bare hands and without protective guard. Manual scavengers are considered to be at the very bottom of the caste hierarchy and are treated as untouchables even by other Dalits. The survey - Voices of Children of Manual Scavengers and a Survey by the Indian Human Rights Organization, Navsarjan Trust reveal wild discrimination against Dalit Children and students in direct contravention of numerous international and domestic laws banning caste discrimination and 'Untouchability' practices.

#### **UNDERPRIVILEGED SECTOR OF SOCIETY– AND DIFFERENTLY ABLED**

Differently-Abled (or Disability) is a term used for any restriction resulting from an impairment of ability to perform an activity in the manner or within the considered normal range for human beings.

Children with special needs or disability or the exceptional children are broadly classified as Mentally Challenged, Physically Challenged and Socially and Emotionally Challenged or Children with Behavioural Problems. Each category has been further classified according to the disabilities as shown here under:



Children with disabilities and their families constantly experience barriers to the enjoyment of their basic human rights and to their inclusion in society. Their abilities are overlooked, their capacities are underestimated and their needs are given low priority.

Persons with disabilities are those who are born with a disability, who acquire due to micro-nutrients deficiencies, become disabled in between due to accidents or trauma or some events in their life. Some may have single disability and some may have multiple disabilities. Besides their suffering from these disabilities they have other disadvantages and obstacles also. They face social, economic, cultural and physical barriers in the community. These severely affect their active participation in the life of their communities on equal terms like their normal partners.

All these indicate that efforts are to be taken to bring these people with disabilities on par with other children, who are without disabilities by providing health care services, education, vocational training and rehabilitation. This will enable them to develop self-confidence, self-esteem and independence to stand on their own legs without depending on others and be a burden to their families, the society and the nation.

## **PRESENT STATUS OF UNDERPRIVILEGED IN INDIA**



- Children constitute over one-third of India's population of 1.21 billion people, which means India is home to 400 million children.
- Every sixth child in the world lives in India (Ministry of Statistics and Programme Implementation- MoSPI, 2012)
- India has 10.12 million child labourers aged between 5 to 14 years (National Census 2011)
- An estimated 11.6 lakh children die every year within one year of their birth due to lack of immunisation. (Ministry of Health and Family Welfare, Government of India)
- Vaccine preventable diseases (VPDs) are still responsible for over 5 lakh deaths annually in India.
- As per Coverage Evaluation Survey (CES-2009), 61% of children aged 12-23 months in the country are Fully Immunized with all vaccines. Nearly 8% children in the same age group did not receive a single vaccine in 2009.
- A slight gender differential noted, with 62% of the male children having received full immunization, as against 60% of females (Ministry of Statistics and Programme Implementation (MOSPI), 2012)
- Roughly 50% of all working children are girls (data from government reports)
- Out of the 400 million children in India, every second child is malnourished (National Family Health Survey III – NFHS, 2005-06)
- In India the child sex ratio is at the lowest it has ever been with just 914 girls for every 1000 boys (Census, 2011)
- Maternal Mortality Ratio (MMR) in India continues to be high at 212 per 100,000 live births (Sample Registration System - SRS, 2011)

- Girls in India have 61% higher mortality than boys at age 1-4 years (National Family Health Survey III - NFHS)
- In India 22% babies are born with low birth weight (National Family Health Survey III - NFHS)
- In India about 55% of Scheduled Castes and Scheduled Tribes children under 3 years of age are underweight compared to about 37% of children from the general population of 400 million children (National Family Health Survey III - NFHS)
- The Under-5 Mortality Rate (U5MR) in India is 88.1% for Schedule Caste and 95.7% for Schedule Tribe children, against the national average of 59.2% (National Family Health Survey III - NFHS)
- In India 47 out of every 1000 live births do not complete their first year of life ((Sample Registration System - SRS, 2011)
- 79% children of the 400 million in India (6-35 months) are anaemic (National Family Health Survey III - NFHS)
- 56% adolescent girls (15-19 years) in India are anaemic, as against 30% adolescent boys (National Family Health Survey III - NFHS)
- Only 54% children of the 400 million in India receive full immunization (District Level Household & Facility Survey III - DLHI, 2007-08)
- Over 25% increase in child murders is noted since 2000 in India (National Crime Records Bureau - NCRB, 2011)
- The Net Enrollment Ratio (NER) at the Upper Primary Elementary Level in government schools in India is only 58.3% (Ministry of Statistics and Programme Implementation - MoSPI, 2012)

- Gross Enrollment Ratio (GER) at the Secondary Level in government schools in India is below 50% (District Information System for Education - DISE, 2011-12)
- One in every ten children is disabled in India.
- More than one in three women in India and over 60% of children in India are anemic.
- While one in every five adolescent boys is malnourished, one in every two girls in India is undernourished.
- Every sixth girl child's death is due to gender discrimination.
- 1 out of 4 girls is sexually abused before the age of 4 .
- 53% of girls in the age group of 5 to 9 years are illiterate.
- School dropout rate amongst adolescent girls in India is as high as 63.5% (Ministry of Statistics and Programme Implementation - MoSPI, 2012)
- Nearly 45% girls In India get married before the age of eighteen years (National Family Health Survey III - NFHS)

## **DELINQUENCY CHILD**

*Delinquency* is a kind of abnormality. When an individual deviates from the course of normal society life, his/her behaviour is called Delinquency behaviour. When a juvenile below the specified age exhibits behaviour which may be dangerous to society, he may be called *Juvenile Delinquent*.

*Juvenile Delinquency* is a social pathological phenomenon in the stage of adolescence that is caused by a form of social neglect and results in a developed form of a deviant behaviour. The delinquency rates are many times higher for boys than girls and they tend to be the highest during early adolescents. Juvenile Delinquency is more in urban than rural phenomenon. Poor Education and Low Economic background are major



attributes of Delinquency. Family, Peer Group, Neighbourhood and Educational Curriculum are the causes of Juvenile Delinquency.

To control the Juvenile Delinquent behaviour, we have to follow the following: (i) Accept the delinquents as a person in his/her own right and give affection and as well security, (ii) Provide the child with a variety of experiences like music, dance, arts and Crafts, (iii) Find out the reason for maladjustment, (iv) Attempt to build up a stable system of moral and social values in the delinquent and (v) Encourage the child to talk about and admit the existence of anti-social tendencies.

## **MEASURES TO ERADICATE MARGINALIZATION**

In order to eradicate Marginalization, we have to do the following: (i) Contribute money to help the marginalized to develop skills and resources, (ii) Help them by giving our time and some of them simply need someone to talk with them and (iii) Find charity and work for the education of these marginalized children.

The right to education is universal and does not allow for any form of exclusion or discrimination. However, both developing and developed countries face challenges guaranteeing equal opportunities to all in accessing education and within education systems. Marginalised groups are often left behind by national educational policies, denying many people their right to education. Although thinking about groups can be helpful, the distinction is somewhat artificial. People who are marginalized are very likely to be subject to multiple layers of discrimination, that is, they belong to more than one marginalized group.

Non-discrimination and equality are key human rights principles that apply to the right to education. States have the obligation to implement these principles at national

level. National laws can prohibit discrimination and create an environment enabling greater equity. Furthermore, affirmative action and promotional measures are often necessary in order to eliminate existing inequalities and disparities in education.

