MANGALORE UNIVERSITY

CENTRE FOR DISTANCE EDUCATION

Mangalagangothri - 574 199

COURSE 1
Childhood and Growing up
BLOCKS 1, 2, 3 & 4

B.Ed. DEGREE PROGRAMME

(OPEN AND DISTANCE LEARNING)

FIRST YEAR B.Ed.

(For private circulation only)

Course - I

CHILDHOOD AND GROWING UP

Contents

Childhood and Growing up

Overview of the Course

Dear Students,

You might have observed that the system of education has undergone many changes reflecting the changes in society. There is a paradigm shift in the individual as well as societal demands. Techno-pedagogic skills are invariably required now. You can sense the mismatch between the visions previously envisaged and the future visions in the field of education. This tells about the utmost need of developing capacities to understand and interpret notions about children and childhood, and about growing up in realistic contexts. Education should change its focus from developing mastery over the subject to the needs of the learner and learning process. At the same time, the thrust should be on changing individual learning to collaborative learning, from passive learning to active learning.

In order to bring about this transformation from information loaded system of education to a constructive system, the application of psychological principles is important. Teachers play a significant role in shaping human development, which in turn depends upon the socio-cultural aspects of the country. This course titled **"Childhood and Growing Up"** aims to develop an understanding of children of different age groups. The main focus would be to enable the student teachers to grasp the different socio-political realities that construct different childhoods, such as the children's lived-in contexts of family, school, neighbourhood, and community. Having an interdisciplinary framework, this course includes contributions from cross-cultural psychology, sociology, and anthropology related to child development and childhood. Thus, child development, childhood, and adolescence are viewed in different socio-economic and cultural settings. Issues of marginalisation, difference and diversity, and stereotyping in context with the children's lived-in experiences are dealt with in this course, for example, living in slums, growing up as a girl, and growing up in a Dalit household.

Block 1 deals with concepts like development and learning in general and learner in specific. Contributions from eminent persons like Jean Piaget (cognitive development), Erickson (psycho-social development), and Kohlberg (moral development) are discussed with illustrations. In Block 2, certain misconceptions regarding childhood, as understood in an ideal situation and its contrast seen in the present situation, are discussed. Childhood in difficult situations like jail, war affected families, conflict situations, very poor families, and urban slums, and understanding children in the socio-cultural contexts of India are the focussed concepts. Open system society and closed system society are discussed along with their nature and the respective merits and demerits for the development of an individual and society. Along with this, the pedagogical implications of diversity are also discussed. In Block 3, adolescence in context to socio-cultural difference, impact of economic changes and urbanisation, and the influence of media on future adults, i.e., adolescents, their problems, emotional disturbances, risk behaviour, generation gaps, drug addiction, and abuse, are considered for discussion. Concepts such as personal hygiene, nutrition, and disease prevention and control are also taken in to consideration. In Block 4, you will come to know about the biological, social, and cognitive influences of gender and gender issues, social influences of gender, and gender stereotypes. The units also deal with similarities and differences in gender stereotypes of different genders and efforts in developing non-gender-stereotyped children. It also throws light on changes in family structure and gender roles as well as the shift in gender relations. Of course, in conclusion you can see the relevant educational implications.

Make the finest use of the study material. Wishing you all the very best!

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Block 1 : Learner, Development and Learning

Unit 1 : Growth and Development
Meaning, Concepts and Characteristics

Unit Structure

1.1.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning of growth;

- Describe the concept of Development;

- Explain the concepts that are related to growth and development;

- Differentiate between the processes of growth and development;

- Explain the characteristic features of growth and development;

- Establish relationship between development, learning and maturation; and

- Show how development is a synthesis of many functions and activities.

1.1.2 Introduction:

Growth and development are on-going processes in every individual's life. They are processes on a continuum. Due to this, one can observe many changes in the behaviour of an individual at different ages.

For example, the behaviour of a young child is different from that of the behaviour of a youth or a high school student. However, experts and psychologists say that learning involves behavioural change. To be clear, learning is defined as "desirable behavioural change that is relatively permanent". So, one can say that behavioural change with respect to respective chronological age is nothing but developmental changes and learning. All these have a very strong interrelationship. Thus, it becomes evident that the knowledge of childhood and growing up is a must for the teacher trainees.

1.1.3.1 Meaning and the Nature of the Concepts of Growth and Development

What is growth?

Now let us analyse how common people in their day- to- day life understand the concept of growth and development. We will study the following exercises from our day-to-day life and answer the questions given.

Exercise I

A young child of 4 years is compelling his father to give the car keys, so that he too can drive the car. But the father laughs and says "No dear, it is not possible for you now. To drive a car, you must first grow up and become a young man. Now you are just a young boy. When you become a young man, then the clutch, brake, and the gear of the car will be at a comfortable distance to your hand and feet, so you can handle them well and drive the car safely and easily".

Now try to answer the following questions

1. Why did the father not give the car key to the child?

   (a) Young boys cannot drive a car

   (b) Only adults can drive a car.

   (c) "Driving a car" is a skill and requires a certain level of physical development.

   (d) Usually young kids are crazy.

Answer: —————————

2   What is the implied meaning of the above question?

Exercise II

When Kamala was travelling in a city bus, she overheard a conversation between two women co-passengers. One lady was telling the other that one of her cousins had given birth to a baby girl. The surprising thing here is that the neonatal, baby girl, had 2 teeth on the lower jaw at the time of birth. Hearing this, the other lady was shocked, and asked "How is it possible?" Of course, the first lady did not have any specific answer to it.

1. What is the surprising thing in the above illustration and why is it surprising?

    (a)   Appearance of two teeth in a new born baby at the time of birth.

    (b)   According to developmental psychology, milk teeth appear at 6th to 7th month of a baby, but here it is not so,

    (c)   How come only two teeth? That too on lower jaw.

    (d)   There are specific stages of development, with specific features. In the above example, it is against this universally known fact.

    Answer: ————————

2. What do you infer?

Exercise III

Once, a couple went to purchase a ready-made dress, for their daughter who is 6 years old. When the salesman showed a variety of dresses, the wife selected one and asked her husband, "Will it be OK", He said, "it is OK, but for the size. Let us take a bigger size , so that even after 6-8 months, she can wear it. Otherwise it will become short for her". It is true also. Their daughter is growing very fast and becoming taller. Of course it is due to the phase of development.

1. Why did the couple select a bigger size dress?

    (a)   Their daughter was growing faster, and becoming taller.

    (b)   In order to get a loose – fitting dress.

    (c)   Larger size dresses will have longer durability.

    (d)   Larger size dresses are available for a lesser price.

    Answer: ——————————

2. What do you understand?

The first exercise indicates that the size of the hand and feet increases over a period of time. The second exercise indicates that there is some order in growth. The third exercise indicates that there will be an overall increase in the size of the human body with increase in age.

Growth is the act or process, or a manner of growing, development and gradual increase. Growth is a stage of development or completed development. Growth is the process of increase in size. Growth is also defined as "an increase, as in size, number, value, or strength".

Now, let us analyse the meaning of growth

Based on the inferences from the above exercises and the definitions given by experts, what can you understand about the concept and features of growth? Let us list them now.

- Growth is change;

- Growth takes time or is time consuming;

- Growth is orderly;

- Growth is measurable or quantifiable to a great extent;

- Growth can be positive or negative; and

- Growth is a step towards development.

We have now understood the meaning and the features of growth. Now, let us move on to understand the concept of development.

What is development?

Let us study the following examples.

Example 1 :

Rangappa is an agriculturist. He used to cultivate his land using the plough and the ox. Today he ploughs the land using a tractor. There is a change in the way he does his work. What is it?

Example 2 :

Suma was reading the kannada text with great difficulty. After some practice, today she can read it fluently. There is improvement in her Kannada reading ability. What do you conclude from this?

Example 3:

Nitin, a high school boy, used to participate in many debates conducted in different schools last year, but was not successful in winning a prize. But, today he is the proud winner of many prizes of many debate competitions. What is this due to?

- Example 1 indicates that there is a change in technology of agriculture leading to development.

- Example 2 indicates that there is a change or improvement in Suma's reading ability leading to better performance.

- Example 3 indicates that there is change in the speaking or debating skills of Nitin leading to his achievement.

These changes are known as development. To understand this better, let us look into some standard definitions of the term 'development' given by experts in the field.

- According to the Cambridge Dictionary, "development is the process in which someone or something grows or changes and becomes more advanced".

- Development is also defined as "an event constituting a new stage in a changing situation".

- "It is a specified state of growth or advancement".

- "Development is said to be the resultant of interactions between the individual and his environment".

Now, we have understood two major concepts, namely, Growth and Development. Let us now find out how can they be distinguished.

Growth and Development - Distinguishing Features:

- Growth being a physiological process, is always indicated by quantitative enhancement, like increase in size, height, weight, length and breadth of an individual. But development includes overall changes in which both quantitative and qualilative aspects contribute to each other. For example, a child's growth from early childhood to later childhood (i.e., from 6th year to 12th year) can be visible and measurable in terms of height, weight, and size, whereas the changes in vocabulary, numerical ability, and competency to identify and decide good and bad - are not visible. Though there are distinctions between growth and development, one has to agree that these two are interdependent. But development is more comprehensive and complicated than growth.

- Sometimes growth may occur devoid of development except in exceptional cases like extreme obesity and hormonal imbalance.

- Development involves different areas like physical, mental, social, moral, emotional and aesthetic.

- Growth is quantitatively measured and development is qualitatively measured.

- 'Growth' implies a limited and narrow meaning. It ceases when an individual reaches a certain age or stage. Contrary to this, development is more global and complex, and happens to be a continuous process.

- Growth is one of the integral parts of development. Whatever enhancement that is possible because of development, is highly influenced by growth.

- Growth cannot be imparted by training, where as in case of development, it is possible (For example, there is a variety training progress with reference to the acquisition of different skills).

- Growth is visible as well as measurable, but in case of development, though measuring is possible it is not easy.

- Development is also associated with other specific processes, like learning, maturation, synthesis, and finally equilibration.

'Check Your Progress I'

Select appropriate answer to complete the sentences

1. The statement related to growth is _____

   a) A ten years old boy speaks clearly than a two years old kid.

   b) Smitha a 5th standard student writes a very good handwriting.

   c) Ramu is the tallest boy in the class.

   d) Sarojini sings very well.

2. Growth is _____

   a) An abstract concept.

   b) Visible, measurable and quantifiable.

   c) Enhancement in thinking capacity.

   d) The resultant of learning.

3. Development involves _____

   a) Growth, learning, maturation, equilibration and synthesis.

b) Increase in height and weight.

c) Increasing of certain abilities.

d) Becoming an elderly person.

4. Development is _____

   a) Not related growth.

   b) A concrete process.

   c) An abstract process, hence not possible to measure.

   d) A process involving both quantitative and qualitative enhancement.

5. Growth means, it _____

   a) Cannot be imparted through training.

   b) Is the only factor that is responsible for development.

   c) Is under an individual's control.

   d) Could be planned and brought out.

6. Development is a process involving _____

   a) Only physical development.

   b) Different phases like baby hood, childhood, adult hood and old age.

   c) Ceases after crossing particular age.

   d) Chronological enhancement.

7. The areas which are identified under the process of development _____

   a) Skills

   b) Vocabulary

   c) Numerical ability

   d) Physical development, cognitive/ mental development, language development, social, moral and emotional development

 8) A properly developed person can be identified by his _____

   a) Matured behaviour

   b) Huge size

   c) Talkative nature

   d) Childish activities

9) The terms 'Growth' and 'Development'_____

    a)   Can be used inter changeably

    b)   Are synonymous

    c)   Are not one and the same

    d)   Inter-dependent and hence, influence each other

1.1.3.2. The Concept of Development and Learning

Use of mobile phones, of different versions (of different companies) along with a veriety of apps has made life in modern days very fast. Even society poses a demand on every individual to become computer competent. Or else, very soon they will lag behind others and become out- dated. This is a hard truth for teachers also. Teachers have to be abreast with the new inventions, information, and knowledge. This type of learning brings a transformation in an individual's personality.

Exercise 4

Now try to list the characteristic features of 4 to 5 year of non-school child as well as school going child.

Non-School Child	School Going Child

It will be obvious that the school going child is more disciplined, well -behaved, understanding, and intelligent relevant to its age. He/She It maintains some amount of cleanliness. compared with that of a non-school child. This is because of the influence of the school environment, loving teacher, friendly peer group etc.

It is very common to hear people saying that, if an young kid (below 3 to 4 year) is very mischievous and difficult to control, let him get enrolled in a school, then he will become disciplined, and will learn to respect elderly people.

Development and Learning

We know that development is a process, but learning is also a process. A person is the product of his learning. Whatever or whoever we are today, it is all due to our learning. Is it not so? No doubt in it. You know that learning brings changes in our behaviour. For

man, learning is the basic need. Psychologically speaking 'Learning' is a construct. (Construct means an idea or a mental impression that cannot be directly observed, but can be inferred from its effects). For example, concepts like energy, electrons, genes and ions, etc.

Let us consider some definitions of Learning

- Experiences are the major means of learning, and our sense organs are the gateways of knowledge or experience.

- Experiences can directly or indirectly bring changes in an individual. Therefore, in general, the changes in behaviour, which are due to experience are called learning.

- Melvin, H. Marx defines learning as "a relatively enduring change in behaviour which is a function of prior behaviour (usually called practice)".

- Learning is the process by which an individual acquires various habits, knowledge and attitude that are necessary to meet the demands of life in general.

If you analyse all the above definitions, it becomes clear that, experience will help us to learn many things, (Fire – burns, water- wets, liquid – flows, etc.). For example nowadays if anybody senses the leakage of cooking gas in their home, immediately they take some precautionary measures, and will definitely try to avoid greater casualties.

On the other hand, in schools and colleges, several learning environments and learning situations are provided to the students. They get trained in many skills. All such learning experiences bring transformations in the learners' personality. Such changes are called learning and also development, rather all-round development. Therefore, we can say that learning and development are both complementary processes.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1. Whatever we are today is because of _____
   a) Our parents
   b) Our teachers
   c) Environment
   d) Our learning

2. Learning means _____

   a) Acquiring knowledge

   b) Change of behaviour

   c) A desirable, relatively permanent change of behaviour

   d) Reading and writing

3. Most of our learning is due to _____

   a) Reading books

   b) Obeying elders.

   c) Parents and teachers

   d) Experiences

4. Learning is a _____

   a) Process that takes place in the classroom

   b) Process of continuum, from birth to the death of an individual

   c) Stops automatically after a certain age of an individual

   d) An indirect process which is not possible to observe

5. The school going child will _____

   a) Learn certain social disciplines

   b) Become more intelligent

   c) Develop faster

   d) Become more obedient

1.1.3.3. The Concept of Development and Maturation

What is maturity?

Sometimes the term 'Maturity' is referred to the physical and physiological development only, but all of us know that it is more than that.

A matured person will have a balanced state of mind, with wisdom and strong problem solving ability and will have also very good decision making power. Life skills and high emotional intelligence are also integral part of a matured person. Many times these qualities can be seen in people, irrespective of their age. Hence, we come across statements like "He is so matured in spite of his young age, and in some other case, he has grown up but maturity is zero".

Observe the following illustration

Anand was very anxious about his II PUC result as well as his NEET ranking. Unfortunately the results were not up to his expectation. He was disappointed and slipped into depression. After this, he tried to commit suicide. At this time of crisis, one of his lecturers came as a ray of hope. He was a friend, guide, and philosopher personified. He advised Anand to re-appear for the exams in the coming year. Meanwhile, the lecturer also suggested to undergo a thorough training in the coaching classes. This idea worked out very well. So Anand, got very good marks as well as good ranking in the CET. Now, he is pursuing his MBBS and is in the II Year. He was formanate to have a matured person as his guide.

From this example deduct what is maturity?

   a) Being elderly.

   b) Knowing more

   c) Having philosophical knowledge

   d) Possessing good life skills, problem solving ability and decision making power.

   e) Giving guidance and worthy directions to the needy, based on one's personal experience.

This is common understanding of the concept of maturation, but there is some specific meaning to it.

Development and Maturation

Maturation is a complex process. Arnold Gesell used the term 'Maturation' to explain the concept of development. The apparent changes seen as physical changes are actually predetermined by genetic factors called genes. Growth naturally occurs due to genetically determined units, i.e., genes. According to him, there is an integral programming (like we see in computers) in physical and mental/cognitive growth and it is chronologically denoted by behavioural changes. For example, in our body, the nervous system, skeletal system, or the muscular system change systematically and automatically, year after year. This physical as well as mental growth will bring, an increased ability or capacity in an individual. Arnold Gesell says that all these are predictable changes, and maturity strongly depends upon such changes.

For example, a 2-year old child cannot drive a car but a 20-year old man can do it. Therefore, 'Maturation' is considered as a physiological term. Krogman says that Maturation is ageing and Baldwin has defined "Maturation" as an increase in competency and adaptability.

Maturation greatly depends upon heredity and also partly on environment. The changes produced in behaviour by maturation are definitely linked with the unfolding and ripening of inherited traits, i.e., the process of natural growth.

According to Biggie and Hunt (1968), "Maturation" is a developmental process within which a person from time to time manifests different traits, the 'blue prints' of which have been carried in his cells from the time of his conception".

Thus it becomes obvious that both learning and maturation have direct and positive relationship with development.

'Check Your Progress' - 3

Select appropriate answer to complete the sentences

1. Maturity means _____

    a) Physical development

    b) Physiological development

    c) Both physical and physiological development

    d) Far more than physical and physiological development

2. A matured person will _____

    a) Be older by age

    b) Be an experienced one

    c) Have vast knowledge

    d) Have a balanced state of mind with strong problem solving ability

3. The integral part of a matured personality is _____

    a) Rich vocabulary

    b) Empathy

    c) Life skills and a high emotional intelligence

    d) A handsome/beautiful look

4. According to Krogman, maturation is _____

    a) Ageing

    b) Learning

    c) Development

    d) Growth

5. According to Baldwin, maturation is _____

    a)   Physical growth

    b)   Development of values

    c)   An increase in competency and adaptability

    d)   Transformation from adolescence to adulthood

6. Maturation is a process which _____

    a)   Greatly depends upon heredity and also partly on environment

    b)   Greatly depends upon environment and also partly on heredity

    c)   Depends upon both heredity and environment equally

    d)   Depends only on environment

7. According to Boaz (1984) learning of complex tasks (symbolic learning) predominantly depends upon _____

    a)   Maturation of the cerebral cortex and its associated areas

    b)   Size of the brain

    c)   Conductive environment

    d)   Effective teaching

8. The changes produced in behaviour by maturation are because of _____

    a)   Interaction with the environment

    b)   Unfolding and ripening of inherited traits

    c)   Formal learning

    d)   Informal learning

1.1.3.4. The Concepts of Development and Synthesis

Consider the following examples

(i) Biologically, man is made up of different systems, namely, the nervous system, digestive system, respiratory system, excretory system, circulatory system, and the reproductive system. One system cannot replace the other system or perform the other system's functions. That is to say, the nervous system cannot function as the digestive system and vice versa. Every system is specific in its structure and function and all the systems collectively make a functional organism, i.e., human being!

(ii) Let us take one more example. India has 29 states and 7 union territories. We know that each state or union territory has its own specific features and identity, but all these are subsumed in the polite "INDIA". India is the whole and each state is a part of it. Whole cannot be there without the integration of its each part. In the same way, an individual because of the interaction between two important factors, namely, heredity and environment will undergo the developmental process knowingly or unknowingly. It can be acquisition of knowledge, learning certain skills, acquiring certain values and attitudes etc. All such individual aspects will get integrated in framing the personality of a person making him to lead a successful life in society. This also implies the equilibration process.

Development and Synthesis

Development is a complex process, having a huge number of inter-related bondages between the inter-and intra-domains, namely, cognitive, affective, and psychomotor. From birth to death, man learns many things. It may be by seeing, by hearing or even by doing. That is learning by doing. Life will make him to acquire and understand the knowledge, develop certain values according to his priority, and also learn certain skills that are essential to earn a livelyhood. But as a person he will be in his totality to the society. All the specific abilities of the different domains get synthesised during the process of development.

'Synthesis' is the cumulative process which involves four basic elements, namely, experience, maturation, equilibration and social transmission. That means the total transmission of the personality is possible due to socialisation, may be through parents, neighbours, school and peer group, and so on.

Language development, intellectual development, social development, moral development, emotional development, and physical development, what we call as 'personality development' is the collective output of all the above dimensions of development of the different areas in one individual's life span.

Hence, as an individual grows chronologically, his personality gets transformed.

'Check Your Progress' - 4

Select appropriate answer to complete the sentences

1. Synthesis being a cumulative process involves _____

    a) Experience, maturation, equilibration and social transmission

    b) Integration of several learnt skills

c) Subsuming of lower capabilities with the higher ones

d) Addition of different abilities sequentially

2. The process of development is _____

a) The product of heredity and environment.

b) The integration of language development and the communication skills.

c) The synthesis of all the factors of personality development.

d) The social transformation of an individual.

3. The analogy that suits synthesis is _____

a) All the individual parts aggregate to form a whole

b) The whole could be disintegrated in to parts

c) Just adding of or total collection of different factors

d) None of the above

1.1.4. Let us Summarise

- 'Growing up' is a process, and can be considered as a part of development. The term 'growth' and 'development' are not synonymous.

- Growth is quantifiable, and ceases after certain age, whereas development is qualitative in nature. It is continuous and occurs throughout the life span.

- Physical enhancement is denoted as growth, but development is recognised in different areas, like, intellectual/cognitive, social, moral, emotional and value development.

- Growth cannot be achieved through training, whereas it is possible to attain development through training.

- Growth may occur irrespective of development, but for development, growth is essential.

- Development and learning are interrelated, and are reciprocal to each other.

- Maturation enhances the process of development.

- Development involves the synthesis of different developmental factors.

- Learning experience, maturation, synthesis, equilibration and social transformation- these factors collectively as well as separately contribute to the process of development.

1.1.5. Answers to 'Check Your Progress 1, 2, 3 and 4'

Check Your Progress 1

1) c   2) b   3) a   4) d   5) a 6) b   7) d   8) a   9) d

Check Your Progress 2

1) d   2) c   3) d   4) b   5) a

Check Your Progress 3

1) d   2) d   3) c   4) a   5) c 6) a   7) a   8) b

Check Your Progress 4

1) a   2) a   3) a

1.1.6. Unit-end Exercises

1. Explain the term 'growth'. How is it different from development?

2. Bring out the relationship between development and learning. Give two examples.

3. How are maturation and development inter- related? Explain in detail.

4. Explain the process of development in terms of learning, maturation, synthesis, and social transformation.

1.1.7. References

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Block 1 : Learner, Development and Learning
Unit 2 : Developmental Influences

Unit Structure

1.2.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Identify the different areas of developmental influences;
- Explain the nature factors as one of the areas of developmental influences;
- Describe the nurture factors as another area of developmental influences;
- Recognise the factors that influence the development, other than heredity and environment;
- Illustrate the impact of deficient nutrition on an individual; and
- Justify that development is not either nature or nurture; rather it is nature and nurture.

1.2.2. Introduction

All of us know that man is a social animal and his survival depends upon socialisation. From the womb to the tomb, man is influenced by many factors. Generally speaking, man is a said to be the product of his heredity and environment. There is a constant interaction between man and his surrounding environment. There are certain significant factors, which show their impact on a developing individual. So, in this Unit you are going to learn those factors, which have a strong developmental influence on a growing child.

1.2.3. Learning Points and Learning Activities

1.2.3.1. Heredity as One of the Areas of Developmental Influences

Human development is influenced by several factors which are broader in their nature; hence they are called areas of developmental influences. Among these factors, heredity and environment are very important and influence an individual to a greater extent. Apart from these two, the other factors that are noteworthy are health, physiological factors, type of birth, nutrition or food and habit. One can also add religion, culture, socio-economic status of the family, occupation of the parents, geographical area in which the individual is brought up, and also literacy level. The factors, heredity and environment, are also denoted as nature and nurture. Nature factors are carried genetically by an individual from conception to birth. Roughly it is nothing but hereditary factors, whereas nurture factors are those that affect an individual after birth and is usually regarded as environment. Let us take these factors one-by-one and try to understand.

Exercise 1

There was a young first generation couple in a village, who were very anxious to get a male child. But the couple had three successive female children, Since they were staying in a village, the people around started coursing the mother for not conceiving a male child. Her in-laws even wanted their son to remarry so that they would get a grandson. Because of all such due to all this, the wife got so much upset that she tried to commit suicide. The timely help of the neighbours saved her life.

Try to answer the following questions:

(i) Why did the wife not conceive a male baby?

(ii) Why did the husband have three daughters only?

(iii)Between a husband and wife, whose role is more is very significant in conceiving a male baby?

(iv) What is the scientific answer to the above problem?

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Answer: —————————————————————

You know that chromosomes are the vehicles of biological inheritance, and human beings have 23 pairs of chromosomes. This number always remains constant. How is this constancy maintained? Let us try to understand the following explanation.

Human cells have 23 pairs or 46 chromosomes, except for the germ or reproductive cells (i.e., sperm cells in males and egg cells in females) in which each will have just 23 chromosomes. Each person receives 23 chromosomes from the mother's egg and 23 chromosomes from the father's sperm. Of these 23 chromosomes, 22 are called autosomes, meaning that they do not determine the gender. The remaining chromosome is the sex chromosome, X or Y. Females have two Xs (XX) and males have one of each, i.e., XY meaning that females can pass only an X to their offspring, whereas males can pass either an X or a Y. This in turn means that the sperm cell of the father determines the gender of the offspring. If the fertilized egg (zygote) has XY combination then it will result in the birth of a male baby.

Exercise II

Observe your family members; you may come across certain features of your family members, which are actually a "born gift" from your ancestors. For example freckles, dimples, shape of the ear, colour of the eyes, type of hair (curly hair or straight hair), colour complexion, shape of nose, etc.

Even certain allergies, skills, talents and any such type of trait which make us unique are really fascinating. So let us use this activity to explore our genetic inheritance.

Traits / Features	Father	Mother	Paternal Grand father	Paternal Grand mother	Maternal Grandfather	Maternal Grand mother
Dimples						
Moles						
Shape of the ear						
Height						
Shape of nose						
Colour of the eyes						
Type of hair (curly and straight)						
Complexion						

Population Genetics and Social Inheritance

Exercise III

In Karnataka, Kannada is the mother tongue. So generally people speak Kannada only. But the geographical features of Karnataka are not uniform. Similarly, though people speak Kannada, its pronunciation, style, accent and sometimes meaning also vary from place to place. For example, the Kannada spoken by the people of South Canara is quite different from that spoken in North Canara, Malnad, Coorg, Sirisi etc.

However, people of the same region can interact without any problem. So, a child born in such intra-conservative society will acquire the same traits as his/her social inheritance. Now, try to list some examples with reference to the following traits.

Traits/Features	Tribes	Coastal People	Sherpa	Rural People	Urban People
Staple food					
Language					
Occupational skills					
Health and physique					

Exercise IV **APGAR SCORE**

APGAR is the first test given to a new born, on birth is usually given to a baby twice; once at 1st minute after birth and again at the 5th minute of birth. The 1st minute score determines how well the baby tolerated the birthing process and the 5th minute score tells how well the baby is doing outside the mother's womb. Now look at the chart given below and try to illustrate this with any event (child birth) that you have come across or heard by somebody else belonging to the medical field.

APGAR score for Assessing the Newborn

	Scale	0 point	1 point	2point
A	Activity (muscle tone, colours)	Absent	Flexed limbs	Active
P	Pulse	Absent	< 100 BPM	> 100 BPM
G	Grimace (reflex irritabilities)	Floppy	Minimal response to stimulation	Prompt response to stimulation
A	Appearance (skin colour)	Blue pale	Pink body Blue extremities	Pink
R	Respiration	Absent	Slow and irregular	Vigorous cry

Heredity as One of the Developmental Influences:

According to Ruch, "Heredity is defined as the totality of biologically transmitted factors that influence the structure as well as gender of the body. It refers to a biological mechanism as a result of which a child obtains something in terms of specific species or ancestral characteristics by which he can trace his individuality from his ancestral stock through his parents".

This includes certain physiological and psychological characteristics, which a person inherits from his ancestors. Apart from this, individuals are inherited by social communities also. Hence, an individual is characterised by biological inheritance (obtained from parents) and social inheritance (obtained from social community).Let us understand the biological factors that influence development.

Mechanism of Heridity

The germ cells are produced by the reproductive organs (from every individual in which sperms are produced by male and ova are produced by female individual). Sperms are produced by the testes in man (ten million sperms per day) and the ova are produced by the ovaries in women (once in each menstrual cycle i.e., approximately 28 days). Out of many spermatozoa, only one sperm (singe male germ cell) is able to reach the ripen ovum (single female germ cell), situated in the ovarian duct of the woman and fertilise it. Thus, the two germ cells fuse to form a single cell called zygote. This zygote contains chromosomes, and genes derived from the gametes of both the sexes, which are nothing but the hereditary units.

Chromosomes

These are microscopic particles found in the nucleus of a cell. Chromosomes are made up of Deoxyribo Nucleic Acid (DNA) and proteins. The DNA is a long, ladder-like double helical chemical molecules, appearing like small granules. These granular structures are 'genes'. Genes are responsible to carry the hereditary. In man, each cell has 23 pairs (2N), i.e., diploid number of chromosomes. During gamete formation, the germ cells undergo meiotic cell division, resulting in the process of chromosome reduction. Due to meiotic cell division, each gamete will have 1N number (i.e., haploid) of chromosomes. That means during the process of reproduction, any of the 23 of the 46 chromosomes from the female and 23 from the male are discarded. So, each gamete (whether male or female) will have 23 chromosomes.

In humans, the sex chromosomes comprise of one pair of the 23 pairs of chromosomes. The other 22 pairs are called autosomes. Individuals having one XX (two X) chromosome are female and individuals having one X and one Y chromosome (XY) are male.

In man, the male gametes will have 23 chromosomes (1N) in which one sex chromosome will be with either X or Y, whereas in woman the 23 chromosomes (1N) will also be present, but the sex chromosomes will be the X chromosome only.

However, the union of male and female gametes will result in zygote formation. Now the zygote will have 2N or ZN, i.e., diploid number of chromosomes (Total 46), i.e., 23 pairs, thus zygote receives half of the ovum's chromosomes (23) in number and half of the sperm's chromosome (23). From this, it becomes obvious that the cause for the birth of a male child lies with the sperm cell, with the, X Y - sex chromosome.

Genes

Each chromosome is composed of many individual hereditary characters called "genes". They also occur in pairs. One gene of each pair comes from the sperm chromosome and one from the ovum chromosome. The full set of genes is called "genome". Genes are the units of heredity. They are of two types, namely dominant gene and recessive gene. The gene which gets expressed is called dominant, and the other one is called the recessive gene. Here, gene expression means the characteristic features of an individual like complexion, hair colour, eyes, height certain talents, etc., in an individual. All such expressed traits are due to the dominant gene, but the other recessive gene will also be present, as a latent gene. If in a pair, both genes are recessive, then the recessive trait will get expressed. Hence, children may have some of the features of their parents, but not a complete replica of their parents.

Johan Gregor Mendal (1822-1884), a Roman Catholic priest studied the mechanism of heredity by growing garden pea plants and beans. From his experimental results, he concluded that there must be some units in the germ plasma that are responsible for the hereditary transmission of qualities from generation to generation. He called them "determiners", now these are called "Genes". So, genes are the determining factors, influencing the developmental process of an individual.

Genetics is the science of heredity. Human genetics deals with inherited characters, characteristics like physical, mental, normal as wells as abnormal in an individual, a family, a race or a population. It is concerned with the ways in which these characters are transmitted from generation to generation. It also includes the study of the way in which they express during the process of development in the life span of an individual.

Sometimes heredity factors are referred to as nature factors. These are the basic characters that are carried by the individual from conception to birth.

Nature Factors

Inherited factors: Such factors are always predetermined or programmed elements that are in the form of DNA. For example,

- Any talents possessed by an individual sometimes will be because of heredity. Likewise, certain diseases, blood group or mutants, etc. are transmitted from generation to generation.

- Mental disability, which is an abnormal condition that causes significant distress/ dysfunctions can spread over to cognitive, emotional,behavioural and inter personal impairment.

- Down syndrome – When an individual has a full / partial extra copy of chromosome – 21, then the resulting condition is known as Down syndrome. Such additional genetic material alters the course of development.

- Maternal Nutrition: Usually it is advised that a pregnant woman should take balanced but yet enriched food. Added to this, one should give importance towards the intake of folic acid, iron, zinc, calcium and iodine. Folic acid plays an important role in the creation of a baby's nervous system. Iron influences blood supply through placentia. Zinc and calcium are needed for embryonic development. Iodine deficiency may cause mental retardation in the growing child.

- Teratogens: These are factors that interfere with normal embryonic development. For example,

(i) Alcohol/drugs/X-rays/rubella- can affect cell division, so that embryonic deformation can take place and because of this a baby may born with mental retardation, poor growth, small head and unusual facial characteristic features and brain disfunctioning. This is known as Microcephally.

(ii) Oxygen deficiency (due to smoking/passive smokers) will result in increased heart rate and premature delivery with low birth weight, less immunity or resistance power.

(iii) Radioactive areas should be strictly avoided. High level of radioactivity can cause the death of a few months old baby in the womb.

(iv) German measles can cause congenital rubella.

(v) Mothers HIV+ during pregnancy will transmit the same to their offspring.

- Rh factor: It is a type of protein and its presence or absence causes Rh+ or Rh- blood type. If the father and mother are of the same Rh type, then the baby is safe. If not, for example the mother is with Rh- and the baby with Rh+, then the mother's body rejects the baby's blood. It is so because the antibody system of the mother recognises the baby's blood as foreign material, and that triggers the antibody in the mother's blood.

- Maternal Age: According to Dessner (1973), there is co-relation between the risks of foetus death and mother's age.

- Type of birth: The birth of a baby could be normal or natural delivery, or through the application of some techniques (like forceps and sutures) or Caesarean section (C-Section).

Scientifically it is proved that the time from 1 to 5 minutes at the time of a baby's birth, is very important. Hence, new born babies are compulsorily subjected to the APGAR Test. This test helps a doctor to identify, whether a new born needs help in breathing or has any heart trouble. This check is called "Baby Cheek". The APGAR score is based on a total score of 1 – 10. The higher the score, the better the baby is doing after the birth (7,8, and 9). A score of 10 is very unusual, since most new born babies lose 1 point for blue hands and feet, which is quite normal after birth.

If it is less than 7, the baby needs medical attention; 4 to 6 is fairly low; 3 and below 3 is critically low.

The causes may be difficult birth, C-Section and fluid in baby's airway which needs immediate oxygen supply and cleaning out the air way to help in breathing.

Most of the time, a low score at the 1-minute immediately after birth will be normal by 5 minutes. However, this neonatal check-up does not necessarily indicate a long - term problem, particularly if the score improves at the five-minutes test. If an APGAR score '3' or below '3' remains the later time such as 10, 15 or 30 minutes may indicate long – term neurological damage, including a small but significant increase in the risk of cerebral palsy. However, the purpose of this test is to determine quickly whether a new born needs immediate medical care and is not designed to predict long-term health issues.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) The hereditary characters are transferred from generation to generation through: _____

   a) Culture, b) Education, c) Genes, d) Cells

2) According to J.Gregor Mendel Genes are _____

   a) Determiners, b) Proteins, c) Organic matter, d) characters

3) Iodine deficiency may cause _____

   a) Stunted growth, b) poor eye sight, c) short temperament, d) mental retardation

4) "Baby check" means _____

   a)   Testing a baby

   b)   Medical test of a body

   c)   APGAR Test

   d)   Infant test

5) Down syndrome is caused by _____

   a)   The presence of 21st chromosomes in triplicate form.

   b)   Malnutrition

   c)   Ill health

   d)   Bad environment

6) Teratogens are _____

   a)   Alcohol and drugs

   b)   Any factor that affect embryonic development

   c)   Oxygen deficiency

   d)   Dust particles

7) APGAR score-3 indicates that _____

    a) Baby is healthy

    b) Baby needs a critical medical care

    c) Pre-mature baby

    d) Under developed baby

8) The neo-natal baby is said to be healthy if the APGAR score lies in_____

    a) 2,3 and 4

    b) 1,2 and 3

    c) 4,3 and 5

    d) 7,8 and 9

9) Folic acid plays an important role in the development of_____

    a) Circulatory system

    b) Skeletal system

    c) Nervous system

    d) Endocrine system

10) The condition in which a pregnant mother's body rejects the baby's blood _____

    a) When both parents have Rh+ blood.

    b) When mother's blood is Rh- and baby's is Rh+

    c) Mother and the embryo have same blood group

    d) When mother and the embryo have different blood groups.

1.2.3.2. Environmental Factors Influencing Developmental Process

The earlier view of child development was focused either entirely on nature (heredity) or nurture (environment). Many favoured heredity and believed that we are born with certain talents and personalities. Contrary to this, others were of the opinion that we learn to do things for which we get rewards / praises and do not do things for which we are punished, including disapproval from elders. However, human development is not nurture or nature, but nature and nurture.

Consider the following examples.

Exercise V

It is advised that pregnant ladies should have a conductive environment and pleasant situation. Therefore, they should read good books, listen to good music and devotional

songs. Why is it so? For better growth and development, the surrounding environment must be free of diseases, virus, drugs, chemicals and radiations because these can adversely affect the pre-natal development and produce birth defects. Such environmental agents are called teratogens.

Now you prepare a list of teratogens based on your common sense and also on some scientific knowledge.

1. ———————————

2. ———————————

3. ———————————

A child was born with a talent for music. The parents noticed the child's interest and exposed the child to more music and gave him a toy-musical instrument. This increased the child's interest in music further and his talent enhanced. The parents happily gave him extended opportunities like playing music / singing on stage, attending music concerts etc., This had a further positive effect on the child's talent and his desire to play music.

Exercise VI

Children of the same family have a similar environment but the way they "grow" will be different. Is not so? The first born child grows up with a very different experience than the middle born or the youngest child. One may show temper tantrums (getting angry easily, aggressive, etc.,) or may present an easy – going behaviour. Now try to answer the following question:

"Growing up" is a process which depends upon:

a) Nature b) Nurture c) Food and health and d) Both nature and nurture.

Answer———————————————————————

Environmental Factors Influencing Developmental Process

- Woodworth says "Environment" covers all the outside factors that have acted on an individual since he began life".

- T. N. Khosho defines environment as "The sum total of all conditions and influences that affect the development and life of all organisms".

In psychology, environment stands for all those circumstances which are assert on the child from conception to death. It also means that the embryo, which is surrounded by the nurturing embryonic fluid and uterus is said to be a physiological environment.

The family environment, parents' attitudes and the birth order of the child and its gender also influence the developmental process. Apart from this, social, cultural, societal, state, country, geographical areas, family, school, religion, caste and social organisation all will constitute an environment and influence the developmental process. Now let us analyse the factors separately.

Child's nutrition and fitness: Mother's milk is always advisable for a developing infant. It contains all the essential nutrients with natural immune system, whereas malnutrition causes slow growth and other deficiency diseases. However, it is noteworthy that, after a certain age, swimming, cycling, learning classical dance yoga, sports and skipping are the best exercises for young kids to get physically fit.

Family: The child's development is much influenced by the socio-emotional conditions in the family to which it belongs. For example, if autocratic and democratic home environments are taken into consideration, the middle way is good like it is between of either full freedom or no freedom at all. Freedom with discipline is best.