## **COMMUNITY INVOLVEMENT**

The statements of community involvement are produced by local authorities to explain to the public how they will be involved in the preparation of local development documents. They should set out the standards to be met by the authority in terms of community involvement, building upon the minimum requirements. Local authorities must ensure that any plan preparation work meets these minimum requirements.

The involvement of community in supporting youth is important. Civic leaders, village elders, religious figures, police, government administrators and other adults are vital but they can also be a problem to girls' empowerment if their behavior towards girls is inappropriate in perpetuating discrimination, harassment, sexual exploitation and stigmatization.

Girls should be exposed to other cultures so that they widen their knowledge and experience beyond their own cultural constraints. Governments and their partners must scale up effective programmes and mainstream girls' empowerment as an issue of justice

Girls must be included in finding solutions for their issues. This requires having girl's budgets, seats at the tables and capacity building for effective participation. Leadership development of girls is absolutely essential. Governments must reinforce collaboration and cooperation with many players including civil society organizations, businesses, religious groups and individuals. All of these actors should be encouraged to invest their resources in the girls.

The world is made up of two classes of people: the privileged and underprivileged. Every woman was once a girl child. To make girls' education a reality for every girl in every place requires not only our resources and policies, but also our voices and actions. Advocacy for girls should fill the halls of every parliament. But more than that, love, respect and support for girls must be the reality of all our homes, schools and communities.

### **IMPLEMENTATION OF LAWS**

The constitution laws have to be implemented to these marginalized sectors and the violation of the same should lead to punishment. A few Constitutional provisions for the SC/ST/OBC and Minorities:

Art. 15(4): Clause 4 of article 15 is the fountain head of all provisions regarding compensatory discrimination for SCs/STs.

Art. 15 (5): This clause was added in 93rd amendment in 2005 and allows the state to make special provisions for backward classes or SCs/STs for admissions in private educational institutions, aided or unaided.

Art. 16 (4A): This allows the state to implement reservation in the matter of promotion for SCs and STs.

Art. 17: This abolishes untouchability and its practice in any form.

Art. 19(5): It allows the state to impose restriction on freedom of movement or of residence in the benefit of Scheduled Tribes.

Art. 40: Provides reservation in 1/3 seats in Panchayats to SC/ST.

Art. 46: Enjoins the states to promote with care the educational and economic interests of the weaker sections, especially SC and STs.

Art. 275: Allows special grant in aids to states for tribal welfare.



Art. 330/332: Allows reservation of seats for SC/ST in the parliament as well as in state legislatures.

Art. 335: Allows relaxation in qualifying marks for admission in educational institutes or promotions for SCs/STs.

SC held that complete relaxation of qualifying marks for SCs/STs in Pre-Medical Examinations for admission to medical colleges is valid.

Art. 338/338A/339: Establishes a National Commission of SCs and STs. Art. 339 allow the central govt. to direct states to implement and execute plans for the betterment of SC/STs.

Art. 340: Allows the president to appoint a commission to investigate the condition of socially and economically backward classes and table the report in the parliament.

A few Constitutional provisions for Women:

Art. 15(3): It allows the state to make special provisions for women and children. Several acts such as Dowry Prevention Act have been passed including the most recent one of Protection of women from domestic violence Act 2005.

Art. 39: Ensures equal pay to women for equal work.

Art. 40: Provides 1/3 reservation in panchayat.

Art. 42: Provides free pregnancy care and delivery.

Art. 44: It urges the state to implement uniform civil code, which will help improve the condition of women across all religions.

## **INTERNALISING THE VALUES**

The social values have to be improved for eradicating these social differences. The humanitarian values, accepting all humans as equal, cooperation among people community are to be developed in order to eradicate the Social Differences. Every individual is unique and one has to see the positive qualities in them and treat everybody equal so as to develop the society and hence to lead a better cooperative life.

## UNIT 9: PERSONALITY AND SOCIAL COGNITION

*Meaning of personality – self-concept, self-acceptance, self-actualization, self-confidence, self-interest, self-disclosure, self-development, self-help– symbols of self – culture and the self–self discrepancies – threats to self-esteem –social Cognition.*

### 9.1 DEFINITION OF PERSONALITY

Personality is a dynamic organization within the individual of those psycho-physical systems that determines his/her unique adjustment to his environment. (Allport, 1948)

#### MEANING OF PERSONALITY

The definition of personality tries to provide personality with a physiological base and gives a balanced consideration to the role of heredity and environment in building the personality. It gives a complete picture of human behaviour by involving all of its conative, cognitive and affective aspects. It stresses the need of integration and organization of the behavioural characteristics. It aims at making personality somewhat measureable and assessable, thus giving it a scientific base.

#### 9.1.1 THEORIES OF PERSONALITY

There are five classifications in the ‘Theories of Personality’. They are:

- (A) Type theories (Hippocrates, Kretchmer, Sheldon and Jung),
- (B) Trait theories (Allport and Cattell),
- (C) Type-cum-Trait theories (Eysenck),
- (D) Psycho-analytic theory (Freud),
- (E) Social Learning theory (Bandura) and
- (F) Humanistic theory (Maslow and Carl Roger)



## 9.2 SELF

**SELF** is the retrospective view of himself/herself. Self is of two parts (a) Self-esteem and (b) Self-Identity.

**(a) Self-esteem** refers to an individual's overall view of himself/ herself.

*Self-esteem* refers to the way we see and think about ourselves. Our Self-esteem is made up of all the experiences and interpersonal relationships that we have had in our life. People, who feel good about themselves, do have more confidence to try new health behaviors. Building esteem is a first step towards your happiness and a better life. High self-esteem increases your confidence.

People with high Self-esteem are (i) More ambitious in what one hopes to experience in life, (ii) Seeks the challenge of worthwhile and demanding goals, (iii) Self-confident –wants to be with other self-confident people, (iv) More capable of having open, honest and appropriate communications with others, (v) Accept failure, (vi) Believes in self, (vii) Willing to try new things and (viii) Appreciate life.

People with low Self-esteem are (i) Fearful of change –seeks the safety of the familiar and undemanding, (ii) Uncertain of own thoughts and feelings, (iii) Feels anxious about the listener's response, (iv) People with low self-esteem are often drawn to each other – these relationships are often destructive – hurtful rather than helpful, (v) postponing decision, (vi) Set unrealistic goals and (vii) Exaggerated sense of self. These forms the threats to Self-esteem.

Reward yourself - Stop comparing yourself to others - Laugh more - Take care of yourself - Do something for someone - Keep a diary of all the good things you notice about yourself are the six golden rules to build Self-esteem.

**(b) Self-Identity:** Self Identity is extent of an individual's exploration and commitment of an individual provides Self-identity. Exploration involves examining meaningful alternative identities. Commitment means showing a personal investment in an identity and staying with whatever that identity implies. It is encompassed with four kinds of Identity status.

**(i) Identity Diffusion:** Identity Diffusion is a way of diffused state of self. It occurs when individuals have not explored the meaningful alternatives or made any commitments. (No Exploration and No Commitment)

**(ii) Identity Foreclosure:** Identity Foreclosure is a commitment without facing a crisis. It occurs when individuals have made a commitment but have not experienced any kind of crisis. (Commitment without Crisis)

**(iii) Identity Moratorium:** Identity Moratorium is meant for the absence of commitment when crisis occurs. It occurs when individuals are in the midst of a crisis, but their commitments are either absent or only vaguely defined. (No Commitment even in crisis).

**(iv) Identity Achievement:** Identity Achievement is meant for the presence of commitment when crisis occurs. It occurs when individuals have undergone a crisis and have made a commitment. (Commitment when crisis occurs).

### **9.2.1 NEED FOR SELF**

- ⇒ To have a more positive self-awareness
- ⇒ To see yourself honestly and to like or at least accept yourself
- ⇒ To remove the internal barriers that keep you from doing your best.

### **9.2.2 STAGES IN THE DEVELOPMENT OF SELF**

Self starts only at the starting of fourth month. There are four stages in the Development of Self of an individual namely, (i) Self-awareness (from 4 to twelve months), (ii) Self-recognition (from 13 to 18 months), (iii) Self-definition (from 18 to 36 months) and (iv) Self-concept (above 36 months).

### **9.3 SELF AND RELATED VARIABLES**

Psychologists refer 'I' as the SELF. It possess different variables namely,

- (i) Concept of an individual by the same individual –retrospective self, called as SELF-CONCEPT.
- (ii) Acceptance of Self – called as SELF-ACCEPTANCE.

- (iii) Motivation to develop an individual's overall potential – SELF-ACTUALIZATION.
- (iv) A positive belief and feeling on himself/herself – SELF-CONFIDENCE.
- (v) Individual's desires and needs –SELF-INTEREST.
- (vi) Sharing with someone on certain information of himself/herself and at the same time disclosing certain information – SELF-DISCLOSURE
- (vii) Improvement of Self-awareness and Knowledge on Self of an individual – SELF-DEVELOPMENT
- (viii) A guided improvement economically, intellectually, or emotionally, confronted with substantial psychological basis in the individual – SELF-HELP

### **9.3.1 SELF-CONCEPT**

*Self-concept* is an individual's perception of self and is what helps make each individual unique. Positive and negative self-assessments in the physical, emotional, intellectual, and functional dimensions change over time. Self-concept affects the ability to function and greatly influences health status. It evolves throughout life and depends to an extent on an individual's developmental level.

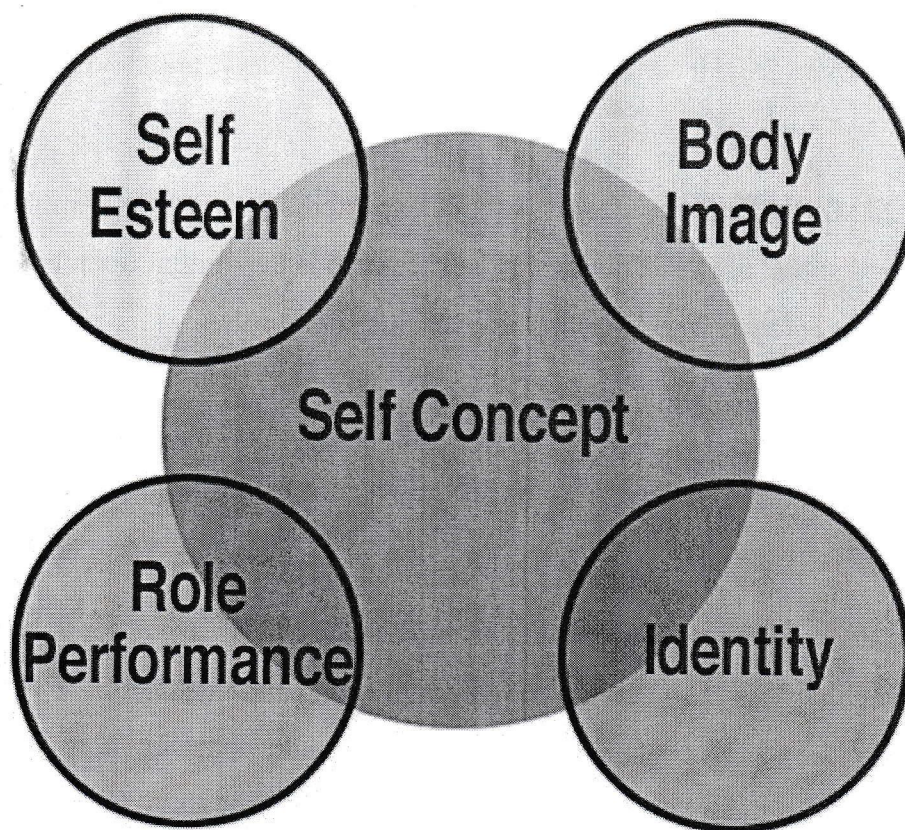
#### **9.3.1.1 FORMATION OF SELF-CONCEPT**

At first stage, Infant learns physical self different from environment. If basic needs are met, the child has positive feelings of self. The Child internalizes other people's attitudes toward their self and internalizes with the standards of the society.

There are different factors that affect Self-concept. They are (i) Altered Health Status, (ii) Experience, (iii) Developmental considerations, (iv) Culture, (v) Internal and external resources, (vi) History of success and failure, (vii) Crisis or life stressors and (viii) Aging, illness, or trauma.

#### **9.3.1.2 INTERRELATIONSHIP OF COMPONENTS OF SELF-CONCEPT (SYMBOLS OF SELF)**





(A) **IDENTITY:** A sense of personal *identity* is what sets one person apart as a unique individual. *Identity* includes a person's name, gender, ethnic identity, family status, occupation, and roles. One's personal identity begins to develop during childhood and is constantly reinforced and modified throughout life.

(B) **BODY IMAGE:** *Body image* is an attitude about one's physical attributes and characteristics, appearance, and performance. It is dynamic because any change in body structure or function, including the normal changes of growth and development, can affect it. *Self-Ideal* is the perception of behavior based on personal standards and self-expectations. *Self-ideal* serves as an internal regulator to support self-respect and self-esteem.

(C) SELF-ESTEEM: *Self-esteem* is the judgment of personal performance compared with the self-ideal. It is derived from a sense of giving and receiving love, and being respected by others.

(D) ROLE PERFORMANCE: *Role* refers to a set of expected behaviors determined by familial, cultural, and social norms. The level of self-esteem is dependent upon the self-perception of adequate *role performance* in these various social roles.

### 9.3.1.3 BUILDING OF SELF-CONCEPT

An individual can build his/her Self-concept, by means of the following hierarchical ways introspectively:

- (i) List and develop the personal strengths and abilities,
- (ii) Set attainable goals based on the individual's wants and needs,
- (iii) Search for the positive relationships with others and
- (iv) Recognize what the individual has to accomplish.

### 9.3.2 SELF-ACCEPTANCE

*Self-acceptance* is acceptance of Self. It is an individual's satisfaction or happiness with oneself, and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about oneself that they are of *unique worth*.

### 9.3.3 SELF-ACTUALIZATION

Humanistic Psychology, the so-called third force in Psychology (the other two being behaviourism and psychoanalysis) reflects a humanistic trend in dealing with and understanding human behaviour. It believes in the goodness of man and reposes optimistic confidence in man's positive nature. Abraham Maslow and Carl Rogers are notable to this school.