Home and neighbourhood: These two factors are essential for enabling a child to get socialised. It is observed in several demographic studies that rural societies are more effective in developing good culture, co-operation and also in helping nature. One can see a tight knit inter – personal relationship among family members. Family is said to be the basic unit of a society, and after family, the very next will be the neighbours. Hence, these two factors influence an individual's development to a greater extent.

School : It is the place where a child learns things that are essential for a social life. The ego centric culture of "I" is gradually transformed into the collective noun "we". Hence, school is said to be an important socialising medium. School rules make the child to understand the limitations of freedom, actions and speech or usage of words (Language Development). Lessons in moral education and civics and all other curricular activities in the school will make the child to become more civilised.

Peer Group: Friends of the same age form the peer group. Children are more comfortable with peer groups whether it is playing or learning. They learn to behave according to the peer group norms, rules and regulations and also withstanding nature because they get the satisfaction of "belongingness" when they are associated with a peer group.

Mass Media: The influence of mass media has become uncontrollable now a days. This is due to advanced science and technology, and also processes like modernisation, globalisation, liberalisation and privatisation. Media violence has resulted in aggressive behaviour among children. They have become insensitive towards violence. This is more

dangerous for children who are younger than 8 years. It is because they are unable to differentiate between reality and fantasy.

Role of play: "Play is the highest expression of human development in childhood"- Fridrich Frobel advocates that play promotes good health, emotional and social wellness. In a study conducted by Brown and Lomax on a group of murderer's and Noble Prize winners with respect to their childhood, showed that lack of play option in their childhood was key factor that led them to become the adults they were.

According to expects, play can help to modify antisocial behaviour in children. Hence early childhood is dominated by play way method. Cognitive, social, emotional and moral wellbeing are all enhanced by social competence, which in turn gets developed by play. Children especially become more sociable when they interact with their playmates. Arguing and negotiating gives children the platform through which they can learn how to plan, negotiate and solve problems.

When exposed to play, children easily learn how to make decisions and master important skills and this helps them to develop confidence and to be proud of themselves Experience in the sports field helps children to develop empathy, compassion and generosity and finally it makes them to understand the real meaning of friendship. Research studies have shown that there is a strong link between early active social play and the development of good communication skills later in the life. Creativity is developed during play. Toys can help in learning letters, vocabulary, spelling as well as pre-reading skills.

In the current lifestyle most of the children are denied of opportunities to play. Hence, their development is less effective. TV, Video games and the Internet consumes most of their time and thereby has an adverse effect on their growth and development. Even parents put their children for schooling very early where by the children get less time to play and to spend free time at home.

'Check Your Progress' 2

    1) For a human embryo _____

        a) The embryonic fluid and the womb is said to be the physiological environment.

        b) Parents and home in the environment.

        c) Mother is the environment.

        d) All the members of the family is the environment.

    2) For a child, socialisation starts at _____

        a) School

b) Family

c) Neighbours

d) Social gatherings

3) "Play is the highest expressions of human development" according to _____

a) Fridrich Frobel

b) Pestalazzi

c) John Dewey

d) Jean Piaget

4) Researches have shown that there is a strong link between _____

a) Social plays at early childhood and good communication skills in later life

b) Performance in sports and intellectual development

c) Sports and team spirit

d) Leadership quality and sports activities.

5) Exposure to sports will help children to learn easily the concept of _____

a) Unity

b) Sportive spirit

c) Social life

d) Empathy, compassion, generosity and finally the real meaning of friendship.

6) One of the uncontrollable factors that influence the child development is _____

a) Science and technology

b) Mass media

c) School

d) Neighbours

1.2.3.3. Health and Physiological Factors Influencing Developmental Process

The endocrine system is responsible for the many amazing bodily responses like growth, sexual development, the fight or flight response to danger, production of insulin and its impact; malfunctioning of thyroid gland etc.

Exercise VII

Let us take a situation in which some cultural competition is going on. You notice that, the person next to you is sweating profusely and restless. On enquiring you come to know that he is also one of the contestants. Then very casually, you may tell that one must take competitions in a sportive manner, winning or losing should not be the big issue and so on, to which that person says he is not scared of stage performance, rather he is very confident. And this triggers several questions in you like, why is the person sweating so profusely with, trembling hands and apparently looks like he lacks confidence?

What could be the answer to the above question?

 (i) He was lying

 (ii) He was not a competitor

 (iii) The apparent appearance and his level of confidence have no connection.

 (iv) The observed features are symptoms of malfunctioning of the thyroid gland.

Answer: ——————————————————

Health and Physiological Factors Influencing Developmental Process

Health is another influencing factor that alters the developmental process. If a child suffers from ill health, then its development is also affected. Certain diseases like congenital heart disease may cause retardation in the child's activity and the child's personality will lack in the process of socialisation. The child may develop a shy nature or inferiority complex. Diseases put constraints on the capacities and potential powers of children.

If children are allergic to dust, moist and fog or towards small particles, then they show a maladjustment in nature. They will deviate from their normal behaviour. They may show their dependency and feeling of insecurity. Similarly, if by birth a child has some nervous weakness or epileptic symptom then at a later stage, they become scared, restless and depressed individuals.

Human physiology is most dependent on endocrine glands. Endocrine glands are glands of the endocrine system that secrete hormones directly into the blood stream, rather than through a duct. The major glands of the endocrine system include the pineal gland, pituitary gland, pancreas, ovaries, testes, thyroid gland, parathyroid gland, hypothalamus, and renal glands. Their secretion influences the metabolic activities of an individual. And also, they have an immense influence on certain factors like, emotions, intelligence, decision making power and other skill based performance.

'Check Your Progress' - 3

1) Apart from heredity and environment, the process of growing up is affected by _____

   a) Socio-economic status
   b) Literacy and occupation
   c) Health
   d) All the above

2) Ill -health condition basically affects the child's _____

   a) Socialisation
   b) Environment
   c) School attendance
   d) Sports ability

3) If children are allergic to dust, moist, and fog, then they show_____

   a) Good adjustment
   b) Maladjustment
   c) Normal behaviour
   d) Dominant behaviour

4) Over secretion of thyroid gland may result in_____

   a) More intelligence
   b) High emotional quotient.
   c) Lack of confidence and palpitations
   d) Balanced personality.

5) Endocrine glands include_____

   a) Salivary gland thyroid and para thyroid gland
   b) Sweat gland, salivary gland and thyroid gland
   c) Mucous gland, para thyroid and thyroid gland
   d) Pineal gland, pituitary gland, thyroid, para thyroid and adrenal gland

6) Adrenal glands are responsible for_____

   a) Fear, fly and fight (3f) behaviour
   b) Depressed behaviour
   c) Lack of confidence
   d) Over confidence

1.2.3.4. Food and its Influence on the Developmental Process

Exercise VIII

Observe the following figure and list the morphological features

Child suffering from Kwashiorkor disease

Kwashiorkor disease is a severe form of malnutrition caused by a deficiency in dietary protein. The extreme lack of protein causes an osmotic imbalance in the gastro-intestinal system causing swelling of the gut - diagnosed as an oedema or retention of water.

Exercise IX

Observe the following figure and list the morphological features

Child suffering from Marasmus disease

Marasmus disease is a form of severe malnutrition characterised by energy deficiency. A child with marasmus disease looks emaciated. It can be distinguished from Kwashiorkor disease in that, Kwashiorkor is a protein deficiency with adequate energy intake, whereas Marasmus disease is inadequate energy intake in all forms, including protein.

Food is the substance consumed by an individual in order to get nutritional support. Generally, our food includes six types of nutrients, namely, protein, fat, carbohydrates, minerals, vitamins and lastly but not the least, is water. Food is very important for growth and development. So, for body building, energy liberation, expression of all the potential abilities, food is the basic need. One needs to eat a balanced diet, which includes both essential macro and micro nutrients. Malnutrition will not result in a healthy child. It may result in deficiency diseases like obesity (excess fat in the diet), Kwashiorkor disease (protein deficiency), Marasmus disease, etc.

'Check Your Progress' - 4

Select appropriate answer to complete the sentences

1) Our food must be_____

    a) Rich in proteins

    b) Enhanced vitamins

    c) Devoid of fat

    d) A balance diet

2) In a balanced diet_____

    a) Water is not included

    b) Water is a must

    c) Milk and curds are important

    d) Oils and fats are eliminated

3) Food includes nutrients like,_____

    a) Pulses, cereals fruits and vegetables

    b) Protein, fat and carbohydrates

    c) Protein, fat, carbohydrates, minerals, vitamins and water

    d) Carbohydrates, vitamins and minerals

4) The Protein deficient food may result in_____

    a) Malnutrition

    b) Weakness

    c) Kwashiorkor

    d) Marasmus

5) Marasmus disease is the result of the nutrition with _____

    a) Lack of protein

    b) Carbohydrates

    c)   Inadequate energy intake including protein

    d)   Lack of fat and lipids

6) Excess intake of food may result in _____

    a)   Stouty personality

    b)   Fastering growth

    c)   Obesity

    d)   Good resistance power

1.2.4. Let us Summarise

- Human development is a continuum process along a continuum and it is influenced by several factors, which are denoted as areas of developmental influences. Factors like heredity and environment take up the major share as areas of developmental influence. Apart from the above two factors, the following are also significant in influencing the developmental process:

  – Health,

  – Physiological aspects,

  – Type of birth and order of birth and birth

  – Nutrition

- Added to this, factors, such as, religion, culture, socio-economic status of the family, occupation of the parent, geographical area in which the individual is brought up and the literacy level of the parents could also influence a developing individual.

- Genetics is the science of heredity and genes.

- Nature factors could be considered as inherited factors, which are predetermined.

- The APGAR test is commonly called "Baby Check". Nature factors could be considered as influencing factors like, child's nutrition, family, home and neighbourhood, school, peer group, mass media and sports or role of play.

1.2.5. Answer to 'Check Your Progress' - 1, 2, 3 and 4

'Check Your Progress' - 1

  1) c   2) a   3) d   4) e   5) a   6) b   7) b   8) d   9) c   10) b

'Check Your Progress' - 2

  1) a   2) b   3) a   4) a   5) d   6) b

'Check Your Progress' 3

  1) d   2) a   3) b   4) c   5) d   6) a

'Check Your Progress' 4

1) d   2) b   3) c   4) c   5) c   6) c

1.2.6. Unit - end Exercises

1. What are the areas of developmental influences?

2. Explain the mechanism of heredity.

3. What is meant by nature factors? Explain any two of them.

4. Explain the significance of the APGAR test.

5. What are nutrient factors? Explain any two of them.

6. Explain the role of play in the process of "growing up".

7. How do the physiological factors affect the process of development? Illustrate your answer.

8. What types of food is important for a growing child? Explain.

9. What are deficiency diseases? Explain.

1.2.7. References

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Block 1 : Learner, Development and Learning

Unit 3 : Meaning and Principles of Development, Relationship between Development and Learning

Unit Structure

1.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- Explain the meaning of orderly sequence in Development ;

- Mention the general Principles of Development;

- Illustrate with examples the general Principles of Development;

- Bring out the relationship between Learning and Development;

- Identify the criteria that determine Readiness to Learn and; and

- Develop rationale for certain Principles of Development.

1.3.2. Introduction

There are many mysterious things in this universe. Science has opened up and solved some of these mysteries. But the rest are left untouched. If you take the universal pattern of development in man, you will be surprised by its systematic and methodical way of occurring. Man must and should undergo this universal pattern of development, irrespective of his colour, caste, country and race. So, in this Unit you will understand these universal, i.e., general Principles of Development supported by several examples and illustrations.

1.3.3.1. Meaning of the Principle of Orderly Sequence

Exercise I

After a very long time I got an opportunity to visit my native place. As a matter of curiosity, I watched my neighbours and also the school where I received my elementary education. I noticed many changes. In the school, the classrooms appeared in a different way. Desks were no longer arranged in rows, but grouped in intimate clusters.

There again I saw a room with computers, smartboard, and LCD projectors! And I came to know that, one of my classmates had become a famous lawyer. Few of them had settled in America. My own city had changed quite a lot. Then I told myself "Change is an ever occurring phenomenon, but let it be for prosperity and growth". Change is permanent!

Similarly, you might have certain experiences. Now try to trace that with the process of development.

Answer: ——————————————————

Exercise II

Observe the following figure:
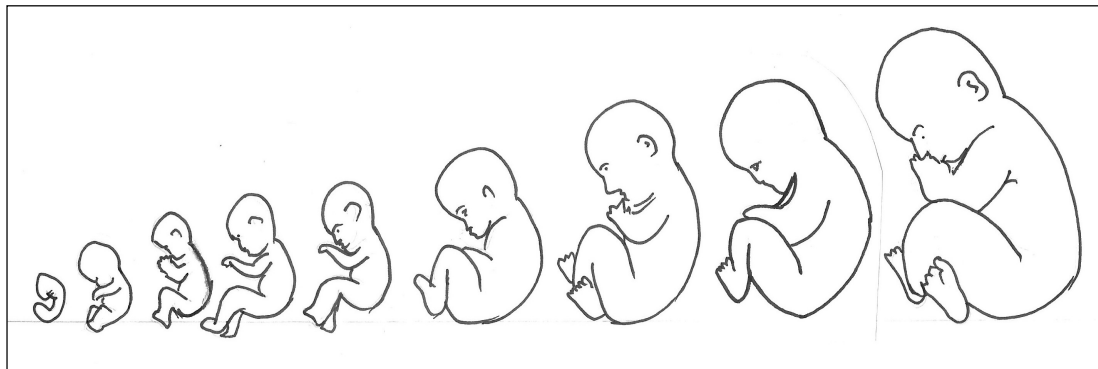
Change of shape of the embryo during the pre-natal period.

(1) What is the first striking feature that you observe in the above figure?

    (a) A small sleeping body.

    (b) A small baby, like, a question mark

    (c) A gradual enhancement in the size of the body.

    (d) Head is too big compared with the other parts of the body.

Answer: ————————————————

Exercise III

Observe the following figure.
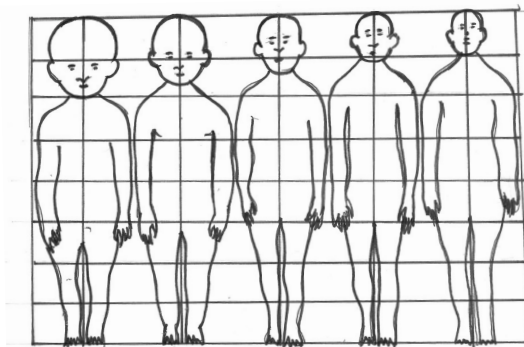
Compare this with the previous picture and list the features in the above given picture (as types of changes)

(1) Change in size.

(2) Change in proportions.

(3) Disappearance of old features

(4) Acquisition of new features.

Answer: ————————————————

Every individual has to undergo the process of growth and development. One may grow faster or lag behind when compared with others. But whatever may be the individual specificity, it is true that each and every one must pass through certain sequential but irreversible stages. There is no exception or exemption for this phenomenon. And you should know that "Development" is a staged or phased process. These are called Developmental Stages or Developmental Phases, which are not only sequential, but systematic. That is to say, the developmental process is guarded by some general rules or principles, which are universally accepted. Now let us try to understand these universal principles of development one at a time.

(i)   Principle of orderly sequence
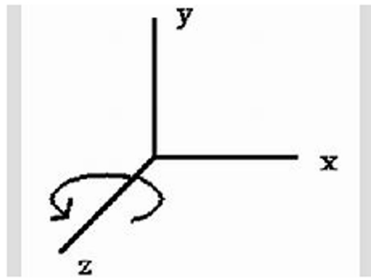
Developmental process has a pattern of its own. Each stage of development has its corresponding features and behaviour, followed by consecutive higher levels of development with respective features / behaviour. Each stage is irreversible. The principle of orderly sequence can be explained with respect to three dimensions. Now look at the figure.

X - Proximo - distal principle

Y – Cephalo - caudal principle

Z - Principle of locomotion.

(a)   Cephalo-caudal principle
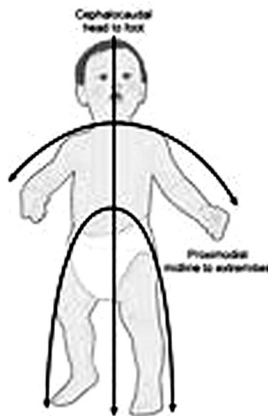
In this the process of development proceeds from the head to the foot. i.e., longitudinal axis. That is why the baby first gains control over the head and arms and then the legs so that it is able to stand. Even after birth, the head develops in advance of the lower parts of the body. The Cephalo-caudal trend is where the infants learn to use their upper limbs before their lower limbs.

The process of development in the Cephalo- caudal direction means from head to tail. This means that improvement in the structure and function comes first in the head region, then in the trunk, and lastly, in the leg region.

(b)   Proximo-distal Principle
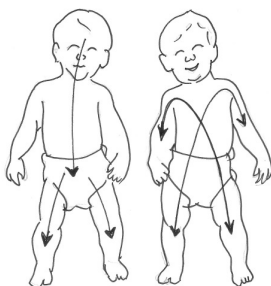
In this, the process of development proceeds from the centre line of the body to the peripheral parts. This can be understood by observing infants. The infant uses the shoulders and elbows to catch an object and exhibits whole arm and forearm movements before he shows the hand grip or finger grip.

It is the tendency for more general functions of limbs to develop before more specific or fine motor skills. It comes from the Latin words, proxim- which means "close" and "distal" meaning "away from"because the trend essentially describes a path from the centre to outwards.

Figure **Cephalo-caudal and Proximo-distal Principals**

- Growth proceeds from the centre or middle line of the body to the periphery or in a proximo distal direction.

- This proximo-distal development is bilateral and symmetric for the most part, on both sides of the body.

(c) Locomotion

Human beings start their locomotion at the infant stage. The sequence will be like, creeping, crawling and walking. The time may vary in the development of locomotion but every infant will pass through these stages.
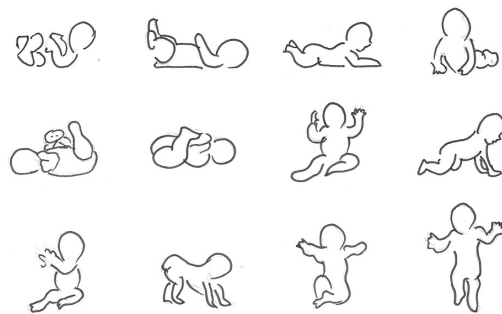
The above figure illustrates the sequence of development of walking (locomotion)

'Check Your Progress' - 1

Select appropriate answer to complete the sentences

1. Cephalo-caudal principle means _____

    a)   Development proceeds from bottom to top of an organism

    b)   Development proceeds from head to foot

    c)   Development proceeds from central to peripheral

    d)   Development proceeds from peripheral to central

2. Proximo - distal principle means _____

    a)   Development proceeds from centre to peripheral

    b)   Development proceeds from peripheral to centre

    c)   Development proceeds from head to foot

    d)   Development proceeds from foot to head

3. Development process is influenced by_____

    a)   Nature

    b)   Nurture

    c)   Nature or Nurture

    d)   Nature and Nurture

4. During the development process, the baby first gains control over the hand and then towars the legs. This principle is called _____

    a) Proximo-distal

    b) Cephalo-caudal

    c) Maturation

    d) General to specific

5. An infant exhibits whole arm along with forearm movements before it shows the handgrip or finger grip. This is according to the principle of_____

    a) Equilibration

    b) Maturation

    c) Proximo distal

    d) Cephalo Caudal

6. The infant uses the shoulders and elbows to catch an object before it uses wrists and fingers. It is due to_____

    a) Development that proceeds from head to foot

    b) Development that proceeds from central axis of the body to the peripheral parts

    c) Half-developed muscular system

    d) Half-developed nervous system

7. The sequence of locomotion at the babyhood is_____

    a) Crawling, creeping, standing, and walking

    b) Creeping, crawling, standing, and walking

    c) Sitting, creeping, crawling, and walking

    d) Standing, walking, crawling and creeping

8. Development follows the principle of orderly sequence means_____

    a) The developmental phases occur one after the other

    b) Advanced developmental phases are followed by primitive development

    c) Primitive developmental stages are followed by advanced developmental phases

    d) It is irreversible

1.3.3.2. General Principles of Development

We often come across the debate whether genetic or environmental factors play a significant role in influencing development"; a nature – nurture controversy. Here, nature means in-born biological factors, i.e., the heredity information that a child receives from the parents at the moment of conception and nurture means the complex forces of the physical and social world that influence our biological makeup and physiological changes before and after birth.

Read the following example

Identical twins Adriana and Tamara

Adriana and Tamara, identical twins separated at birth by adoption were unaware of each other's existence. When they met at age 20, they discovered many similarities like academic achievement, love of dancing and even taste in clothing. This clearly shows that some times heredity also contributes to psychological characteristics.

Read the following research finding :

Man acquires certain traits and learned behaviour as a result of his interaction with the environment. For example, many children in China are raised to be shy, whereas many in Zambia and the United States, are raised to smile and be outgoing. (X.Chen, Rubin and Sun, 1992; Hale –Benson, 1986; D. Y-F Ho, 1986; 1994, Hunstiager Jose, 2006).

Exercise IV

Imagine the following three children. First, let us meet Ms.X. Her environment is full of stimulation. She has two older siblings, who interact with her regularly and her mother is at home, during the day. She also goes to the day care centre, three mornings a week.

Now let us meet Y- whose environment is less stimulating. He is an only child, mother suffers from depression. He does not attend any day care programme. However, his basic needs are met. But he has very little interaction with others. Therefore, he spends his most of time watching TV.

Finally, we meet Z. X and Y are growing up in the U.S., whereas Z in China. He has loving parents, and grandparents, who give him lots of attention and care. He does not attend daycare. But time is spent, by playing daily at home. He often interacts with other children of his neighbourhood.

All the above kids are of the same age, but their experiences and culture are different. Do you think that in the above examples, different environments and culture influence their development? If yes, in what way?

Answer: —————————————————

Exercise V

Event Illustration- Once it happened like this:

I was travelling in a city bus. Since there was a heavy rush, a young mother holding her six to eight month baby in her arm was standing very close to me. After some time, as the city bus, gained its normal speed, the baby, started pulling my hair!! It was so painful. Then immediately the mother helped to loosen the fist of the baby, and relieved me from the pain.

What made the baby to hold the hair so tightly and why it did not loosen its fist easily?

     a)   The baby was attracted by the flowers so tried to catch it.

     b)   Physical development, the corresponding nerve co-ordination for the tight grip and unfolding of the fist was not yet developed, and hence, it knows how to have strong grip, but unfolding was not possible for the baby.

     c)   Since it was a city bus, there were few distractions for the baby and hence, the baby did not relax its fist.

Answer: —————————————————

General Principles of Development

Development is the product of heredity and environment: We know that an individual is born with certain in-built characters. With this, the individual will interact with the surrounding environment knowingly or unknowingly resulting in gradual change and transformation of the personality. Therefore, an individual is said to be the by-product of the constant interaction of the individual with his environment.

Development is a continuous process: An individual's life starts at the stage of conception and will continue without any stop until death. Of course, it may not be at a uniform speed. The changes, however small and gradual, will continue to take place in all dimensions of one's personality. During the infant stage, physical growth is faster; and a sharp rise in vocabulary can be observed during pre-school years.

Development proceeds from general to specific: For a young baby, the whole world appears to be very confusing or no meaning at all. Later on, as the developmental process proceeds, the child will learn many specific and special behaviours. For example, in the beginning, crying is the only language or way of communication. Later, the real language

with vocabulary gets developed, so that the child can express his feelings in a different way altogether. Similarly, the expression of sorrow or grievance will vary as the individual grows, Like at the infant stage, it will be crying, screaming and later at the adult stage, it may be confined to facial expression, choking the vocal cards, tears in eyes, silence etc. Likewise, in the beginning, a body shows the arms movement without intention, but later these general motor movements will be converted into specific responses like catching an object or trying to reach a particular thing.

Development shows bilateral to unilateral trend: You know that, a human body shows bilateral symmetry. (That means to say that the human body with reference to its anatomy, structural and functional analysis shows two equal halves. It is true with any organ or organ system of a human body. If the body is cut vertically along the central axis then it will result in two equal halves. This is called bilateral symmetry. Therefore, whether it is left hand or right hand both are equally capable of doing any work at the beginning stage of development. It is obvious in infants, i.e., an infant up to its 2 and a half years of age uses both the hands with equal ease. Only after two and a half years, the hand preference is expressed (either left or right). This is known as Handedness.

Developmental aspects/areas of development are inter-related: Development being a complex process involves different areas with respect to systematic unfolding of pre-determined factors. For example, it includes aspects/areas like physical, mental or cognitive, social, language, moral and emotional development. One can easily notice the inter-relationship between these areas. They obviously influence each other, like; language development is fostered by social development. Similarly the physical development in the brain in general and the central nervous system in particular, directly influence the cognitive development of an individual. Take for example, the influence of the endocrine glands (physiological aspects) on the development of a balanced personality. Hence what we see in an individual as his personality is nothing but a cumulative output of all such different areas. So the different areas (such as physical, physiological, social, emotional, cognitive/intellectual, moral and attitudes and values) are all reciprocal, complementary and supplementary to each other.

Developmental process varies from individual to individual: Though there is a uniform pattern of development for human beings, the rate of development varies from individual to individual. Each child will have its own pace of physical, mental, social and emotional development. It is so because each child will have its own inherited factors as well as the environment. It is like a unique combination of heredity and

environment, which is very specific to each individual. Studies have shown that children who are tall at one age are tall at other ages, while those who are short remain short. Children with accelerated mental growth continue to accelerate. But those who are mentally deficient rarely catch up and are likely to become more and more retarded as they grow older. Now we have to rethink about the parents and teachers because they tend to expect children of the same age as being alike, and also expect similar behaviour from them. It is like what "works" with one child automatically "works" with another child!

Development involves integration: By this time you all know that, there are major as well as subtle but different aspects in the process of development. But all such factors are either clubbed together or subsumed hierarchically to form one integrated whole. Hence development is said to be cumulative in its nature. Sometimes it may show the tendency of moving from part to whole, but the vice versa is also true!

Development is predictable: Development follows a universal pattern with generalised sequences. This actually gives way for predictions. All children follow a similar developmental pattern in which one stage leads to the next. For example, infants stand before they walk; initially children draw a circle without much effort, later they will learn to put the specific strokes. Such behavioural pattern never gets reversed. This is an irreversible process. And also the general pattern does not get altered by individual variations. However, children who are born prematurely may lag behind in development for about a year, but after that they usually catch up with the normal pattern almost at the same rate. It is generalised, like, very bright and very dull children likewise follow the same developmental sequence as those of average intelligence. However, those who are very bright develop at a more rapid rate than those who are average, while very dull children develop at a slower rate.

Development involves changes: Human being is never static. From the moment of conception to the time of death, the person will be undergoing changes. According to Piaget, "a maturing organism undergoes continued and progressive changes in response to experiential environmental conditions and these changes result in a complex network of interaction". In every age, some of the changes that occur during the developmental process are just beginning. Some are at their peak and some are in the process of decline. One can see four major types of changes as explained below:

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(i) **Change in size:** This includes physical changes, like change in height, weight, circumference and internal organs, and also mental changes like memory, reasoning, perception and creative imagination.

(ii) **Changes in proportion:** One should know that children are not the miniature of the adults. For example, children's imaginative capacity is better developed than their reasoning capacity, whereas in the case of adults, it is the reverse of it.

(iii) **Disappearance of old features:** Children lose their milk teeth (deciduous) around 6 to 7 year, likewise, their babyish locomotion, speech or childish behaviour vanish in the due course of development.

(iv) **Acquisition of new features:** Some secondary features are acquired in one's life span. New physical and mental features develop from maturation and some are acquired by learning as well as by experience. For example, the appearance of permanent teeth, primary and secondary sex characteristics, moral standards and religious belief, etc.

Early development is more critical than later development: It is because, early foundations are generally influenced by learning and experience, and if they are harmful to a child's personal and social adjustments, then they have to be changed before they settle into habitual patterns.

Development is the product of maturation and learning: Development is the product of experiential learning and maturation. Hence, it appears to be more qualitative than quantitative and also takes up multidimensional features.

Every area of development has potential hazards: Though it is evident that the developmental process progresses on its own, normally there seems to be hazards in some areas of development that interfere with their normal pattern. As Erikson has explained "The struggles that inevitably characterize all growth can generate utterly reliable talents as well as interactable problems". Some of these hazards are environmental in origin while others originate from within. Regardless of their origin, hazards can and do affect the physical, psychological and social adjustments the child is attempting to make. As a result, the developmental process may get affected by showing no progress, but rather regression to a large stage. Erikson again says that when such things happen, the child encounters adjustment problems and is said to be "poorly adjusted" or "immature". So, the normal pattern of development may get often altered because of individual hazards arising from the child's genetic endowment or environment.

Happiness varies at different periods in development: As the general saying goes, childhood is the happiest period of life. Studies of childhood happiness have revealed that for some children, childhood is a happy age, while for others it is an unhappy age. Even the retrospective reports by adults of their happiness at different ages have produced similar results. It is very common to see that most of the adults remember their childhood days as the happiest in their lives. On the other hand, some adults in their retrospective reports have emphasised both, but unhappy memories overshadow the happiness and that they have no desire to return to childhood. However, the happiness varies at different periods in the developmental pattern. The first year of life is usually the happiest and adolescent period is usually unhappy.

Development has equilibrium and disequilibrium pattern: In life, an individual undergoes a lot of interaction between others as well as with the environment, and this will result in enriching the experience. Thus, experiences will lead to learning. While learning is going on as a continuum, the individual gets the state of equilibrium at the time of proper adaptation. The new experience alters the previous knowledge and mental schema will get disturbed and a sort of disequilibrium is attained. But this phase will not stop there. However, it may take some time to attain mastery over the new learning and new experiences, so that the equilibrium is restored again.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1. In the beginning (infant stage), the baby cries to get whatever it wants; later it will get it with good communication. This could be an example for the principle of _____
   a) Bilateral to unilateral shift
   b) Early development is critical than later development
   c) General to specific
   d) Proximo-distal

2. Majority of the people (90%) show right handedness and the remaining people show left handedness. This is according to the principle of _____
   a) Bilateral to Unilateral tendency
   b) Heredity
   c) Environment
   d) Maturation

3. There is a positive and strong co-relationship between _____

   a) Language development and communication
   b) Cognitive development and problem solving ability
   c) Physical development and sports ability
   d) All the above

4. Since development follows a systematic pattern, one can intellectually guess the forth coming behavioural changes in an individual. This is according to the _____

   a) Medical tests
   b) Experience of the elderly people
   c) Principle of predictability
   d) None of the above

5. Any impairment in the development of any sense organs will definitely affect the child's total development because _____

   a) Different areas of development are inter-related
   b) Sense organs are the gateways of knowledge
   c) The child lacks self-confidence
   d) The child will suffer from learning disability

6. Sometimes children of the same age show variations in their height, weight and ability to communicate. It is because _____

   a) One cannot predict the developmental process
   b) They are not the children of the same family
   c) They might have different food habit
   d) Developmental process varies from individual to individual

7. Happy children are normally _____

   a) Pretty and clever
   b) Cute and attractive
   c) Bold and courageous
   d) Healthy and energetic

8. Potential hazards may result in 'Poor adjustment' and 'Immaturity'; this generalisation was proposed by _____

   a) Robert Havighurst
   b) Elizabeth B. Hurlock
   c) Jean Piaget
   d) Erick Erickson

9. Development is the product of _____

    a) Experience, learning and maturation

    b) Growth, maturation and environment

    c) Physical development and mental development

    d) Cognitive development and social development

1.3.3.3. Relationship between Development and Learning

Exercise VI

Take the example of computer learning. You know the outstanding dichotomy between two generations; one is elderly people (may be 50+ years of age) and the younger generation (may be as early as possible like 10+years of age); with respect to accepting the interference of computers in day-to-day life.

Whether it is office college school or any field for that matter, computers play a significant role. The working class (50+ years) were very reluctant to learn computer applications in the beginning. But, this phase did not lost for a long time, because most of the people of the above age group overcame their hesitation, and are doing well in the present scenario.

The above illustration brings three important terms, which can be generalised by one term. Now, mention those three key terms and the one generalised term which subsumes those three terms.

    a) Physical development; mental development, age and learning.

    b) Social development, cognitive development, moral development and maturational readiness.

    c) Reading, writing, arithmetic and learning.

    d) Ripe body, societal requirement, readiness to learn and learning

Answer: Yes you are right! It is option "d".

Relationship between Development and Learning :

The process of development is highly influenced by experience, maturation and learning. Learning is such a vast concept that many times it occurs knowingly as well as unknowingly. It is because learning occurs by exercise and effort. Thus, learning brings changes in our behaviour. It is often told that learning starts when an individual is in womb. The experiences a man sad get in his life are infinite and this happens basically through our sense organs. That is why sense organs are the gateways of knowledge.

Experiences either direct or indirect bring changes in an individual. Therefore, such changes in general are noted as learning. Hence, learning is a change of behaviour. Learning prepares an individual for any adjustment and adaptation that may be necessary. Learning is a purposeful and goal oriented activity. The scope of learning is too wide, and it is a comprehensive process covering all the domains like cognitive, affective and psychomotor aspects of a human personality.

In case of children with a young mind, they can learn anything and acquire competence by using their hereditary intellectual resources. However, they should get an opportunity to learn. For example, a child may have a high aptitude for music, but if it is deprived of opportunities for practice and systematic training in music the child definitely will not develop its hereditary musical potential. Sometimes learning takes place because of just repetition of an act. It may occur through imitation also, here the individual consciously and knowingly imitates what the others do. It never stops at this level because a person may identify certain attitudes, values, interest, motives and ideal behaviour in some other person and attempts to adopt the same in his life also.

Training is one more dynamic activity which is a selective, direct and purposive programme. An elderly person or a more knowledgeable person may train younger immature children. Due to such activities, children in the due course, will become independent, autonomous and productive individuals. Such individuals in the later stage earn fame in different fields and also contribute to the welfare of the society. They are respected and accepted by the society.

Learning and maturation both mutually get influenced by each other. Research has shown that there is high correlation between gross physical development and the ability to manipulate the parts of the body that have grown. In olden days, elderly people used to say that man's "will power" has very strong potential power so that a person can do or become whatever he wants as long as he is willing to work hard and is given an opportunity. "Where there is a will there is a way".

J.B.Watson emphatically proposes that he can train any normal infant to become any kind of specialist he wishes to be - a doctor, lawyer, artist or even beggar and thief – regardless of the child's talents, abilities, tendencies and racial origin. However, his view was criticised by many. The overemphasis on the influence of learning has gradually been abandoned. Studies of intelligence, aptitudes, and physical growth have revealed differences in ability, which are to a large extent immune to environmental influences. Similarly, the inability to educate mentally defective children as normal children is a practical illustration of the limiting effects of training.

Due to poverty, overpopulation and poor health of the parents as well as children, or may be any other such conditions some people do not get the opportunities of learning.

In turn this condition closes the doors of developing hereditary potentials in the child. As a result of this, children show a poor ability of conceptualisation, limited vocabulary and are low achievers. Environmental stimulation is very important in making a child to learn when they are developmentally ready to do learn. The necessary physical and mental basis (maturity) must be present to learn abilities. Any organism is studied scientifically by means of its structure and function. Usually structure precedes function. This could be tested with motor skills, cognitive skills and also with sexual behaviour.

For learning to happen, there must be one 'phase', the starting phase, what is known as 'receiving'. If children are not ready to receive and ready to learn, then teaching may become a futile effort. The resistant behaviour may lead to learning of bad habits or aversion to learn in later stage. In spite of this, along with maturation and mindset to learn, children need motivation and encouragement. In this context, it is worth to understand the opinion expressed by the great developmental theorist Robert Havighurst. He refers to maturational readiness as "teachable moment". He explains, "when the body is ripe and society requires it and the self is ready to achieve certain task the teachable moment has come. Efforts to teaching which would have been largely wasted if they had come earlier give gratifying results when they come at the "teachable moment".

Criteria to Readiness to Learn

a. **Interest in Learning:** Children show their interest in learning by their desire to be taught or teach themselves.

b. **Sustained Interest:** When children are ready to learn their interest will persist even when they meet obstacles and encounter set-backs.

c. **Improvement:** With practice, children who are ready to learn will show improvement, even if only slight and gradual.

'Check Your Progress' III

Select appropriate answer to complete the sentences

1. Learning is a _____
   a) Purposeful and goal oriented activity
   b) Very difficult activity
   c) Disciplined activity
   d) Useful activity

2. Readiness to learn (Learning readiness) among children is identified by _____
   a) Previous knowledge and maturity
   b) Physical and cognitive development
   c) Desire, sustained interest and improvement

    d)   Interest and inclination

3. The resistant behaviour with respect to learning may lead to _____

    a)   Learning of bad habits or aversion to learn in later stage

    b)   Illiteracy

    c)   Antisocial personality

    d)   Unemployment

4. "One can train any normal infant to become any kind of specialist he wished - doctor, lawyer, artist or even beggar and thief regardless of the child's talents abilities, tendencies and racial origin" this emphatic statement was proposed by _____

    a)   Sigmund Freud

    b)   Thorndike

    c)   J.B.Watsone

    d)   B.F.Skinner

5. Training is said to be _____

    a)   Repetition of any task

    b)   A selected, direct and purposive programme

    c)   A monotonous and passive activity

    d)   Suitable for animal learning

6. Learning prepares an individual for _____

    a)   Adjustment and adaptation in life

    b)   Autonomous life

    c)   Self – employment

    d)   Modern society

1.3.4. Let us Summarise

- All living organisms exhibit certain characteristic features growth is one of them.

- Birth, growth, development, maturation, reproduction are all essential phases of any organism's life.

- In case of man, unlike other mammals, is said to be the most immature at birth and gradually develops with a long period of parental care, and also as a result of the developmental process will become an independent individual.

- 'Growth' and 'Development' are not one and the same.

- The process of 'growing –up' or the 'development' is governed by certain general principles. They can be summarised as : Principle of Orderly Sequence shows, Cephalo- Caudal and Proximo- distal rule and also Locomotion.

- Development is the product of heredity and environment.

- Development is a continuous process.

- Development proceeds from general to specific.

- Development shows bilateral to unilateral trend.

- Different aspects of development are interrelated.

- Development varies from individual-to-individual.

- Development involves integration.

- Development is predictable.

- Development involves changes.

- Early development in more critical than later development.

- Development is the resultant of the interaction between maturation and learning.

- Every area of development has potential hazards.

- 'Happiness' varies at different periods in development.

1.3.5. Development has equilibrium and disequilibrium pattern.

1.3.5. Answers to 'Check Your Progress' 2 and 3'

'Check Your Progress' - 1

1) b   2) a   3) d   4) d   5) c   6) b   7) b   8) c

'Check Your Progress' - 2

1) C   2) a   3) a   4)c   5) a   6) d   7) d   8)d   9)a

'Check Your Progress' - 3

1) a   2) c   3) a   4) c   5) b   6) a

1.3.6. Unit end Exercises.

1. Explain the principle of orderly sequence.

2. What are the general principles of development?

3. Give two illustrations for the principle of general to specific.

4. What is meant by bilateral symmetry? Explain.

5. Give two examples for each, (i) Disappearance of old features, and (ii) Acquisition of new features.

6. How does happiness vary at different periods in development? Illustrate your answer.

7. Describe the relationship between learning and development.

8. What are the criteria that determine readiness to learn? Explain.

1.3.7. References

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BLOCK 1: Learner, Development and Learning

Unit 4 : Dimensions of Individual Development; Physical, Cognitive, Language, Affective, Social and Moral, their inter-relationships

(Ideas of Piaget, Erikson and Kohlberg)

Unit Structure

1.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Identify the different dimensions of individual development;

- Explain the process of cognitive development and schema formation;

- Describe the different steps of cognitive development according to Jean Piaget;

- Explain the stages of psycho-social development as proposed by Erikson;

- Identify the different phases of moral development; and

- Explain emotional development.