Abraham Maslow adopts humanistic approach for studying human behaviour and personality. According to this theory, human beings are basically good rather than evil and there



lies in every one an impulse or craving towards growth or the fulfillment of one's potentials. The goal is to seek self-actualization. The personality of a human being depends upon his/her style of striving towards the ultimate goal of self-realization. His theory of Self-Actualization suggests a hierarchy of needs. The pattern of behaviour is always governed by the satisfaction of our needs from the lower, base level to the upper top level. (From biological needs to till self-actualization) That is, the realization of one's basic human potential to the maximum extent and as effectively as possible.

According to Maslow's hierarchy of needs, individuals' needs must be satisfied in this sequence.

- Physiological: Hunger, thirst, sleep
- Safety: Ensuring survival, such as protection from war and crime
- Love and belongingness: Security, affection, and attention from others.
- Esteem: Feeling good about oneself
- Self-actualization: Realization of one's potential

Carl Roger's Personality theory stresses the importance of an individual's self for determining the process of his growth, development and appropriate adjustments to his environment. There are two basic systems underlying his personality theory-the organism and the self. Rogers considers them as systems operating in one's phenomenological field. The organism is an individual's entire frame of reference. It represents the totality of his experience – both conscious and unconscious. The second system, the 'self' is the accepted, aware part of experience. The self as a system of one's phenomenal field can perhaps be best understood in terms of our concept of oneself. Also he propagated that one's personality is the interaction between the organism and the self or the inner-world and the experiences.

Roger stresses the Self-actualizing tendency. He introduced the terms Congruence and Incongruence. A high degree of congruence means that communication (what one expresses), experience (what is occurring in the field) and awareness (what one is noticing) are all similar. Incongruence takes place when there are discrepancies between awareness, experience and communication of experience. At that time, the individual does not express what he is actually feeling, thinking or experiencing. This kind of incongruence is perceived as defensiveness.



The cognitive perspective proposed the concept competence motivation. It is the idea that people are motivated to be effectively with their environment, to master their world, and to process information efficiently. The social perspective proposed the need for affiliation it is the motive to be securely connected with other people. This involves establishing, maintaining and restoring warm, close personal relationships. Students' need for affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendships, their attachment to their parents, and their desire to have a positive relationship with their teachers.

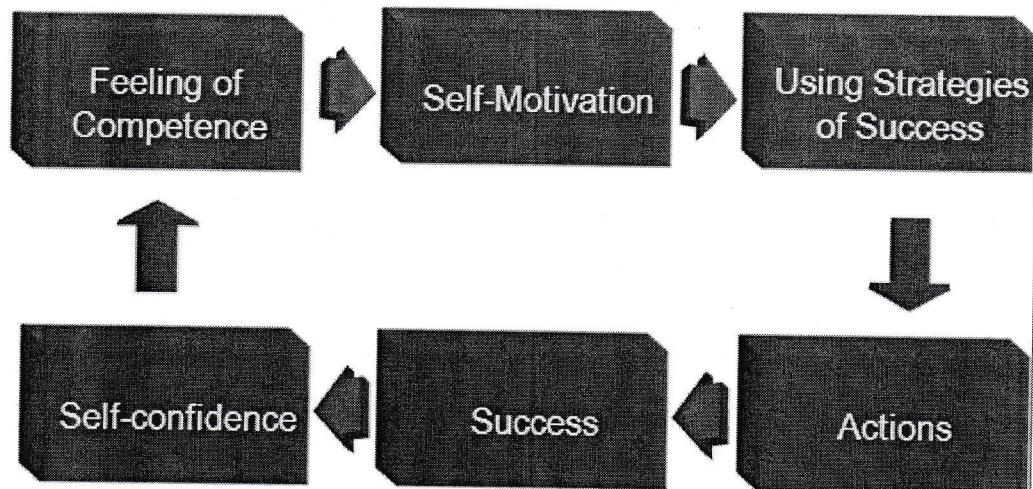
The characteristics of matured Personality are as follows: (i) Ability to perceive reality accurately, (ii) Willingness to accept reality readily, (iii) Naturalness and spontaneity, (iv) Ability to focus on problems rather than on themselves, (v) Need for privacy, (vi) Self-sufficiency and independence, (vii) Capacity for fresh, spontaneous, non-stereotyped appreciation of objects, events and people that they encounter, (viii) Ability to attain transcendence, (ix) Identification with humankind and shared social bonds with other people, (x) They may have few friends but have deep relationships with at least some of these friends, (xi) A democratic, egalitarian attitude, (xii) Strongly held values and a clear distinction between means and ends, (xiii) A broad, tolerant sense of humours, (xiv) Inventiveness and creativity with the ability to see things in new ways, (xv) Resistance to conform to social pressures and (xvi) Ability to go beyond dichotomies and bring together opposites.

***Self-actualization*** is the motivation to develop one's full potential as a human being. It is possible only after the lower needs namely, physiological needs, safety needs, love and belongingness needs, esteem needs and to reach self actualization. According Maslow, self actualized individuals include being spontaneous, problem-centered rather than self centered and are creative.

#### **9.3.4 SELF-CONFIDENCE**

***Self-confidence*** is a collection of positive beliefs and feelings that your child has about him or herself. It is the belief in one's own capability to accomplish a task and select an effective approach to solve a problem. It includes confidence in one's ability as expressed in increasingly challenging circumstances and confidence in one's decisions or opinions

## Self-confidence Cycle



People with high Self-confidence: (i) Are tend to trust their opinion even in the face of opposition, (ii) Are decisive, (iii) Take risks and try new things and (iv) Have a presence in all aspects.

People with low Self-confidence: (i) Avoid confrontation with people, (ii) Do not trust their judgment, (iii) Hesitate to try new things (iv) Avoid challenges and (v) Unable to stand up for their rights.

Self-confidence (i) Arouses positive emotions, (ii) Facilitate concentration, (iii) Affects the setting and pursuit of challenging goals, (iv) Increases effort, (v) Affects individual's strategies and (vi) Affects psychological momentum.

### 9.3.5 SELF-INTEREST

**Self-interest** refers to a focus on the needs or desires (interests) of the self. A number of (a) Philosophical and (b) Psychological theories examine the role of self-interest in motivating human action.

(a) With respect to **Philosophy**, Self-interest includes:



- (i) Enlightened Self-interest: Enlightened Self-interest is a philosophy which states that acting to further the interests of others also serves one's own self-interest,
- (ii) Ethical Egoism: Ethical Egoism is the ethical position that moral agents *ought* to do what is in their own self-interest,
- (iii) Hedonism: Hedonism is the school of ethics which argues that pleasure is the only intrinsic good,
- (iv) Epicureanism: Epicureanism is a philosophical system related to hedonism,
- (v) Individualism: Individualism is a philosophy stressing the worth of individual selves and
- (vi) Rational Egoism: Rational Egoism is the position that all rational actions that are done in one's self-interest.

(b) With respect to *Psychology*, Self-interest includes:

- (i) Psychological Egoism: Psychological Egoism is the view that humans are always motivated by Self-interest and
- (ii) Narcissism: Narcissism is an unhealthy self-absorption due to a disturbance in the sense of self.

### **9.3.6 SELF-DISCLOSURE- AN EXPLANATION FOR SELF-DISCREPANCY**

*Self-disclosure* is sharing with someone information which helps him/her to understand oneself. It is most revealing when the sharing is in the present and least revealing when the sharing is about the past. It is a process of communication by which one person reveals information about himself or herself to another. The information can be descriptive or evaluative, and can include thoughts, feelings, aspirations, goals, failures, successes, fears, and dreams, as well as one's likes, dislikes, and favorites.

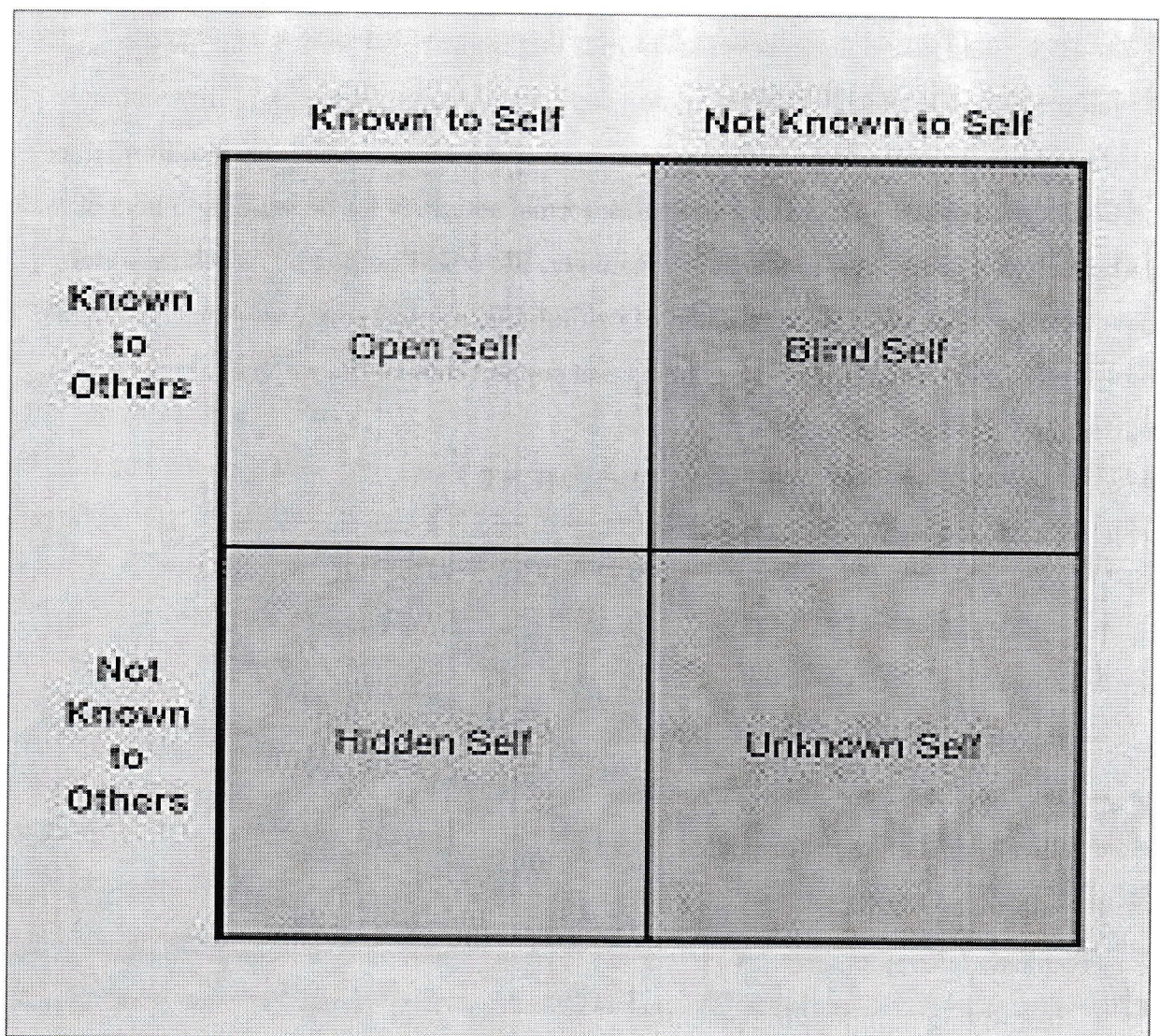
Ability to cope up with others, to maintain meaningful relationships with others, to maintain psychological health and to stabilize the knowledge of Self every individual is to move for Self-disclosing.



For better control over emotions, preserving mental and physical self, to maintain better relationships and more likely to get help from others in times of necessity, Self-disclosure occurs in individuals.

Personality, Culture, Gender and Emotions are the factors affecting Self-disclosure.

### **JOHARI WINDOW**



Self disclosure is transferring information from the hidden self to the open self. Carl Roger beliefs an individual's for determining the process of growth, development



and appropriate adjustment to environment. There are two basic systems underlying the personality, the organism and the self. Self-discrepancy is the gap between two of these self-representations.

### **9.3.7 SELF-DEVELOPMENT**

*Self/Personal Development* is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realize and maximize their potential.

Personal Development covers activities that improve awareness and identity, develop talents and potential, build human capital and facilitate employability, enhance quality of life and contribute to the realization of dreams and aspirations. Not limited to self-help, the concept involves formal and informal activities for developing others in roles such as teacher, guide, counselor, manager, life coach or mentor. When personal development takes place in the context of institutions, it refers to the methods, programs, tools, techniques, and assessment systems that support human development at the individual level in organizations

#### **9.3.7.1 ACTIVITIES OF SELF-DEVELOPMENT**

Personal development may include the following activities:

- improving self-awareness
- improving self-knowledge
- improving skills or learning new ones
- building or renewing identity/self-esteem
- developing strengths or talents
- improving wealth
- spiritual development
- identifying or improving potential
- building employability or (alternatively) human capital
- enhancing lifestyle or the quality of life

- improving health
- fulfilling aspirations
- initiating a life enterprise or (alternatively) personal autonomy
- defining and executing personal development plans (PDPs)
- improving social abilities

Children learn to use what they have learned in previous circumstances to adapt their responses to a new situation. This is called as *Self-modification*. *Self-efficacy* is the belief that one can master a situation and produce positive outcomes.

Personal development can also include developing other people. This may take place through roles such as those of a teacher or mentor, either through a personal competency (such as the skill of certain managers in developing the potential of employees) or through a professional service (such as providing training, assessment or coaching).

#### **9.3.8 SELF-HELP**

*Self-help or self-improvement* is a self-guided improvement—economically, intellectually, or emotionally—often with a substantial psychological basis such as recovery, dysfunctional families, co-dependency, friendship, emotional support, experiential knowledge, identity, meaningful roles, and a sense of belonging.

#### **9.4 THREATS TO SELF ESTEEM**

- Attitudes of Adults towards the growing infant and child.
- Emotionally disastrous experience of the individual, considered as a threat to self, which affects his stability.
- Self-attitudes are also affected by the status of the group to which a person belongs.
- The individual's role and status in the group.

#### **9.5 SOCIAL COGNITION**

Social cognition studies how people perceive, think about, and remember information about others. Much research rests on the assertion that people think about (other) people differently from non-social targets. This assertion is supported by the social cognitive deficits exhibited by



people with Williams's syndrome and autism. *Person Perception* is the study of how people form impressions of others. The study of how people form beliefs about each other while interacting is known as *Interpersonal Perception*.