1.4.2. Introduction

As you know, the development process in man includes different dimensions, and hence it becomes very complicated also. Many psychologists have contributed in this particular area. Take for example, Sigmund Freud's, Psychoanalytical Theory, Piaget's Cognitive Theory, Erikson's Psycho-Social Theory, etc. In this Unit you will come to know about the developmental process in general, and specifically, in the dimensions of physical development, cognitive development, emotional, social and moral development as explained by different eminent psychologists.

1.4.3.1. Areas and Dimensions of individual development

Development being a complex process has been identified in different but interrelated areas or dimensions that can be seen in an individual's growth. If taken collectively, then one can easily get the holistic view of the developmental process of an individual.

Due to its vast area, many psychological theorists perceived the process of development from different perspectives, for example, Jean Piaget, Bruner, and Vygotsky have explained the cognitive development, and skill development. Vygotsky's socio-cultural theory in particulars helps in explaining the wide cultural variation in cognitive competencies. Similarly, Sigmund Freud gave the psycho-analytic perspective and Erickson explained the process of development from a psycho-social perspective. Thus there are cognitive, affective or emotional social, language and moral domains, and each domain has its own characteristics. So, in this Unit, you are going to understand the process of development by studying each dimension.

As mentioned earlier, life's journey begins with the conception in the mother's womb. The approximate period of nine months spent in a mother's womb is known as the pre-natal period. After the moment of birth, it is said to be post-natal period. From that moment onwards, the child's chronological age is computed. E.B. Hurlock (1968) divided the entire course of developmental process into eleven stages based on the respective period of time and the developmental changes. These stages are :

Pre – Natal	-	Approximately nine months in the mother's womb
Post – natal	-	Period soon after the birth (babyhood – up to 2 weeks)
Infancy	-	From the 3rd week to 2 years
Early Childhood	-	From 3rd year to 6 years
Later Childhood	-	From 6th year to 10 or 12 years
Pre-adolescence	-	From 10 or 12 years to 13 to 14 year
Adolescence	-	From 13 or 14 years to 17 years

Post-adolescence	-	From 17 years to 22 years
Adulthood	-	From 22 years to 40 years
Middle Age	-	From 40 years to 60 years
Old age	-	From 60 years to until death

Now let us take up dimensions like, physical development, emotional development, and other related dimensions in brief from 2 years, followed by the process of development during the period of adolescence and adulthood.

Early childhood (2 to 6 years)

Physical Development

The rate of physical growth will be little bit less compared with that of an infant's growth. The growth of the legs is faster. Head growth will be slow now, whereas trunk portion shows intermediate growth rate. Girls usually show a little bit lighter weight and shorter length. Muscles develop at a very rapid rate. Physiological changes are also seen as respiration and heart rate slow down and blood pressure goes up steadily. Brain shows almost 90% of the adult weight. By the end of the pre-school period, brain as well as the nerve fibres show maturity nearing to the maximum.

Intellectual (Cognitive) Development

Intellectual development of the child is accelerated after the age of two. By the age of six, the child can perceive size, shape, colour, time, and distance. Memory increases at a faster rate. Budding of creativity, and imagination is noted at this stage. Children at the early childhood stage, show thinking and reasoning abilities with respect to concrete materials. They will be very much interested in exploring the environment; and also will be able to use symbols in language and show problem solving skills.

Social Development :

A child's personality flourishes according to the social environment to which it is exposed. At this stage, a child's social environment expands beyond the home. Children of both sexes play together without any discrimination. Due to such socialisation process, they learn some social skills, like co -operation and co – ordination, They are much fascinated by fairy- tales and like to listen to animal stories. Girls dominate over boys in play situations. However child seeks social approval for its action, thereby indicating some moral development also.

Emotional Development :

Emotions during early childhood will be temporary, that means the child shifts his emotions very rapidly. Emotional expressions in early childhood are intense, irrespective of the intensity of the stimulus. They cannot hide their emotions during early childhood. Children are prone to accidents and diseases, and this tendency diminishes as they enter into later childhood.

Later Childhood (6 to 12 years)

This is said to be a very important phase in person's life. It is said to be the plastic age or sponge age, because, children at this age are capable of absorbing any information or knowledge.

Physical Development :

This phase is marked by a slow increase in weight and height. Girls show faster growth and they are ahead of boys by two years. They are more healthier, have permanent teeth, with flattening of forehead, sharpening of nose, broadening of the chest, etc., They show increased manual dexterity, increased strength, and increased resistance to fatigue.

Intellectual Development :

Between 6 to 12 years, children show the following changes. They will have a very high rate of absorption of information and accumulation of ideas. They will be in formal schools, which will result in higher capacity in learning and memory. Capacity for logical thinking increases, along with interest in science stories and mathematical operations. They will be free from imaginative fears of early childhood. Hence they will be courageous and also have increased loyalty. They show reasoning nature, with inductive and deductive approach and ability to generalise.

Social Development :

The socialisation process will be more vigorous due to schooling. They form their own peer group of the same gender. Peer group becomes one of the major socialising agents. Often they may show disobedience, and reject adult standards. This phase is also marked by delinquent behaviours. Gender discrimination will be quite obvious, like girls play only with girls and boys play with boys. Boys are more rebellious than girls and their groups are more organised than the groups of girls. At this stage, social consciousness develops very rapidly, and hence it is also known as **"Gang age"** period and they show great loyalty to their gang.

Adolescent Phase (12 to 20 years)

The term "adolescent" has been derived from Latin "to grow into maturity". This stage is said to be "controversial" or "ambiguous". This phase runs between childhood and adulthood. It is confined to the chronological age 12th year to 20th year. The early period of this stage is known as puberty. The onset of puberty may vary with the socio - economic conditions also. Likewise, it also varies from culture to culture. However, during this period, the personality of an individual will undergo changes in multi -directions.

Physical Development :

This will be rapid during adolescent phase. Girls are ahead of boys by 2 years in their development during puberty, whereas boys show faster growth after 14 years. They show increase in height and weight and different parts of the body grow at different rates and attain maximum level. Limbs grow in length and become finer in case of girls. Boys develop round shoulder.

Boys show masculine look, whereas girls show feminine look. In case of boys, change of voice is very common. That is why the voice of boys becomes hoarse and people comment on this as "Jockey voice". Girl's voice becomes sweet during adolescence. But such a change in voice affects the total personality of an individual to a greater extent.

This is the phase which exhibits secondary sex characters. The sweat and oil glands on the face become more active than in the childhood. Reproductive organs both in boys and girls, acquire maturity. The growth of breasts and the widening of pelvis in girls and an increase in the size of genital organs and testicles in boys take place. Girls especially become conscious of their physical changes. Another important change is hair growth, i.e., change in hair growth is associated with puberty. Hair on upper lips, beard, pubic hair, and hair in arm pits appear both in boys and girls.

Almost at the end of adolescence, all the metabolic activities reach a maximum rate. Respiratory, circulatory, digestive, blood pressure, heart rate, and pulse rate acquire their full speed and maximum development. The brain is fully developed almost at the end of the 18th year. All such features of physical development act as an important factor for social development and social approval. Usually they have a very good health, food intake and strong digestive power. The capacity to perform physical activities increases rapidly in adolescence. Boys are superior in activities that involve speed and muscular strength, and they retain interest in physical activities; whereas girls show a sharp decrease in this line. An adolescent will become more popular by having more physical strength and skill in athletic activities than in intelligence and school achievement. Hence, it is

said that physical strength and athletic ability highly influence an individual's personality development.

Cognitive development :

As the age increases, the mental capacities also increase, relatively. During adolescent period, an individual's intelligence grows to its maximum level. According to Piaget, it is the period of "Formal operations". The brain power accelerates on many intellectual fronts. Adolescents can think, grasp, understand, argue, and generalise not only with the help of concrete issues, but also at abstract levels. Adolescent thinking can be more flexible and abstract. They show higher order of mental abilities like, experimenting hypothesising, inductive and deductive thinking, taking decisions, and solving problems. They show an increased level of understanding and solve a problem in many ways, and also give solutions to difficult problem. They can think in terms of symbols. At this stage, they exhibit a sort of intellectual maturity, which involves the ability to comprehend and communicate abstract concepts. Adolescents at this stage have tremendous memory power. Their long-term memory enables greater capacity of storage, and hence they can retain facts for a longer period. The "time" variable is very well understood by them, like any historical event whether it is in BC or AC period,(Before or after Christ), can be grasped by them. They clearly understand the reverse chronological order in BC period.

They talk about everything with their peer groups. It will include national and international problems. Arguing is their fascinated behaviour. They can be seen arguing for hours on topics of their interest. They show the capacity of independent thinking, and can take independent decisions. They show open mindedness in accepting their own weakness and mistakes. They ask questions about everything, which may appear like disobedience, but they critically examine the events and moral codes and rationally may accept or reject them. This is the tendency of developing morals and values at an autonomous level. They are able to differentiate good from bad. They can design an experiment by taking different variables into account, and study the cause and effect relationship. Apart from this, their reading habit also will change. They prefer novels of romance and reality, and while reading a newspaper, the sports sheet fascinates them. Anything that is new and strange becomes the area of interest for adolescents. But as the days pass, the intensity may decrease, and at the end of the adolescent period, the scope of the interested areas will be shortlisted, and they may show a tendency of becoming professional in any one or two selected areas.

Emotional development :

This period is considered as very sensitive because of the role and influence of emotions on them. There will be mood fluctuations, and oscillations between two extremes, and

are little bit over sensitive and get hurt very easily. They will be the source of complex emotions.

P.T. Young defines emotion as, a disturbed state of organism which includes visceral changes due to increased activity of automatic nervous system and an emotion originates within the physiological situation. It is expressed in love, fear, anger, laughter, happiness and sorrow, tears etc. The adolescence period is noted for its heightened emotionality. Sometimes an imbalance in emotions will be expressed in nail biting, conflicts, non-cooperation and quarrels with siblings, parents, and also with classmates. It could be expressed as aggression, shyness, withdrawal or hyper activities. Normally adolescents show the following characteristics of emotions in general.

Emotions at adolescents phase will be very complex; they will not be as simple as they appear. By this time they will have acquired certain skills to conceal their true emotional experience. Sometimes their emotions will be abstract. It need not be based on any concrete experience. Their emotions show tentativeness, and they suffer from mood swingings. They can easily be carried away by flattery. Due to physiological changes, hormonal influence, and sex urge, they may suffer from anxiety and guilt feelings. Most of the time, adolescents will be in dilemma, that is not knowing how to react to the various situations in life, may be because, parents will scold them if they behave rebelliously, and remind them to refrain from childish behaviour. At the same time, if they behave like grown-ups, then, parents may say, they are still immature, and curb their independent activities. The very strong emotional factor in this stage will be love and affection. It will be there from the infant stage itself, but at this time, it will be with concrete objects, whereas in adolescence, love and affection are associated with people, and sometimes it could be with pets also. Gilliland reports that, childhood love will not be sexual in nature but in adolescence love becomes a source of pleasure. Apart from this, joy, pleasure, happiness and delight are marked feelings. Every individual at adolescent period, feels insecure and uncertain in life. Therefore, any situation that is opposite to these feelings, gives them happiness. For example, passing examination with distinction, being elected in student-union election, and achievements in the field of sport, etc. will give them a feeling of superiority. They suffer from worries, usually with reference to school work and examinations, may be because of inability to concentrate, fear of failures, etc., Worries may haunt them, in case of lack of understanding between themselves and parents, illness of parents, poverty, and personality weakness. Anger is yet another emotional factor, expressed by teenagers. Normally aggressive behaviour and anger are expressed in situations like failure, teasing by elders and teachers, partiality and unfair treatment, ironical and sarcastic remarks, anybody encroaching her /his rights, and unwelcome advice.

Adolescents show the capacity of self-control. They also develop competencies to bear tensions in different social situations. Even they can feel a kind of inner freedom in an intimate personal way. Adolescent, develop an ability to understand others, and a concern about the feelings of others. So, emotional development expands beyond their home and neighbourhood. They show loyalties with peers and great personalities. At this stage, they can perceive reality very well. Therefore, they can identify the strengths and weakness of a person. They show their appreciation to elders and younger people. Sometimes they may emotionally attach themselves to a hero of their choice and according to their hero's principles, try to shape their life. This is what we call as "Hero worship". Here, a hero could be any person, like a politician, historical figure, film hero or heroine, etc.

Sometimes they daydream. It is because adolescence period is the period of high hopes and aspirations. Some adolescents work hard to achieve their goal, whereas others put a very little effort, and remain in illusion. They become unrealistic. They tend towards fanctiness. They learn to express their feelings in various situations, and can project their feelings on others. They can be compassionate and empathetic.

Social development :

Much against his biological and basic instincts, man is a social animal. He has to adjust to the society to survive. The process of socialisation first starts in the family by the parents and the family members. School is another socialising agency. As an individual grows, he will come in contact with people or individuals of different ages. The adolescent phase is said to be the "Gang age". As mentioned easlier Research studies have pointed out that, although the gang influence appears to be more important, influence of family proves to be more important in the rural context. Since an individual will be trying to become independent, at the adolescent stage, he will feel more secure with his peer group. Thus, the social relationship that exists between him and his peer group, will substitute the feeling of belongingness that he had with his parents and family members. But at the same time an adolescent, can get disturbed, when to conform or not to conform to group expectations and pressures. He has to face new responsibilities because now the society and parents place upon him new demands, which sometimes bewilder him, and he fails to adjust successfully in the new role.

Moral development :

Adolescents tend to be idealistic, but most of the time, their ideals lack a sound foundation. Hence, it becomes unrealistic. There will be drastic difference between ideals and reality. Morality, ethics, moral courage, responsibilities, obedience, and honesty are

all expressed in terms of their efforts and moral support in protecting and conserving social justice for the sake of others as well as for themselves. They carry out the responsibilities with dedication and honesty. They will be very loyal to the group norms, friends, leaders, and to the ideal personalities.

Check Your Progress – 1

Select appropriate answer to complete the sentences

1) The theory of Cognitive development was proposed by _____

a) Alfred Bandura   b) Sigmund Freud   c) Abraham Maslow   d) Jean Piaget

2) The theory of Psycho-social development was put forward by _____

a) Jean Piaget   b) Jerome.S.Burner   c) Erikson   d) B.F.Skinner

3) The concept of moral development with three major phases was explained by _____

a) Robert Havighurst   b) E.B.Erikson   c) Kohlberg   d) Kohler

4) Early childhood confines to _____

a) 0 to 2 years b) 2 to 6 years   c) 3 to 7 years d) 4 to 8 years

5) Later childhood is considered between _____

a) 6 to 12 years   b) 5 to 10 years   c) 8 to 12 years   d) 11 to 16 years

6) The comparison of the developmental process between boys and girls shows that _____

a) Girls are ahead of boys by two years

b) Boys are ahead of girls by two years

c) Both boys and girls develop at the same rate

d) There is no certain defined difference

1.4.3.2. Cognitive and Language Development-Piaget

Exercise I

A child who is a year younger to his brother will think that he is of equal age or more than one year, when he celebrates his birthday. How funny!! What is the reason for this?

Answer: The child is unable to think that, by this time, his elder brother also has grown by one year.

According to Jean Piaget, human mind has two aspects, namely, **Cognitive Structure** and **Cognitive Function**. The term **'Cognitive Structure'** was explained by him in terms of **'Schema'**. A schema is nothing but a unit of one's cognitive structure in the form of a general potential (a mental picture), which can result in a particular class of behaviour. As the child grows by its interaction with the physical and social environment it will be able to form different schemas resulting in changes and modifications in its cognitive structures. Schema formation is supported by the process of conceptualisation. As the development proceeds, each schema enlarges and changes and co-ordinates with other schemas to form more complex schemas.

Cognitive Function

The Schemas which are acquired in infancy or babyhood are exercised and changed in later life. The process of schema - change will be due to two essential psychological processes, namely, 1) Assimilation and 2) Accommodation. These two are ongoing mental activities. It is important because through the process of assimilation and accommodation, an individual will attempt to adapt to his environment and maintain a balance between himself and his changing environment. Therefore, the very important but integral part of cognitive development thus lies in his constant interaction and adaptation to his physical and social environment. Hence, schema denotes the Cognitive Structure, whereas Assimilation, Accommodation, and Equilibration represent the cognitive functions.

Assimilation

It refers to a kind of matching between the already existing cognitive structures and the environmental needs as they arise. Here, an individual will include or incorporate, or fit the ideas about the new object or situation into the already existing cognitive structures, which were there due to previous experience. For example, if a new toy is given to an infant, it is likely to respond by putting the toy into its mouth. Here its cognitive structure about old toys revolved around the sucking schema. Therefore, at once it responds by performing the act of sucking. If the given toy is a bigger one, then certainly it needs a changed behaviour from the child. Therefore the already existing cognitive structure will get changed. That is to say, that the child has to change its old ways of thinking and behaving in order to adapt or adjust to the new situation. In case of assimilation, one's responses are supposed to bank upon one's past experience and already compiled and stored stock of information. But the process of cognitive development will not be fulfilled unless and until the assimilation results in accommodation, and equilibration.

Accommodation

It is the process of mental activity, in which one has to learn new ways of thinking and behaving by making modifications or changes to one's already existing cognitive

structure. For example, in olden days, while cooking, every item was cooked separately, but by the introduction of the pressure cooker, the cooking procedure itself underwent modification and the person who cooks also changed his/her way of thinking due to this and because of this, accommodation the person is able to cope with modern fast -moving society.

Equilibration

Apart from assimilation and accommodation, as far as a child's cognitive development in concerned, Piaget postulated one more concept, i.e., the concept of "equilibration". He was of the opinion that mere grasping, assimilation, and accommodation will not be the process of cognitive development. By the help of assimilation and accommodation a person will proceed further to adjust or maintain a harmonious relationship between himself and his environment. Piaget calls this adjust mechanism as equilibration. He defined equilibration as follows :

"Equilibration can be defined as an innate tendency or continuous drive on the part an organism to organise its experience (through assimilation or accommodation) for obtaining optional adaptation to the changing demands of its environment by maintaining a proper balance between its cognitive structure and the changing demands of its environment".

Stages of Cognitive Development

As we know development in general, is an orderly process, as also the case of cognitive development. Piaget expressed that the process of cognitive development is carried out through the mechanism of assimilation, accommodation, and equilibration. Due to this, one's cognitive structures get constantly organised. Though this process occurs irrespective of the age of individuals, there are individualised differences to a wider or greater extent. Children differ in their level of possession of cognitive abilities. In spite of this, the development and organisation of the mental structure in all children invariably takes place in an orderly manner, involving definite stages of intellectual development. It follows a definite pattern that is quite constant and universal. Piaget has identified four distinct cognitive developmental stages :

1) Sensorimotor stage (From birth to about two years); sensory motor

2) Pre-operational stage (From 2 to 7 years);

3) Concrete Operational Stage (From 7 to 11 years); and

4) Formal Operational stage (From 11 to adolescence stage).

All the above stages are confined to the Period of Infancy, Pre-School, Childhood and Adolescence. Each stage is characterised by a general cognitive structure and corresponding behaviours. It should be noted that, each stage represents a child's understanding of reality during that period. Now let us go through the above said four stages study more about these in detail.

1. Sensori motor stage (From birth to about two years)

Piaget has coined the term 'sensorimotor' for this stage, i.e., the child merely senses things and acts upon them. During this period, children will be extremely **"egocentric"**. They cannot perceive the world from others' point of view. They are not concerned with thinking about things but rather with experiencing them. Hence, Piaget has called this intelligence as "Practical intelligence". This period is also marked by an extraordinary development of mind. He has tried to explain the nature of intellectual development by using the term 'sensorimotor' to this phase, as it takes place even in the absence of language and mainly it occurs due to direct sensory and motor interactions with the environment.

From birth to almost 4 months, infants show somewhat un-coordinated reflex action, such as sucking, looking and grasping. And During the next four months, they show some co-ordination in action, which indicates the simple schemes of development. These schemes provide the child a general potential to perform certain classes or set of behaviours. Almost at the end of the 8th month, the infant begins to realise that the objects around him are separate from himself. Earlier to this, if a toy is taken from the infant's hand (while playing) and if you hide it somewhere, and allow the child to watch where you are hiding it, then also, the child will not try to trace it or chase it, but will at once forget about it, for, their level of understanding, if the toy is out of the sight, the toy exists no more. Gradually, they will realize that, the objects continue to exist even though they are out of its sight. This leads to exhibit a searching behaviour from the child. For example, if the toy is hidden under a cloth, then the child tries to lift the cloth and search for the toy. It will start this searching activity with the assumption that the object has its permanent identity. This shows that the child has developed a mental image and that the object has its permanent identity. This is the concept of object permanence. This shows that the child has developed a mental image of that object. This stage is very essential for the next stage, which is known as the operational stage.

2. Pre-operational stage (From 2 to 7 years)

Piaget has strongly opined that, the attainment of the earlier stages is essential for those in later stages and some of the earlier intellectual processes may extend into later

periods of development. For a child, it starts with the stage of infancy, in which its sensorimotor systems become coordinated in many of his physical activities. As we know, infants cannot speak any language, but they come to know everything around them by means of actions. Here, action becomes meaningful. Therefore, Piaget called it as "**Action Schema**". Beyond the age of two, children will no longer be bound by their senses, as it was noted in the sensorimotor stage. Hence it shows the onset of the Pre-operational stage. This stage is associated with language learning activity also. Therefore the child begins to utter a few words, and gradually learns to make use of full sentences. So, now he can ask whatever he wants, which is a drastic change when compared with moving the whole body to reach for a particular thing and getting it. The Pre operational stage running from 2nd to 7th year has been further divided into two successive sub - phases, namely, Pre-conceptual stage (2 to 4 years) and Intuitive stage (4 to 7 years).

(i) Pre-conceptual stage :

At this age, i.e., from 2 to 4 years, children show some behaviour which is universal to all children of the same age. Such characteristic behaviours could be noted as follows:

They show egocentric nature. According to Piaget, at this age, children can see the world only from their point of view. They believe that, as they run on the street from one spot to another, the moon also runs with them. They cannot think and understand that people may have different options and may differ in their modes of thinking. They will be unable to distinguish between living and non-living objects. Sometimes they will be too imaginative and far from reality. For example, you might have seen children of this age playing with a stick and calling it as his horse or motor cycle, etc; the doll in their hand is so alive for them, therefore they can feel the cry, smile or sleep of a baby doll. They show pretending, or imitating ability. Children of this age can pretend and show, as if they are a flying bird or crow. Piaget says this is an indication of their "symbolic thinking" ability; they just do such activities to get sheer pleasure. They want fun out of "Pretending" and "make believe" activity. This phase is also known for their inability in differentiating fantasy from reality. They can become a bus, train or elephant etc., and in their stories all animals can talk and communicate. Similarly, drawing is another realm of symbolic function. If you provide a white sheet/ or a drawing book and a set of crayons, they will become very busy in drawing pictures like, sunrise, coconut tree, birds, daddy or mummy, etc. Their thinking will be somewhat illogical. In the early part of this stage usually their thinking will be partially correct, because, it is just the concept formation stage. They may make mistakes in the process of identification or concept formation. It is at this stage, they think that all men are 'daddy' and all women are 'mummy'. At this stage, language learning plays an important role in their cognitive

development. Almost at the end of the first year, children will acquire a few words and from then onwards they go on learning new words, and at the age of one and a half year, a baby will know about 50 words. Therefore, whenever they come in contact with the family members or near and dearer ones or neighbours, their language learning gets enhanced.

(ii)   Intuitive stage (4 to 7 years)

A child starts to think at this stage, but his thinking will have no logic, says Piaget. He also says that, children's thinking will be not only illogical, but also full of contradictions. His cognitive operations will show some limitations. For example, he will be not able to think in reversible terms and also he will not be able to think in terms of conservation, that means the volume of objects does not change when the shape or form changes.

For example:

- He can think that he is the brother to the elder son of the family, but at the same time he will not be able to think and understand that to the elder son of the family he himself is also a brother!

- A child who is younger by one year to his brother will think that he is of equal age or more repetitive by one year, when he celebrates his birthday, because he is unable to think that, by this time, the brother also has grown by one year!

- Child finds it easy to add the numbers, but finds difficulty in subtraction.

- Similarly a child shows indication of partial thinking as far as concepts like length, volume, and number are concerned.

3. Concrete operational stage (7 to 11 years of age)

At this stage, the child's thinking will become more logical and rational, and it also masters the various conservation concepts. They become more involved in the process of conceptualisation, in which the preparation of concrete objects, things or experiences play a predominant role. Piaget has used the term **'Operation'** meaning **"a mental activity that transforms" or 'manipulates' information for some specific purpose'**. that may include, basic mathematical operations, like, adding, subtracting, multiplying and dividing. Here childrens thinking will not go by just visuals. And the term 'concrete' refers to the objects, things or visuals that give a first-hand experience, i.e. objects which are tangible. Children at pre-operational stage will have mental representations like picture or image symbols of what they see and these are called **"iconic representations",** whereas at the stage of concrete operations, children are able to mentally represent or remember

events, objects, things in symbolic form. Now they are able to manipulate mentally, and can condense a great amount of information or a series of action into a single word; and in due course, that is remembered very easily. The cognitive development at this stage will be expressed through a variety of mental operations by children. Such activities be listed as follows:

- Children will be able to grasp and understand the concepts mentally, and will be able to see the subtle differences and similarities in them, and can point out discrepancies and relationship.

- They are able to perceive in terms of interrelated principles, and can gain knowledge by synthesis and can also think in terms of systems.

- They show their reasoning power. They can think inductively as well as deductively and can bring out generalisation with adequate rationale.

- They show the ability to conserve both in terms of quantity and number of objects. Now they can understand that any apparent change of an object does not alter either its quantity or its number.

- Now it is possible for them to think in reversible order also, i.e., if A=B, then B=A.

- Children at this concrete operational stage are out of their ego-centric nature. Therefore, they will not perceive the world only from their point of view, instead they can understand others' point of view, even when it is quite opposite to their own. They can perceive others' view point. They become socio-centric.

- Basic mental operations like identification, classification and recognition will be well-developed by this time. Therefore children at this stage, can classify objects, and can arrange them either in increasing or decreasing order.

- They are able to carry out any work or track any problems at the concrete level and not at the abstract level.

- At this stage, they are able to understand the inter-relationship between time, distance, and speed and can also co-ordinate all three. But as far as these dimensions are at the concrete level, they perform with all clarity. For example, if a child is asked to tell a particular route to somebody's house, then it becomes difficult for him to tell it orally, but he can take you to that particular house literally.

Piaget has rightly pointed out the significance of physiological maturation at this phase, especially the central nervous system. Apart from this, interaction with parents, neighbours and peers is also important. If all these conditions are fulfilled, then any child can reach

a satisfactory level of intellectual development, and as a result, his thinking will become quite systematic and logical. The very limitation of this stage is whatever the child does or thinks, will be purely at a concrete level, because his thought process completely depends upon the real events observed or the actual objects operated by him. However, this stage acts as a strong pre-preparation for the final stage of cognitive development, which is known as "Formal Operation Stage", which mainly deals with abstract thinking.

4. Formal operation stage (From 12 to 15 years)

This is said to be the onset of puberty stage. The mental power in this stage gains tremendous momentum. One can see a sort of maturity in a person's thinking. At this stage, they will be in secondary school, and they are teen agers now. They can perceive the problems in different dimensions and also can explore various solutions for the problems, but all this will be in a very systematic and logical way.

It will be the beginning of the most advanced stage in one's cognitive development. It could be reflected in their abilities like (i) Inducto-deductive Thinking (ii) Reflective Thinking, (iii) Convergent thinking and Divergent Thinking, (iv) Lateral Thinking (v) Hypothesizi**ng** etc., And also, they can verify all possible solutions in a systematic and logical way and can arrive at generalisations, show very good decision making power. By adapting to all the above said procedural and systematic thinking they exhibit a very rigorous and methodical way of dealing with things, in a "scientific way". They can choose any variable and test its effectiveness on any other variable, through experiments. For example, experiments on magnet, pendulum, osmosis, photo-synthesis, or doing some comparative study will be done by adolescents at the formal operational stage. They learn with some purpose and it is said to be meaningful learning. They can understand the concepts not only at the concrete level but also at the abstract level. They can deal with the things that do not exist in reality. Adolescents can generate hypotheses and test them to find the one that seems most valid and worth. They move beyond the conventional standards of morality towards the construction of their own moral principles.

Language Development :

Language, which is considered as the most awesome of universal human achievements, develops with extraordinary speed in early childhood. According to Linguist Noam Chomsky (1957), all children will have a Language Acquisition Device (LAD) i.e., an innate system that permits them, once they have acquired sufficient vocabulary, to combine words into grammatically consistent, novel utterances and to understand the meaning of sentences they hear. Continuingly, Chomsky says that this LAD has a universal grammar which is a built-in store house of rules common to all human languages. Young

children use this knowledge in any language to which they are exposed, because children master the structure of any language spontaneously.

Around 2 months, babies begin to make vowel- like noises, called "cooing" because of their pleasant "oo" quality. To this gradually consonants are added, and around 6 months, "babbling" appears, in which infants repeat consonant – vowel combinations, often in long strings such as "babababababa" and "nanananana".

Babies everywhere (even those who are deaf) start babbling at about the same age and produce similar range of early sounds. As infants get ready to talk, sound and intonation patterns start to resemble those of the child's native language. Young children apply systematic phonological strategies to simplify challenging pronunciations. Gradually, they refine minimal words into full words with correct stress patterns. As the vocal tract matures, pre-schoolers engage in active vocal problem solving. Pronunciation improves greatly. But syllable stress patterns, signalling subtle differences in meaning are not mastered until middle childhood or adolescence.

However, it is noted that, the pronunciation becomes clearer and acquires a stable structure at the later childhood phase. Vocabulary will get enhancement. Construction of sentences will also get enhanced from single, simple sentences to complex sentences. Children show advanced conversational strategies, communicate clearly, and this will be in accordance with the social expectations in diverse situations.

According to Piaget, language learning and speech are closely related. He says there are two major categories of speech content, namely (1) Egocentric Speech and (2) Socialised speech. In Egocentric speech, children talk either for their own enjoyment or for the pleasure of associating with anyone who appears to be present. They make no attempt to exchange ideas, pay attention to the other person's response. Hence, Egocentric speech is called Pseudo Conversation or Monologue. There is no real communication present. However this later proves to be an aid in socialised speech. Socialised speech is speech that is adapted to the speech or behaviour of the person to whom the individual is speaking. At this stage children are able to communicate and to engage in an exchange of ideas. In socialised speech, mainly there are five types, and they are:

    (1) Received information,

    (2) Critique,

    (3) Requirements and orders,

    (4) Questions, and

(5) Answers.

Thus speech contributes to children's personal and social adjustments by satisfying their needs and wants, getting attention from others, facilitating social relationships and provides a basis for evaluation from members of the social group and also for self-evaluation. It also helps more for academic achievement, enables children to influence the behaviour, thoughts, and feelings of others. As it is true with all skill - learning, speech can also be learned by trial and error, by imitation or by training. There are six essentials in learning to speak – physical readiness, mental readiness, a good model to imitate, opportunities for practice, motivation, and guidance. There are three major tasks in learning to speak :

(a) Building a vocabulary – both general and special by associating meaning with words.

(b) Learning to pronounce words, and

(c) Combining words into grammatically correct sentences.

'Check Your Progress' 2

Select appropriate answer to complete the sentences

1) Schema is the resultant of _____

    a) Equilibrium b) Assimilation c) Accommodation

    d) Assimilation and Accommodation

2) Cognitive function includes_____

    a) Thinking and analysing

    b) Understanding

    c) Assimilation and Accommodation

    d) Problem solving

3) The last stage of cognitive development is _____

    a) Sensory motor stage

    b) Concrete operational stage

    c) Pre-operational stage

    d) Formal operational stage

4) Pre-operational stage is further divided into _____

    a) Operational stage

b) Intuitive stage

c) Pre-conceptual stage

d) Both B and C

5) "Pretending" and "make believe" behaviours are observed during _____

    a) 2-4 years   b) 5-7 years   c) 0-2 years   d) 1 and a half years

6) Pre-operational stage is denoted by _____

    a) "Action schema"

    b) Equilibrium

    c) Schema

    d) Concrete operations

1.4.3.3. Emotional and Moral Development-Kohlberg

'Emotions' though seem to be abstract, play an important role in life. The development of an individual is influenced by the effects of emotions. Children usually fail to hide their emotions. The expression of emotion will vary from situation to situation or child to child. It may be through crying, nail biting, thumb sucking or speech difficulty like stammering or stuttering, etc. A new born infant will be rather emotionless, except for some simple feelings like "pleasant" or "unpleasant". Until the completion of one year, the emotions are connected with biological needs. The baby only needs food, love and security. Therefore, a well-fed and kept warm baby will be happy.

Watson strongly says that, all other emotional responses will develop based on three primary emotions, namely, love, fear and anger. Emotional development at early childhood (i.e., from 2 to 5years of age) will have the same basic emotions, but with an enlarged influence. Usually children at this stage experience fear. It could be common fears like fear of doctors, police, dog and darkness, etc. A common factor in many situations is the suddenness or unexpectedness of the stimulus. Usually, the fears of childhood will disappear gradually as the process of growth and development proceeds. Preschool children cannot hide their anger like infants. They openly express their anger by crying loudly, kicking, throwing and all kinds of temper tantrums, but as they reach the age of four, the intensity of anger expression decreases, and the child learns to control his aggressive outbursts. Jealousy is another emotion. It arises because of a threatened loss of parental affection. Parental favouritism causes jealousy in childhood. The modern society has given common contributions to all human beings which are nothing but

stress and anxiety. Anxiety among school going children that too at an early childhood stage may appear to be incredible, but it is a fact. No doubt, mild forms of anxiety facilitate learning and problem solving, but the observed fact shows that the anxiety among school children over school progress indicates that, there may be too much of emphasis on competitive scholarship and one to one unhealthy competition in our educational system.

Later childhood days are marked by several changes in emotions, i.e., by the end of the later childhood, the child learns to control his emotional expression in social situations. The emotional responses of the child become less diffuse, random and undifferentiated. They can express their emotions even in the absence of concrete objects. However children at this level are highly suggestible and dependable on others. Emotions are most contagious during childhood. Early childhood fears of animals, noise, and super natural and imaginary creatures will be there, but could be ridiculed also. Added to this, fear of failure, fear of being ridiculed or being different, fear of becoming odd man in the group may appear. Anger is caused by thwarting, teasing, unfavourable comparisons with other children, interruption of activities in progress, ridicule by peers or elders and negligence, etc., Girls are more jealous than boys, may be because of preferential treatment given to boys. Apart from these, joy, pleasure, love, curiosity, grief, and affection appear in childhood.

Kohlberg's three levels and Theory of Moral Development

Lawrence Kohlberg, one of the associates of Piaget, put forward the theory of moral development. He developed this theory based on the findings of his studies conducted on hundreds of children from different cultures. He was of the opinion that, cognitive development plays a major role in moral development. He first defined moral development as "the development of an individual's sense of justice". In order to estimate one's sense of justice, Kohlberg concentrated on one's views on morality with the help of a test of moral judgement consisting of a set of moral dilemmas. Take for example, the "concept of mercy killing". Or "Is it worth to save the life of one important person instead of killing a lot of unimportant persons". Through his indepth study on moral development among individuals, Kohlberg has identified three successive levels in moral development, and each level, has two stages. Kohlberg's contribution with respect to moral development is a universally accepted phenomenon.

Kohlberg's Six Stages of Moral Development

Level One	Pre-moral (4 to 10 years)	Stage 1: the obedience stage to avoid punishment Stage 2: obtaining rewards and favours in return
Level Two	Conventional Morality (10 to 13 years)	Stage 3: maintaining mutual relations and getting approval of others Stage 4: ethics of social system
Level Three	Autonomous Moral Principles (13 years and above)	Stage 5: conforming to democratically accepted law and mores of community welfare Stage 6: universal ethical principles and obeying one's conscience in judging morality.

Now let us try to understand each level with its respective stages in brief.

1) Pre-moral level (Level 1 to 4 10 years): At the age of four, with a certain level of mental development and language development, a child begins to make judgments about what is right or wrong, good or bad. But this is not his autonomous decision, just a persuasion to take such judgements either to avoid punishment or to earn rewards.

Stage 1: Child's morality is developed because of the fear of punishment. Therefore, children at this age are obedient to parents and elders purely because to avoid reproof and punishment.

Stage 2: Almost at the end of 3 ½ years or 4 years, the child will consider what others can do in return, if the child does right actions. Children now can value a thing because it has some practical use for them. They stick to the rules like do's and don'ts, as it is told by the parents and elders. In addition it serves their interests also!

2) Conventional morality level (Level 2-10 to 13 years): At this age, children are much influenced by others. Therefore, their moral judgement is controlled by the likes and dislikes of others. They can now understand how the society is controlling them in terms of conventions, rules, regulations, norms and customs, and also the law and order maintained within the society. Mercy killing, stealing, cloning of human being, production and use of BT-species, and some other scientific researches-are considered as wrong, illegal, and unethical by the society. Children at this stage become sensitive to such decisions and they identify themselves with the authority. In this level also, there are two successive stages, as:

Stage 3: At this stage, children want the approval of others and avoid being disliked or to be called as bad boy or bad girl. Therefore, they begin to judge the intentions, likes or dislikes of others and act accordingly. 'Good Boy-Good Girl' phase.

Stage 4: At the end of the 12th or 13th year, their moral development will be expanded with its horizon, so that, their moral judgement is governed by contentions as well as the laws and mores of the social system. Levels I and II to get her are known as Heteronymous levels together. A moral judgement is influenced by external factors.

3) Autonomous moral principles (Level 3-13 years and above) :

This stage actually never stops at the age of 13 years. The process of moral development may continue until middle age or even at later adulthood or it may stop at any level also. But this level marks the highest level of attainment of true morality, as the controlling force for making moral judgements comes from within, one's own personality. At this age, one does not value a thing just because someone else is valuing it, but because, it fits into the framework of his/ her self-accepted moral principles. This level also has two successive stages :

Stage 5: At this stage, an individual will be with his internalised values. He begins to think in rational terms, values human rights, and respects the welfare of the society.

Stage 6: The decisions of the individual are now based upon his conscience and the belief in universal principles of respect, justice and equality. He will do whatever he thinks is right, regardless of others' opinion or any legal restrictions. So at this stage, people go the sajins "Let us live the life only to please God and not to please human beings". Thus, at this stage, people act according to their inner voice of their conscience. This phase is known as the Universal Ethical principle's phase.

Though the above said moral development stage appear to be sequential with an inbuilt hierarchy, it is not essential that all people pass through the third level of moral development. It is a general notion that, most adults are not able to cross the second level and few can reach Stage 5. Only a handful of people can reach Stage 6, in which they can think rationally, take right decisions, and judge properly as per their conscience even at the risk of their life.