A major research topic in Social Cognition is *Attribution*. Attributions are the explanations we make for people's behavior, either our own behavior or the behavior of others. We can ascribe the locus of a behavior to either internal or external factors. An *internal*, or dispositional, attribution assigns behavior to causes related to inner traits such as personality, disposition, character or ability. An *external*, or situational, attribution involves situational elements, such as the weather. A second element, attribution, ascribes the cause of behavior to either stable or unstable factors (whether the behavior will be repeated or changed under similar circumstances). Finally, we also attribute causes of behavior to either controllable or uncontrollable factors: how much control one has over the situation at hand.

## UNIT 10: TRANSFER OF LEARNING AND DEVELOPING SOCIO-ASSESSMENT ABILITY

*Transfer of Learning – its types- Meaning of Socio-assessment – Social Assessment in different contexts – Social Assessment Tools: Biographies, Stories, Observation, Journals (Portfolio) – Measures in Group relation – Genograms and Eco-maps.*

### 10.0 INTRODUCTION

Learning is the modification of behaviour. Most learning is readily transferable with a few modification/distraction to a number of like situations. The process of transferring is based on the observation of the environment and observation on themselves. Therefore, Learning is a social process of observing and imitation by Bandura. The ability of assessment by means of Social tools becomes necessary for any learner. Again the individual in a group also influences the learning. Heredity and Environment are necessary for the proper growth of the individual, relationship between hereditary issues were described through Genograms and Eco-maps.

### 10.1 TRANSFER OF LEARNING

The carry-over of habits of thinking, feeling, or working, of knowledge or of skills, from one learning area to another is usually referred to the *Transfer of Training*.

Transfer refers to the transfer of knowledge, training and habits acquired in one situation to another situation. It may be defined as a process of extending and applying behaviour.

#### 10.1.1 TYPES OF TRANSFER OF LEARNING

There are three kinds of transfer, namely Positive, Negative and Zero transfers. Transfer is said to be *Positive* when something previously learned benefits performance or learning in a new situation. When something previously learned hinders performance or learning in a new situation, we call it *Negative* transfer. In case if the previous

learning makes no difference at all to the performance or learning in a new situation, there is said to be **Zero** transfer from the previous situation to the new one.

**Positive Transfer:** When learning of one activity helps in the learning of another activity is called positive transfer. Example: Knowledge of typing is help full to learn computer typing.

**Negative Transfer:** When previously learnt activity become obstacle in learning another activity then it is known as Negative transfer. Example: Pronunciation of mother tongue become obstacle while pronunciation of English language.

**Zero Transfer:** When learning of one activity neither facilitates nor interferes with the learning of a new work. It is said to be Zero transfer. Example: There may be zero transfer in language and mathematics.

### 10.1.2 THEORIES OF TRANSFER

**1. Theory of Mental Discipline: (Faculty theory):** Mental discipline is the basis for transfer of training was first challenged by William James. He believes that the mind is composed of many independent faculties like memory, attention, imagination, reasoning and judgment etc. These faculties, according to this theory are nothing but the muscles of mind can be strengthened or improved through exercises (practice and use) like the muscles of the body.

William James wanted to see whether daily training in the memorization of poetry of one author. For this experiment he acted as a subject for himself. He memorized 158 lines from SATYR (Victor Huge) in 131 minutes and 50 seconds spread over eight days. Then he worked for about 20 minutes daily memorizing the entire first book of PARADISE LOST (Milton). This required 38 days. He back to SATYR and memorized 158 additional lines and took 151 minutes and 50 seconds which is more than the first instance. Finally, he concluded that memory was not affected by training. This theory stands almost rejected.



**2. Theory of Identical elements/Components:** The chief proponent of this theory in transfer of training was Thorndike. Later on Woodworth supported this theory. This theory maintains that the transfer from one situation to another is possible to the extent that there are common or identical elements in the situations. For example, there is a possibility of transfer from the field of Mathematics to the field of Physics to the extent that there are some common elements like symbols, formulae, equations etc.

**3. The Theory of Generalization:** The theory of Generalization has been put forth by Charles Judd. Generalization is nothing but a principle, law or rule which can be easily transferred to other situations.

The purpose of the experiment was to study the effect of instruction in the principle of refraction of light upon the ability of boys to throw darts at target placed under water. Two matched groups of students were taken and one, the experimental group was given theoretical orientation of refractive laws and the other, is controlled. At first trial, both the groups did not do well even though the experimental group has special instructions. At second trial, experimental group did well than its counterpart, since it had theory and practice (first trial) in throwing a dart. Judd concluded that it is the generalization of the general understanding which is usually transferred from the earlier situation to the later ones. Hence systematic organization (both theory and practice simultaneously) reveals the learning of transfer.

**4. Theory of Ideals:** This theory was put forward by W.C. Bagley. He asserted that generalizations are more likely to transfer if they are regarded as ideals – of some value as desirable.

In the first experiment, the emphasis is on the neatness only on the Arithmetic paper and not on the other papers. The result revealed that the answer papers of arithmetic were neat. After that it was followed for the other subjects, all the answer scripts were neat then. The conclusions arrived from this are that the ideals do transfer.

### **10.1.3 EDUCATIONAL SIGNIFICANCE OF TRANSFER OF TRAINING**

**1. Suitable Curriculum:** There is an urgent need to bring desirable changes in the school curriculum so that it may provide adequate opportunities for the transfer of knowledge, skills, habits and attitudes acquired in the class-room to life situations and experiences. The contents should accordingly, be chosen with reference to the learner's present and future needs. The curriculum as a whole should select a close integration within the different subjects.

**2. Proper methods of instruction:** Methods of instruction must also be modified in such a manner that the possibilities of transfer are increased. For that, (i) Integration of theory and practical, (ii) Rote learning should never be encouraged, (iii) Verbal illustration and the Audio-visual aid material should be used to make the learning interesting, alive and effective, (iv) Proper attention should be paid on the process of learning as well as on the product. Learner should be asked the Why, How questions.

**3. Due preparation on the part of the learner:** In order to seek maximum transfer, the teacher should always take the learner in confidence. He should be given proper training to transfer the knowledge gained in one subject to the other subjects and apply the class-room learning in the actual life situations. That is, the teacher should try to develop deliberate efforts for the transfer of their learning and experiences.

**4. Development of desirable attitudes and ideals:** Deliberate attempts should be made to develop desirable attitudes and ideals among the students.

**5. Due preparation on the part of the teacher:** Every teacher should realize the importance of transfer in the teaching process. He should himself get proper training for achieving maximum transfer of the things which he teaches to his students.

## **10.2. MEANING OF SOCIO-ASSESSMENT**

**Social research** is research conducted by social scientists following a systematic plan. Social research methods can be classified along a quantitative/qualitative dimension.

- (i) *Quantitative designs* approach social phenomena through quantifiable evidence and rely on statistical analysis to create valid and reliable general claims. (Related to Quantity).
- (ii) *Qualitative designs* emphasize understanding of social phenomena through direct observation, communication with participants, or analysis of texts, and may stress contextual subjective accuracy over generality. (Related to Quality).

While methods may be classified as quantitative or qualitative, most methods contain elements of both.

*Assessment* means the act of making a judgment about something. It is an idea or opinion about something.

### **10.2.1 SOCIAL ASSESSMENT IN DIFFERENT CONTEXT**

Social scientists employ a range of methods in order to analyze a vast breadth of social phenomena: from census survey data derived from millions of individuals, to the in-depth analysis of a single agent's social experiences; from monitoring what is happening on contemporary streets, to the investigation of ancient historical documents.

### **10.2.2 SOCIAL ASSESSMENT TOOLS**

Different Social Assessment tools namely, Biographies, Stories, Observation, Journals (Portfolio) were discussed.

#### **10.2.2.1 SOCIAL ASSESSMENT TOOLS - BIOGRAPHIES**

Biographies are historical records that are selective and contain subjective explanation by the author. Actually it is a subjective bias for others, but they are the primary resources of the events by the author-self. The available historical records may be selective and may contain the subjective bias of the author. These may overestimate the events of secondary importance.



The authors narrate their life issues, participatory issues and events occurred by them. Retrospection (Self-observation) method is the appropriate method for this tool. This tool also exemplifies the contemporary events occurs in their period. Autobiographies are document in a time of investigation.

#### **10.2.2.2 SOCIAL ASSESSMENT TOOLS - STORIES**

Stories are a narration of an incident or a series of events or an example. They may be a narration of the events in the life of a person or the existence of a thing, or such events as a subject for narration. In social-assessment, stories play a vital role because they act as one of the best method of teaching of socio-historical issues.

Stories, as a social research tool, provide more information for the period under investigation. It gives more detailed information about the event.

#### **10.2.2.3 SOCIAL ASSESSMENT TOOLS - OBSERVATION**

Observation means seeing things with a purpose. It consists in collecting the facts which are in the direct knowledge of the investigators. Observation is perception with a purpose. That is, observation is regulated perception. In observation, only the relevant things are taken into account. Therefore, it is essentially selective. Observation is the process of acquiring knowledge through the use of sense organs. Observation methods are used to gather information about a child's social skills in natural settings.

*Observation methods* can be highly structured wherein defined behaviors are measured for frequency of occurrence or measured for occurrence during specified time periods or intervals. Observation methods often include focus on the environmental variables that may increase or decrease a child's social skills, such as the reactions of peers and adults to a child's attempts at initiating conversation. Observations also can be conducted in what is known as analogue assessment, which involves having a child role-play social scenarios and observing the child's performance. Whereas rating scales provide summary measures that rely on some level of recall, observations have the advantage of directly sampling a child's behavior in actual social contexts or settings, thereby increasing the validity of the assessment. The limitations of observations are that

multiple observers are required to ensure reliable assessment (inter-observer agreement) and observations are more time intensive. Thus in applied settings they may provide limited information due to time constraints.

*Interview methods* are used to gather information about a child's social skill strengths and weaknesses, and to aid in the identification of specific skill deficits for intervention. Interviews can be used separately with children, parents or parent surrogates, and teachers, or conjointly with multiple sources. Interviews can be structured, with a focus on the identification and treatment of specific social skills, or interviews can be less structured, with a greater focus on feelings and perceptions about a child's social skills. As with rating scales, interview data can be viewed as summary recall information which should be validated with direct observation.

#### **10.2.2.4 SOCIAL ASSESSMENT TOOLS - JOURNALS (PORTFOLIO)**

*Portfolio assessment* is the form of authentic assessment in which systematically compiled collections of student work are reviewed by teachers and compared to a preset criterion. Portfolios are not as novel in other fields as they are in the classroom. Commercial artists, models, photographers, and journalists often use portfolios to showcase their achievement and skills. As such, a portfolio provides tangible evidence of accomplishments and skills that must be updated as the person grows and changes. For instance, writing samples collected over the course of a term can be used to document changes in student writing. In socio-assessment, two kinds of Portfolios are described. They are:

*(i) Evaluation Portfolios:* Contents focus on providing convincing evidence that specific types of accomplishments have been attained.

Examples:

- Evidence of subject-matter mastery and learning
- Evidence of high levels of accomplishment in an area
- Evidence of minimum competence in an area
- Evidence of a school district's accomplishments



(ii) **Communication Portfolios:** Contents focus on providing examples of accomplishments that may be either typical or that may impress others.

Examples:

- Pass on information about a student to the next teacher
- A school district's showcase

### 10.3 MASURES IN GROUP RELATION

Group relationship in Sociology can be assessed by Socio-metric techniques. Socio-metric assessment can be defined as the measurement of interpersonal relationships in a social group. Socio-metric measurement or assessment methods provide information about an individual's social competence and standing within a peer group.

School-based Socio-metric assessment often focuses on a child's relationships with regard to social popularity, peer acceptance, peer rejection, and reputation. Some Socio-metric assessment methods derive information on social relationships by assessing children's positive and negative social perceptions of one another, whereas other methods involve adult (teacher, parent) and self perceptions of children's social competencies or standing. Socio-metric techniques include *Peer Nomination, Peer Rankings, and Socio-metric Rankings*.

In the Peer Nomination Technique, children in a social group or school classroom anonymously identify social preferences for their classmates. One classic Socio-metric assessment method that has been shown to be effective in educational practice is Socio-metric rankings. In this procedure teachers rank the children in their classroom who the teacher views as having social behavior problems, sometimes in relation to internalizing and externalizing problem behaviors.

**Significance of Socio-metric Techniques to Education:** (i) Socio-metric measures remove social negotiability among children. (ii) These measures improve self-esteem of the individual. (iii) These techniques improve social ability and functioning of social skills.

### 10.4 GENOGRAMS

A Genogram is a pictorial display of a person's family relationships and medical history. It goes beyond a traditional family tree by allowing the user to visualize

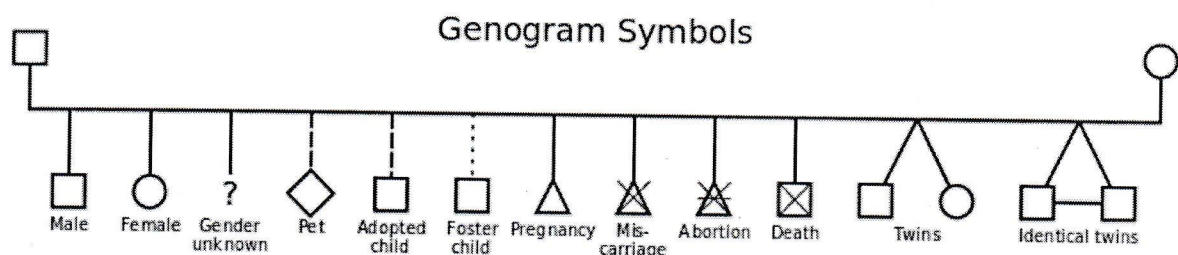


hereditary patterns and psychological factors that punctuate relationships. It can be used to identify repetitive patterns of behavior and to recognize hereditary tendencies.

Genograms were first developed and popularized in clinical settings by Monica McGoldrick and Randy Gerson through the publication of a book titled *Genograms: Assessment and Intervention* in 1985. Genograms are now used by various groups of people in a variety of fields such as medicine, psychiatry, psychology, social work, genetic research, education, and many more. Some practitioners in personal and family therapy use genograms for personal records and/ or to explain family dynamics to the client. Few if any genealogists use them.