'Check Your Progress' 3

Select appropriate answer to complete the sentences

1) The first phase of moral development according to Kohlberg is _____

    a) Non-moral   b) Pre-Moral   c) Autonomy   d) Conventional Morality

2) Interest and emotion with reference to other gender are of prime influencing factors during _____

    a) Early childhood b) Later childhood   c) Adulthood d) Adolescence period

3) "Fear of failure" is very tortuous during _____

   a) School age   b) teen age   c) old age   d) childhood

4) The pre-moral stage is denoted by _____

   a) The obedience in order to avoid punishment

   b) Expression of universal ethical principles

   c) Ethics of social systems

   d) Democratic values

5) The proper rationale for the concept of "Mercy Killing" may appear at _____

   a) Level 2, stage 3- maintaining mutual relations and approval of others

   b) Level 2, stage 4- ethics of social system

   c) Level 3, stage 6- universal ethical principles and call of one's conscience

   d) Level – stage 2- obtaining rewards and favours in turn

6) 'Heteronomy' is the one in which moral development is influenced by _____

   a) Others, like, parents, elders and other family members

   b) An individual's own system of values

   c) Different factors is the society

   d) Mass media and public interaction

1.4.3.4. Psycho - Social Development - Erikson

Read the following Illustrations:

(i) A mother is holding a baby (one and a half year old) in her arm and she is travelling in a city bus. That lady is requested by her fellow passengers to hand over the baby over to someone seated, so that she could at least stand comfortably. But lo! The child directly rejects this option and starts to cry. Why is this so?

Answer: This is how a child expresses its feeling of insecurity and mistrust of strangers

(ii) A class teacher (of 10th standard) is surprised and wonderstruck. because most of the boys had changed their hair style to that of the hero in a recent movie. What could be the reason for this?

Answer: Children in 10th standard are at the stage of identity versus role confusion. In order to overcome this conflict, they imitate the features of their favourite hero.

Erikson has recognised eight sequential and hierarchal stages in the psycho-social development of an individual. And correspondingly has identified certain behavioural

patterns through which the individual will undergo the social developmental process. For example, if one goes on acquiring positive traits like trust, independence, initiative, industry, identity, etc., then it will result in a meaningful positive personality. On the other hand, one can also develop into a troublesome, confused, and negative personality by acquiring negative traits like, mistrust, shame, guilt, feeling, inferiority, etc., That means that, there are opposite possibilities while solving the crisis at each stage in which one may become a positive personality or negative personality. Below you will find the eight stages suggested by Erikson.

Sl. No.	Stage	Age in (years)	Stage of psycho-social development
1	Infancy	0 to 1 or 1 ½	Trust vs. Mistrust
2	Toddler	1 or 1 ½ to 2 or 3	Autonomy vs. Shame and doubt
3	Pre-school	2 or 3 to 5 or 6	Initiative vs. Guilt
4	Childhood	5 or 6 to 11 years	Industry vs. Inferiority
5	Teenage (Adolescence)	12 to 18 years	Role Identity vs. Role confusion
6	Early adulthood	19 to 34	Intimacy vs. Isolation
7	Middle adulthood	35 to 65 years	Generatively vs. Stagnation
8	Later adulthood	65 onwards	Integrity vs. Despair

Age Span for the Stages of Psycho-Social Development

1) The stage of Trust vs. Mistrust

This phase appears at the infant stage, which is between birth to one or one and half year. It is the most fundamental stage in life. Here, the infant faces the crisis termed as trust vs mistrust, since the baby completely depends upon its mother or caretaker for food, love, and care. The way these needs are provided and satisfied will determine how the baby will develop in the future. It may develop a sense of security or insecurity, or a feeling of trust or mistrust with its mother or care taker or ultimately with its surrounding. For example children at this stage usually never trust the stranger. Erikson points out that at each psycho - social stage such conflicts do occur providing alternative chances. For a child. 1½ years old, the stranger evokes mistrust of Being with mother care taken evokes trust. Thus it may result in the development of trust or mistrust. However, whatever experience gained at this stage due to interaction with the environment, will be carried over to the other stages of development that follow in the later years and is reflected in

developing personality. The child's relative understanding of world comes from the parents. If the parents expose the child to warmth, affection, and security, then the child develops the feeling of trust with this world. If not, then child develops a feeling of mistrust with this world. Failure to develop trust will result in fear and disbelief with the world.

2) The stage of Autonomy vs. shame and doubt

This is stage is confined to early childhood, running from one and a half year to three years of age. By this time the child has already passed through the trust vs. mistrust stage and now it will be facing the autonomy vs. shame and doubt phase. It has developed certain motor abilities, and also has language development and has gained control over eliminative processes (toilet control). With all these now the child tries to explore his/her environment, and may go for experimenting also. According to their strengths and weakness may feel a sense of autonomy and independence. At this stage the child needs proper care and safety measures, because for everything he/she may insist to do it himself/herself. They may express their food choice and selection of clothes or colour, toy preferences. At this stage, children must be given freedom and adequate opportunities for the acquisition of sense of autonomy as well as awareness about his limitations. Children who successfully complete this stage feel more secured and confident while children brought up by over-protective, harsh or restrictive parents begins to doubt their abilities, and hence feel embarrassed or ashamed before others. But within a reasonable limit, having a sense of doubt and shame is not harmful. Actually this will help a child to know his limits, as well as develop a sense of right and wrong.

3) The stage of Initiative vs. guilt

It is also the pre-school stage which runs between 3 to 6 years of age. Here the crisis or the conflict will be created as initiative vs. guilt. With all the previous successive phases, now the child begins to take initiative in interacting with his environment. It is also said to be the questioning age, so he will be asking questions for each and every thing. He explores his environment with some assertion, and engages in planning and carrying out activities of various kinds. At this stage, the extent to which the children are encouraged or discouraged by the parents with the available social environment, will result in developing ability in the child to initiate plan and carry out activities or may develop a sense of guilt, and hesitation. This will have a very strong influence in the later part of life. Therefore, parents should not do unhealthy criticism or make comparison with other children, or punish the child for minor failures, because this will become the root cause for developing a sense of guilt, hesitation and inferiority feelings in the child.

4) The Stage of Industry vs. Inferiority

By this time the child will be in the school. and its age ranges between 6 and 12 years. The school will be a completely new environment. At home until now, the child was treated as important, but in the school he will be one among other students. The teachers and the school environment create a pressure on him to work hard, and at the same time, parents will also put pressure due to their high expectations. In some cases, parents may expect their help in regular household duties or they may be asked to take occupational responsibilities. The school environment will present a variety of competitors from his peer group. So, here, the child perceives and performs new challenges or crises and solves them, at its best level, then he/she will be admired, and this will boost their energy, and as a result, they will become industrious. They work hard to achieve more in terms of competency and productivity. But contrary to this, if the child fails to positively solve the crisis, and performs in a poor way, will not satisfy his/her parents and teachers, he/she assess himself as 'helpless' or 'hopeless' and develop a sense of inferiority. The school is the correct forum to develop either industriousness or inferiority feeling among the students. Therefore the role of a teacher becomes utmost importance, in developing confidence, positive attitude, and values among children. The school and the teachers should make the children to view themselves as capable and valuable individuals, to help them realize themselves as "being responsible, good, and doing right".

5) Stage of Identity vs. Role confusion

This period is confined to teenagers, i.e., from 12 to 19 years of age. It is said to be adolescent puberty period. Here, they will face the identity crisis. By this time, they have already developed a sense of trust, autonomy, initiative and industry, so now they begin to search for their personal and role identity. They will explore their independence, and try to develop their self-image. Actually, the level of crisis will be at its maximum at the puberty stage. This may be because of certain psychological changes in their body. It may give them a feeling of an older person, and at the same time, society will also perceive them in a different light. But this phase is also known for its ambiguity, as they are neither small children nor developed adults. This compels them to ask questions like "Who am I?" "What am I to become?" "How do I have to behave?" etc. So at this stage, they are more impressed by social groups, leadership qualities, gang nature, and ideal personalities. They prepare themselves by looking at all such individuals for the next stage or for full-fledged adulthood. In this phase, they are much concerned with how they appear to others. If an individual wants to develop a sense of identity, it will depend upon the degree of success he achieves while solving the crises that were there in all the previous stages. Any failure in this process will result in role confusion, not knowing

what to do, or how to behave on his own. He will be unable to choose any profession or career with confidence or even making friends. Sometime, lack of self-identification and role confusion may lead to over identification with anti-social personalities, villains pervert theories, cults etc. Therefore, it should be noted here that any sign of intolerance of others, may result in identity crisis in an individual. Here, both teachers and parents can play a constructive role in helping adolescents to resolve their identity versus role confusion crisis.

6) Stage of Intimacy vs. Isolation

This stage covers the period of early adulthood which runs between 19 to 34 years of age. This stage is identified with crisis of intimacy versus isolation. At this stage, people will be interested to explore personal relationship. This becomes a vital aspect in one's life. It is here that people develop close committed relationships with another person. This type of intimacy can be seen in the harmonious relationship between husband and wife or among intimate friends, and also in the ideal relationship between a teacher and his pupil (like Swami Vivekananda and his guru Sri Ramakrishna Paramahamsa) or even with intimate icons, for example, Meera – Krishna, Akkamahadevi-Chennamallikarjuna. Sometimes, the intimacy may result in sacrificing one's life for the sake of the other person (like, friend, member of one's family).When one fails to develop an adequate sense of intimacy, or when once established relationship deteriorates for some reason, then one tends to develop a sense of isolation. So, the crisis of intimacy versus isolation needs to be resolved with a balance between two contradictory needs, i.e., need for intimacy and the need to maintain one's isolated individuality. It is because certain degree of isolation is needed to maintain one's individuality. However, parents who can understand their children, teachers, friends, and religious leaders, can help to solve and settle the crisis.

7) Stage of Generativity (Creativity) vs. Stagnation

It is said to be the middle adulthood, running between 35 to 65 years of age. At this stage, an individual will take up the role of an elderly person, or try to establish himself as a professional in his/her career. In order to satisfy his generative ability, he accepts the role of a guide or director and gives guidance to his children or younger generation. Erikson adds creativity to generativity in which, people at this stage engage themselves in some kind of creative productive or fruitful activity that may prove beneficial to one self and to society. He/she expands his/her personality in such a way, that, he/she can reach the needy children, pupils, or any deprived group in general. Contrary to the above points, a person may exhibit a selfish nature and become egoistic. This person will stop growing in the real sense, leading to stagnation. He/she will be useless to society.

According to Erikson, majority of the people at this stage tend to become stagnant, only a few will continue with their generativity, creativity, and retain the spirit of life.

8) Stage of Integrity vs. Despair

This is the last phase in psycho-social development, in which the group will have members of 65 years of age. It is the old age time. This involves the final crisis of one's life span. It is the conflict between ego-integrity versus despair. Ego-integrity means, it is the culmination of all the earlier stages of development and experiences of overcoming earlier crises. This results in a sense of fulfilment and satisfaction to one's ego. If a person feels satisfied with his past life, i.e., when one looks back and reflects on his past experiences, and feels satisfied, then he is sure to develop a positive outlook towards life. And at this juncture, he has to get ready for his retired life, and should realise the deteriorating physical health and the perception of death as an inevitable event and learn to cope with such crises. This is possible only when a person develops an integrated perception of this whole life, and becomes a witness to the events of life. On the other hand, people who have not resolved successfully the crises of the previous stages in their life, feel differently. They may experience dissatisfaction with all that has happened, and irreversible, irrepairable deeds may make them to feel miserable, and as a result, they may develop a deep sense of despair. To some extent, to feel satisfied or dissatisfied about one or the other issue is common and quite natural. But this should not be too much, like developing a sense of hatred with oneself and sinking into a state of utter depression. Hence, one should lead the remaining life as gracefully and productively as possible. People, who have gained true knowledge, and live a spiritual life, definitely are able to solve all such crises.

All the above said eight stages are sequential and inter-related. Success at any stage depends upon the successful resolution of the crises of the previous stage. According to Erikson, the way in which a person resolves these crises, will influence the development of his personality. At the 1st, 2nd and 3rd stages, the influence of parents is important. At the 4th, 5th, and 6th stage, the teacher plays a predominant role, while at the 7th and 8th stage, an individual must be in a position to resolve the crises by himself. Elderly people, religious teachers, and friends may help a in this direction.

'Check Your Progress' 4

Select appropriate answer to complete the sentences

1) "Right from the birth, the situations will put an individual under specific pressure or psycho-social conflicts called crises", according to _____

   a) Lawrence Kohlberg   b) Albert Bandura   c) Erick.H.Erikson   d) Jean Piaget

2) "Identity crisis" appears at the age of _____

a) 12-19 years   b) 6-12 years   c) 19-34 years   d) 35-65 years

3) The individual will be able to resolve this crisis by himself /herself at the stage of _____

a) Creativity vs. Stagnation

b) Integrity vs. despair

c) Intimacy vs. Isolation

d) Identity vs. Roleconfusion

4) An individual finding his/her identity with some other person is said to have developed _____

a) Intimacy   b) Isolation   c) Illusion   d) Exaggeration

5) If a person becomes very much satisfied at the age 40 years, and stops any new endeavours, it is called _____

a) Equilibrium   b) Saturation   c) stagnation   d) Imbalance

6) "Who am I? And what am I to become?" –such haunting questions indicate the stage of _____

a) Identity vs. Roleconfusion

b) Industry vs. Inferiority

c) Initiative vs. Guilt

d) Trust vs. Mistrust

1.4.4. Let Us Summarise

- Development being a complex process is spread over different but integrated areas. It may be in domains, like physical, mental, social, emotional, and moral and language, etc. All these aspects are studied with respect to early childhood, later childhood, and adolescent as well as adulthood.

- Cognitive development is explained by taking the support of Jean Piaget's theory of Cognitive Development.

- Piaget has proposed that human mind has two major components, namely, cognitive structure and cognitive function. Further, the cognitive structure, leads to the concept "schema".

- Piaget also has also explained the process of conceptualization which in turn will have assimilation and accommodation processes.

- All these, processes, like assimilation, accommodation, schema formation, equilibration-speak about the cognitive development.

- Piaget has also proposed different age limits for different stages. These are the sensory motor stage (0-2 years), pre-operational stage (2 to 7 years), concrete operational stage (7-11 years), and lastly, formal operational stage (11 years to adolescence stages).

- Kohlberg has explained the concept of moral development in three successive levels, in which each phase made up of two sequential phases.

- Social psychologist Erik Erikson has explained the course of psycho-social development. His theory deals with eight sequential stages of psycho-social development, namely trust vs. mistrust, autonomy vs. shame and doubt, initiative vs. guilt, industry vs. inferiority, identity vs. role confusion, intimacy vs. isolation, creativity vs. stagnation, and lastly, integrity vs. despair.

- In each stage, the person faces a crisis of conflict. Positive resolution leads to positive personality qualities and negative resolution results in negative personality qualities.

1.4.5. Answers to 'Check Your Progress 1, 2, 3, and 4'

'Check Your Progress' - 1

   1) d   2) c   3) c   4) b   5) a   6) a

'Check Your Progress' - 2

   1) d   2) c   3) b   4) d   5) a   6) a

'Check Your Progress' - 3

   1) b   2) d   3)b   4) a   5) c   6)a

'Check Your Progress' - 4

   1) c   2) a   3)c   4) a   5) c   6)a

1.4.6. Unit-end Exercises

1) What is meant by schema? Explain the process of schema formation as proposed by Jean Piaget.

2) Explain the stages of Cognitive Development by taking the support of Jean Piaget's theory.

3) What are psycho-social crises? Explain the stages of psycho-social development as explained by Eric. H.Erikson.

4) Explain Kohlberg's six stages of Moral Development.

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BLOCK -1: Learner, Development and Learning

Unit 5 : Stages of Development – Developmental Tasks from Infancy to Post - adolescence

Unit Structure

1.5.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Explain the meaning of Developmental Tasks;
- Justify the significance of Developmental Tasks;
- Identify Developmental Tasks with respect to the different phases of development;
- Locate the different Developmental Tasks hierarchically in the cognitive domain
- Mention the Developmental Tasks hierarchically in the affective domain; and
- Illustrate the Developmental Tasks relating to moral development.

1.5.2. Introduction

You know that, in our day-to-day life, we come across many people we interact with society, and so on. Knowingly or unknowingly you might have noticed that, society has certain expectations about the behaviours, competencies, and abilities of every individual at different stages of growth. Their expectations have become a sort of social norms. Such abilities or competencies, in the form of performances are generally called **Developmental Tasks.** According to Robert Havighurst, Developmental Tasks are ought to be acquired by every individual. In this Unit, you will come to know about the meaning and nature of Developmental Tasks, and their significance in an individual's life.

1.5.3. Learning Points and Learning Activities

1.5.3.1. Developmental Tasks at Infancy and Childhood

Exercise I

Observe the following remark made by a pre-school teacher:

"Their minds are such a curious blend of logic, fantasy, and faulty reasoning". She added a few more points like, "Every day I am startled by the maturity and originality of what they say and do. Yet other times their thinking seems limited and inflexible". For example after hearing a loud thunderclap outside, a 3 year kid exclaimed, "magic man turned on the thunder". Even after the teacher has explained that thunder is caused by lightning, and not by any magician turning it on or off. The kid persisted "Then it must be Magic Lady"!

Question: What made the child to express an illogical statement?

Answer: The child is at phase of development in which logical analysis

will be partial or illogical.

Exercise II

Sometimes young kids appear to be very smart and surprisingly advanced and intelligent. They can recite rhymes, poems, and identify dozens of dinosaurs in their cartoon book. However, while watching Preeti (elder sister) pouring milk from a short, but wide glass into a tall, thin glass, Swati (younger sister of 3 ½ years) looked at her (of the same volume) glass and asked, " How come you got lots of milk, more than me, and I got only this little bit ?"

Swathi did not realise that she had received the same amount of milk as Preethi, as only the glasses were of different shapes but were of same volume.

Question: What mistake Swathi make? And why?

Answer: Swati was at that particular developmental stage in which her ability to do a logical analysis was portial and not completely developed.

Exercise III

Try to watch pre-schoolers when they play and explore the environment, and you will see that they frequently talk out aloud to themselves. For example, a 4-year old, who was working with blocks was heard saying to himself. "Where is the red block! No, I need the red one; now a blue one No, it doesn't fit. Try it here ……"…… Of course there was no one, except him!

Question: Why do children behave like this?

Answer: This is called children's private speech (According to Vygotsky's)

According to Piaget, children of 4 years of age, express "egocentric speech" i.e. "talk to self", in which they express thoughts in whatever form it occurs, regardless of whether a listener is there or not.

These examples help you to understand the concept of development tasks.

Robert Havighurst was the first person who introduced the concept of "Developmental Tasks". Developmental tasks are certain behaviours specified with respect to the age of an individual by the society. If a person is able to grasp these developmental tasks, then it will help him for more effective and efficient adjustment with the society. But developmental tasks also undergo changes as the society changes. According to Havighurst, "developmental task is the one which arises at a certain period in the life of the individual, successful accomplishment of which leads to his happiness and success with later tasks, while failure leads to unhappiness and difficulty with later tasks".

Garrison, Kingston, and Barnard (1977) have listed the characteristic features of developmental tasks as follows:

- Developmental tasks are the needs of an individual for his successful, comprehensive adjustment with the society at a satisfactory level.

- These developmental tasks are ought to be learnt within the stipulated time.

- Many tasks would be learnt at a time, simultaneously, and also it is possible that achievement in one task may reciprocate and complement the achievements of the other task/ tasks.

- A developmental task encompasses different domains like skills, cognitive, attitudinal, and varieties of learning.

- Developmental tasks decide the personality of a person.

For all the above reasons, developmental tasks are considered as guidelines for a growing child. They indicate the skills, knowledge, and competencies are that expected from society. Therefore developmental tasks keep the process of development on track. For the same reason, developmental tasks become important aspects in the field of education also. Hence, the curricular design, educational goals, and objectives are formulated based on these lines. Developmental tasks, not only represent what should happen, but also how our future has to be.

According to Garrison, the list of developmental tasks with respect to childhood includes the following aspects:

At the early childhood phase: Acquiring speaking ability, identifying gender discrimination and role performance, ability to accept and express love and affection, learning and internalising principles and rules.

At the later childhood phase: Acquiring sports and athlete's skills; adjustment with peer groups and classmates, reading, writing and computation, understanding the concept of time and space, volume, weight, cause and effect relationship, adaptation of values, attaining independence and autonomy, developing democratic values and attitudes.

Developmental tasks are also recognised as milestones of development. The term 'milestone' too carries the same meaning and the attributes as we have seen with the developmental tasks.

Developmental milestone is an ability that is achieved by most of the children by a certain age. Developmental milestone can involve physical, social, emotional, cognitive, and communication skills such as walking, sharing with others expressing emotions, recognising familiar sounds, and talking, etc.

Milestones - Some Gross and Fine Motor Attainments of the First Two Years

Motor Skill	Average Age Achieved	Age Range in Which 90% of Infants Achieve the Skill
When held upright, holds head erect and steady	6 weeks	3 weeks to 4 months
When prone, lifts self by arms	2 months	3 weeks to 4 months
Rolls from side to back	2 months	3 weeks to 5 months
Groups cube	3months 3weeks	2 to 7 months
Rolls from back to side	4 ½ months	2 to 7 months
Sits alone	7 months	5 to 9 months
Crawls	7 months	5 to 11 months
Pulls to stand	8 months	5 to 12 months
Stands alone	11 months	9 to 16 months
Walks alone	11months 3 weeks	9 to 17 months
Builds tower of two cubes	11 months 3 weeks	10 to 19 months
Scribbles vigorously	14 months	10 to 21 months
Walks up the stairs with help	16 months	12 to 23 months
Jumps in place	23 months 2 weeks	17 to 30 months
Walks on tiptoe	25 months	16 to 30 months

Note: These milestones represent overall age trends. Individual differences exist in the precise age at which each milestone is attained.
(Source: Bayley, 1969, 1993, 2005)

Milestone: Development of Touch, Taste, Smell and Hearing

Age	Touch	Taste and Smell	Hearing
Birth : (0 to 5/6 months)	Responds to touch and pain	- Distinguishes sweet, sour, and bitter taste, prefers sweetness - Distinguishes odours, prefers those of sweet tasting foods - Prefers smell of own mother's amniotic fluid and the lactating breast	-distinguishes some sound patterns -prefers listening to mother's voice over unfamiliar voice and to native language over foreign language -turns eyes and heads in the general direction of a sound.
1 to 6 months	- Frequently engages in exploratory mouthing of objects.	- Prefers salty taste to plain water - readily changes taste preferences through experiences	-prefers listening to human voice. - identifies location of the sound more precisely. - becomes sensitive to syllable stress patterns in own language.
7 to 12 months and above			- recognises the same melody played in different keys, - detects speech units crucial to understand meaning, including familiar words and regularities in sound and word sequences.

Note: These milestones represent overall age trends. Individual differences exist in the precise age at which each milestone is attained.

Milestone: Visual Development in Infancy

Age	Colour, Perception, Focusing Expiation	Depth Perception	Pattern Perception	Object Perception
Birth to one month	-Visual is 20/600 -Scans the visual field and tracks moving objects	Responds to motion blinking defensively when an object moves toward the face (reflex actions)	Prefers for attractive faces over less attractive ones	-
2-3 months	- Focuses more-scans more thoroughly and systematically	Responds to binocular depth cues	-Begins to perceive overall less pattern structure -Prefers and more easily discriminates between female and male faces. Recognises and prefers mother's face and distinguishes faces of strangers	Uses motion and spatial arrangement to identify objects
4 to 5months	Colour discriminations will be like an adult	Begins to respond to pictorial depth cues	-perceives subjective boundaries in simple patterns. -distinguishes emotionally positive from emotionally negative facial expressions	- perceives object's path of movement as continuous without seeing the entire path

6-9 months	Visual acvity improves greatly to 20/80 - scans the visual field and tracks moving objects more efficiently	Responsiveness to pictorial depth cues improves	Increasingly perceives facial expressions of emotions as organised wholes	
10-12 months	-	-	Continues to improve at detecting subjective form: detects familiar objects represented by incomplete drawings	

In infancy and childhood, girls and boys have similar body proportions. During childhood, the overall size of the body increases with two major trends, namely cephalo-caudal trend and proximo-distal trend. So, now observe the developmental tasks in terms of milestones with reference to childhood, in the table given below.

Gross – Motor Development in Early and Middle Childhood	
Age	**Gross Motor Skills**
2-3 Years	• Walks more rhythmically, hurried walk! run • Jumps, hops, throws and catches with rigid upper body • Pushes riding toy with feet: little steering
3-4 Years	• Walks upstairs, alternating feet, and down stairs, leading with one foot. • Jumps and hops, flexing upper body. • Throws and catches with slight involvement of upper body! Still catches by trapping ball against chest • Pedals and steers tricycle
4-5 Years	• Walks downstairs alternating feet • Runs more smoothly • Gallops and skips with one foot • Throws ball with increased body rotation and transfer of weight on feet; catches ball with hands • Rides tricycle rapidly; steers smoothly
5-6 Years	• Increases running speed to 12 feet per second • Gallops more smoothly; engages in true skipping and sideways stepping

	• Displays mature, whole-body throwing and catching pattern; increases throwing speed.
	• Rides bicycle with training wheels
7 to 12 Years	• Increases running speed to more than 18 feet per second
	• Displays continuous, fluid skipping stepping
	• Increases vertical jump from 4 to 12 inches and broad jump from 3 to 5 feet
	• Accurately jumps and hops from square to square.
	• Increases ability to catch small balls thrown over greater distances: Batting ball
	• Batting increases in speed and accuracy, relaxed even stroking.

Some Cognitive Attainments of Childhood

Approximate Age	Cognitive Attainments.
2 to 4 Years	• Shows dramatic increase in representational activity, as reflected in language, make-believe play, drawing, understanding of symbol–real world relations and categorisations
	• Takes the perspective of others in simplified, familiar situation and in everyday face – to – face communications
	• Distinguishes animate beings from inanimate objects; denies that magic can alter everyday experiences
	• Grasps conservation, notices transformations, reversible thinking and understands many cause – and – effect relationship in familiar contexts.
	• Classifies objects based on commonalities and differences
	• Sorts familiar objects into hierarchically organised categories
4 to 7 Years	• Becomes increasingly aware that make – believe (and other thought processes) are representational activities
	• Replaces beliefs in magical creatures and events with plausible explanations
7 to 11 Years	• Thinking in a more organised, logical fashion about concrete information, as indicated by gradual mastery of Piagetian conservation, class inclusion, and seriation problems, including transitive inference
	• Displays more effective spatial reasoning as indicated by ability to construct well-organised cognitive maps and gives clear direction

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) Developmental Tasks are also known as _____

   a. Milestones   b. Competitive tasks
   c. Critical tasks   d. Day-to-day work

2) "Make believe" behaviour is expressed during _____

   a. Adolescence   b. Early childhood
   c. Later childhood   d. Post adolescence

3) Children's ability to analyse or reasoning will be partial at _____

   a. Early childhood   b. Later childhood
   c. Babyhood   d. Gang age

4) Children of pre-school age show a peculiar behaviour in which they will be talking loudly even though there is nobody to respond. This talk is Called _____

   a. Monologue   b. Dialogue
   c. Egocentric speech   d. Soliloquy

5) "His bark is worse than his bite" The multiple meaning of the above sentence could be well explained by _____
   a. 4th grade students   b. 3rd grade students
   c. 6th grade students   d. 5thgrade students

6)   Developmental Task encompasses _____

   a. Cognitive abilities   b. Skills
   d. Attitudes   d. Skills, cognitive abilities and attitudes

1.5.3.2. - Developmental Tasks at Pre-adolescence and Adolescence

Exercise IV

   (i) Think about some great historical personalities who refused to accept certain social norms for example:

   Basavanna, Akkamahadevi, Dayananda Saraswathi, Aravinda ahosh etc.

   (ii) Consider a boy who violates parental prohibition by cutting a cake reserved for a family celebration and giving a piece to a hungry playmate. As the parents begin to reprimand, the boy explains that the playmate had not eaten all day and the refrigerator was nearly empty, leaving no alternative.

Research findings

Kohlberg during his research period, presented people with hypothetical moral dilemmas and asked what the main actor should do and why. This was followed by justification for dilemmas that presented conflicts between two moral values with justify their decisions.

Now, let us observe the following illustration which is popularly known as "Heinz space Dilemma", which puts the value of obeying the law (not stealing) against the value of human life (saving a dying person)

In Europe, a woman was near death from cancer. There was one drug that the doctors thought might save her. A druggist in the same town had discovered it, but he was charging ten times the value of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but managed to put together only half the amount. The druggist refused to sell the drug for less or even to let Heinz pay for it later. So, Heinz got desperate and broke into man's store to steal the drug for his wife.

Question: Should Heinz have done that? Why or why not?

Kohlberg emphasised that "it is the way an individual reasons about the dilemma; not the content of the response (whether to steal or not to steal) that determines moral judgement maturity.

- Individuals who believed that Heinz should steal the drug
- Individuals who believe that Heinz should not steal the drug

Such individuals can be aligned to Kohlberg's first four stages; only the highest two stages do moral reasoning and content come together in a coherent ethical system in which - Individuals not only agree on why certain actions are justified; but also what people ought to do when facing a moral dilemma. For this, you have to know what are the four stages of moral development according to Kohlberg. We have already discussed the three major level of moral development by Kohlberg. And each level of moral development is composed of further two successive stages.

Illustration

Adolescents' performance on Piaget's famous "pendulum Problems"

Suppose we present several school-age children and adolescents with strings of different lengths, objects of different weights to attach to the strings, and a bar from which to hang the strings (see figure). Then ask each of them to figure out what influences the speed with which a pendulum swings through its arc.

Observation :

Formal operational adolescents hypothesise that four variables might be influential:

i.   The length of the string;

ii. The weight of the object hung on it;

iii. How high the object is raised before it is released; and

iv. How forcefully the object is pushed.

By varying one factor at a time and holding the other three constant, they test each variable separately and if necessary, also in combination. Eventually they discover that only the string length makes a difference.

Concrete operational children cannot separate the effect of each variable. They may test for the effect of string length without holding weight of the object constant. (For example, they may compare a short and light pendulum with a long and heavy pendulum). Also, they typically fail to notice variables that are not immediately suggested by the concrete materials of the task, for example, how high the object is raised or how forcefully it is released.

Exercise : V

Now, let us do this activity. Think about your self-esteem. Besides a global appraisal of your worth as a person,do you have an array of separate self-judgements concerning how well you perform at different activities (It deals with "The Structure of self-Esteem"). The structure of Self-esteem depends on evaluative information available to the children with respect to their ability. This could be in any of the area like, academic competence, social competence, physical/athletic competence and even the physical appearance. Apart from this, making friends, getting along with parents, etc.; could also be expressed.

For example:

- "I am good at homework"

- "I am usually the one chosen for games"

- "Most kids like me"

- "My friends tell me that I am a good listener"

These examples help to understand the development tasks of adi at adolescence & Pre adolescence.

All of us know that, adolescence period is known as the period of teenagers. Stanley Hall says that, it is a period of stress and strain; storm and strife. It is a transition from the dependency of childhood to the relative "autonomy" of adulthood. Kurt Lavin says it is the period which does not belong to any particular area, because, the characteristic features of childhood and adulthood is easily distinguishable and can be differentiated, whereas, in adolescent period, these two features overlap each other. To study in detail about "Adolescent period", it can be divided into three sub-phases, as **i) Pre-adolescent period, ii) Adolescent period, and iii) Post-adolescent period**. During pre-adolescent period, an individual biologically gets ready for physical and sexual development. At this phase, the physical body and the sex organs or the reproductive organs are on the verge of maturity, (It is said to be primordial period). Similarly adolescent period is the one in which the secondary sex characters are expressed. This includes apparent, intensified biological changes. Post-adolescent period is the one in which the process of development tends to attain changes that are almost permanent. Adolescent period being so vast, will be studied according to the above said divisions.

Some Cognitive Milestones of Pre-adolescents and Adolescents

Approximate Age(In years)	Pre-adolescence (10 /11 to 13 /14 years)
10, 11, 12, 13, 14	• have more ability to complex thought • be better able to express feelings through talking • develop a stronger sense of right and wrong • thinking will be more organised; reason abstractly; hypothesises; shows improvement in decision making strategies • attention becomes increasingly selective, adaptable, and planned • memory strategies of rehearsal, organisation; elaboration emerge and become more effective • inhibition continuous to improve; ability to multiple strategies at once Increases • semantic memory continues to expand and becomes better organised • autobiographical memory becomes more elaborate

Age	Adolescence period
15-16 years	• View of the mind as an active constructive agent develops • Knowledge of cognitive process and their relationship increases • Knowledge of the impact of strategies on performance increases • Knowledge of interactions among cognitive process strategies and type of task increases. And cognitive self-regulation improves gradually • Refines complex grammatical structures, such as passive voice and infinitive phrases • Communicates clearly in demanding situations such as on the telephone • Produces classic narratives rich in orienting information and evaluations • Makes social comparisons among multiple individuals • Self-esteem becomes hierarchically organised • Gender stereotyped knowledge expands, especially for personality traits and achievement areas • Number of close friends declines
16-17 years	• Working-memory capacity and processing speed continue to increase. • Semantic memory expands further and becomes more intricately organised. • Autobiographical memory becomes more focused on personal meaning. • Metacognitive knowledge and cognitive self-regulation continues to improve. • Uses advanced conversational strategies, continues to refine complex grammatical structure. • Masters syllable stress patterns of abstract words; understands subtle, non-literal words.
18, 19-20 years	• Meanings as in sarcasm, irony, and proverbs are understood, • Self-conscious emotions are integrated with inner standards of excellence and good behaviour; self-regulation enhances; empathy increases. • Will be aware that people can have mixed feelings and that expressions may not reflect their true feelings.

	• Relationship between moral reasoning and behaviour strengthens.
	• Gender identity may become more traditional, followed by a decline in stereotypical self-perceptions.
	• Exhibits more co-operation with peer interaction.
	• Time spent with peers increases, exceeding that with any other social partners.
	• Number of close friends declines further; romantic relationship emerges and gradually last longer.
	• Accepting one's physique and masculine or feminine role.
	• Emotional independence of parents and other adults.
	• Achieving assurance of economic independence.
	• Preparing for an occupation.
	• Developing intellectual skills and concepts necessary for civic competence.
	• Desiring and achieving socially responsible behaviour.
	• Preparing for marriage and family life.
	• Building conscious values in harmony with an adequate scientific world's picture.

'Check your progress' - 2

Select appropriate answer to complete the sentences

1) According to Stanley Hall, the period of adolescence is said to be _____

    a. Adventurous   b. Calm, quiet and peaceful

    c. Stress and strain   d. Inactive and lazy

2) During pre-adolescence period, number of close friends _____

    a. Increases   b. Declines   c. Remains as it is   d. Become zero

3) Accepting one's physique and masculine or feminine role is at _____

    a. Later childhood   b. Pre-adolescence c. Adolescence d .post-adolescence

4) In the "pendulum problems" a famous experiment conducted by Piaget, the children who analysed four variables were Adolescents at _____

    a.   Concrete operational phase

    b.   Formal operational phase

    c.   Iinitiative phase

    d.   Pre-operational phase.

5) The child expressing as "my friends tell me that I am a good listener" is _____

    a. expressing his structure of self - esteem

    b. boasting

    c. simply exaggerating himself

    d. thinking so, but actually it is not

6) Adolescent children show _____

    a. emotional dependency with elders

    b. emotional independence from parents and other adults

    c. over sentiments/overly emotional/sentimental

    d. lack of emotional balance

1.5.3.3. Developmental Tasks at Post-Adolescence Stage

Developmental Tasks at Post-Adolescence stage

The Post-Adolescence period is the one, which follows adolescence and precedes adulthood. This term is used interchangeably with pre-adulthood or youth period. However, it is a transition to adulthood of young people, like approximately the latter half of the second decade of one's life. Career interests, dating, and identity exploration are often more pronounced in late adolescence (post-adolescence) than in early adolescence.

It may be linked with tasks that are mainly located in family, work, and social life.

Family related tasks are finding a life partner, learning to lead a married life, having and rearing children, and managing family home. Work/occupations related tasks may include finding a job and a means to earn. Social life tasks relate to the level of assuming responsibilities in the larger community.

Recently, the transition from adolescence to adulthood has been referred to as "Emerging Adulthood"; at approximately 18 to 25 years of age. Developmental tasks particularly at this period are characterised by experimentation and exploration like exploring career path. They want to follow what should be their identity and which lifestyle they want to adopt. In his early writings, Piaget (1952) indicated that both the onset and consolidation of formal operational thought are completed during early adolescence, from about 11 to 15 years of age. Later Piaget (1972), revised his view and concluded that formal operational phase continues until later in adolescence, between approximately 15 to 20 years of age.

- Higher order, complex cognitive processes include making decisions, reasoning, thinking critically, thinking creatively, and also activities in metacognition.

- Ability to regulate one's emotions during decisions making or to remember prior decisions and their consequences.

- A greater range and more spontaneous use of strategies and procedures for obtaining and applying knowledge, such as planning, considering the alternatives and cognitive monitoring.

- Expresses opinions and sits with others during social activities, works co-operatively in a group; maintains comfortable space between self and others.

- Being aware that the expression of emotions play a major role in relationships.

- Knowing that expressing anger towards friend on regular basis can harm the friendship.

- Recognising that one can feel angry yet manage one's emotional expressions so that it appears more natural.

'Check your progress' 3

Select appropriate answer to complete the sentences

1) The age 'confined to post-adolescence is _____

    a. 18 or 19 years to 20 or 21 years

    b. 25 years and above

    c. 20 to 25 years

    d. 17 to 19 years

2) Acquiring an occupation is the characteristic feature of _____

    a. Adulthood

    b. Post-adolescent period

    c. Pre-adolescent period

    d. Adolescent period

3) The highest emotional aspect of post-adolescent phase is _____

    a. Occupation

    b. Parenthood

    c. Finding life partner

    d. Rearing children

4) One of the developmental tasks at post-adolescent period with respect to social life _____

    a. Assuming responsibility in the larger community

    b. Managing family and home

    c. Getting good percentage of marks

    d. Becoming a good athlete.

5) The post-adolescent period lies between _____

    a. Pre-adolescent and adolescent

    b. Adolescent and pre-adulthood

    c. After adolescent

    d. Pre-adolescent and emerging adults

6) Transition from adolescence to adulthood is referred to as _____

    a. Youth   b. Emerging adulthood

    c. Puberty   d. Teen ager

1.5.4. Let Us Summarise

- Developmental tasks are said to be the milestones relating to different developmental stages.

- Successful accomplishment of such development tasks respective to the phases of development leads to happiness and success with later tasks, and failure leads to unhappiness as well as difficulty with later tasks.

- Developmental tasks are specific to the stages of development like infancy, childhood, and adolescence, and post-adolescence. The infancy stage from 6 weeks to 25 to 30 months after birth.

- At the end of the infancy phase, the child is able to stands alone, walk and climb the staircase etc., followed by the childhood phase. At this level, children are able to grasp sex-differences, achieve physiological stability, form simple concepts of social and physical reality, learn to relate one-self emotionally to parents, siblings and others, as well as learn to distinguish right and wrong, and develop a conscience.

- During middle childhood, children learn physical skills necessary for ordinary games, building wholesome attitude towards one-self as growing individuals learning to get along with peers, and learning approximate sex roles, fundamental

skills in reading, writing, computing, and learning essential concepts necessary for everyday life.

- The developmental tasks of adolescence are accepting one's physique and masculine or feminine role, new relations with peers of both genders, emotional independence from parents and other adults, achieving assurance of economic independence, preparing for an occupation, developing intellectual and cognitive concepts necessary for civic competence, socially responsible behaviour, preparing for marriage and family life, and building conscious values in harmony with an adequate scientific world picture.

- At the post-adolescence phase, the developmental tasks are located mainly with family, work, and social life. Family related tasks are, finding a life partner, learning to lead a married life, having and rearing children, and managing a family. It also includes work or occupation related tasks. With reference to social life, the developmental tasks are assuming responsibility in the larger community, establishing a family, and managing home and career.

1.5.5. Answers to 'Check Your Progress 1, 2 and 3'

'Check Your Progress' 1

1) a   2) b   3) a   4) c   5) c   6) d

'Check Your Progress' 2

1) c   2) b   3) b   4) b   5) a   6) b

'Check Your Progress' 3

1) a   2) b   3) c   4) a   5) b   6) b

1.5.6. Unit end Exercises

1. What is meant by Developmental Tasks? Explain its significance.

2. Describe the Developmental tasks of childhood.

3. Mention the characteristic features of Post-adolescence and the respective Developental tasks.

4. What are the milestones of the adolescent period?

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BLOCK 1 : Learner, Development, and Learning

Unit 6 : Cognition and Learning

Unit Structure

1.6.1. Learning Objectives

After studying this Unit, the student-teachers will be able to

- Explain the concept of "cognition" with its components;

- Define the process of Cognition;

- Describe the nature of learning; and

- Bring out the inter-relationship between cognition and learning.

1.6.2. Introduction

You know that, there are several activities which are easily observable because they are overt behaviours. In contrast certain activities do not get expressed clearly, hence they are said to be covert behaviour. For example, thinking, planning, reflecting, etc. Cognition is one such activity, which involves most of the mental activities, like, attending, perceiving, remembering, planning, problem solving, etc. In this Unit, you will understand the meaning, nature and importance of Cognition and learning. and also, you will find how cognition influences the process of learning.

1.6.3.1. Cognition and its Meaning, Nature and importance

Exercise I

The next time if you get a chance, notice how young children tirelessly repeat actions that lead to interesting effects. For example, in the following lines, certain illustrations are listed. You could add a few more to the given list keeping the main feature in mind consideration.

1. An infant who repeatedly drops objects

2. A toddler who repeatedly climbs and gets down a staircase, and not does exhausted;

3. A 2-year old girl was has learnt how to open and close the lid of a box, and repeatedly open and closes the box;

4. A pre-school child (3years), asks her mom to act like a doctor, while she the role of a patient, with stomach ache. So, the doctor after checking, prescribes the medicine, which the patient and after that the 'tummy pain disappears. - This happens not once, but several times, but still the child bored!

Question: Why do small children/toddlers repeat the some activity several times?

Answer: Children will construct schemes (mental representations) and, may go on refining it, which needs repetitions.

Exercise II

Ask a group of children in the age group of 7 to 10 years to collect bottle caps, used straws, coins, rocks, stones, flowers, etc. After this, ask them to arrange all the collected objects in the order of their choice. Then, note down the relevant points that you observe as in the options given below:

i. Children of 7 to 8 years have arranged the objects based on _ _ _

ii. Children of 8 to 9 years: have arranged the objects based on _ _ _

iii. Children of 9 to 10 years: have arranged the objects based on _ _ _ _ __

Question: What is your conclusion?

Answer: The Children might have shown the process of cognition at different levels, that is, cognition at different hierarchical levels. For example, simple classification with only one criterion - all stones, flowers, sticks grouped separately, etc. they may show grouping of objects with reference to seriations, spatial reasoning, etc.

Cognition refers to the inner process and activity of the mind that leads to "Knowing". It includes mental activity like attending, remembering, symbolising, categorising, planning, reasoning, problem solving, creating and fantasising.

According to Piaget human infants do not begin their life as cognitive beings. Instead out of their perception and motor activities, they build and refine psychological structures in terms of their effective adaptation to the environment. (He viewed children as discovering or constructing, virtually all knowledge about their world through their own activity.) Hence his approach to learning is described as a "constructive approach" to cognitive development.

Piaget says that, cognitive structures, known as "schema" (organised ways of sensory experiences) change with age. For example, at first, schemas are sensory-motor-action patterns, whereas a toddler shows evidence of thinking before acting/doing anything. This change marks the transition from a sensorimotor approach to the world of a cognitive approach based on "mental representations".

Our most powerful mental representations are images, i.e., mental pictures of objects, people, and spaces. These will become concepts, categories in which similar objects or events are grouped together. For example, we use our mental image to retrace our steps when we have misplaced something or to imitate another's behaviour long after observing it. Thus, we become more efficient thinkers, organising our diverse experiences into meaningful, manageable, and also memorable units.

In Piaget's theory, two processes account for the above said transition or change, from sensorimotor to representational schemes and also for further changes in representational schemes from childhood to adulthood they are, Adaptation and Organisation.

Adaptation: This involves building schema through direct interaction with the environment. This process is in turn made up of two complementary activities, i.e., assimilation and accommodation. During assimilation, we use our current schemas to interpret the external world. In Accommodation, we create new schema or adjust after noticing that our current way of thinking does not capture the environment completely.

According to Piaget, the balance between assimilation and accommodation varies over time. When children are not changing much, they assimilate more than accommodate, a steady comfortable phase. Piaget called this phase as "Cognitive Equilibrium". During times of rapid cognitive change children are in a state of "disequilibrium" or "cognitive discomfort". Realising that new information does not match their current schema, they shift from assimilation to accommodation. After modifying their schema, they move back towards assimilation, exercising their newly changed structures until they are ready to be modified again.

Piaget's term for this back-and-forth movement between equilibrium and disequilibrium is called **"Equilibration"**. Each time equilibration occurs, more effective schema are produced.

Organisation: The acquired schema also changes through organization, a process that occurs internally, apart from direct contact with the environment. Once children form new schema, they re-arrange them, linking them with other schema to create a strongly inter-connected cognitive system. For example, the acquired knowledge is again verified with the occurring new events for its "nearness" or "farness". According to Piaget, schema truly reach equilibrium when they become part of a broad network of structures that can be jointly applied to the surrounding world (Piaget, 1936/, 1952).

As children move from the sensory motor to the pre-operational stage, which spans the years 2 to 7, the most obvious change is an extraordinary increase in representational, or symbolic activity. Piaget acknowledged that language is our most flexible means of mental representations. Likewise, **"make believe"** is another excellent example of the development of representations in the early childhood. Through pretending, children practice and strengthen newly acquired representational schema. Therefore, exposing young children to diverse symbols, like pictures, books, photos, drawings, models, make-believe activities, maps, and map readings, helps them to cognise, and with age, children come to understand a wide range of symbols that have little physical similarity to what they represent (Liben 2009). This is the basic reason for the opening of the vast realms of knowledge.

According to Piaget, the concrete operational stage, extending from 7 to 11 years, marks a major turning point in cognitive development. Thought becomes more logical, flexible and organised, more closely resembling the reasoning of adults than that of younger children. At this phase, they are able to classify, do spatial reasoning, seriation, and cognitive mapping. That is forming a mental map of experience.

Around 11 years and above, children will be at formal operational stage, in which they develop the capacity for abstract, systematic, and scientific thinking. They no longer

require concrete things or events as objects of thought. Instead they can come up with new, more general logical rules through internal reflection, (Inhaler and Piaget 1955/1958). In adolescence, youngsters become capable of hypothetico-deductive reasoning. When faced with a problem, they start with hypothesis or prediction about variables that might affect an outcome, from which they deduce logical, testable inferences. Then they systematically isolate and combine variables to see which of these inferences are confirmed in the real world. Hence, apart from schema formation, equilibration and adaptation, cognition also includes sensation, perception, attention, and concentration.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) Cognition is a _____

   a) Physical activity   b) Mental activity   c) Social activity d) Emotional activity

2) Schema are also known as _____

   a) Maps   b) Images   c) Mental Representation   d) Reflection

3) Balance between assimilation and accommodation is known as _____

   a) Stability   b) Cognitive equilibrium

   c) Cognitive discomfort   d) Cognitive disequilibrium

4) For the children of 7 years process of cognition gets enhanced through _____

   a) Use of make-believe activities.   b) Project activities

   c) Demonstration   d) Logical analysis

5) The tireless repetition of actions shown by young kids will lead to _____

   a) Construction of strong schema   b) Fatigue   c) Boredom   d) Practice

6) Cognition not only includes interaction with the environment, but also _____

   a) Sensation, perception, attention, and concentration

   b) Imagination, questioning and doing activities

   c) Doing mug up and rote learning

   d) Understanding whatever they do

1.6.3.2. Learning and its Nature

Exercise III

The following events happened in a Piagetian classroom:

Children are encouraged to discover for themselves through spontaneous interaction with the environment. This was in contrast with presenting ready-made knowledge verbally, teachers provide a rich variety of activities designed to promote exploration and discovery, including art, puzzles, table games, building blocks, books, ,measuring tools, natural science tasks, and musical instruments.

Now, take a moment and think, can we also adopt this approach to our classroom teaching? If yes, mention

Subject   :

Concept   :

Approach   :

(This could be called "Discovery Learning" or sometimes it may take up the design of a "Guided Discovery).

Exercise IV

"Identifying students' Readiness to Learn"

Illustration : In a Piagetian classroom, teachers introduce activities that build on children's current thinking, challenging their biased views, incorrect ways of decision making skills, etc. Of course such activities have inbuilt hierarchy of difficulty level corresponding to their readiness to learn, and were provided to the students very meticulously.

Now, if we want to bring the above thrilling situation to our classroom teaching, what is your suggestion and contribution?

Learning is a process. Learning brings changes in our behaviour. Woodworth says "learning is any relatively permanent change in an individual which results from experience". Gardner Murphy is of the opinion that learning is an acquired tension-reduction process.

Learning prepares an individual for adjustment and adaptation that are very necessary for one's life. If you take learning as a concept, it is said to be purposeful and goal oriented. Its scope is vast, and covers all the three domains of a personality, namely, cognitive, affective, and psychomotor. It is a continuous process, hence, occurs throughout the life, irrespective of age, sex, race or culture. Crow and Crow opine that learning is a continuous process involving new ways of doing things and hence, there are divergent methods of learning.

Learning depends upon practice and experience. It is said to be part and parcel of growth and development. There are several theories which have attempted to explain the nature of learning. Hilgard and Bower have classified these learning theories into two groups, namely,

(1) Association Theories, and (2) Field Theories

Association theories belong to the school of behaviourism. According to the behaviourist school of thought, learning is a connection or association between stimulus and response. Hence these are called S-R theories. Under this, there are two types, namely, S-R theories without reinforcement, and, S-R theories with reinforcement.

Field theories are also known as Cognitive theories. Majority of these theories belong to the school of Gestalt Psychology. Here, learning is explained in the context of purpose, understanding, insight, problem solving, and memory. The process of learning is governed by certain rules like learning readiness, maturation, law of association, analogy, discrimination, practice, reinforcement, rewards and punishment, knowledge of result, clues and prompts, generalisation and differentiation; principles of perception, whole and part learning, and insightful learning.

'Check Your Progress' - 2

I) Put '√' mark for the correct sentence and 'X' mark for wrong sentence in the following statements:

1) Learning prepares an individual for adjustment and adaptation in life.

2) Learning brings a permanent change in an individual's behaviour.

3) Learning stops after a certain phase in an individual's life.

4) Learning depends upon practice and experience.

5) Learning is confined to the cognitive domain only.

6) Learning is a part and parcel of one's life.

II) Match the items given in List 'A' with List 'B'

	List 'A'		List 'B'
1.	Wood worth	a.	"make believe" activity
2.	Gardner Murphy	b.	Learning is a continuous process
3.	Jean Piaget	c.	Learning is a relatively permanent change
4.	Crow and crow	d.	Learning is a "tension-reduction" process

1.6.3.3. Role of Cognition in Learning

Exercise V

Reciprocal teaching is considered as one of the best approaches of teaching. Elementary and middle school students exposed to reciprocal teaching show impressive gains in reading comprehension compared with children of a parallel group who were taught in other ways (Rosen Shine and Meister, 1994; Sporer, Brunstien and Kieschke, -2009; Takala, -2006).

Reciprocal teaching: In reciprocal-teaching, a teacher and two or four students form a collaborative group take turns reading the dialogue on the content of a text passage. While executing the dialogue, group members apply four cognitive strategies (meant for cognition), namely, questioning, summarising, classifying and predicting.

For example: The dialogue leader (of course, at first, the teacher will initiate the dialogue) begins by asking   questions about the content of the passage. Students offer answers, raise additional questions, and in case of disagreement, re-read the original text (Can take the help of the teacher). Next the leader summarises the passage, and the children discuss the summary and classify unfamiliar ideas. Finally the leader encourages the students to predict the upcoming content based on clues in the passage.

Now it is your turn. The above approach can be adapted to different subjects with suitable modifications. Hence, chose a topic and plot a plan for reciprocal teaching; reciprocal learning rather!

Topic   :

Plan of execution   :

Summary of the Content   :

Exercise VI

Co-operative Learning

Eminent psychologists, like Jean Piaget and Vygotsky opine that peer interaction can contribute to cognitive change. A crucial factor is co-operative learning in which small groups of classmates work toward common goals. Conflict and disagreement seem less important in achieving the goal successfully with team spirit. By this, the process of cognition not only helps in just knowing the concept/information, but also helps them to learn resolving differences in opinions, sharing responsibilities, and providing sufficient explanations to correct misunderstandings. According to Vygotsky, children profit more when their peer partner is an "expert", especially capable of the task. When older or more expert students assist younger or less expert students, both benefit in achievement of the stipulated goal.

Now suggest some group projects, so that it creates an environment for co-operative learning or team-learning, etc.

For Example:

1) Concept of profit and loss

2) Banking, interest calculation (Simple interest and compound interest)

3) Primary health centres and their functions.

4) _____

5) _____

Role of Cognition in learning

In our earlier discussion, we came to know about the meaning of cognition. To state again, cognition is a mental process, which may function is terms of attending, understanding, classifying, symbolising, organizing, reasoning, problem solving, creating, fantasizing etc.

Learning is also a process, for which cognition becomes the strongest basis. Learning occurs when one understands clearly. For a clear understanding, there must be meaning in whatever we learn. Meaningfulness is an important and significant aspect for learning because 'meaning' helps for cognition. Meaning is a symbolic form. We make use of symbols for each and every object, feeling, thought etc. As far as symbols are specific, so specific will be the meaning. Through symbols experiences are communicated easily. If we take symbols in general, language as a symbol occupies a major share. Words, phrases, sentences, definitions, rules, laws, generalizations, principles, etc. will act or

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function as symbols. This does not mean that meanings are embedded with words, but they are with the person who uses it.

Morse and Wingo have tried to bring a link between meanings and learning. Ausubel also opines that meaning is the product of meaningful learning. In any education system, the individuals are expected to learn different subjects, which are in turn made up of facts, concepts, principles, generalizations, problems solving, and certain skills.

Fact Learning: A fact is a true statement, which speaks about the event that has occurred or what is there at present. A fact will have a standard and stable meaning. A learner acquires the knowledge of such facts through his experiences, signals, symbols and by means of thought processing. While exploring and discovering new things, the meaning of the facts may get enhanced and focused. Facts are the building blocks and without them it is not possible to reason out, experiment or increase awareness, etc. Facts can be remembered and used without knowing their meaning. Therefore, learning of facts many times needs more number of exercises, repetitions, and practice.

Woodruff has given some suggestions for facts learning, as follows:

i.   The facts of content and emotions have to merge together;

ii. Constructing the facts as a meaningful whole; and

iii. Developing an activity of using the facts in new situations.

Class Mayer suggests that learning of facts will be improved if we follow principles like,

i.   Organising facts into suitable learning units; and while doing this, level of difficulty, size, and their relationship all have to be taken into consideration.

ii. In the first trial, one has to obtain a correct response.

iii. The correct responses must be reinforced. The mistakes must get rectified immediately.

iv. Practice of facts and its supervision has to be continuous until these facts are acquired and become stable.

Concept Learning: We know that man is exposed to large amount of experiences, events, information, and situations. All such things are represented as man's intellect. These intellectual representations are nothing but concepts. Class Mayer says that, concepts are nothing but meaning given by an individual to words, symbols or to his direct sensory experiences. A concept is a symbol or word which represents a class or category of words or symbols or acts which are similar in certain attributes, but differ in certain other attributes.

There is an inseparable relationship between language and concept. According to Osgood concept formation involves the re-construction of and reorganisation of the continuity of our experiences with the medium of language and its responses.

Vygotsky opines that, expressing the reality in a simple, generalised manner is possible for a concept and because of this fundamental nature of concept, language also gets formed. This has resulted in the language having relatively same meaning in a society, and because of this, the process of communication is possible and it runs very smoothly. This actually helps in assimilation, accommodation of knowledge, and also in reframing the acquired knowledge. Hence, concepts facilitate meaningful reception learning and also learning of problem solving.

'Check Your Progress' - 3

1) Put '√' mark for the correct sentence and 'X' mark for wrong sentence in the following statements :

1) There is no relationship between cognition and learning.

2) Cognition involves attending, understanding, classifying and problem solving.

3) Facts learning sometimes needs repetition and practice.

4) For learning cognition is not the strong basis.

1) Facts are building blocks for true learning.

2) Concept learning becomes easier with meaning and experience.

2) Match the items given in List 'A' with List 'B'

	List 'A'		List 'B'
1.	Osgood	a.	The facts of content and emotion have to merge together
2.	David Ausubel	b.	Correct response must be re-inforced while practicing
3.	Class Mayer	c.	Our old knowledge gets re-constructed and reformed based on new experience
4.	Woodruff	d.	Meaningful reception learning

1.6.4. Let Us Summarise

• Cognitive domain is one of the major domains of human personality. This domain deals with all the brain or mind related activities like understanding, conceptualizing, reasoning, thinking, problem solving, skill learning, etc.

• Cogntion forms the very basic feature of problem solving, decision making, logical analysis, thinking and all such higher order of mental activities.

- Children construct their body of knowledge based on their experiences.

- Their mental constructions will be in the form of "schema" says Piaget. Schema are mental representations. These mental images would be mental pictures of objects, people, events, and situations grouped together.

- Cognitive domain mainly relates to knowledge gaining invariably involving functions like assimilation, accommodation, schema formation, equilibrium, and adaptation.

- Cognition also involves sensation, perception, attention, and concentration.

- There is a direct and positive relation between cognition and learning.

- Learning being a lifelong process, involves learning of facts, concepts, principles, generalisation, discrimination, problem solving and other life skills.

- Learning involves cognition, cognition depends upon "meaningfulness" in the process. Apart from meaning and strong cognition, facts learning needs, rehearsal, repetition and more number of practices.

- Class Mayer has suggested some systematic steps, rather than principles for facts learning.

- Language development also influences cognition in general and learning in particular. It is because there is an inseparable relationship between language and learning of facts, concepts, principles, generalisation, etc.

- Apart from meaningful learning, cognition influences the process of learning in different situations, approaches, and strategies like questioning, discussion, exploration, explanation, and discovery. For effective learning, new approaches, namely, reciprocal teaching, co-operative learning, team-teaching and team- -learning, adaptation of individual as well as group projects and tasks-have proved more meaningful and functional.

1.6.5. Answers to 'Check Your Progress 1, 2 amd 3'

Check Your Progress' - 1

1) b   2) c   3) b   4) a   5) a   6) a

Check Your Progress' - 2

I   1) √   2) x   3) x   4) √   5) x   6) √

II   1) c;   2) d;   3) a;   4) b

Check Your Progress' - 3

1) x   2) √   3)√   4) x   5) √   6)√

2) a-iii; b-iv; c-ii; d-i

1.6.6. Unit end Exercises

1. Explain the term "cognition" with illustrations.
2. Describe the process of cognition as proposed by Piaget.
3. Explain the meaning and nature of learning.
4. Bring out the inter-relationship between cognition and learning.

1.6.7. References

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BLOCK 2 : Understanding Childhood in Socio-cultural Perspectives

UNIT 1 : Concept of Childhood (Criticality of the Misperception that Childhood is a Homogenous Entity)

Unit Structure

2.1.1. Learning Objectives

After going through this unit, the students teachers will be able to:

- Explain the meaning and nature of childhood;
- Describe the characteristic features of childhood in different domains;
- Illustrate the concept of misperception of childhood as a homogenous entity;
- Ceritically analyse the misperceived concept of childhood; and
- Bring out the educational implications for the concept of childhood.

2.1.2. Introduction

We all know that childhood is one of the different phases in one's life. The whole life span of a man is divided into eleven sequential stages starting from pre-natal stage to old age stage (E.B.Hurlock). In such a span of life, childhood is referred to the age between 3 years to 12 years. Childhood has been explained by

many stage theorists, including Jean Piaget, Erick Ericson, Bandura, and Bruner. Early childhood is known as the sponge age, as they absorb whatever comes into contact without hindrance. The early school going age influences their perception and enable them to learn many skills. The socialisation process is more significant at the school age. However, the theorists who have given a clear picture of childhood development, make it obvious that the so proposed pattern is in general with due consideration of individual difference. This implies that there are variations in the pattern of child development, not only because of the interference of heredity and environment but also of other factors like poverty, poor health, stress and anxiety, socio-economic status, and different cultures. In this unit, you will come to know about childhood and development from a different view altogether.

2.1.3. Learning Points and Learning Activities

2.1.3.1. Meaning and Nature of Childhood

Go through the following survey report (UNICEF) and try to understand the present status of childhood in Indian context : According to a survey conducted by UNICEF, globally 75 million children between the age of 3-18years cannot attend a kindergarten or school or learn only irregularly due to on-going crises or catastrophes. Delhi, Kolkata, and Mumbai are major hubs of slums (UNICEF, 2012) in India. Rural children in poverty are twice as likely to suffer from some form of deprivation as their urban peers. Anthony Lake, the executive director of UNICEF states that "Effects of poverty are more damaging to children. They are the worst off and the youngest children are the worst of all". India has been battling poverty for nearly 60 years.

The lowest stratum in Indian society is identified with people belonging to very poor families. Their lifestyle is below the line of standard of living. Such poverty stricken families put more stress on their children. Apart from this, all of us have seen how the expectations of parents about children at their childhood level, which absolutely will not be as similar as the childhood theorists propose. For example, Piaget's cognitive theory describes a child at the age of 8 to 10 years belongs to the concrete operational stage. Hence, the child will be able to perform all the tasks that could get concretised. But in practice boys of this age in many villages or small towns can be found in hotels as cleaners or in workshops of automobiles like, lorry, mini buses, or auto rickshaws, again as "cleaners". Let us take a few more examples.

i. Young children working in stationery shops (as pack preparation/packers cleaning and shop keeping)

ii. Circulating daily newspapers - (Newspaper Boy)

iii. Doing menial works in cycle shops / workshops / garages

All the above examples will make us to think once again about the concept of children and childhood, and its meaning. Whatever theoretical aspects proposed by eminent psychologists, but in practical it is not substantiated because the reality is quite different. And the present scenario also gives a different picture altogether about the childhood. Many times the concept of childhood is misperceived and pursued in a different direction. Let us understand the theoretical aspects as presented by different expects in the field.

Meaning and Nature of Childhood

Childhood is studied in context with the chronological age running between 3 to 12 years in which it will have two successive phases, namely, early childhood and later childhood. Childhood is denoted with specific types of behaviour, and Piaget has explained it from cognitive performances point of view, whereas Erick Erickson gave the details with respect to psycho-social behavioural point of view. Hurlock, Havighurst and G.Stanley Hall have proposed different developmental aspects of the life span as a whole, and have also enlisted the characteristic features of childhood. The beginning of 6 years of age is considered as early childhood and from 6 to 12 years is considered as later childhood. During early childhood, the height, weight, organs of the body, and their proportionality will get enhanced. But the rate of development will be slow. Girls will be ahead of boys in development. Children at their early childhood are very much prone to illness and gradually gain their resistance power during later childhood period. Food habit, sleep, and toilet control all such activities will become stable and they will acquire quite a lot of skills with respect to kinaesthetic sense and seem to be always busy. Under later childhood period, children acquire mastery over skills and several discriminatory performances. According to Hurlock, volunteering, social service, and sports skills are three important types of skills in general seen at childhood level. Running, jumping, and hopping are the prime activities of children at this stage, and for most of the time, they are fascinated by fast and fastest movements with specificity attract them much. However this will last from 7 to 9 years of age. Between 10 to 12 years, they will become stronger physically and are capable of doing all types of work. Increased level of capacity, resistance to fatigue, goal oriented nature in games and sports, and skilful performances are the striking features at the later childhood level.

During childhood, the process of language development becomes more vigorous, due to schooling. Vocabulary gets enhanced to its maximum, and as far as possible

defective pronunciations, and wrong usage of words get corrected at this stage mainly because of optimum socialisation in the school. Later childhood especially is known for its one peculiar behaviour in which children will construct secret language and they use it only with those who are very close to them.

Cognitive development in terms of intellectual aspects also gets increased at the childhood level. Children will be at the concrete operational stage during their childhood as proposed by jeer piaget level. According to Jean Piaget, they are able to think clearly with reference to space, time, weight, and length as well as volume that are within the framework of concrete dimensions. They seek reality in their environment; and will have a very high rate of absorption of information and accumulation of ideas. They will be in formal schools and therefore, will show a higher capacity of learning and memory. Capacity for logical thinking increases; along with interest in science stories and mechanical operations. Courage and loyalty increase. They will be free from imaginative fears of early childhood. They can reason out by inductive approach and have the ability to generalise. They show interest in cause and effect relationship and current happenings. They are able to deal with the environment in a flexible, efficient, and symbolic manner.

Children show the ability to balance their emotions and will try to overcome from fears in their own way. Unpleasant experiences and memories, imitation and conditioning will be there as knowingly or unknowingly as the reasons for certain fears. and also measures in overcoming those fears. They are scared of strangers, ghosts, devils, darkness and unusual but imaginary animals. Similarly, anger, and fighting nature are also expressed during childhood. But all such fights will last for very few seconds, and they forget everything and become friends again. Sometimes they show jealousy also which could be expressed through a direct attack on the objects. Apart from such destructive activities, emotions of expressing happiness, love and affection will also get developed. But at later childhood stage, explicit expressions get reduced and instead a sort of shyness will occupy that place. Children at this stage are overwhelmed by curiosity and inquisitiveness. Hence, they start questioning everything.

Due to social development a child's horizons get widened and will try to realise about the outer world and its nature, and because of this they will come to understand and follow social rules and sometimes become rebellious to certain social norms also. The later childhood is known as "gang age", and hence children will learn to become free from selfish feelings, and equate themselves with the group to which they belong. These groups will be made up of children of the same age with common interest in sports. Such type of belongingness may make them to rebel against adults

and any sort of control by others. But they show loyalty to the peer group. Though child's "ego" evolves at early childhood itself, ethics and morals will not yet be developed. This happens only after the child gets socialized properly. According to Piaget, value development starts with the development of the nervous system in the child. This will be followed by language development and this directly influences the development of ethics and morals. Almost at the age of 11 years, children learn to obey the rules and social norms. This is more obvious if one observes the children when they play games.

Garrison et.al. have pointed the following as the developmental tasks of childhood:

- Gender identification and playing role according to that;

- Accepting and expressing love and affection;

- Learning and internalisation of rules ;

- Acquisition of skills necessary for sports and games;

- Learn to adjust themselves with peers;

- Reading, writing, and arithmetic;

- Awareness of concepts space, place, number, money, weight, and cause and effect relationship;

- Use of values in day-to-day life;

- Getting ready to become autonomous; and

- Developing democratic values and attitudes in life.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) Childhood could be divided into _____

    a)   Two phases as early childhood and later childhood

    b)   Two phases as intuitive phase and pre-conceptual phase

    c)   Three phases as pre-school phase, early childhood phase, and later childhood phase

    d)   Pre-school phase and later childhood phase

2) The process of language development will be more influenced by _____

    a)   Parents

    b)   School

c) Neighbours

d) Siblings

3) Childhood belongs to _____

a) Sensory motor stage

b) Pre-operational stage

c) Concrete operational stage

d) Formal operational stage

4) The later childhood is known as _____

a) Intuitive stage

b) Plastic age

c) Creative age

d) Gang age

5) Put '√' mark for correct sentences and 'x' for wrong sentence in the following

a) Childhood experiences help the child to develop social values.

b) Children at their childhood phase accept everything without any questions.

c) Children at their early childhood phase show a very good resistance power to diseases.

d) The beginning of 6 years of a child's age is considered as early childhood.

e) Girls will be ahead of boys in development.

f) One of the striking features of later childhood is resistance to fatigue.

2.1.3.2. Misperception of Childhood and its Critical Analysis

Have you come across young children who have lost their childhood? Make a list. And also ggo through the following narration. The concept of childhood will automatically get modified if anyone critically observes the events happening in reality. All the salient features that we study under the theoretical heading will be true only in an ideal situation. Children belonging to low income groups, very poor family, street children or slum dwellers, and also children suffering from child trafficking, child labour, child prostitution and child abuse, have almost lost their childhood. For example, if a girl child of 10 years of age it is very common see that takes care of her siblings and the mother will be outside the home earning their livelihood. Usually, in such families, the father will be a drunkard, neglecting his

duties to his family. In such cases male children are preferred and fed well compared with female children. Female children are sometimes considered as unwanted.

This is the present situation of childhood

Misperception of Childhood and its Critical Analysis

The concept of childhood emerged during the 17th and 18th century; earlier to this children were considered as incomplete versions of adults. During 1600s, adult saw children as separate beings, innocent and in need of protection and training by the adults around them. The English Philosopher, John Locke considered the mind at birth to be a "blank slate" (Tabula Rasa). A corollary of this doctrine was that the mind of the child was born blank; it was the duty of the parents to imbue the child with correct notions. With the onset of industrialisation in England in 1760, and also in the late 18th century British children were employed in factories and mines and as chimney sweepers; often working long hours in dangerous jobs for low pay. Actually this century is categorically known to bring out the contradiction between children of the poor and the middle class notion of childhood as a time of innocence, and led to the first campaign for the provision of legal protection for children.

In the 20th century, Philippe Aries, a French historian, specialist of medieval history, suggested that childhood was not a natural phenomenon, but a creation of society in his book "Centuries of Childhood" (1960). The concept of childhood appears to evolve and change shape as lifestyles change and adult's expectations alter. Some believe that children do not have any worries, they do not need to work, they have a happy life which is trouble free and hence, childhood is considered as the golden period in one's life. But in reality, childhood is a mixture of happiness, wonder, anxiety and resilience. It is generally a time of playing, learning, socialising, exploring and worrying in a world without much adult interference, aside from parents. It is a time of learning about responsibilities without having to deal with adult responsibilities.

All the points and explanations that presented under the caption 2.1.3.1 in this unit reveal the characteristic features of child and childhood in an ideal situation. There are several children belonging to the same age group but still the phase so called "childhood", has not been experienced in the same manner as it is narrated there. This is again a universal truth. The behavioural pattern of childhood, and the norms in terms of developmental tasks as proposed by Robert Havighurst, and Hurlock, and the features of cognitive development by Jean Piaget, and the moral development by Kohlberg will stand aside in certain cases. Examples for such

children could be, **"Children under difficult circumstances".** This concept is well explained in Unit 4 of Block 2. Here, we shall have just a look into the list of such children.

- Destitute children,
- Neglected children,
- Street children and slum dwellers,
- Children in labour,
- Trafficked children,
- Children of prostitution,
- Juvenile offenders,
- Physically or mentally challenged,
- Victims of war, conflict and natural calamities,
- Children having refugee status,
- Children affected by HIV / AIDS ,
- Children with disabilities, and
- Children suffering from terminal / incurable diseases,

Children belonging to any of the above said group will definitely be having a different type of childhood. Whether it is cognitive development, emotional development, moral development or social development of the above said type of children – none of such development will be on par with normalcy. Poverty, illiterate parents, drugs and alcohol addiction by parents, adultery and child labour as well as child trafficking and child prostitution – are considered as burning issues in society. India being a developing country is badly in need of working hands. This in turn depends upon the productive genera in which old age people as well as very young children are excluded. So children of childhood and adolescent period form the major group of the productive mass. Many times, it becomes inevitable for children to work and maintain their family. So where do they get enough time for development and so - called conducive environment? Ofcourse this is an un-answered question.

Now let us try to examine the present situation dominated by the impact of science and technology. With the increasing use of cell phones, computers, video games and TV, children have more reasons to stay indoors rather than outdoors The media has accelerated the trend for children's nature disconnected by de-emphasizing views of nature. We live in an age that is full of information; information that is growing exceptionally as the power of the internet grows. In a survey, it was found that 87%

of parents believed that the more stimulation a child received the more successful they would be. This misplaced ambition, which ignores prescribed stages of development which encourages children to jump from concrete concepts to abstract concepts before they are ready. Some parents may compare their children with other children and push them relentlessly.

As a consequence of ignoring readiness, children are subjected to unfiltered information which can destroy their innocence and produce social and emotional problems. For example, too much of information, much of it delivered via unregulated internet impact on mental health, self-image, diet, self-harming, and so on (for example, the Blue Whale game).

Now let us look in to the circumstances in which children are born. It is because the circumstances in which children are born determine their exposure to environment that promotes healthy development. Children's health and well-being during pre-natal and post-natal stage is influenced by the conditions in the family. Poverty, recurrent abuse and neglect, parental alcohol or drug abuse, homelessness and family violence and all such factors are very significant in not making a child to develop into its fullest potentiality.

The cumulative effect of adverse experiences during childhood can lead to toxic stress that influences every aspect of health and well-being in childhood and beyond Inequities during the early years (typically at the first 8 years of life) are especially concerning because of the nature of early childhood development. During this period, a number of key capabilities and competencies develop, a process that is particularly sensitive to social determinants (Hertzman, 2010).

Childhood, that too especially early childhood as a recent term is synonymous with or used for pre-school years to describe the period before children enter school. In some advanced countries early childhood education means education for 2 to 5 years old. In the Indian context, the age span covered under early childhood care and education is from conception to 6 years. Therefore, formal method of teaching is restricted for this stage of children's development. Early childhood education is a pre-school education stage for primary education. One should know that the rate of growth – physical, mental, emotional, and social - is most rapid in the early childhood years of development. Early childhood is again the period of rapid skill development, pre-operational phase of intelligence (Jean Piaget). According to Piaget, childhood is the age span ranging from birth to adolescence. He proposed that childhood is made up of pre-operational and concrete-operational stage.

It is through play that children at a very early age engage and interact with the world around them. Play allows children to create and explore a world they can master, conquering their fears while practicing adult roles, sometimes in conjunction with other children or adult caregivers. Undirected play helps children to learn how to work in groups, to share, to negotiate, to resolve conflicts, and to learn self-advocacy skills. However, when play is controlled by adults, children agree to adult rules and concerns and lose some of the benefits play offers to them. Even though play is considered as the most important to optimal child development, the environment affects their play and therefore, their development. Poor children confront widespread environmental inequities as they experience less support and their parents are less responsive and more authoritarian. Children from low income families are most likely to have less access to books and computers which affects their development as they do not have access to resources that would enhance their development.

In order to protect children from all the above said threatening factors, policy makers, government bodies, and state as well as central government have taken very strong and multipronged initiatives and actions. For example, child protection acts and programmes for women and child welfare, etc. This has resulted in showing a ray of hope for the future.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1) The concept of childhood and its features _____

   a) Remain constant

   b) Get modified

   c) Varies with the societies

   d) Varies with the culture

2) During 18th century, British children were _____

   a) Sent to school

   b) Devoid of schooling

   c) Working in factories and mines as chimney sweepers

   d) Having plenty leisure hours

3) The altered version of childhood could be seen among _____

   a) Children under difficult circumstances

   b) Adolescents

   c)   Children belonging to a high socio-economic status

   d)   Rural children

4) Put '√' mark for correct sentence and 'x' for wrong sentence in the following

   a)   The influence of media, science and technology has helped children to become more social.

   b)   Poverty, homelessness, and family violence affect the development of a child to its fullest and potentiality.

   c)   It is correct to think that children are just like empty containers and elders should pour information / knowledge into it.

   d)   The growth rate will be rapid during early childhood.

   e)   Allowing children to play is a waste of time.

   f)   Children of low income families will have less access to books and computers.

2.1.4. Let Us Summarise

- Childhood is one of the essential phases in human life. Usually children in the age of 3 to 12 years come under childhood.

- Childhood can be divided into two phases, as early childhood of 3 to 6 years and later childhood as 6 to 12 years of age.

- Under the early childhood phase, children grow faster but are prone to illness and bone fractures. They acquire quite a lot of skills with respect to kinaesthetic sense, and will be always be busy.

- During their later childhood, they will be capable of volunteering, social service, and taking active participation in sports and games.

- Later childhood is known as the "Gang Age". Children are overwhelmed by curiosity and inquisitiveness.

- Contrary to the above said ideas usually child and childhood concept are misperceived and this misperception is critically analysed also. To cite examples for this, there are several case studies and illustrations including child labour, child trafficking, child abuse, and child prostitution.

- As a ray of hope, there are several government rules, and measures to curtail such crimes but many are not aware of it. Hence, conducting awareness programmes is of utmost importance in the present scenario.

2.1.5. Answers to 'Check Your Progress 1 and 2'

'Check Your Progress' 1

1) A 2) b 3) c 4) d

5) A - √   b - X   c -   d - √   e - √   f - √

'Check Your Progress' 2

1) b 2) c 3) a

4) a - ×   b - √   c - ×   d - √   e - ×   f - √

2.1.6. Unit end Exercises

1) Explain the characteristic features of childhood.

2) Bring out the concept of childhood in the 17th and 18th century.

3) What are the misconceptions of childhood and how are they criticised? Illustrate your answer.

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BLOCK 2 : Understanding Childhood in Socio-cultural Perspectives

Unit 2 : Childhood across Cultures and Societies

Unit Structure

2.2.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the salient features of children's perspectives;

- Describe the experiences of children across cultures and societies;

- Identify the varieties of perspectives, activities, and experiences of specific cultures and societies; and

- Compare children's activities and experiences among different cultures

2.2.2. Introduction

Everyone has a childhood with memories, knowledge, attitudes, and sensory and cognitive mindsets. Rogeres (2003) considers childhood as a hurdle in order to understand what a child is. He further elucidates that for most people, a child is simply a matter of physical size and development. Yet a child and childhood is lot more than this. There are many features in child and childhood which cannot be seen. At its simplest, childhood is considered as the early phase of human life in all cultures and all societies. What are the child's perspectives, experiences, and actions

in general across the cultures and the societies is the chosen topic for this Unit. You will come to know about the information with respect to children's perspectives in general and in specific societies and cultures in the following discourse.

2.2.3. Learning Points and Learning Activities

2.2.3.1. Meaning and Nature of Children's Perspectives

In recent researches there has been increasing attention to the importance of involving children and listening to their voices. In all such researches, the emphasis is on the importance of listening to children's voices to gain understanding of their learning, lives, and experiences in early childhood settings. This change in orientation is based on views of childhood as a social construction, and children as active participants and subjects constructing their own learning. Children are now regarded as **'becoming'** rather than **'beings'.** How children interpret and understand depends on the experiences that a specific child brings with him/her into the situation and how they are put in relation to the prevailing whole. These experiences serve as the backdrop for experiencing new impressions and how those impressions get their meaning for the child. Teachers in their encounters should know that children cannot be taken for granted, that the individual child will perceive the content or what is happening in the same way as other children in the group or as the teacher. Children need to be enabled to be aware of and experience how their own understanding can be linked to new experiences.