#### 10.4.1. SYMBOLS OF GENOGRAMS

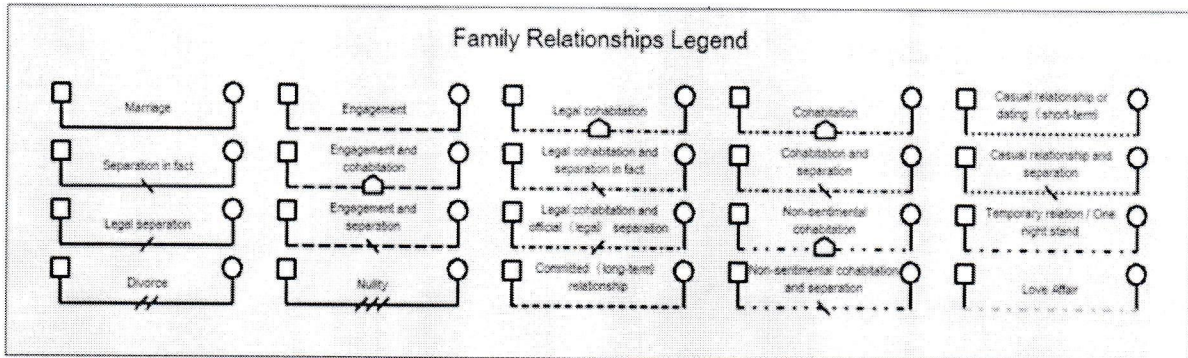
A Genogram is created with simple symbols representing the gender, with various lines to illustrate family relationships. Some Genogram users also put circles around members who live in the same living spaces.



Genogram symbols will usually have the date of birth (and date of death if applicable) above, and the name of the individual underneath. The inside of the symbol will hold the person's current age or various codes for genetic diseases or user-defined properties. A genogram can contain a wealth of information on the families represented. It will not only show you the names of people who belong to your family lineage, but how these relatives relate to each other.

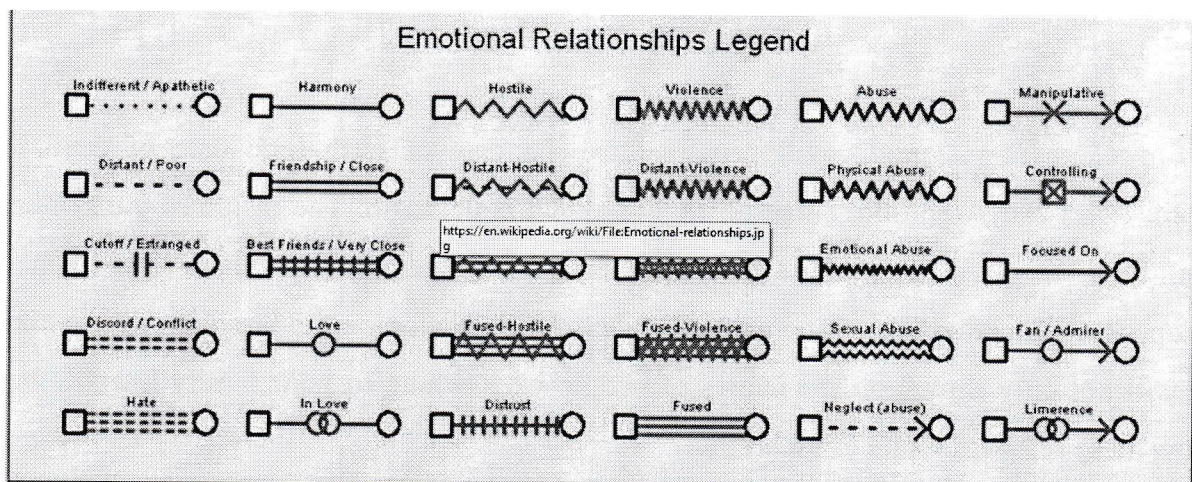
#### 10.4.1.1 FAMILY RELATIONSHIPS

One of the advantages of a genogram is the ability to use colour-coded lines to define different types of relationships such as family relationships, emotional relationships and social relationships. Within family relationships, you can illustrate if a couple is married, divorced, common-law, engaged, etc.



#### 10.4.1.2 EMOTIONAL RELATIONSHIPS

Genograms may also include emotional relationships. These provide an in-depth analysis of how individuals relate to one another. Colour-coded lines represent various emotional relationships that bond individuals together.



#### 10.4.1.3 SOCIAL RELATIONSHIPS

Another component of Genograms is social relationships. These allow users to link individuals who are not related to one another, but who have a connection in society-at-large, such as neighbor, co-worker, boss-employee, pastor church member, teacher-



student, etc. Social relationships can also illustrate an individual's relation to a social entity.

#### **10.4.2 USES OF GENOGRAMS**

A Genogram looks like a family tree, but with all the different types of relationships, it contains a significantly more detailed and complete picture of the family or group it illustrates.

Genealogists can use Genograms to discover and analyze interesting facts about their family history, such as a naming pattern, sibling rivalry, or significant events like immigration.

In Medicine, medical Genograms provide a quick and useful context in which to evaluate an individual's health risks. A medical Genogram is helpful in determining patterns of disease or illness within a family. A Genogram will help family therapists to make an appropriate assessment of the relationship patterns and where intervention may be needed to help the family reduce the dysfunction and/or problematic situation that brought them into therapy.

In Sociology, Genograms are used by Sociologists to gather objective and consistent information from the clients and their family, helping them to view the client's issues in the larger context of their marital relationship, family relationships and culture of origin and underlining key issues to discuss in client counseling. Genograms portray emotional relationships, which allow Sociologists to see and evaluate possible conflicts within the family. A Genogram will help social workers to make an assessment of the level of cohesiveness within a family or a group and to evaluate if proper care is available within that unit. Genograms also allow displaying social relationships that illustrate the places people attend such as schools, churches, youth facilities, associations or retirement homes.

Psychological patterns may be detected in the Genogram which provide the basis for precautionary and preventive measures that otherwise might not be warranted.

In Research, genograms allow researchers to understand multi generational processes within various plant and animal species, such as the development of mutations.



Genograms can also illustrate rates of renewal, mechanisms of survival, or processes involved in the regulation of tolerance, among other things.

In Education, Genograms can be used by teachers and students for illustrating book reviews, or family trees of a famous politician, philosopher, scientist, musician, etc. They allow them to focus their attention on specific details and also see the big picture of the books and individuals they are studying.

### **10.5 ECO-MAP**

An Eco-map is a graphical representation that shows all of the systems at play in an individual's life. Eco-maps are used in individual and family counseling within the social work and nursing profession. They are often a way of portraying Systems Theory in a simplistic way that both the social worker and the client can look at during the session. These were developed by Hartman in 1975 as a means of depicting the ecological system that encompasses a family or individual. An Eco-gram is a combination of a Genogram and an Ecomap.

#### **10.5.1 ECO-MAP SYMBOLS**

At the center of the Eco-map is the client (this can either be a family or individual). They are depicted in the center of the circle. Family connections are shown. There are also connections from all of the relevant systems that are at play in the clients' life. These systems are connected to either individuals or the entire circle by line:

- Thicker (darker) lines mean stronger relationship
- Curvy or red lines mean that the system is a stressful relationship
- Arrows pointing to the client mean that the system primarily influences the client
- Arrows pointing to the system mean that the client primarily influences the system
- Arrows pointing both direction depicts a two direction flow of influence

#### **10.5.2 SIGNIFICANCE OF ECO-MAP**

- (i) To identify the position of the client in the family relationship,
- (ii) To specify the client's status in the system and
- (iii) To find out the influencing factors for the client.