A recent report about evidence in preschool education shows that "Children benefit most when teachers engage in stimulating interactions that support learning and are emotionally supportive. Interactions that help children acquire new knowledge and skills, provide input to children; elicit verbal responses and reactions from them, and foster engagement in and enjoyment of learning". Halldén describes the distinction between a child perspective and children's perspective using the question of who is formulating the perspective; if it is someone representing the child or if it is the child himself/herself that has a say. A child perspective means showing understanding for the conditions of children and acting in the best interests of children, while children's perspectives means that children make their own contributions that are taken into account and made use of by an adult. The concept child perspective can therefore be understood as it is children's opinions interpreted by adults, and where children's perspectives are referred to, children's own voices that are emphasised and sought. One basis for a child's perspective expressed in the UN Convention on the Rights of the Child (UNICEF, 2009) is that children have the

same right as every adult to be heard and to feel that they are involved. Preschool teachers can therefore also be seen as playing critical roles in implementing the UN Convention on the Rights of the Child (UNICEF, 2009), and more specifically, the preschool curriculum (Ministry of Education and Science, 2010) in the sense that the task may be subject to different interpretations and understandings.

In common parlance, the meaning of perspective is the way one see something. For example, if you think that toys corrupt children's minds, then from your perspective a toy shop is an evil place. Perspective has a Latin root, meaning "look through" or "perceive" and all the meanings of perspective have something to do with looking. Hence it is said that a particular perspective is a particular way of thinking about something, especially one that is influenced by one's beliefs or experiences. It is the way of thinking about and understanding something such as a particular issue or life in general. It also tells about the attitude towards or way of regarding something i.e., a point of view.

Research Reports on 'Perspective'

A unique cross-disciplinary study in the field of early childhood education targets the growing interest worldwide in child's perspectives and children's perspectives. According to several researches in this field, perspectives are not inherited but acquired. For this, an individual's experiences, interactions with other individuals, situational factors, environment, culture and societal aspects play a dominant role. However, perception forms the basic foundation for any further development. Perception is a process in which the sensory input or information is organised and interpreted into meaningful experiences. Perception occurs due to sensations. Whenever the sense organs receive certain stimuli they are generally processed to make them meaningful. So, an individual keeps on processing and interpreting the sensory information he receives from the immediate environment. Sense organs are the gateways of knowledge. Our knowledge of the world depends upon sensations. But these sensory stimuli need to be processed and interpreted by the brain. Such a process is called perception. This again depends upon previous experiences and learning. According to Spearman, whenever two or more features of an object come into sensation, then comprehending them relevantly with proper analysis is the nature of perception.

Pedagogical researches have shown that children's development is highly influenced by social and cultural practices. It has been shown that children from different cultural and social backgrounds perform differently in cognitive tasks, for instance, their understanding of knowledge and how it is acquired. In European

countries such as the UK, France, Sweden, and Italy, children gain social and cognitive knowledge within different timeframes depending on where they come from. Yet, in a multicultural country such as India and Australia, all of these children go to school together. In such heterogeneous groups, children behave according to their perspectives. Therefore, it is true that an individual will be the product of his perspectives.

During early childhood, more than 100 billion neurons develop and connect to configure the brain's networks through interactions of genetics, environment, and experience. One can easily sense the highest level of interaction between "information revolution" and "early childhood" nowadays. Today, the concepts and experiences of childhood are in constant transition. For example, social historian Aries (1962), proposed the child as a "miniature adult". By the late 20th century, Freud gave his theory on the concept of childhood within the framework of psycho-sexual development. This was followed by the urge to rationalise and fix development in identifiable and innate stages by Jean Piaget's cognitive, Kohlberg's moral, and Chomsky's language development theories However, these theories were generated in a particular social and cultural context, especially European concepts of the human subject.Today, children's early literacy and play experiences are shaped increasingly by the electronic media. Thus, hypertext environments create experiences where they have to think before they act, learn to take risks by clicking on a button or backtrack to a previous choice, and so forth.

Social Constructions on Children's Perspectives

Social Constructivism seeks to understand how children and childhood knowledge is constructed by whom, why, and most substantially what purpose it would serve. This method is based on various aspects like cultures, societies, and at different time periods in history. James and James (2008) define social constructivism in a theoretical perspective that explores the ways in which 'reality' is negotiated in everyday life through people's interactions and through sets of discourses.

A child is often viewed as a being to improve in order to reach the point of perfection- adulthood. Quortrup (2002) suggests that is why even in contemporary industrialised societies, a child emerges as a category with social position that must go with plan of care and education.

Woodhead (2013) states that "from social constructionist perspective, development is a discourse within which children are constructed as not yet adult as in process of 'becoming' rather than a person in their own right". A child is considered as the one

who lacks something. However, adulthood can never be considered as a state of stability, perfection and independency, so that the difference between a child and an adult becomes more complex.

According to Jean Piaget, cognitive development involves 'schema' formation. Schemas help an individual to organise one's past experiences in ways that can be useful in a new situation. They help in the processing of new information by determining what is relevant, by filling in gaps, by influencing what is recalled, and by making some inferences automatic. Cognitive structures called schemas help the child organise information about the world. Schemas make information processing more efficient and speedy, aid recall, fill in missing information, and provide expectations. However, they sometimes lead to erroneous inferences or may lead to reject good but inconsistent evidence. The schemas are most likely to be used to interpret information, those that match the natural contours of that information and also as social perceivers, which are influenced by salience, social roles, goals, primacy, priming the importance of the judgement context, and individual difference. Schemas not only help people form judgement and make decisions, but also provide guidelines for interactions with others. In some cases, schemas may be so powerful that they bring self-fulfilling prophecies.

The child is always governed by the social interactions in one way or the other. This again will get registered in the child's mind as schema. That is why it is said that schema are basic frameworks, formed through experiences and help one to organise and make sense of social information. By watching or listening to others who are already embedded in the culture, children come to think and act like them. Attachment theorists propose that children everywhere develop internal working models of social relationships through interactions with their primary caregivers and that these models shape children's future social relationships with others throughout the balance of the life course. Once formed schemas exert powerful effects on what a person noticed (attention), enter into the memory (encoding), and later remembered (retrieval). Usually it is observed that individuals report remembering more information that is consistent with their schemas than information that is inconsistent with them. But in fact inconsistent information is also strongly represented in memory. Schemas are often primed or activated by experiences, events, or stimuli. Once they are primed, the effects of schemas tend to persist until they are somehow expressed in thought or behaviour. Such experience (known as un-priming) then reduces the likelihood that those schemas will influence further thought or behaviour. In other words a child's perspectives are also modified because of the abovesaid factors. Though it is said that schemas help to process information they

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show a strong perseverance effect even in the face of disconfirming information, thus distorting one's understanding of the social world. Schemas can also exert self-fulfilling effects, causing an individual to behave in ways that create confirmation of our expectancies. For example, in linguistic devices, the use of metaphors is common. These metaphors are used to relate an abstract concept to another dissimilar concept and because of this individuals perceive and respond to the social world.

'Check Your Progress' - 1

Select appropriate answer to complete the sentences

1) Children's perspective means _____

    a. From children's point of view

    b. Understanding children

    c. Children's performance

    d. Children's responsibility

2. Recent research report shows that _____

    a. Children learn when teacher dictates the class

    b. Children learn better when teacher stimulate, interact and support them

    c. Children learn if the interaction in the class is more

    d. Children learn irrespective of style of teaching

3) Put '√' mark for correct sentences and 'X' for wrong sentence in the following

    1) Perspectives are not inherited but acquired.

    2) Perception occurs due to sensations.

    3) Cultural and social background never influence the cognitive skills of a person.

    4) The concepts and experiences of childhood remain constant across cultures.

    5) Electronic media is one of the strongest aspects that influence the childhood period.

    6) Schemas are nothing but mental images

2.2.3.2. Children's Experiences and Actions across Cultures and Societies

Exercise I

Consider for a moment what aspect of your life impacts your health and happiness most? Did your relationships with other people come to mind? What would your life be like without your family, friends, roommates, romantic partners, professors, co-workers, sports teammates - all people you care about and with whom you interact?

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The truth is that human beings are truly social species. Each one of us is connected to and influenced by other people, even if we are not always consciously aware of all the ways we are affected by others. It is sure, that whether it is good or bad, our lives involve other people. People from all walks of life agree that our connections to others brings happiness and meaning to our lives.

Now let us see how culture influences children's experiences and actions.

Cross-cultural comparisons show that virtually all aspects of parenting children are influenced by culture; cultural influences on when and how parents care for children, what parents expect from their children and which behaviours parents appreciate, emphasise, and reward or discourage and punish. Thus, cultural norms are manifested in the mental health of the children through parenting. Cultural variations dictate language development. Every culture is characterised and distinguished from other cultures by deep rooted and widely acknowledged ideas about how one needs to feel, think, and act as a functioning member of the culture. Such beliefs and faith and behaviours shape how parents rear their offspring. Parents provide childhood experiences and provide the environment that guides children's development.

Notably different cultures sometimes distribute the responsibilities of parenting in different ways. In most, mother is the principal caregiver, in others multiple care giving may be the norm, and could be by siblings, non-parental relatives, or non-familial adults. Various modes of child care giving like nurturance, social interaction, and didactics are distributed across various members of a group. Parents' belief, ideas, knowledge, values, goals, and attitudes hold a significant place in the child's world and its perspectives.

Role of Society

Every society prescribes certain characteristics that its members are expected to possess or act on and prescribes others they must not do if they are to function

adequately and normally as a member of that society. Any educational system is an organisation which operates within the norms of the dominant culture of the society. Through the socialisation of the process of culture, every member of the society learns the languages, behaviours, values, attitudes, and skills needed to survive. Each person learns what is needed to do to maintain and actually perpetuate their culture. For that, culture is learned not inherited. Culture is always a collective phenomenon as it is shared with people who live or lived in the same social environment.

Many Asian cultures have distinct conceptions of individuality that insist on the fundamental relatedness of individuals to each other. The emphasis is on attending others, filling in, and harmonious interdependence with them. Whereas American culture neither assumes nor values overt connectedness among individuals. In contrast, individuals seek to maintain their interdependence from others by attending to the self and by discovering and expressing their unique inner attributes. Brown (1999) highlights "the thinking of a child cannot be derived from innate psychological factors or from the influence of the physical environment but it could be understood as a function of those relationships which are established between the child and the social environment that surrounds his/hers". Childhood is neither universal nor natural rather it is tied close to social circumstances and cultural process. Children are viewed differently from adults. It means children do not lack anything rather adults need to understand children's praxis (practice as distinguished from theory). Childhood is viewed differently in different contexts and different cultures, time and social context. It cannot be considered isolated from other social variables. It is intertwined with other factors of being, for example, gender, race, socio-economic status, etc.

Individualistic Society vs Collectivist Society :

In individualistic societies, people think of themselves as separate entities and are largely concerned with their personal needs. In collectivist societies, people define themselves as part of a group and stress group goals over individual goals. There are two cultural patterns that are closely associated with the distinct views of the self. Individualistic societies value an independent self, which emphasises personal achievement and individual choice. In contrast, collectivist societies value an inter-dependent self, which stresses social harmony, obligations to others, and collaboration. Both independence and interdependence are part of the make-up of every individual and occur in varying mixtures. But societies vary greatly in the extent to which they emphasise each alternative. Although individualism tends to increase as cultures become more complex, cross-national differences remain. The

United States is strongly individualistic, whereas most Western European countries lean toward collectivism. Even in India, we see collectivism.

Ethnographies reveal that immigrant parents view education as the surest way to improve life chances (Golden bam, 2001). They remind their children that because educational opportunities were not available in their native countries, were often limited to menial jobs. While preserving their culture's values, these parents also make certain adaptations, for example, supporting education for daughters even though their culture of origin approves of it only for sons. Adolescents from these families internalise their parent's valuing of academic achievement endorsing it more strongly than age mates with native-born parents. In all the abovesaid explanations, one can easily sense how the child and childhood is reared up, and in turn, how this makes the children to get their perspectives for their life as whole.

In some cultures, punctuality is important and the general speed of life is relatively fast. In other cultures, people have more casual attitudes about time and a slower pace of daily life. Social norms and social roles also influence and control the behaviour of the individual. Social norms are rules and expectations of the society about how group members should behave. This in turn will serve as a building block of a culture. Social rules govern quite a large range of behaviour of individuals in a society. For example, in India male and female adults will not be very close (physical) in a social set-up/gathering, irrespective of their relationship. Some norms apply to everyone in a social group, regardless of an individual's position. The social role refers to the set of norms that apply to people in a particular position such as teachers, parents, and head of the institution or even students.

The individual acting in a society is like an actor in a play. In the theatre, the script sets the stage, defines the roles that each actor will play and dictates what actors should say and do. Similarly, cultures present us with pre-established social rules of behaviour. For example, when children enter school they learn many rules of classroom behaviour such as sitting quietly in their seats, raising a hand to speak, etc. Hence, the socio-cultural perspective is useful in understanding behaviour within a particular social or cultural context. The socio – cultural perspective also emphasises comparisons of different cultures or social groups.

Through several research studies, it has been declared that the United States is one of the most violent societies on earth. American children watch countless acts of murder and mayhem on TV and often engage in fierce competition at school and in sports. Further, life in many urban areas provides easy access to handguns and other weapons that can turn the expression of anger into a deadly act of violence.

The cultural values of the US and European societies emphasise the importance of personal independence and individualism, for example, take western literature, from Iliad to The Adventures of Huckleberry Finn tells of self-reliant heroes who leave home to seek self-fulfilment. Thus, in an individualistic culture, a person's behaviour is guided largely by individual goals rather than by the goals of collectives groups such as the family, the work group, or the tribe.

Collectivist culture emphasise loyalty to the family, adherence to group norms and the preservations of harmony in social relations with members of one's own group. The cultural values of many African, Asian (Including India), and Latin American societies emphasise collectivism. This can be seen in Asian literature, which often celebrates a hero who performs his duty to his family or to the emperor. Here, group goals are expected to take priority over individual preferences and the self is defined largely in terms of group membership. Collectivist culture values a person who can fit in comfortably with the group. Thus, the Japanese folk saying warns "The nail that stands out gets pounded down". Individualist cultures applaud individuals who stand out from others. Americans note that "the squeaky wheel gets the grease". Sometimes the meaning of the same concept varies with the cultures. For example "self-reliance" typically implies freedom to do what one wants, freedom from the constraints of the group as - in US (Individualistic Society), whereas in collectivist culture "self-reliance" is more likely to mean not being a burden on others and not making excessive demands on one's family or friends.

A study of the demographic profile of Indians indicates the continuous predominance of religion in everyday life as well as in determining socio-cultural and political life patterns of its citizens. Not all cultural groups use representativeness to the same degree when evaluating the likelihood that a particular cause was responsible for an effect. Asians tend to expect that "like will go with like" less than Westerners do, making Asians less susceptible to this bias. However, to conclude the discussion we can say that children will get their experiences through actions, interactions, and by their active participation. In turn, this will result in the formation of schema, which will get again and again reformation based on their newer experiences. All such intra-and inter-phases will make children to get more and more functional perspectives about day-to-day life.

Summing up we can say that a child and childhood are not just an entity or event, but a powerful package. In this phase, children develop their own perspectives based on their performances, perseverance, experiences, and activities. Day-by-day a growing child accumulates several characteristic features, competencies, and

abilities so that a total personality gets transformed. In this process of continum children construct and reconstruct their lives.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1) Language development is dictated by _____

    a.   Inheritance   b. Society

    c.   Cultural variations   d. Environment

2) Many Asian cultures nurture _____

    a.   Individuality   b. Collective nature

    c.   Isolation   d. Groups' nature

3) Put '√' mark for correct sentence and 'x' for wrong sentences in the following

    1)   Childhood is tied close to social circumstances and cultural process.

    2)   People belonging to individualistic societies tend to be with the groups always.

    3)   Collectivist societies value an inter-dependent self.

    4)   Social harmony, obligations to others, and collaboration are the prime factors of collectivist society.

    5)   Several research studies have shown that United States is one of the most violent societies on earth.

    6)   US and European societies emphasise the importance of individualism and independence.

2.2.4. Let us Summarise

- Childhood is one of the early phases in human life, irrespective of different cultures and societies. But children's perspectives across cultures and societies give a multidimensional outlook.

- Perspective means the way how a thing/object/event, etc. is looked upon by individuals.

- Perspectives are individual specific. Therefore, it is equated with the "point of view" of the individuals.

- Perspectives are not inherited but acquired. It is a process in which the sensory input or information is organised and interpreted into meaningful experiences.

- Social Constructivism seeks to understand how children and childhood knowledge is constructed by whom, why, and most substantially, to what purpose it would serve.

- Social Constructivism explores ways in which 'reality' is negotiated in everyday life through people's interactions and through sets of discourses.

- According to Jean Piaget, cognitive development involves "schema", formation, which are known as cognitive structures. These schemas not only help people form judgement and make decisions, but also provide guidelines for interaction with others.

- Individualistic societies support the idea of an individual as a separate entity, but in contrast, the collectivist societies values inter-dependent self, putting emphasis on harmony, collaboration, and a balanced interpersonal relationship. All such inputs will make a child to get impressed for the formation of perspectives and in turn this will help in constructing and re-constructing his/her lives.

2.2.5. Answers to 'Check Your Progress 1 and 2'

'Check Your Progress' 1

1) A   2) b 3) a - √ ; b -√ ; c -X ; d -X; e - √ ; f - √

'Check Your Progress' 2

A) 1)c   2) b

3) a - √;   b -X ; c -√ ; d - √; e - √ ; f -√

2.2.6. Unit - end Exercises

1. Explain the concept of perspectives of children. How are they formed?

2. What is meant by collectivism? What are its main features?

3. Compare children's activities and experiences among different cultures.

4. Describe the experiences of children across cultures and societies.

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BLOCK 2: Understanding Childhood from a Socio - Cultural Perspective

UNIT 3 : Impact of Diversity, Differences and Marginalisation on Childhood

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Unit Structure

2.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Identify the factors that cause diversity and its impact on childhood;

- Explain the meaning and significance of differences for understanding the child from a socio-cultural perspective;

- Explain the meaning and nature of marginalisation and its impact on childhood; and

- Differentiate diversity and differences in the context of understanding the child from a socio-cultural perspective.

2.3.2. Introduction

India is known for its unity in diversity. This is such a social phenomenon, that, besides India it is highly difficult to see the same type of society in any other country. For such variety and diversity, there are several factors that play a dynamic role. Diversity is understood in a broader sense with reference to religion, and culture, whereas differences are understood in the concept of individual difference. It is because no two individuals are alike and each individual is unique. And you also know that individuals are the product of heredity and environment. Genetic factors or environmental factors together make the individual and all such individuals collectively constitute the community and society. Sometimes a few members of certain set groups may get side lined or pushed out or neglected. This type of segregation will result in marginalisation. In this Unit, you will come to know about differences, diversity, and marginalisation.

2.3.3.1. Impact of Diversity on Childhood from a socio-Cultural Perspective

Exercise I

You will find how much a class can represent diversity with reference to certain aspects, and make a list of it on the board. For example, you may come across Hindus, Christians, Muslims, Buddhists and Jains. Based on this ask the students to make a list of the festivals they celebrate and the way it is celebrated. In this way, an exhaustive list can be prepared by taking in other factors like parental literacy state, their occupation, caste, food habit and dress code in certain rituals, etc. While doing this activity the teacher must be very careful, that it does not hurt any individual's feeling, or does not result in branding any child. But the main purpose of this activity is developing awareness among the children about the variety that exists in a classroom, and understanding and appreciating each other's existence. Further, this should lead to learning to co-operate and co-ordinate the co-existence of each individual. And finally, it should make the children to understand team spirit and the concept of "live and let live".

Here is some interesting information explored by a rigorous research team, Let us go through the research findings.

Barbara Rogoff discussed how different cultural groups are comfortable with differing amounts of conversation and, accordingly, with silence. In some cultures, individuals who talk a lot are considered smart; in others, they are considered foolish. This affects how much children will talk and how comfortable they are likely to be with demands to talk more or less. In some cultures, children are treated by adults as

conversational partners; in others, children adopt the role of observer, and information is communicated primarily through shared activity, rather than in the context of lessons or explanations. The role and place of interruptions also vary across cultures. In some, frequent interruptions are expected as part of active engagement in a conversation. In others, long pauses between comments and between questions and answers are more the norm.

Questioning behaviour appears to be heavily imbued with cultural meaning. Patricia Greenfield discussed her work comparing the amount and meaning of questioning behaviour by Japanese and U.S. students (Greenfield and Cocking, 1994). Japanese students were reluctant to ask questions because this behaviour has negative connotations. It suggests that the student did not work hard enough to understand the material or that he/she is implicitly criticising the teacher's ability to communicate information. In contrast, U.S. students asked many questions, presumably because they value this behaviour as a means of demonstrating involvement and interest.

Well, the above said example and research illustration have raised a dynamic question in our mind regarding Diversity. Nobody in this world is free from the influence of diversity. So in the following discussions, we shall try to understand its meaning, nature, and importance as well as the teacher's role.

Diversity is a feature which is an integral part of Indian society. It means the variations and variety that we see in each and every event, entity, and process in our life span. For that matter, let us take a moment and think about the variety of the things that we see around, yes it could be the very family to which we belong, that it is different from other's family, likewise, we can enhance the list by adding, neighbours, community, school, religion, caste, colour, culture, and politics, system of education and so on. The list has no end. One should not get confused by the term **'Diversity'** with **'Differences'.** It is because, the line of differentiation or separation between **Differences and Diversity** is very thin and hence confusing. Diversity can be referred to variations, or varieties with broader concepts, for example, there are various religions, culture, communities and languages, etc., whereas differences can be considered with reference to individualistic aspects like individual differences.

The word diversity originates from old French language "diversite" meaning "making dissimilar". The Merriam Webster Dictionary (2013) defines diversity as "the condition of having or being composed of differing elements; especially the inclusion of different types of people in a group or organisation".

The oklahoma State University defines the concept of diversity by taking the learner's aspects in to consideration. Learner Diversity is "usually related to the

ethnic background of the students. It is however a much broader concept. Any time that a student is different from the rest of the students in class, that student is diverse. Diversity can relate to gender, sexual orientation, economic status, ethnicity, country of national origin etc., Further it continues that, diversity includes race, culture, nationality, region, gender, age, marital status, religion, ethnicity, disability, ability, family structure, health, values, politics, and much more. Classrooms are diverse in terms of the types of children and the ways in which they learn. Children learn in different ways their own experiences, environment, socio-economic status, and also because of cultural backgrounds. Classroom diversity applies to learning style, background, educational background, language, and support at home. Hence, it is said that diversity is a natural part of human communities.

Family, community, culture and language, as well as religion are the major causes of the diversity for any individual for that matter. We shall try to understand any one or two factors in detail through examples and illustrations.

Cultural Diversity at Home

It has long been recognised that cultural variables influence how children present themselves, understand the world, and interpret experiences. Culture also affects the experiences through which children's earliest literacy and number knowledge is acquired. Some of these experiences may be explicitly focused on encouraging learning, such as providing reading books to children or instructing them to count. More common are activities that provide implicit, unintentional support for various types of learning in the context of shared everyday activities, such as measuring ingredients when preparing sweets or counting change at the grocery store. Significant, as well, are the adult activities that children witness and interpret as enjoyable or useful because their parents and relatives engage them, such as reading for enjoyment or telling stories.

As the preschool and school-age populations have become increasingly linguistically and culturally diverse, interest in understanding the role that variation in children's home-based learning opportunities plays in fostering readiness for school has also increased. Research on early literacy acquisition has revealed the ample repertoire of literacy learning that occurs long before formal instruction is introduced in elementary school (Chall, 1983; Heath, 1983; Teale, 1986; Snow, 1983; Teale and Sulzby, 1986). Similar evidence has emerged regarding the importance of early experiences for numerical knowledge (Griffin, Case, and Sandieson, 1992; Hiebert, 1986; Siegler and Robinson, 1982). Across every academic domain, these experiences are deeply embedded in the culture of the family and the community:

Efforts to create effective classroom environments for young children from diverse cultural and linguistic backgrounds should be based, in part, on knowledge about the role that culture plays in shaping children's learning opportunities and experiences at home. From teachers' standpoint, it is critical to identify those aspects of children's cultural backgrounds that have the greatest relevance for children's adjustment, motivation, and learning at school.

Parental Beliefs and the Family as Causal Factor of Diversity

The nature of literacy and numeracy interactions in the home are a direct reflection of parents' views about how children learn to read, write, use numbers, and acquire other competencies. Parents hold implicit theories of learning that affect whether and how they attempt to influence the literacy and learning of their children before they enter formal schooling. These beliefs about what parents should do and what teachers should do manifest themselves in behaviour at home and in parents' relations with their children's teachers.

To what extent are these home experiences available to young children? What are the major sources of variation in children's exposure to the social, intellectual, and material resources that are directly related to the norms and expectations of schools? The answers to such questions could be, first, the social class and level of parents' education, as distinct from ethnicity and nationality, appear to be the more potent determinants of children's home learning experiences.

Summing up one can say that, culture plays a complex and ubiquitous role in shaping children's earliest learning opportunities and experiences in the home. Parent's beliefs about when and how children learn school-related skills, their daily interactions with their children, and the social rules that guide these interactions combine in intricate ways to create what Luis Moll has termed **"funds of knowledge"** that are based in culture. However, efforts to specify the specific mechanisms or dimensions of culture that carry its role in learning are in their infancy.

Preoperational children learn through concrete experiences. Thus, our children need to learn about themselves through being exposed to people, having role models in the culture, and visiting people in the community who are like them. By the same token, to learn about and be comfortable with people who are different, young children also need direct, concrete experiences with people who are different from them, children in their programme, teachers, and people in the community. Thus, homogeneous programmes of one race, ethnicity, religion, ability and/or language must find ways to expose their children to people who are different. This is needed for all children.

We need to help children to see a variety of perspectives on issues and problems. We can do this by asking children if they can come up with alternative approaches by reading books about innovative methods, by using a variety of possibilities. Finally, a basic concept of diversity is the idea that almost everything humans do can be done in a variety of equally acceptable ways.

Following are some of the suggested activities, which can help immensely in making children understand the concept of diversity:

- Take the children into the community, and or bring the community into the school.
- Walking around the Neighbourhood - On these walks, children can collect natural objects representing the season of the year; observe environmental aspects of all kinds like traffic signs, advertisements, names of buildings, numbers on houses, etc.
- Visitors from Other Schools
- Visiting Parents' Places of Work
- Visiting unique Community Resources
- Visits of interesting Community People
- Field Trips to Complement a Curriculum Theme or Unit
- Caring for the Community
- Parent Visits / parents meeting
- Pair with a Senior Centre
- Internet Correspondence

'Check Your Progress' – 1

Select appropriate answer to complete the sentences

A) 1) Diversity is a _____
    a) Social Phenomenon
    b) Branch of Science
    c) Perishing Factor
    d) Fact confining to Religion

   2) Diversity is expressed in _____
    a) Family
    b) School

c) Community

d) All the above

3) Put '√' mark for correct sentence and 'x' for wrong sentence in the following list:

1) Family and parental belief contribute to the diversity.

2) Communities are always homogenous and there will be no trace of diversity.

3) School could be the best example for diversity.

4) Diversity affects the development of the nation.

5) There will be absolutely no scope for diversity in an ideal society.

2.3.3.2. Impact of Differences on Childhood from a Socio-Cultural Perspective

Exercise II

Try to elicit from the students about some of the differences they find among their friends. For this, you can give a tabular column as shown below. Based on this, encourage them to give their opinions and conclusions. To encourage creativity, you can give any one common task and observe the differences in their activity.

For Example

Name of the Student	Interest	Height	Special Talent
A (Boy)	Reading Kannada stories	4 feet	Good at Debate
B (Girl)	Solving puzzles	4 feet	Chess player
C (Girl)	Watching TV	4 feet	Good at rangoli drawing
D (Boy)	Trekking	5 feet	Good with leadership quality
E (Boy)	Keeping pets	5 feet	Growing plants
F (Girl)	Sports	4 feet	Good athlete

Impact of Differences on Childhood from a Socio-Cultural Perspective

In this Unit, you will come across two terms, namely, 'diversity' and 'differences' which approximately appear to be similar. But they are not. Of course both are significant factors, which influence child development. Now let us try to understand the concept of differences. You know that each individual is unique and no two individuals are alike. The basic meaning of difference lies here. People in a society

are differently organised like family, neighbours, peers, social groups, communities, natives, immigrants, etc. To see such groups there must be some commonalities and also differences. In a society, differences are seen with reference to religion, culture, socio-economic-status, occupation, literacy, educational qualification, and in the different strata as upper class, middle class, and lower class. In all the above said entities one can come across several sub divisions with marked differences. When an individual is brought up in such a diversified context, the differences will definetely influence the developmental process to a great extent.

If we consider different areas of individual differences, it may include factors like intelligence, emotions, interests, aptitudes, attitudes, values and creativity, etc. Added to this, differences are there with respect to the type of family and culture they follow. At the time of schooling, the school itself becomes a factor of difference. For example, there are different types of schools, such as government schools, private schools, missionary schools, aided schools, and madrasas that are run by minority groups in the society.

Lots of factors can influence child development from ages 2 to 5 and such influencing factors differ from individual to individual. Some of the factors can be external, like the environment in which the child is raised or the experiences they undergo. Other influencing factors are innate, meaning the children are born with them. These innate individual differences might include health, physical characters, heredity, and temperament. Both nature and nurture act as sources of differences and play a very significant role in child development. For example, some innate individual differences can impact cognitive, emotional, social, physical, and language development.

Cognitive Development: Individuals inherit certain characteristic features, for example, some may be highly intelligent, some have musical talent or artistic creativity. This is because such qualities are believed to be passed on through the genes. On the other hand, cognitive development may be impeded by these individual differences, in that some talents may not be in the family's genetic line. There may be other innate issues that also affect cognitive development. For example, premature birth, or problems during gestation or delivery time can cause developmental delays in children that are not necessarily inherited. Such individual differences can have negative impact on brain growth and also the cognitive development.

Emotional Development: You might have come across some parents narrating how their two children show differences. Of course, they are brought up by the same family and the same environment. In spite of this, such differences do arise.

Among the two siblings, one may be more expressive of his feelings than the other or may be more likely to act out and exhibit temper tantrum. Ask any parent with more than one child and they will give you specific details about the siblings' personality differences almost from the birth. Thus, individual differences in the behaviour and temperamentof children will help identify where pre-school teachers can help their emotional development. Some students may need to learn how to control their emotional state and others may need to understand how to express a variety of feelings in constructive ways. Most children at this age experience frustration and fear, but these may often be expressed as anger or even violent outbursts Helping them understand the wide range of human emotions and to recognise these states in others can help children develop compassion and emotional intelligence.

Language Development: Language is one of the factors which exhibit individual difference among people. Especially in India, people speak different languages. Today's science of reading development focuses more broadly on teaching children on computer, rather than how to read the actual words on a page, and research has focused on the language of these interactions, examining how children's linguistic experiences influence aspects of their development over time, including their literacy development. The daily talk to which children are exposed to and in which they participate is essential for developing their minds, it is a key ingredient for building their knowledge of the world and their understanding of concepts and ideas. In turn, this conceptual knowledge is a cornerstone of reading success.

The oral language and vocabulary children learn through interactions with parents, siblings, and caregivers and through high-quality interactions with educators provide the foundation for later literacy and for learning across all subject areas, as well as for their social-emotional well-being. The language interactions children experience at home and in school influence their developing minds and their understanding of concepts and ideas. By this it becomes very obvious that differences are there among children.

The bulk of the research on early linguistic experiences has observed that language input in the home environment, (usually the mother's) promotes language development among young children. The evidence accumulated emphasises the importance of the quantity of communicative input (i.e., the number of words and sentences spoken) as well as the quality of that input as measured by the variety of words and syntactic structures used.

Now let us take the example of the language environment of the classroom.For example, giving children opportunities to develop the sophisticated vocabulary and complex syntax found in texts at a very early age may enhance their learning. But coming to the medium of instruction, like Kannada medium and English medium some where it affects as a negative point. Similarly, the language of a rural child will be different from that of an urban child, here also this will be a factor of difference among the children. Thus, the language environment has important effects on children's learning, and children benefit from extensive opportunities to listen to and use complex spoken language (National Early Literacy Panel, 2008). Teachers' use of high-quality language is linked to individual differences in language and literacy skills, and there is considerable variation in the quantity and quality of teachers' language use across classrooms. The quality of the classroom language environment is a lever for lasting improvements in children's language and literacy development, and it is important to adjust classroom talk to match the developmental stage of children's language acquisition. Some problems like speech or language delay, auditory processing disorders, hearing loss, and developmental delay in other areas can make a classroom more heterogeneous.

Social Development: India is known for its diversity and differences. It is because of its multifaceted culture, language, and religion. A child develops according to the community to which it belongs. Family is the basic unit of a society. Each family will have its own standard of living and style of life. The child is very much influenced by this factor. But in school, students from different families are gathered and hence, the school is said to be the miniature of the society. A classroom is the strongest forum to understand differences among students. As told earlier, each child differs from the other child by its IQ, EQ, abilities, competencies, attitude, aptitude, values, and skills. But in a classroom, every individual mutually influences and gets influenced by the other child. Therefore, a teacher must know this factor very well and try to bring a balanced development among the students.

Other than the above said differences, one may come across personality difference, difference in the ability of information processing and learning style among children. Some children may show sensory preferences as visual learners, whereas some others may show auditory preferences as auditory learners, likewise, kinaesthetic learners prefer learning by doing. Gardner has proposed the theory of multiple intelligence; according to him, students are identified with varieties of abilities like visual/spatial smart (picture smart), verbal/linguistic (word smart), mathematical/logical (number/ logic smart), bodily (kinaesthetic smart), musical/rhythmic (music smart), intrapersonal (self-smart), and naturalist (nature smart). Students vary with their

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interest, attitudes, aptitudes, values, and lastly, but not least, the impairments (hearing, visual impairment, etc.).

'Check Your Progress' – 2

Select appropriate answer to complete the sentences

1) The fact which is individualistic but contributes for the collective effect is _____

    a) Diversity

    b) Differentiation

    c) Individual Difference

    d) Literacy

2) By default a child gets developed according to the _____

    a) Community to which it belongs

    b) Socio-Economic Status

    c) Hereditary Factors

    d) Level of Intelligence

3) Match the Following:

a. Gardner	i. correlation between culture and ability to converse
b. Bruner and Vygotsky	ii. questioning behaviour
c. Greenfield and Cocking	iii. multiple intelligence
d. Barbara Rogoff	iv. language development

2.3.3.3. Impact of Marginalisation on Childhood from a Socio-cultural Perspective

Exercise - III

You might have observed that, children while playing in a group, pull and push each other in the game. Or games like, throw ball and kabbadi, will make use of boundary lines. And if the ball or the player crosses the boundary line, it will be considered as out ball or the player is out. This gives a progressing point to the opposite group.

Let us take one more type of analysis. The actual meaning of the word "margin" is "to write notes in the margin" of the main sheet. This is analogous to the familiar noun "marginalia", "Marginal notes". In this context, it is very obvious that a margin

is the blank space surrounding the text in a book. Just prior to 1970, the term 'marginalise' took on the sense that is most commonly encountered today, "to relegate to an un-important or powerless position". That is to the metaphorical margins of the society.

Have you come across situations in which certain groups of people or individuals were side-lined or overlooked? Try to list them.

- Usually women in families are not involved in any major decision making process.

- A dominant group always neglects the minor group.

- Poor people get inferior treatment, etc.

Exercise IV

Try to feel the depth of marginalization in the following illustration.

I moved to the city from my village when I was 12 years old. One of the biggest challenge was learning English because I had not studied English in my school in the village. However, my classmates in the city had learnt to speak English when they were 10 years or even earlier. They had English courses at school; some of them who were from comparatively rich families attended English class at the English training school. My English was the worst in my class and it was difficult for me to follow the teacher. However, that was not my only headache. I almost had no friends then. My classmates mocked me because of my accent. Also, they thought I dressed in an outmaded fashion and must come from a poor family. I had nothing to attract them and they did not want to talk to me. Some boys even bullied me. My English teacher completely ignored me. I had to say that I really hated her those days. I encouraged myself to raise my hand to answer her questions, but she never asked me. However, I did not give up. I also attended English training school and was trying to catch up, I worked really hard and finally made it. I got high scores in every subject so that both my teachers and classmates started to notice me and I was friendly to everyone, even those classmates who used to bully me. Later on, I was not lonely anymore.

The use of the word "marginalise" can be found as far as back 1968. An article in The Los Angeles Times of June 20th 1968 reported "The Negro was kept aside, marginalized, thus composing in its large majority the chronically poor". In its newer sense, marginalise has assumed a much more prominent place in the vocabulary

that it once had. If people are pushed to the edge of the society by not allowing them a place within it, they are said to be marginalised.

The Latin word "Margo" means "edge, brink or border". Since the late 1920s 'marginalise' refers not to a literal edge, but to a powerless position just outside the society. The implied meaning will be "Treatment of a person, group or concept as insignificant or peripheral is marginalization".

What is marginalisation?

Marginalisation is a social process that usually happens in a pluralistic society. For that matter, one should understand what a pluralistic society is. It is nothing but a society in which multiple people or groups share some political power. We can take the example of our country, in which people with different cultural background keep their own traditions, but live together. Pluralism serves as a model of democracy where different groups can voice their opinions and ideas. In such an ideal context if someone or some people or some groups are denied certain privileges, facilities, representations or value for their existence, then it is called marginalisation.

Marginalisation is the social process of becoming or being made marginal, i.e., to relegate or confine to a lower social position or outer limit or edge of social structure. Often we come across statements like "the marginalisation of the underclass", or "marginalisation of literature", which are the indication of mechanism of pushing some social activities or social entities towards the peripheral so that it will not become the centre of the power pool. Marginalisation involves people being denied degrees of power.

According to the Encyclopaedia of Public health "to be marginalized is to be placed in the margins, and thus excluded from the privilege and power found at the centre". In general, marginalisation describes the overt actions or tendencies of human societies, where people who they perceive to be undesirable or without useful function are excluded. That is to say they are marginalised. These people who are marginalised from a group or community for their protection and integration are known as marginalised groups. This limits their opportunities and means for survival.

According to Arko Koley, "Being marginalized refers to being separated from the rest of the society, forced to occupy the fringes and edges and not to be at the centre of things. Marginalised people are not considered to be part of the society" (2010). So, marginalize means to relegate to an unimportant or powerless position within a society or group.

While recognising and describing about marginalised children, UNESCO states that millions of children are excluded from their right to basic education and particularly to primary education. Access to primary education is still hampered by many factors, such as income differentiation and social status.

By going through all the above explanation and definitions, we can conclude that marginalisation is the process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is predominantly a social phenomenon by which a minority or sub-group is excluded and their needs or desires are ignored.

If you look back at the history of India, education was never within reach of all people in society. Unequal access to education has been rampant in India. Discriminatory order in the caste system has been instrumental in perpetuating this. Over generations some sections of the society enjoyed the fruits of education and the remaining majority of Indian communities particularly marginalised sections like Scheduled Castes (SC), Scheduled Ttribes (ST), Other Backward Classes (OBC), religious minorities, and women were denied the educational opportunities.

Usually marginalised people are vast in number, but studies have classified such marginalised groups into two major categories, namely, (i) individual marginalisation and (ii) community marginalisation. In general, women, people with disabilities, schedule castes (Dalits) and schedule tribes are grouped under community marginalisation.

There are four broad thematic clusters of marginalisation like

- **Group based:** this includes people belonging to certain groups, namely, indigenous, ethnic, racial, linguistic, caste, minorities, and religious, SC, ST and women.

- **Poverty related:** This group is based on the socio-economic status of the people like, extreme and persistent poverty, child labourers, street children, and working children.

- **Location Based:** This group is based on the geographical criteria like location in which they are found, for example, urban slum, rural and remote areas as drought prone, and people belonging to conflict zone like refugees and internally displaced persons by war.

- **Individual:** This group includes people who have special needs, HIV/orphans, and other health related problems. In India, a girl child faces discrimination and differential access to nutritious food and gender-based violence as is evident from the falling sex ratio, and the use of technology to eliminate the girl child, i.e., female foeticide. This group also includes individuals like, transgenders.

It is found that 12.6 million children are engaged in hazardous occupation (2001 census). For instance, India has the largest number of child labourers under the age of 14 in the world. Among children, there are some groups like street children and children of sex-workers who face additional forms of discrimination.

The Impact of Marginalisation on Individuals

- They always feel excluded, ignored, victimised and deprived of social recognition and facilities.
- They suffer from poor health, and their emotional scars seem to run deep and are not healed easily.
- They lack friends, face social exclusion, and do not have anyone to talk about their interests and future plans. They are treated as though they do not belong.
- They lag behind in learning and the main reason for this could be they become disinterested in studies, and finally become dropouts.
- They become stigmatised and feel undervalued in society and they receive negative public attitude.
- They get limited opportunities to make social contribution.
- They are depressed and self-destructive.
- Girls receive gender biased treatment by the society.
- They are poverty stricken and have low self-confidence.

How to recognise these marginalised individuals?

A keen observation of our surroundings and the school environment may help to identify people, who are said to be marginalised. Following are some of the criteria that could help in identifying marginalized individuals :

- High percentage of dropouts;
- Grade level repeaters;
- Aggression and self-injurious behaviour;
- Failure to initiate interaction with others; excessive fear or anxiety;

- Lack of opportunities for skill development, show below average physical skill ability, especially fine motor skills;

- Immaturity expressed in terms of inappropriate crying, temper tantrums, poor coping skills;

- Inappropriate behaviour or feelings under normal circumstances; and

- General mood of unhappiness, sad, depression or abnormal mood swings.

There are about 1.8 billion school aged children in the world, which poses as a very serious and dangerous factor. Teachers should provide a more conducive and encouraging learning environment to such marginalised groups. They should try novel teaching approaches and strategies to reach these children.

'Check Your Progress' – 3

Select appropriate answer to complete the sentences

    1) Marginalized individuals are _____

        a.   Excluded from social recognition and facilities

        b.   Dominant group

        c.   Powerful group which acquire the facilities

        d.   Construct margins

    2) Poverty based marginalisation includes _____

        a.   Rich people

        b.   People with low socio-economic status

        c.   People of low cadre

        d.   People of normal group

3) Put '√' mark for correct sentence and 'X' for wrong sentence in the following list:

        a.   Community based marginalisation includes women, Schedule Castes, Schedule Tribes.

        b.   People suffering from HIV are considered as individually marginalised.

        c.   Only women are said to be marginalised.

        d.   Child labour is the product of small industries.

        e.   Marginalised people are very less in number.

        f.   In ancient India, educational facilities were uniformly extended to all.

2.3.4. Let us Summarise

- Childhood is said to be a very dynamic phase, and includes many factors of getting influenced, integrated, and included.

- Diversity, differentiation, and marginalisation are three major aspects which exert a remarkable impact on a developing individual. These factors have a socio-cultural dimension.

- Diversity is referred to factors like culture, religion, parental background, socio-economic status, and many other demographic details.

- Difference is discussed with individual criteria like intelligence, emotions, language abilities, and other personality attributes.

- India being a pluralistic society, there are several shades in each of the social strata.

- People who are neglected, side-lined, and deprived of power and facilities are said to be marginalised. Though they possess the same citizenship, there are many lacunae between the power centred communities and the marginalised people.

2.3.5. Answers to 'Check Your Progress 1, 2, and 3'

'Check Your Progress' – 1

A) 1)a   2)d

3)   1) a-√;   2)b-X;   3) c-√;   4) d-√;   5) e-X;   6) f-X;

'Check Your Progress' – 2

A) 1).c   2).a

3) a – iii;   b – iv;   c – ii;   d – i

'Check Your Progress' – 3

A) 1)a 2) b

3) a - √; b - √; c - X; d - X; e - X; f - X

2.3.6. Unit end Exercises

1. What is meant by diversity? How does it influence the socio-cultural development of a child?

2. Explain marginalisation. What are its implications on child development?

3. How do differences affect or effect the socio-cultural development of a child?

4. Explain the classroom setting by taking diversity, differences and marginalisation into consideration.

5. Suggest some measures to reduce or to remove the ill-effects of marginalisation.

6. Suggest the measures to sensitise the children about marginalisation in our society.

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BLOCK 2 : Understanding Childhood in Socio-Cultural Perspectives

Unit 4 : Childhood in Difficult Circumstances

Unit Structure

2.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning and nature of difficult circumstances;

- Narrate certain difficult circumstances with illustrations;

- Analyse problems of childhood development with reference to war affected families;

- Explain the conditions of very poor families and urban slums; and

- Explain the difficult circumstances of girls growing up in Dalit / Tribal households.

2.4.2. Introduction

All of us know that life is not simple, but presents several challenges and problems. In spite of this man's courage and inquisitiveness will make his journey to continum. The term "Equality" seems to be an illusion in the Indian context. It is because in day–to–day life we see the opposite of this in one way or the other. Some people are highly protected and will get all the privileges whereas others will be deprived of even basic facilities. Though we study the concept of childhood as proposed by great psychologists, the reality speaks a different story altogether. There are many difficult circumstances which are very specific to different strata of a society. In this Unit, you will come to know about this in detail.

For the first time, the problem of "Childhood in Difficult Circumstances" was introduced by the World Summit for Children – WSC, 1990. According to this, broadly the following categories of children can fall under "children in difficult circumstances"

- Destitute children,
- Neglected children,
- Street children and Slum dwellers,
- Children in labour,
- Trafficked children,
- Children of prostitution,
- Juvenile offenders,
- Physically or mentally Challenged,
- Victims of war, conflict and natural calamities,
- Children having refugee status,
- Children affected by HIV / AIDS,
- Children with Disabilities,
- Children suffering from terminal / incurable diseases, and

Any child coming under any of the above said categeries may have several and genuine reasons behind it. Some could be, like, shifting to nuclear family from joint family, gap between education and employment, illiteracy, addiction to alcohol and drugs by the head of the family, very poor economic status, status of husband and wife, marital incompatibility, divorce-separation, re-marriage, adultery, poor and single parent family, inadequate educational status of husband and wife, early marriage and migration. We say that children of today are the citizens of tomorrow

but children deprived of educational opportunities and enjoyment of a socially enlightened life may become susceptible to anti-social elements. In the following discourse, you will come to know about some of the above categories in detail.

2.4.3.1 Childhood in Difficult Circumstances – Jail / War affected families and Conflict situations

Illustrations

a) Vasanth was on the move often, following her father who was an active officer in the Army during her childhood. His family members and dependents followed each time, having to build new relationships and adjust to new surroundings. Vasanth remembers the frustrations that come with each time and the fear associated with the mid-night phone calls. He remembers how difficult it was when father was gone in order to serve during war.

b) Hussein was 13 years old in Class VII when the Kargil War began in 1999. He was in the class when his school got bombed. A student died. Two teachers and two students were injured. By the time he left Kargil for higher education, he was ashamed of where he came from. War was the only context outsiders associated his home with. With the museum of memories he is hoping to create respect and pride among locals for their own history and way of life.

In order to understand the effects of war on children, apart from the given illustrations, we can take the reference of ever occurring agitation and struggle as well as war at the Line of Control, which separates India and Pakistan. And also war attacks on Jammu and Kashmir by Pakistan. In times of hostility the scale of physical damage on both the sides of the LOC is large. Entire villages and towns are deserted or destroyed; lands are filled with bunkers and trenches. There has also been a high use of landmines along the LOC which cost civilian lives. Victims and enemies are attacked in their homes or places of work. Political messages are sent through the use of indiscriminate bomb attacks, often in public places. The violence is both unpredictable and likely to occur amidst the day-to-day routines of people's living and working area. Thus, innocent bystanders as well as intended personnel may be killed.

Generally such areas are declared as "Grey-Zone", where no one side has total control but where violence might erupt at any time and in any place. That means the civilians not only face the risk of death and injury, but their entire social, economic and political lives are affected. Loss of family members, through dislocation and displacement is quite common. Destruction of social services, loss of property and

detrimental consequences for the relationships and emotions of family members are repeatedly occurring.

A child is born with purity and innocence. If proper care, protection and attention are given then the child grows in a constructive manner. War and conflicts are the situations in which an individual will have very less or no control over it. But such war and conflicts leave populations of people vulnerable to extreme forms of violence. Children affected by the breakdown of the protection systems are vulnerable to rape, abduction, separation from their families, disabilities, grievous injuries and long-term psycho-social effects. War, like love is a complex emotion. The struggle with war is the struggle between denial and hope, oblivion and remembrance.

The Department of Defence found that children are affected by war in different ways:

- Children ages 3 through 6 were found to exhibit behaviours of stress including regression, physical complain and fears of separation.

- Older children who understand the reality and potential dangers associated with their parents' absence exhibit signs of fear, irritability and sometimes aggression

- Teenagers were found to be at higher risk of using drugs and engaging in early age sexual behaviour.

- Military children face greater academic challenges due to re-location and emotional stress.

Now let us discuss the different dimensions of war effect by taking the real examples.

During 2015, UNICEF registered 1,500 severe violations of the rights of the children in Syria. And this was the only the tip of the iceberg. In 60% of the cases, children were killed or injured by bombs in densely populated residential areas. One-third of all the victims were killed on the way to school. Many children in the war zones have been unable to attend school for years because their schools have been destroyed, the route to the school is too dangerous, or there had been a lack of money for books and pens.

Globally, 75 million children between the ages of 3 to 18 could attend a kindergarten or school or learn only irregularly due to ongoing crises or catastrophes. According to UNICEF, "millions of Syrian girls and boys under five knew nothing but war and fight". Recent international events have drawn attention to the effects

of war related events and processes on children and their families. Available evidence suggests that massive exposure to wartime seems likely to overwhelm most children's defences, however children's cognitive immaturity, plasticity, and innate adaptive capacities may mitigate war's effect in low to moderately intense adaptive, cognitive styles that allow effective functioning after acclimatisation.

Effects of War :

Economic Impacts: Families who lose an earning member through armed conflict, may suffer from economic consequences as a result, may bring considerable impoverishment for their widows and families left behind. Loss of property, destructions that need to be re-structured, and medical charges for an injured (in armed conflict) can place extra strain on a household.

Social Impacts: Widows may face added social pressures as they try to cater to their families and rebuild their lives after violence.

Schooling and Training: The link between schooling and training for active combat is most clearly seen within the 'madrasa' system. Many, although certainly not all, have a militant character and have been behind the training of fighters for the Afghan and Kashmir conflicts. They proliferated amongst Afghan refugees, and provided the bulwark of Mujahedeen and Taliban war training. Today, the coalition against the use of child soldiers state that "the situation of children educated in many of Pakistan's Islamic Schools is a matter of concern".

Juvenile Justice: One of the more worrying offshoots is the tendency of the boys becoming involved in criminal activities as a source of money. The NGO-SPARC suggests that 80% of under-eighteen years old arrested in Karachi are detained for the illegal possession of guns.

UNICEF reports children are the main victims of war with many suffering, mental stress that will last for life. Bissell says, children have fallen victim to continuous widespread and systematic violations of international humanitarian law and international human rights law. Shockingly, Bissell continues to say that at the worst case, children are vulnerable to trafficking and sexual and other forms of exploitation. Children who witness the killings and destruction around them, children who are separated from their families, children who are abused sexually and otherwise very often suffer from psychological and emotional distress.

Conflict Situations: In social context, the meaning of conflict situation takes a different dimension. It could be defined as a situation in which there are disagreements between the team members on a solution as reflected in

communication or actions taken by team members. It could be fighting between two or more groups of people or regions countries. For this we can observe the example given below:

Human sufferings are neverending because of military contest between India-Pakistan and India-China. Victims of the Kargil War are now long forgotten. Hunderman is one of many villages in Jammu and Kashmir that continues to face the trauma inflicted by an uncertain border. It has witnessed four wars and been part of two nations. As the LOC has shifted, homes, families, and lovers have been torn apart. It is a state of living in constant physical insecurity, putting one's life on hold when the drumbeats of war start pounding, seeking shelter during incursions with intermittent access to education and employment. It is also a state of irrevocable separation.

According to the United Nations Institute for Disarmament forum (UNIDIR-2011) the spectrum of armed conflicts today covers a wide span ranging from the street in the form of gang violence to entire communities and countries drawn into brutal civil conflicts in several parts of the world. Kashmiri children often are ravaged by wounds inflicted by pellet guns and some of them have succumbed to the fatalities, some have gone blind for ever. But those who have survived or may eventually recover their sight will never be able to forget the tragedies they have witnessed so early in life. Some of these children are the causes of devastations, others are helpless sufferers of the consequences, but for all of them, their early life is being spent in conflict zones.

In Kashmir too, a generation of young people is growing up watching their family and friends being harassed, tortured and killed. No wonder they are learning to throw stones at the very custodians of the state that wants to own them without regard for their rights as citizens. They have to become part of an adult struggle long before they ought to be. "The children in conflict with law" refers to any person below the age of 18 who has come in contact with the justice system as a result of committing a crime or being suspected of committing a crime. Most of them will be committing petty crimes, for example, vagrancy, truancy, begging or alcohol use. Some have committed more serious offenses. Often prejudice, stereotyping and discrimination bring children into conflict with law without a crime being committed.

We know that nobody in this world is a born thief or a wicked person. Only the situations will make him to be so. Detrimental environment, lack of basic needs, and poor parenting may turn a child to a delinquent, i.e., juvenile delinquent. Child with criminal behaviour makes family suffer. If the child has a family of jail history,

it will be a tough challenge for its natural developmental process. Childhood is a formative period in any person's life. The child may appear to be very sad, isolate itself from friends or easily get agitated and pick up fight or argue for trivial issues. They tend to become anxious about anything and appear fearful, unable to accept and get along with these difficulties. These children may run away and end up on the streets as anti-social gangs. For families of limited economic means, options for supporting children with imprisoned parents can be scarce. Re-entry can be even more daunting for women with children than men. Compared with male prisoners, women are more likely to be dealing with the psychological effects of past trauma and abuse, and are likely to have abused drugs, alcohol or both at the time of imprisonment. At the same time, re-unification with children is likely to be a more important part of re-entry for women than it is for men. Prisoner's re-entry also can be challenging and stressful for children. Such family conflicts can destabilise already fragile families and leave children confused and torn.

Jail going is not an isolated event; it is a process that unfolds over time. The harmful effect of imprisonment and the interests of children should be considered at each of the process, including arrest, sentencing, intake, imprisonment and re-entry. Child in conflict with law is one who is alleged to have committed an offence and child in contact with law is one who has come in contact with law either as a victim or as a witness or due to any other circumstances.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

   1) Children under difficult circumstances include _____

      a)   children in conducive situation

      b)   destitute children

      c)   very young children

      d)   only teenagers

   2) Children deprived of educational opportunities and socially enlightened life may become _____

      a)   victims of anti-social elements

      b)   a burdon to the society

      c)   un-wanted individual

      d)   good for nothing

3) Tension, conflict, stress and anxiety is very common _____

    a)   in mountain areas

    b)   in area near to the ocean

    c)   at the Line of Control

    d)   in the central part of India

4) At the war prone area, often the political messages are communicated through _____

    a)   mass media

    b)   international agents

    c)   national ambassadors

    d)   indiscriminate bomb attacks

5) "Grey-Zone" area means _____

    a)   the area under high alert

    b)   either of the side will not be under any control

    c)   very dangerous zone

    d)   the area is full of ashes and hence the name

6) Military children face greater challenges in _____

    a)   the academic field

    b)   social life

    c)   religious life

    d)   sports field

7) One of the more worrying factors of war impact is _____

    a)   tendency of boys becoming juvenile delinquents

    b)   students losing interest in their studies

    c)   students poor performance in the examination

    d)   indiscipline by the students

8) The meaning of 'conflict' in the social context is _____

    a)   mind's oscillation

    b)   inability in decision making

    c)   two equal but opposite forces on an individual

    d)   disagreements between two or more groups

9) The impact of a prisoner's re-entry to his family will be

    a)   the happiest event for children

    b)   challenging and stressful for children

    c)   neutral, without any special effect

    d)   positive for children

2.4.3.2. Childhood in Difficult Circumstances – Very Poor Families and Urban Slum

Let us look at the research report by Sudeshna Chatarjee (2012)

Children of a slum lack proper sanitation, safe drinking water, systematic garbage collection and disposing of it, severe shortage of space inside the houses, but still they have their childhood. Playing on rough uneven ground, taking on multiple roles in everyday life, and sharing responsibilities with adults in domestic and public spaces in the community is a must and should for these children. They play on the rough ground and vacant lots dotted with graves, in the open spaces where garbage is manually sorted. The parked rickshaws, vending carts, cars and bikes all serve as play props in the streets. They walk almost barefoot, climbing on debris and will be always freely roaming. Girls as young as 5, carry infants and toddlers on their body physically and move freely in the narrow pedestrian by-lanes of the city visiting shops for sweets and eatables.

Urban poor children: Out of 21 mega cities (cities with population greater than 20 millions), three are in India, namely, Delhi, Kolkata, and Mumbai which are the major hubs of slums (UNICEF, 2012). India is battling poverty for nearly 60 years now, and with the help of new policies that strive to empower and spread awareness about the fundamental rights of children along with the participation and activities initiated by Cry-Child Rights and You, the children of India are sure to see a better future.

Poverty means lack of money and possessions. It is the state of the family without sufficient resources. This may include extreme want of necessities to an absence of material comforts. Poverty essentially threatens the right every of child, its survival, development and protection. It is a vicious circle as poor children grow up to be poor adults, who then pass on the debt to their children. Children's experience of poverty is different from adults as it creates an environment which is harmful to their mental, physical, emotional, and spiritual development.

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According to UNICEF, "children living in poverty experience deprivation of material, spiritual and emotional resources needed to survive; develop and thrive, leaving them unable to enjoy their rights to achieve their full potential or participate as full and equal members of society". Children from poor family face seven areas of deprivation, : i) adequate nutrition, ii) safe drinking water, iii) decent sanitation facilities, iv) health, v) shelter, vi) education and vii) information. The nature of deprivation is such that, one deprivation reinforces the other. Rural children in poverty are twice as likely to suffer from some form of deprivation as their urban peers. Anthony Lake, the executive director of UNICEF, states that, "Effects of poverty are more damaging to children. They are the worst off and the youngest children are the worst of all".

Impact of poverty on childhood in India

- Child development is often associated with food insecurity; and malnourishment; this highly affects the child's confidence

- Limited education and lack of stimulating environment for their children

- It tend to limit the child's linguistic environment by using a language, i.e., dominated by commands instead of explanations and elaboration on what is good and what is bad.

- Parents living below the poverty line tend to use harsh parental styles, which lack the reciprocal interactive style.

Majority of the poverty stricken children are born to poor parents. They suffer from severe deprivation of basic human needs. But peer pressure and wanting what others have their sole aim of life would be achieving financial success, no matter what the means. The end result becomes more important for them than the path they choose. In turn, this results in them joining the anti-social and unlawful elements of our society.

Street Children and Urban Slums

The word 'slum' was first used in London at the beginning of the 19th century to describe "a room of low repute" or "low unfrequented parts of the town". A slum is often not recognised and addressed by the public authorities as an integral or equal part of the city, rather it will be contagious settlement where the inhabitants are characterised by having inadequate housing and basic services. A slum is a highly populated urban residential area consisting mostly of closely packed decrepit housing units in a situation of deteriorated or incomplete infrastructure inhabited primarily

by impoverished persons, lack of reliable sanitation services, supply of clean water, electricity, law enforcement, and other basic services. Most of the slum dwellers suffer from respiratory diseases, diarrhoea, gastritis, intestinal worms, anaemia, scabies, and ringworm.

Street children, the term was introduced in 1980s and means that they are the children who live and spend significant amount of time on the streets of urban areas to fend for themselves and / or their families through "various occupations". They are denoted as inadequately protected, supervised, and cared for by responsible adults. It includes children who live and work on streets, abandoned and neglected children, orphans, battered children, and children with disabilities, child-workers, children in armed conflicts, and child-mothers.

UNICEF makes a distinction between children on and off the streets. Children who are grouped as of the street means the group consists of boys and girls who see the streets as their home. They may have some family among their companions on the streets or they may have completely broken ties with their families and literally live on the streets. These children are abandoned by their parents, and are orphans or runways from neglectful or abusive families. Increasingly this group includes children affected by war and AIDS orphans.

Children who are considered as children on the street include that group of children who still have family connections. They live at home, sometimes even attend school but are sent to the streets by parents or go off their own accord to supplement the family income. Thus totally there are four categories under street children : i) family based street workers, ii) independent street workers – with their families and occasionally sleep on the streets, iii) children who have no contact with their families, and iv) children of street families. These children are depicted as the victims of socially deficient structures and social policies.

Street life has been taken as a domain of male children, who constitute 71 to 91 % of all children who live and work on streets, but the number of girls appears to be increasing. In many countries, girls are more likely to have worked as domestic servants and undergone various levels of abusive situations prior to turning to streets. Age 5 to 16 years age are expected to fend for themselves, while others support their families as well. Usually, such children come from very poor parents who live in urban slum-neighbourhoods, semi-urban areas, far away from rural areas or landless unemployed, or else are engaged in unstable and unreliable income earning activities.

Globally, millions of children are affected due to urbanisation that leads to increase in the number of street children worldwide, especially in African countries. Inequality, economic crisis, undernourishment, stunted growth, deprivation of school and facilities, high girl dropout rates, mortality and ill health, vaccine preventable diseases and malnutrition are high in the region of South Asia (SAARC & UNICEF, 2001-2010). In India, the rise in the number of street and working children is associated with the phenomenon of rapid urban growth, especially of sprawling slums and shanty towns. The Census of India defines a slum as a residential area where dwelling unfits are unit for human habitation owing to dilapidation, overcrowding, faulty arrangements and design of such buildings, narrow arrangements of streets, lack of ventilation poor, light/sanitation facilities or any combination of these factors, which are detrimental to safety and health. About 65.5 million people live in slums and constitute 17.4% of the urban population. Out of this, 8.1 million are of 0 to 6 years age group. Lack of safe drinking water and sanitation services puts children at increased risk of illness, malnutrition, and death.

Industrialisation has created widespread growth of slums, and juveniles are exposed to adverse environment settings leading to problems like orphans, destitution, exploitation, victimisation, and delinquency. Deteriorating nature of inter-personal relationship within the family, weakening of religious conventions and values to maintain its integrity and changing attitudes towards sex and morality all have become as by-products of urbanisation and industrialization.

Urban children living in slums are vulnerable to a variety of risks (The Indian Express 2015). One in every 8th children of 0 to 6 years also lives in slums often situated to high rise and swanky malls. More than 8 million children under 6 live in approximately 49,000 slums across India. "Forgotten Voices – the World Urban Children Living in India" released a reality check saying that they are becoming increasingly vulnerable to a variety of risks. Children living in slums are 1.3 times more likely to suffer from diarrhoea than children in non-slum areas.

Apart from the abovesaid factors, there are some other genuine reasons which responsible for the creation of slums in cities. They are:

- Natural calamities, war, flood, famine, earthquake and drought conditions;
- Death of one or both parents, desertion by one or both parents;
- Child born out side wedlock;

- Inability of the parents to provide for child care due to extreme poverty;

- Physical or mental handicap of one or both parents;

- Chronic physical or mental illness of one or both parents;

- Family disharmony or marital discord ;

- Parental involvement in anti-social activities; and

- Cruelty of parents forcing the child to beg or take to some anti-social activities.

Children who are potentially vulnerable from families like migrant families, poverty, lower caste families, minorities, orphans, child drug abusers, beggars, trafficked or sexually exploited and street working children – all such cases have a direct relationship with slums. Childhood in slum gives a different experience to the children that often defies the imagination of both (i) innocent childhood proponents, and (ii) universal childhood advocates.

According to the World Health Organisation (WHO), 98,000 people in India die from diarrhoea each year. The lack of safe water, adequate sanitation has significant negative health impacts. India has the highest rate of child marriage in the world, where one in three girls becomes a child bride. Many girls are married off at an early age become servants or even prostitutes just to survive. The poorest parts of India are Rajasthan, Madhya Pradesh, Utter Pradesh, Bihar, Jharkhand, Orissa, Chhattisgarh, and West Bengal.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1) Poverty means _____

    a)   Individual with very less income

    b)   Extreme want of necessities and absence of material comforts

    c)   Lack of money

    d)   Lack of job

2) Children in very poor family suffer from _____

    a)   Malnourishment

    b)   Good health care

    c)   Motivation and encouragement

    d)   Poor performance in studies

3) Put '√' mark for correct sentences and 'X' for wrong sentence for the following

    a) Parents living below the poverty line tend to use harsh parental styles.

    b) Children of a poor family suffer from food insecurity.

    c) Most of the slum dwellers suffer from respiratory diseases, diarrhoea, and anaemia.

    d) Street children will have homes but will spend their time on streets.

    e) Street children include 50% of male children.

    f) 8.1 million slum children belong to 0 to 6 years of age.

    g) There are approximately 49,000 slums across India.

    h) India has the highest rate of child marriage in the world.

2.4.3.3. Childhood in Difficult Circumstances - Growing up as Girls; and Growing in Dalit / Tribal house-holds

Dalit meaning "oppressed" in Sanskrit and "broken / scattered" in Hindi, and this term is used for the castes in India that have been subjected to untouchability. Dalits were excluded from the four-fold Verna system of Hinduism and were seen as fifth Verna also known as 'Panchama'. Dalits are also known as Scheduled Castes (S.C.) or untouchables and have experienced consistent denial to access to education since a long time. The Dalit literate population still remains much lower than that of the rest of India.

The ancient caste system of India which has resulted in the social and economic oppression of the Dalits, continues to play a dominant role in India. Deeply entrenched in Indian society is the complex social stratification of individuals known as the caste system. It was a division of society based on occupation. Even now educating them or ensuring access to education is the greatest challenge.

The highest class in Indian society is that of the priests and teachers – Brahmins, followed by the warrior class, Kshatriya; third ranked are Vaishyas, followed by the fourth ranked labourer class, the Shudras. The fifth group which has been seen as being so low as not to deserve being placed in a caste were the Dalits. Often referred to in Indian culture as the untouchables, these were the people who have the harshest and most unjust restrictions imposed upon them.

Economic perspectives see education as a means to make individuals more productive in the workplace and at home and also as empowering social and economically deprived group to seeking political reform. But most Dalit families

have been caught in a vicious cycle of illiteracy and poverty. Therefore, not only do parents lack the incentive to have their children to attend school, but also frequently lack the financial means to send them to the fee-based schooling system in India (Nambisson, 1011). It places such caste homes on the outskirts of towns so that, children have greater distance to walk to school.

Today's scenario has changed, in the sense, Dalits now have profess various religious beliefs, including Buddhism, Christianity and Sikhism. The Indian National Commission for Scheduled Castes considers the official use of 'Dalit' as a label to be "unconstitutional" because modern legislation prefers Scheduled Castes. However, some sources say that Dalit has encompassed more communities than the official term of Scheduled Castes and is sometimes used to refer to all of India's oppressed people. A similar all-encompassing situation prevails in Nepal. Schedule Caste communities across India constitute 16.6% of the population according to the 2011 Census of India like in Utter Pradesh-21%, West Bengal-11%, Bihar-8%, and Tamil Nadu-7%.

Growing up as Girls and Growing up in Dalit / Tribal House-holds

Growing up as girls in India is still not an easy task. Dowry system, female infanticide, sex-selective abortions, and exploitation are at a very high rate even today. Millions of girls are never sent to school because it is considered as a waste of precious resources. If a family is poor, a son is the first to be fed, and the "less valuable" girl is given the left over. Girls get less medical attention. In some parts of Karnataka, the worst situation is in some segments of society girls are forced towards religious prostitution. According to one estimation, there are 50,000 Devadasis (temple prostitutes) who live in South India. It is also estimated that there are 1.2 million child prostitutes all over India. Many girls in India are seen as a burden, some are even named as "unwanted". India's 40 + million widows are rejected and seen as cursed.

In India, we have one half of the fastest growing youth population in the world. Girls below 19 years of age comprise one-quarter of India's rapidly growing population. Unfortunately, the majority are out of school and have limited choices available for the future. They are caught in the cycle of early marriage, repeated pregnancy, and poverty.

Abuse and violence against girls in the society may contribute to the development of dysfunctional behaviour, depression, anxiety, eating disorders, and psycho-somatic disorders. Likewise, discrimination and neglect can result in lowered self-expectation, negative attitude towards life, and lack of initiatives. Girls knowingly

or unknowingly undergo stereotyping of female gender roles and adapt sex-typed behaviours. It is also documented that girls tend to psycho-somatise and dissociate more owing to their status in an authoritarian patriarchal society. Here, psycho-somatisation means a tendency to experience and exhibit psychological distress in the form of somatic symptoms and to seek medical help for them. More commonly expressed psycho-somatic symptom will be anxiety. For example, some people Psycho-somatise that they have all kinds of body aches and pains that their doctors can't explain. Here, the physical illness will not be fake; instead the psychological distress has been converted to a physical symptom. Most people experience psycho-somatisation at some point in their lives, which is very true with females, may be due so many genuine reasons.

'Check Your Progress' 3

Select appropriate answer to complete the sentences

1) The term Dalit means _____

    a) Excluded

    b) Exploited

    c) Oppressed

    d) Suppressed

2) Millions of girls are never sent to school as it is considered _____

    a) Too risky

    b) Waste of precious resources

    c) Marriage is important than going to school

    d) They have to take more responsibilities at home

3) Put '√' mark for correct sentence and 'x' for wrong sentence for the following

    a) In India girls get less medical attention.

    b) In a poor family the girl child is fed first.

    c) In general girls are caught in the vicious cycle of early marriage, repeated pregnancy and poverty.

    d) Dalits are included as the fourth Verna System of Hinduism.

    e) In India the complex social stratification of individuals is based on caste system.

    f) Utter Pradesh, Bihar, and Chhattisgarh are well-developed cities in India.

2.4.4. Let us Summarise

- The childhood phases in the normal context get modified and reveals how childhood will be for children in difficult circumstances.

- Children of difficult circumstances include poverty stricken children, children of jail going parents, street children. children of war affected families, and childhood of girl children in the context of urban slums and Dalit families.

- Usually destitute children, neglected children, street children and slum dwellers, child labourers, trafficked children, child prostitutes, physically and mentally challenged children, and juvenile delinquents collectively contribute to the formation of "children in difficult circumstances".

2.4.5. Answers to 'Check Your Progress 1, 2, and 3'

'Check Your Progress' - 1

1) b ; 2) a ; 3) c ; 4) d ; 5) b ; 6) a ; 7) a ; 8) d ; 9) b

'Check Your Progress' - 2

1) a ; 2) a ;
3) a - √ ; b - √ ; c - √ ; d - X ; e - X ; f - √ ; g - √ ; h - √ ;

'Check Your Progress' - 3

1) C ; 2) b ;
3) a - √ ; b - X ; c - √ ; d - X ; e - √ ; f - X

2.4.6. Unit-end Exercises

1. What is meant by childhood in difficult circumstances? Explain any two of them in detail.

2. What is the impact of poverty on a developing child? Illustrate your answer.

3. What is the effect of war and conflict on children? How does it affect their academic performances?

4. Explain the process of development of a girl child, especially in the context of a Dalit family.

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BLOCK 2 : Understanding Childhood from a Socio-Cultural Perspective

Unit 5 : Understanding Children in the Socio-Cultural Context of India

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Unit Structure

2.5.1. Learning Objectives

After going through this unit, the student teachers will be able to

- Explain the nature of socio-cultural perspective of the Indian society;

- Bring out correlation between child development and socio-cultural aspects;

- Analyse the position of children in the socio-cultural context of India; and

- Justify the importance of understanding child development in the context socio-cultural perspectives for educational implications.

2.5.2. Introduction

India is a country of diversity and unity. There are many factors that are responsible for this diversity as well as unity. Our culture, religion, region, socio-economic status are responsible for causing variations and diversity. Socio-cultural dimension is another important aspect which will help for understanding an individual in the Indian context. In this Unit, you will come to know about the essential features of society, its different strata, castes and social hierarchy, social structure and its classification, and also about social mobility. Based on the above description, the perspective of childhood is analysed. Here, the child is perceived as the product of its culture and the educational implications assist in guiding the process of childhood development.

2.5.3. Leaning Points and Learning Activities

2.5.3.1. Meaning and Nature of Socio-Cultural Perspective

Exercise – I

Look at the examples given below:

- The Balinese have been described as introverted people. They seem emotionally blunted and do not form personal attachments. Each member lives within himself (a native or inhabitant of Bali belonging to Indonesia).

- The Navaho Indians (A member of a Native American people inhabiting extensive reservation lands in Arizona, New Mexico, and Southeast Utah. "Navaho" the term comes from the Tewa-pueblo Indian people- meaning large area of cultivated lands. The tribes in this area have adapted crop forming techniques growing mainly corn, beans, and squash are passive and forbearing with reference of physical discomforts

- The Eskimos are rugged individuals.

- The Arapesh of New Guinea seem to lack egoism and competitiveness (Arapesh – Papuan people inhabiting the Sepik district, territory of New Guinea).

- Sherpas are very helpful for mountaineering.

- Tribe people know many herbal medicines and many of them know how to catch snakes.

- Sea-shore people are hardworking and have more withstanding power.

If you observe the above given examples, it becomes very clear that some group of people are denoted with their special features, or certain group of people are characterised by some specific features. What made them like that?

Answer: ————————————————————

Every person on this earth is influenced by his culture and you know that culture is the product of many variables. It may be the way of dressing, rituals, customs, food habit, rules and regulations of the particular group or caste, religion, region of an individual. India is said to be a synthesis of diverse social and cultural elements. It is a synthesis of the Aryan and the Dravidian cultures. The term "socio-cultural" has two dimensional meaning catering to social and cultural attributes of Indian society. These are an inseparable phenomenon like the two faces of the same coin. But for the analytic convenience, they can be treated separately.

Social denotes structural aspects of a society, i.e., it emphasises on the nature and patterned interaction among inter and intra groups that exist in a society. Example for such groups could be family, caste, socio-economic organisations, and distribution of power and authority.

Culture denotes the collectively shared values, ideas, and symbols that are associated with these groups and the pattern of social interaction existing there in. Socio-cultural involves a dynamic universal process. It deals with Indian society that has been continuously subjected to demographic change both due to influx of foreigners as well to the internal growth of the population. Social interdependence and social interaction are pervasive features of social life. Much of our experience arises from and is shaped by social relationships involving interactions. Our character, our concerns and our aspirations are in some way or the other affected by interaction with others. It is a sort of reciprocal relationship between two or more individuals whose behaviour is mutually dependent. It is by understanding such process of interaction one can understand the broader features of social influence, including the effect of cultural, organisational, and group effects upon the individual.

Culture is a determining factor including the circumstances in life, like where an individual is going to be reared, is it America, India, rural India, or Urban India?, Is it a lower socio-economic status or what? So these are influencing factors as culture and sub-culture in the formation of a personality. Each culture has its own distinctive values, morals, and ways of behaving. It lays down the rules for child training and the relationship within a family. During such process the child gets acquainted and adapts the socially acceptable features. This is called socialisation. Hence,

socialisation is defined as the process of acquiring the social behaviour typical of members of a particular society. Personality differences are caused by differences in socialisation. This could be very explicitly observed in the primitive societies and tribes and also in some groups of people such differences could be strikingly noticed. For example, Sherpa, Nepalese, Sea-shore people, Eskimos, and tribes.

Family is the unit of a society. For a child it is the source of learning not only in the beginning, but in the later years also. It is the foundation for the learning of socially acceptable and valued skills, manners and mannerisms, social poise, right or wrong, good or bad. Families of different cultures vary from each other and so will be the personality of the individual.

Changes in Social Values: Children's moral values reflect social values. They change, if the social values change. If the parents teach a young child that smoking is bad, he will learn it. But when he grows older and finds that his friends do not hold this concept, he may change. For example, take the habit of alcoholism, if a labour class man drinks, it is considered as a bad habit whereas, a man from high class society drinks, it is considered as a standard behaviour. If parents bribe a child to eat, to sleep and to do homework, and also to behave properly, then the child will learn to think that bribery is alright. Later probably the child may think that there is nothing wrong in taking bribes. Thus, society and culture both contribute to the personality development of the child. Apart from this an Indian child continues to grow up in a context which is characterised by cultural plurality, subjectivity, and context-based experiences.

Every society is characterised by its own cultural heritage that is transmitted from generation to generation. This is called **social heredity**. India has got a very rich and diversified cultural heritage, which significantly influences the child development process. According to E.B.Tyler, a famous anthropologist, "It is that complex whole which includes knowledge, beliefs, morals, law, custom and many other capabilities and habits acquired by man as a member of society". Thus, culture refers to the total life activities of a society. It is a universal and uniform fact that all human beings are with 23 pairs of chromosomes but it is the cultural conditions which makes the individuals differ from one another. For example, English, American, African, and Indian can be identified by their cultural background.

Culture is a great educator of man sometimes directly and sometimes indirectly. In India, there are several sub-cultures within a broad culture. The child's personality is moulded by customs, beliefs, rituals and religious faiths, and some skills based on training. Our attitudes, needs, aspirations are regulated by our culture. Therefore,

C.Kluckhohn says "Culture regulates our lives at every turn from the moment we are born until we die, whatever there we are conscious of it or not, constant pressure upon us to follow certain types of behaviour that other men have created for us".

Culture is man-made. It is learned and it helps the individual to adapt himself to his natural and social setting. Therefore it is said that man is a "culture building animal". Culture is the universal attribute of all human beings but no two cultures are same, i.e., the patterned modes of conduct and belief vary from group to group. Culture is stable as well as dynamic. That is why there are two environments in which an individual lives, grows, and works. They are physical environment like the world of objects, vegetation, animals, and human beings and social environment or man-made environment. This man-made environment has undergone several changes depending upon man's needs. This could be seen with the examples like construction of buildings, transportation system, cultivation, etc. In case of tribes, the communication will be face-to-face, but interpersonal interaction outside their location can happen only when the transport facility is adequate. Whereas in cities, the interpersonal relationship is much greater, and they can reach to any distance because of good transport facility.

A society is composed of interacting individuals and culture is the way of life of people. Language is another very significant factor of culture. Food habit, the way how the food is prepared, and how it is eaten, all will depend upon the culture. Religion and philosophy are also the products of culture. Culture consists of sets of arrangements which differ depending upon environmental factors.

Language is one more very significant product of culture. It is a system of verbal symbols. It specifies the relationship between a given symbol and an object, be it words, numbers, colours or facial expression etc. A word from another language may seem funny to an individual. The language of a person reflects upon his culture. It becomes very obvious if you compare the language of a lower class man and that of a middle class man or a village person and city person. This is why most people feel that their language is appropriate, whereas the languages of other people are funny. However, language forms a very important part in human life. Every human society has its own language. It is often seems to be surprising to see that the class of a person is determined by his social status and this social status is determined by his education, command over language, his fund of knowledge and ability to think etc.

After going through the above description one can conclude that:

- Early experiences which the child gets in a culture provides the foundation for its development;

- Child rearing practices are culturally patterned;

- Similar experiences lead to similar personality configuration;

- Internalization of values, attitudes, ideas, beliefs and customs are influenced by the culture in which the child is reared; and

- Institutionalisation, building of various religious organisations, prayer halls, and other religious centres are the product of culture.

Now us let try the other face of the same coin, that is, social aspects of socio-cultural dimension. We know that society is made up of interacting people having common goals, beliefs, attitudes, and modes of action. But society also controls an individual by means of its social norms and certain standards. However, the basic fact of society is social relationships. Family is the unit of society, and hence the child's behaviour is influenced by family, but the family is influenced by the society. Apart from this, the racial, national, caste or class differences also exist and influence or condition the individuals.

The social relationships in an industrial and democratic society grow and change in accordance with changing attitudes and interests of its members. But in case of tribal people, the case is different. It is because tribal people are restricted by their tribal beliefs and norms from thousands of years. The growing child in a tribal family also depends upon its family for its socialisation, and further development will have some limitations.

In all societies, except tribal societies, stratification exists. Stratification is a phenomenon in which a patterned interaction and stratum consciousness exists. Each individual belonging to a stratum will have free interaction with the members in their own stratum and restrained interaction with other strata. Every society has a status system. For example, economic status has resulted in differing socio-economic status in which social relationship will be based on education, occupation and income. The other factors that influence the stratification of society that can be mentioned here are, caste and class. Caste system is one of the unique features of the Indian society and prevalent in every religion. It is organised into a series of status groups.In India, the caste of a person is determined by birth. As far as possible it is permanent, unless a person willingly or forcibly gets it changed. In places like a village, where the caste system exists, the houses of upper caste used to be in the centre and the house of the lower caste are far away from the centre. Some of the social rules and

regulations no longer exist. However, there is still a little difference in the way one treats a person of the same caste and a person belonging to other castes.

The new born towns and cities are organised on the basis of class system. Class system involves the differentiation of the society based on economic and social status. Here, class system is not based on birth. An individual's class depends upon his own achievement and efforts. In big cities and towns, people living in the centre belong to the lower class and the people of higher class stay farther away. Thus, the class system permits social mobility.

The social organisation, under which the individual lives, influences the individual. The tribal system provides equality, but forbids the individual from going outside the tribe to seek jobs. The caste system is based on inequality and prevents social mobility. These two are the closed system. But the class system is based on one's own achievement and promotes equality and social mobility. Thus, social status will be based on "achievement", whereas in case of caste based society, the status is "ascribed". In so-called casteless-classless societies, the large majority of the people belong to the middle class or working class. Social status is attached to a person on the basis or the possession by him, or the characteristics valued by the society. It could be based on,

(i) Power, strength and skill;

(ii) Richness, possession of wealth and lands; and

(iii) Educational qualifications and knowledge.

All the above said factors influencing an individual make him to behave in a particular way, and that is how the style of living varies from person-to-person. Apart from the above factors, the social status, differences in style of living, and status consciousness of class also affects the behaviour of an individual. Here the difference in style of living may include individual's dress code, housing, recreations, and manners as well. Of course, this factor influences the outlook and social interaction with other people. A man of a lower or higher status will be conscious of it. Whereas in an open society, this would change like the status of a person depending upon his achievement, which is quite unlike in a caste-based society.

Social Maturity: When the child development is taken into consideration, one can see it in a hierarchical structure. This is denoted as levels in social development. Even though there are no distinct levels of social development, one can observe the levels of socialization of a child. The following are the general trends in social development;

- Awareness of others: During the infant stage, the child starts showing signs of awareness of the other person.

- Mixing with social group: Children on entering the school, will be highly socialised. Later, children slowly develop interest in team work and organised group activities.

According to Furfey, "There is a time in boy's life, when team games become more interesting than the individual play". He also says that at 10 years of age most of the children would have reached that stage, where they develop team spirit. Children when about 10 years of age, participate keenly in competitive games. Now the child feels the sense of belongingness to his/her team, and enjoys the team spirit. The goal of winning the game by his team will be important at this stage.

- Changes in the boy-girl relationship: During childhood, children play in a group and do not bother whether it is a boy or a girl; meaning, they play actively on equal terms in early childhood. But later they segregate with the individuals of the same gender. This continues up to the adolescent period.

- At puberty the interest with respect to the opposite sex increases. Hence a mixed group may get formed. However in our country owing to different cultural patterns, this mixing of genders is avoided. Sometimes, people say that the segregation of same sex individuals is the main cause of complicated problems and it is usually alleged that it is one of the main reasons of indiscipline in the schools and colleges.

Social change is one more phenomenon which involves a significant alteration in the structure and functioning of a society. Indian society is hierarchical in structure, meaning, members of upper caste, rich people, and the elderly exert power and authority in the society. The lower and dependent groups are punished if they attempt to disobey the rules laid down for them. However, the Indian Constitution prefers a radical alteration in social ideology from authoritarianism to equalitarianism, in social structure from rigid hierarchy to a caste-less, and classless society, and in personality structure from dependence to autonomy. No poverty, ignorance, and illiteracy.

The child which is brought up in an Indian society, has to face the following problems, namely, communal problem, caste problem (forward / backward), tribal problem (thrive for existence), labour management, land-lord-tenant problem, student unrest, ideals verses realities, language problem, unemployment problem, and rural / urban controversies. All such problems become a part and parcel of one's life.

Family, as the unit of society, collectively may form a community. Mac Iver defines community as "an area of social living marked by some degree of social coherence"; it may be by means of religion, social, linguistic and geographical factors.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) Culture means _____
   a. the caste of a person
   b. the religion to which an individual belongs
   c. the class of a person
   d. a collective term denoting values, morals and the behaviour

2) This one is called as the unit of a society _____
   a. individual
   b. family
   c. school
   d. community

3) The determining factor of a class is _____
   a. socio-economic status
   b. customs
   c. ethics of a person
   d. literacy

4) The cultural heritage of a society is called _____
   a. heredity
   b. glory of the society
   c. history
   d. social heredity

5) Culture is _____
   a. inherited
   b. man-made
   c. confusing
   d. food habit

6) Language is the _____

    a. source of interaction

    b. significant product of culture

    c. bridge between two persons

    d. product of culture

7) The Balinese have been described as _____

    a. introverts

    b. ambivorts

    c. extraverts

    d. emotionally blunted

8) The language of a person _____

    a. depends upon his heredity

    b. is influenced by the situation

    c. reflects his culture

    d. reveals his educational qualification

9) An individual is controlled by _____

    a. his duties

    b. social norms

    c. his rights

    d. himself

10) Stratification does not exist in _____

    a. foreign societies

    b. Indian societies

    c. tribal societies

    d. class based societies

2.5.3.2. Understanding Children in the Socio-Cultural Context of India

Exercise - II

Three identical triplets are adopted by three sub culture – homes of Muslim, Christian, and Orthodox Hindu. They are reared and trained in three different cultural backgrounds and as such all these will show different personalities later.

Now try to explain how these three people will celebrate their new year?

- Muslim Family: ————————
- Christian Family: ————————
- Hindu Family: ————————

Exercise III

Try to compare the ways of greeting of different people. For this, you can take several examples from different backgrounds, it may include the western along with Indian, Japanese or Chinese. You can make a list of such action within India belonging to different religions.

The above examples make it very clear that individuals are influenced by the customs, rituals, and religious actions which they follow. Sometimes, the geographical zone in which the individuals live also influences their developmental process.

We know that the process of development is cumulative and interactive i.e., every stage of development influences the next stage of development. What are the common personality characteristics at every stage of development in our culture? It is because there are quite a good number of forces in moulding a personality – some are more important in earlier stages and some at later stages. For example, ego-centerism tends to develop most rapidly during the childhood years of 6 to 12 Development of self-concept tends to be a continuing and lifelong process.

Determinants of personality of an individual**:**

- Physical and geographical conditions of the environment play an important role in the process of development as well as in shaping the personality of human being.

- People living in desert, hilly areas, and plains have great differences in their body build, height, mode of living, colour and habits, etc. Social environment also does the same thing. The child comes in contact with parents and other family members, where the actual socialisation starts. His/her likes, dislikes, stereotypes about people, experiences of security and conditioned emotional responses are all shaped in early childhood. And another important factor is family morale, which strengthens child's self-confidence.

- Economic factors influence the development process like poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to some kind of frustration.

- Socio-economic status has something to do with talking ability among young kids. Studies have shown that children of upper socio-economic status groups talk sooner, talk better, and talk more than those of lower socio-economic groups. Parents from upper group usually provide a better model of speech for their children; and give more encouragement to learn word meanings and pronunciation and are likely to be creative.

- Culture and the customs that are followed in one's life definitely influence the individual, irrespective of their developmental stage. For example, just compare the behaviour of a child born and brought up in India with that of a child born and brought up in a western country.

- India being a traditional country, there will be no question of boys and girls going together, sitting together or spending time in club or pubs, and no dating. There are very little chances of mixed group activities, which are so common in the western culture.

- Effects of customs and rituals also clearly will be visible in the activities / behaviours of children. Similarly, children born in low socio-economic status families play more or less such games which are relative to the customs prevailing in their families, for example, like cooking food, washing utensils, etc.

- Such children may not be able to adjust well socially if they are conscious about their dress or manner or feel that they have come from a low or humble family.

- The children from privileged homes will have different types of co-operative games.

All the above points reveal a truth that individual and the society are closely linked. The society should provide opportunities for each individual to develop and utilise his abilities and talents to its fullest extent. In case of open society achievement, equality of opportunities, abilities and interests of an individual can lead to the possibility of moving up in the social scale. This type of upward movement is not possible in a caste system, where in the individual's aspirations and potentialities are curbed due to the caste society. In India, the caste of an individual is decided by his birth. The old cultural norms and methods of child upbringing emphasises the hierarchy based on birth whereas the new cultural norms emphasise hierarchy based on achievement. This is the major difference between a class-based and caste-based society. Caste base society is an example of a closed social system.

Rural people still stick to the old norms while the liberal urban groups are hopefully transmitting the new norms. Thus, upbringing at home (old norms) differs from the upbringing at school (new norms), and this results in a combination of both. Thus, one can see a significant influence of the education system on an individual. However, individuals of the same group are similar as they are brought up within the prescribed limits of the culture of that group.

The above discussion will help us to understand children in a socio-cultural background and hope this knowledge will make a teacher to become more empathetic and encouraging of students for their learning as well as for their all-round development.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1) Ego-centrilism tends to develop more rapidly during _____

    a.   Infancy between 0 to 2 years

    b.   Puberty between 13 to 19 years

    c.   Adulthood above 21 years

    d.   Childhood between 6 to 12 years

2) Development of self-concept is a _____

    a.   Discontinuous process and stops at one age

    b.   Continuous and life long process

    c.   Process influenced during school age

    d.   Process influenced more during adulthood

3) Put '√' mark for correct sentences and 'X' for wrong sentence for the following:

    a.   Geographical conditions influence the shaping of a personality.

    b.   Child's likes and dislikes are not influenced by family and parents.

    c.   People living in desert areas show exact similarity with other people in any other areas are as far as their style of living is concerned.

    d.   A child from poverty stricken family faces more frustration.

    e.   Open society system will not help an individual for upward movement on the social scale.

    f.   An individual's aspirations and potentialities are curbed in a caste society.

    g.   Caste society is an example for closed social system.

h. The upbringing at home and upbringing at schools – both are same.

i. The new cultural norms emphasise hierarchy based on achievement.

2.5.3.3. Child Development and Educational Implications

Research Findings

(i)Margaret Mead, a great anthropologist, conducted a study on adolescents in Samoa – a primitive culture. She found that cultural conditions played an important role in moulding the personality patterns of individuals. She also found that sense of security seemed to be one of the chief factors determining the formation of personality.

(ii)K.McKinnon studied intensively about sixteen children from when they were two or three years old to the time when they were eight or nine years old. He found that their social behaviour was quite outstanding and it made him to classify them to four different types. This grouping was done exclusively based on their social behaviour and the groups were as follows:

a. **Withdrawal:** This group was comprised of children who always avoided mixing with others.

b. **Conforming:** this group contained children who adjusted themselves to the varying situations.

c. **Evasive:** this group had the children who were aggressive and quarrelsome.

d. **Cautious:** This group was made up of children who were sensitive to social situations, but proceeded with great caution. They were little shy, but once their shyness was overcome, they were mixing with other without hesitation.

The observation helped to conclude that no child was confirming fully to any of the above groups. This study was lasted for about six years, and efforts were made to observe whether several children belonging to any of the groups changed their behaviour patterns. It was found that the children who changed their behaviour pattern did so when the characteristics and resources which they possessed in earlier years were strengthened, and guidance was given on the basis of assets which they already had. It implies in children that experienced teachers can bring about changes for the good.

There are certain generalised facts with reference to the development of a child and influencing factors of childhood development, which are ought to be taken into consideration, while planning and exccuting the education system. All the policy makers, curriculum designers, teachers, schools, administrators, government

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authorities, and parents should be aware of these factors. Some of them are given below:

- The concept of individual difference seems to be very important to be known by the teacher. Every child will have its own strengths and weaknesses. Hence the teaching-learning process must get started exactly at the point where the child is situated, means its intellectual level, talents, backgrounds, abilities and difficulties, shortcomings, and disabilities all have to be taken into consideration.

- The process of socialisation becomes vigorous due to schooling. Students form their own peer group of the same gender. In this way, peer group becomes one of the major socialising agents.

- Children may show disobedience and reject adult standards. Their circle of friends widens. Usually this phase also is marked by delinquent behaviours. Gender discrimination will be quite obvious, like girls play with girls and boys play with boys.

- Boys are more rebellious than girls and their groups are more organised than the groups of girls.

- Schools should provide a proper conducive environment to children.

- They must get security as well as the freedom to express their feelings.

- Boys and girls should be treated equally. Do not compare boys with girls.

- Democratic approach facilitates learning.

- If children show any emotional outbursts they have to be handled calmly, and intelligently.

- Show faith in them and give individual respect.

- Desirable behaviours must be recognized, appreciated and reinforced.

- They must be encouraged to conduct experiments, develop good hobbies, provided good literature and help to develop reading habit

- School should give opportunities for games, play activities, and physical experiences appropriate to the age levels of the children.

- Teachers should take individual interest if children are coming from a cultural group where the morals are low or people are quarrelsome

- A physically well-developed child can get along better with other people than a child who is underdeveloped. So such children must be provided with due advantages and facilities.

- If the child is too fat or too slim, too tall or too short, he feels awkward in the group. He will be nicknamed as "fatty" or "skinny". This may retard his social development. Such labelling must be avoided.

- An under-developed child will play with those children, who will match to his/her level, and this will be more often with the lower age and thus, he/she fails to get socially adjusted in his/her social group or peers.

- A child who is bright tends to mature socially earlier than a child who is dull. Mental development helps the child to mingle with other people in a better manner. He develops better team-spirit and qualities of leadership.

'Check Your Progress' - 3

Select appropriate answer to complete the sentences

1) "Withdrawal" group children show_____

   a. Hyperactivity

   b. Moody behaviour

   c. Mixing with others easily

   d. Avoidance of mixing with others

2) "Evasive" group children are_____

   a. Very friendly

   b. Aggressive and quarrelsome

   c. Co-operative

   d. Passive

3) Children playing with the same gender (boys with boys and girls with girls) show_____

   a. Gender discrimination

   b. Innocence

   c. Customs

   d. Religion

4) Put '√' mark for correct sentence and 'X' for wrong sentence for the following statements:

   a. Desirable behaviours must be recognised, appreciated and reinforced.

   b. A child who is dull tends to socially mature little bit earlier.

c. An under-developed child will play with children who will match his/her level.

d. School should give ample opportunities for games and physical activities appropriate to the age level of the children.

e. Democratic approach facilitates learning.

f. Boys and girls should be treated equally and one should not compare boys with girls.

2.5.4. Let us Summarise

- A teacher has to understand his students from a socio-cultural perspective. It is because socio-cultural dimension is another important aspect that helps in understanding an individual in the Indian context.

- The term "socio-cultural" is two dimensional: one being the society and the other is the culture in which both the factors immensely influence individual development.

- The term "social" implies the nature and patterned interaction among inter and intra groups that exist in a society. Family, caste, and socio-economic organisations could be taken for more understanding.

- "Culture" denotes the collectively shared values, ideas, and symbols that are associated with the groups and the pattern of social interaction existing therein. Social inter-dependence and social interaction are pervasive features of social life.

- Every society is characterised by its own cultural heritage that is transmitted from generation to generation. This is called social heredity.

- India has got a very rich cultural heritage and it significantly influences the child development process. Culture is considered as the great educator either directly or indirectly.

- Language is an important product of culture.

- Society is made up of different strata.

- Stratification is a phenomenon in which a patterned interaction and stratum consciousness exist. Every society has a status system. This basis could be socio-economic status, in which social relationship will be based on education, occupation and income.

- Caste and class are also influencing factors in stratification.

- In India caste is determined by birth, whereas class is determined by one's achievement.

- Society and culture are responsible for the formation of a personality.

- Since a classroom is considered as a place of heterogeneity and there is almost a common system of education, mass teaching, one has to learn to give due importance, and guidance and cater to the individual difference among students.

2.5.5. Answers to 'Check Your Progress - 1, 2 and 3'

'Check Your Progress' 1

1) d 2) b

3) a 4) d 5) b 6) d 7) a 8) c 9) b 10) c

'Check Your Progress' 2

1) d 2) b

3) a-√ ; b-✗ ; c-✗ ; d-√ ; e-✗ ; f-√ ; g-√ ; h-✗ ; i-√

'Check Your Progress' 3

1) d 2) b 3) a

4) a - √ ; b - X ; c - √; d - √ ; e - √ ; f - √

2.5.6. Unit-end Exercises

1. Explain the meaning and importance of socio-cultural dimension of India.

2. What is meant by socio-cultural perspectives of understanding children in the Indian context?

3. What are the educational implications of childhood with reference to socio-cultural perspectives?

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11 Mathur.S.S. Educational Psychology.

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BLOCK 2 : Understanding Childhood from Socio-Cultural Perspective

Unit 6 : Pedagogical Implications of Diversity

Unit Structure

2.6.1. Learning Objectives

After going through this Unit, the student Teachers will be able to-

- Explain the meaning and nature of pedagogy;

- Bring out the meaning and nature of diversity at different stages of development;

- Bring out the co-relationship between pedagogy and the developmental stages;

- Explain the pedagogical implications of diversity at childhood stage ; and

- Bring out pedagogical implications of diversity at adolescent and post -adolescent stages.

2.6.2. Introduction

Pedagogy is consideral as the science of teaching methodologies. It is a branch of knowledge which studies the learning process of children. It is contrast to Andragogy, which deals with the study of adult-learning. The teaching process mainly depends upon pedagogical aspects, and this in turn, takes the reference of students or the children's learning in a classroom. We know that school is a miniature of society and the classroom includes heterogeneous groups of children. It is said to be heterogeneous because, each child is different from the other children and unique in its nature. There appears to be a vast difference in interest, intelligence, emotions, social abilities, attitude, aptitude, and creativity among students of any classroom for that matter. This is called individual difference. Apart from this they belong to different caste, religion, culture, and talk different language's as their mother tongue – such aspects are grouped under the term diversity. Diversity means different varieties, with reference to language, style of dressing, culture or religion. So in this Unit, you will come to know about the meaning and nature of pedagogy as well as diversity, and also about the pedagogical implications of diversity.

2.6.3. Learning Points and Learning Activities: Pedagogical Implications of Diversity

2.6.3.1. Meaning and Nature of Pedagogy and Diversity

Exercise 1

Let us try to look at the following research report which throws light on a child's learning ability, its behaviour, and the teaching strategies, or methodologies used in a classroom context, (Kirova-Petrova, Anna, Alberta Journal of Educational Research, Vol. 46, Iss. 2 (Summer, 2000: 99.).

This article addresses the pedagogical implications of linguistically diverse students' experiences of loneliness in elementary school. The study was derived from a larger investigation of young children's live experiences of loneliness. A review of interviews with 10 linguistically diverse students in the original study revealed that these children experienced the loneliness of being excluded, unwanted, and disliked, as well as empty of happiness, as a result of their inability to communicate appropriately with their peers. The students' loss of self-esteem and sense of self-worth and the development of learned helplessness syndrome are directly related to the persistence of their experiences of loneliness over a long period.

Providing opportunities for meaningful social interactions in activities that do not require the English language as a sole means of expression of their knowledge and skills and teachers' effective use of nonverbal communication can be employed as strategies to foster a sense of belonging to the peer group and to promote hopefulness, which can lead to a reduction of feelings of loneliness in young linguistically diverse children.

This example for any teacher triggers an emotional aspect that teaching-learning activities also need such a student friendly approach, otherwise the main goal and objective of education itself is lost. How to make the teaching-learning process student friendly is the question which needs several clarifications before striking the answer. At this juncture it is important for us to know about the concepts like pedagogy and diversity.

Meaning and Nature of Pedagogy

The term has its origin from Latin "Pedagagia" meaning the method and practice of teaching especially as an academic subject or theoretical concept. As it is told in the introduction itself, it deals with child learning. Pedagogy is the study of child learning. Hence, most of the time pedagogy is utilised by the teachers in teaching. Therefore, it is also considered as the study that deals with the theory and practice of teaching. Pedagogy studies teaching strategies, tactics, approaches, methods and teaching skills to be practiced by the active teachers. Pedagogy helps a teacher in understanding students' needs, backgrounds, and their interest. B.G.Stanley is of the opinion that pedagogy includes how the teacher interacts with students, social and intellectual environment the teacher seeks to establish. Continuingly he says that, pedagogy as a process spans a broad range of practice, its aims range from furthering liberal education like the general development of human potential to the narrower specifics of vocational education. So Stanley was of the opinion that pedagogy in a way deals with imparting and helping the students in acquiring specific skills.

The comprehensive meaning of pedagogy reveals that, it is a complex process including framing of learning objectives, content analysis, and planning of a lesson, and its execution in such a way that students will get a thorough understanding of the topic taught. This will be followed by /associated by comprehensive evaluation and based on this evoluation, a teacher will get the feedback about the so executed teaching task. Due to individual differences, all students will not get the same amount of learning, and hence there are some students, lagging behind or failures also. Therefore, pedagogy never stops at this level, as it insists on conducting diagnosis through several strategies like diagnostic tests, and criterion referenced tests, and

this will be followed by remedial measures and helping the students for better achievement.

Effective teachers carefully plan and implement appropriate pedagogy. Learning is dependent on pedagogical approaches that teachers use in the classroom. Varieties of pedagogical approaches are very common at school level, in which some appear to be very effective and efficient, because it depends upon the nature of the subject or content to be taught, diversity of the students, understanding the individual difference among the students as well as the incidental or situational factors. Pedagogy refers to the "interactions between teachers, students, learning environment and learning tasks". It encompasses how teacher and students relate together as well as instructional approaches implemented in the classroom. This may be spread over from teacher centred approaches to learner centred approaches. Certain topic or content needs teacher centred approaches, for example, while teaching abstract concepts or new but complicated concepts, whereas certain concepts may have to be taught by learner centred approaches in which students themselves explore, experiment, get involved and engaged to understand and learn at a higher level.

Teacher centred pedagogy: Teacher is the major power, positioned at the centre in the teaching-learning process and may utilise lecture-method and lecture-cum-demonstration method. Of course, this method is very much criticised but still it is not completely devoid of merits. It could be made effective by involving students by asking questions, and encouraging them to explain and elaborate the key ideas of the content.

Learner centred pedagogy: This approach has many associated terms, namely, active learning, participatory learning, learning by doing, student centred, constructivist approaches, etc. In all such cases, the learners play an active role in the learning process. Students make use of their previous knowledge, construct new knowledge through experiences. Teacher facilitates the learning process, creates and structures the conditions of learning. This approach is proved to be very effective since the learner gets first hand information. It is often challenging for teachers to create or construct the learner centred situations when compared with the lecture method or any teacher centred method for that matter.

Learning centred pedagogy: This is a relatively new term that acknowledges both learners centred and teacher centred pedagogy. Both can be effective but teachers must consider the local context, including the number of students in the class, the physical environment, the availability of teaching and learning materials, etc. It suggests that teachers should be flexible and carefully adapt their pedagogical

approaches based upon the school environment. Learning outcome, learner's achievement, making student an autonomous learner, making him to be an independent learner – all such aspects are considered as of highly important, true, but one has to take the other factors in to consideration also, where a teacher has to be flexible like making the best effort and bringing the best results. In such cases, it could be purely teacher centred or a combination of several approaches, strategies, methods and tactics, amalgamated perfectly for the achievement of the goals and objectives.

Meaning and Nature of Diversity

Variety, diversity, and differences are the signs of life. Otherwise our life would have been full of boredom. What do you say?! Take a moment and think that, all of us are like robots, where is the charm? So diversity is not a curse but blessing. It is the variations; differences that we see in objects, events and even among human beings that make life more meaningful and interesting. You know that a classroom is the treasure of diversity and the students who study there are the major source of such diversity. It is because no two individuals are the same; they differ in their interest, attitude, intelligence, emotions, values and beliefs. In a classroom, a teacher interacts with a heterogeneous group. Diversity is also referred with the broader aspects, like, religion, culture, caste, nationality, geographical locations, socio-economic status, educational qualifications of the parents, their occupation, profession, language they speak in their home, and the style of life as well as food habit they follow. Therefore, it is said that "food, fashions and festivals" approach to cultural diversity in school and classroom is insufficient when learning is understood to be a cultural process.

You can refer to Unit No.3 under Block 2, for explanation of the concept of diversity and differences. Now the point lies in discussing how pedagogy has to get adapted to such diversified classes meant for different age groups of children who are at different developmental phases with their own individual differences and also of different culture, caste, religion, faith and belief. So in the following discourse we are going to understand these ideas in detail.

The very first thing we should understand is, that diversity is nothing but recognising as well as valuing the differences between people and the ways in which those differences can contribute to a richer, more creative and productive working environment. The concept diversity includes the necessity of "Acceptance" and "Respect". This is very vividly expressed in the country which has adapted "Democracy" and "Democratic Government" which is none other than our Great

India. It is considered as the role model country for the whole world as far as the above concepts are considered. It is so because of its main theme that lies in accepting and respecting each individual's race, culture, region, religion, gender, ethnicity, ability as well as disability (especially otherwise abled person), and leading towards "Wholeness" – meaning "Vasudhaiva Kutumbakam". In India, all are equal before the law. The diversities that occur in India are so vast that nowhere else it is possible to see. The culture of India refers collectively to the thousands of distinct and unique cultures of all religions and communities present in India. India's languages, religions, dance, music, architecture, food, and customs differ from place-to-place within the country. Hence the Indian culture is often labelled as an amalgamation of several cultures, spanning across the Indian sub-continent and has been influenced by a history that is several millennium old.

Effective and Appropriate Pedagogical Application: Effective pedagogy can lead to academic achievement, social and emotional development, acquisition of skills, and a general ability to be productive and contribute to the society. Pedagogic effectiveness often depends on ensuring that the approach is appropriate for specific school and national contexts. For example, learner centred approach will be effective in classrooms with fewer students, but will be difficult to execute in a crowded classroom or on under-resourced classroom. But here are certain strategies which have shown to be more effective,

- Having knowledge of the pedagogical approaches that is specific to the subject matter and age of the learner. This is called Pedagogic Content Knowledge.

- Functional knowledge for the use of whole-class, small-group, and pair-work strategies.

- Meaningful incorporation of teaching-learning material in addition to the text book content.

- Giving frequent opportunities for students to answer and expand upon responses to questions.

- Helpful use of local terms and language.

- Varied lesson activities.

- Positive attitude towards students and belief in their capacity to learn.

Nationalised exams, curriculum standard and other education system policies influence teacher pedagogy, In which students are taught to acquire the skills of comprehension, to analyse to, synthesise, to use reasoning power, to use decision

making power, problem solving ability etc. In this context the pedagogy should undergo a paradigm shift.

'Check Your Progress' 1

Select appropriate answer to complete the sentences

1) Pedagogy is the study of _____

   a) Children behaviour   b) Children development

   c) Children developmental task   d) Child learning

2) Pedagogy includes _____

   a)   Teacher, students, learning environment and the learning outcomes

   b)   Teacher, students and the subject

   c)   Teaching approaches, strategies and methodologies in context with learning outcomes, diagnosis and remedial measures

   d)   Teaching, learning and evaluation

3) Learner centred approach will be effective in _____

   a)   The classrooms with fewer students

   b)   The classrooms which has more homogeneity

   c)   The classrooms which has more number of students

   d)   The classrooms with more heterogeneity

4) Effective pedagogy helps in _____

   a)   Effective learning

   b)   Academic achievement, social, and emotional development

   c)   Effective vocabulary

   d)   Attaining good social relationship

5) Inclusive classes are a challenge to _____

   a)   The teacher

   b)   Management

   c)   Administrators

   d)   All the above

6) The concept of diversity includes _____

   a)   'Acceptance' and 'Respect' in a democratic set-up

b) All the differences and distinguishing factors

c) Unity as well as diversity

d) Different cultures and races

7) Pedagogical implications of diversity could be based on _____

a) Achievement of goals and objects of developmental tasks

b) Subject to be taught and the teaching strategies

c) Students behaviour at different age group

d) Available resources in a school

8) "Food, fashions and festivals" approach to cultural diversity in school and classroom is _____

a) The only way to teach the cultural diversity

b) The very effective approach

c) Insufficient to make students understanding cultural diversity

d) The comprehensive method to teach cultural diversity

9) Learning centred approach means _____

a) Learners occupy the pivotal position

b) Teacher dominates the learning situation

c) The subject to be learnt is highlighted

d) It is the combination of teacher centred and learner centred approach.

2.6.3.2. Pedagogical Implications of Diversity at Childhood Level

Supporting **diversity in early childhood** programmes is a two-pronged process:

(i) Helping children to feel good about themselves, their families, and their communities; and

(ii) Exposing children to differences, things that are unfamiliar, and experiences beyond their immediate lives.

The books, posters, artwork, family sets, dolls, cooking utensils, environmental print in their languages, photographs, workbook illustrations, etc. should provide multicultural exposure to the students. May be like certain festivals specific to region, religion, geographical zone or to certain communities. These images must be available throughout the centre or school, not just in the classroom, and should also be in parent handbooks and annual school reports.

Group Belonging

All people are comfortable around people who are like them. This notion has led to the self-segregation of students in many of our middle and high schools (Tatum, 1997). While our children need to feel comfortable and to be around people who are like them, they also must enjoy investigating and exploring differences, newness, and what is unfamiliar. One way to encourage this behaviour is to expose our children to the new and diverse; another is for teachers and administrators to provide a joy and enthusiasm in discovery, exploration, and uncertainly.

Activities like school gardening, rain water harvesting, visits to milk dairy, poultry from, duck rearing centre, community visits, and collecting data and writing a report on such visits will help children to explore, discover, and find the style of life not only in their community, but also in other communities or regions.

A basic concept of diversity is the idea that almost everything humans do can be done in a variety of equally acceptable ways; for example, grow crops, build shelters, create families, look after pets, animals, and plants, adapt different types of learning style, and make life a beautiful art. We must continually help children realise this multifaceted approach to life and help them discover a variety of ways to address issues, especially ways different from the ways that are familiar to them. We need to help children see a variety of perspectives on issues and problems. We can do this by asking children if they can come up with alternative approaches by reading books about innovative methods, by using a variety of possibilities when modelling behaviours to children, and by encouraging children to think creatively and divergently.

For example, garbage management, making useful materials from waste, preparing organic manure, conducting cultural fairs as well as ethnic days, etc.

First we shall try to focus on the age group of children belonging to the childhood level. Yes, it is from 2 /3 years to 11 /12 years. Now we shall take the reference of developmental tasks or the milestones at childhood level. It is because of the justification that these developmental tasks give us the strong basis for pedagogical implications at childhood level. You know that childhood can be divided into early childhood (from 2 to 4 years) and later childhood (4 to 11 years) for the sake of study convenience. Pedagogical implications are usually studied pertaining to the school going children. For that, it could be primary and middle school level. This will confine to the group of students from 5/6 years to 11/12 years of age.

From the age 4/5 years to 6/7 years according to the developmental tasks, proposed by Robert Havighurst, Jean Piaget, and Hurlock et al, children become increasingly aware of make-believe (and other thought processes) representational activities. They have beliefs in magical creatures and events with plausible explanation. Similarly, children of 6/7 years to 11/12 years can think in a more organised way, show logical thinking about concrete information. They show gradual mastery of Piagetian conservation, class inclusion, and serialisation problems including transitive inference.

In the classroom, diversity applies to learning styles, students' background, their level of maturity, ability to solve problems, educational background, language they use in their home, medium of instruction (mother tongue, Kannada, English), rural and urban contexts, and also equally important is the support they get at home. Learners perform differently according to their interest, cultural background, and level of intelligence. The classroom will always be a centre of heterogeneity. Here the heterogeneity refers to the exceptional abilities like gifted and talented learners, slow learners, under achievers, certain disorders and impairment (speech, language, and hearing), and handicapped or challenged children. Most of such learners require a lot of understanding, patience and special education related services so that it could reach also to children :

- With mental retardation,
- With Developmental disabilities,
- With Learning disabilities,
- With Intellectual difference, and
- With Emotional and behavioural disorder.

Adapting Pedagogy to Mixed-level, Large, and Under-resource classroom :

What constitutes effective pedagogy is often context dependent. Therefore, teachers need to receive specific preparation in how to make contextual adaptations to their teaching approaches through both pre-service and in-service training. In a mixed-level classroom, the teacher needs to have a deep understanding of the students; different ability levels in order to alter his/her instructional activities to meet the needs of each student. Group work can also be helpful for students of different ability levels. When teaching in large classes, it is vital to maintain classrooms routines. Many excellent teachers set-up routines for group work, peer review, distributing papers for creative opinion etc. These techniques helps to reduce

chaos and increase instructional time. There are also specific techniques for effective use of questions and encouraging discussion in large classrooms. In under-resource classrooms, teacher needs to be especially creative about how to use locally available materials and how to connect lesson to observation of the social and natural environment. These approaches can in fact strengthen teaching even in well-resourced classrooms, since teaching-learning materials are most beneficial when they are relevant to students' needs and interests.

Inclusiveness and Equity: Inclusive classes have become part and parcel of normal schools nowadays. In this context, teacher expectations of disadvantaged student influences a lot. If the teachers has positive attitude towards their students, it makes them to be more socially responsive and attentive, more often if they adjust their instruction to particular students' needs. They will be more successful in drawing on students' experiences to make the lessons more meaningful and contextually relevant. Conversely, students from disadvantaged social groups such as, girls, minorities, or the disabled often suffer from teacher prejudices, which translates into low expectations of these students' capacities. Teachers who have low expectations of their students make less of an effort to help them in learning, in addition to discouraging them in other subtle ways with the final result that these students often achieve lower academic performance.

'Check Your Progress' - 2

Select appropriate answer to complete the sentences

1) Teaching-learning materials are most beneficial only when they are _____

   a) Relevant to students' need and interests

   b) Helpful in good scoring

   c) Very easy to understand and execute

   d) Of low cost or no cost

2) Setting up of routines in a group work _____

   a) Brings monotony in learning

   b) Avoids chaos and increase instructional time

   c) Will be totally useless

   d) Induce chaos and disturbances

3) Teacher's positive attitude towards special students _____

a) Will make them to become more conscious

b) May develop inferiority complex among them

c) Will make them to be more attentive and responsive

d) May imbalance the whole class activity

4) Put '√' mark for correct sentences and 'X' for wrong sentence for the following list:

a) Effective pedagogy is often context dependent.

b) Inclusive classes are very rare in these days.

c) In large classes it is vital to maintain classroom routines.

d) Learning disabilities will not contribute to the classroom diversity.

e) At the later childhood level, children can very well understand the concrete information.

f) Students belonging to socially disadvantaged group includes girls.

2.6.3.3. Pedagogical Implications of Diversity at Adolescent and Post-Adolescent level

Help the students to enact dramas in which the main theme will include the issues like illiteracy, exploitation of socially deprived class people, and casteism and its associated problems. This could be followed by asking students to express their own opinions, suggest alternate measures as remedy, and encourage the students to re-construct the drama script with the adaptations as they wish.

All the above said activities when executed by the students, you as a teacher can notice the change in the level of their expression, role played and dialogues delivered – all are done at a little bit more maturity. It is because now the students are at the adolescent phase, so their capacity to understand themselves as well as others has increased tremendously increased. Now they are capable of abstract thinking and have acquired the skill of artistic way of expression. So what are the characteristic features of adolescent and post-adolescent phase of development, and how the pedagogy has to be changed in a classroom teaching-learning situation- are the hot spots now. In the following discussion, you will come to know about these actions.

Adolescent phase is the one in which children suffer from identity crisis, a transition from dependency of childhood to the relative autonomy of adulthood. And this will be followed by the post-adolescent period. The developmental tasks

or the milestones of these two periods appear to be more complex. Individuals at this stage show more organised thinking capacities, ability to hypothesise, and an improvement in decision making power, abstract reasoning, strong memory power and problem solving ability.

At post-adolescent phase, individuals are capable of understanding that people have mixed feelings that their expression may not reflect their true feelings. This is the time showing their acceptance of one's physique and masculine or feminine role, and intellectual skills and concepts that are necessary for civic competence. It is also said to be the phase of preparing for an occupation as well as preparing for marriage and family life. They show emotional independence from parents and other adults. They show more co-operation in peer interaction. Number of close friends declines further; romantic relationships emerge and gradually last longer.

Pedagogy at this level must be more lerner-friendly, and the teacher-pupil relationship shall be with more democratic principle. Teaching strategies also have to be more advanced, and suitable to the students' level of thinking and relevant to their calibre. Team work, project work, individual as well as group discoveries, guided discoveries, debate and discussion are also important. Such pedagogical approaches will give satisfaction to the students. However here also diversity will prop up and tactfully a teacher must convert it in to blessing in disguise.

In a more homogeneous group, less time needs to be spent on bridging ethnic and socio-cultural differences between students, hence more time could be utilised for very effective teaching-learning activities. This could result in higher school effectiveness. Whereas in a heterogeneous group, a teacher should be fair enough to balance in dealing with the students. One should not brand any child or any learner. Treat them equally, while catering to their felt needs. Sometimes, it is felt that there are several benefits in having a heterogeneous group, because in such group active and talented students can inspire as well as help weaker students. This actually helps the weaker students to aim higher by observing their fellow mates style of learning and performances in other tasks.

Pedagogical Implications

- It becomes of utmost importantance that teachers must and should have the proper knowledge of individual potentialities, interests, attitude, aptitude, and other personality traits as far as their students in the classroom are concerned.

- Teaching-learning process must be flexible enough for adjusting the curriculum, for adaptation of different teaching methods and teaching strategies, and use of technique like ability grouping and field visits.

- There must be scope for the integration of individualised instruction to the optimum level.

- Enough freedom must be there for a teacher to remake the size of the classroom, to conduct special coaching, give guidance and counselling to the needy, to conduct bridge courses, diagnosis and remedial measures.

- Help must be extended to all the students to value their own and other's cultural heritage and contribution to history and civilisation. At the same time avoid trivialising or stereotyping cultures merely in terms of ethnic foods and holidays.

- Avoidance of becoming biased or prejudiced in treatment of students and contrary to this, encourage open discussion about racial or ethnic relations with empathy, rather than trying to pretend that there are no differences at all.

- Stereotyping must be avoided, and emphasise the diversity of individuals not groups.

- Let the students also understand that racial or ethnic bias including slurs, taunts, and jokes will not be tolerated in the classroom or in the schools.

- It is better to decorate classroom / hallways and the library with bulletin boards, posters, and other materials that are representative of varieties of students in the classroom or school or of other cultures being studied.

- Be sure that assignments are not offensive or frustrating for students of diverse cultural groups. For example, asking students to write about Christmas experiences is inappropriate for non-Christian students.

- Provide structure for inter-group interaction. Proximity alone does not lead to social harmony among racially and ethnically different groups.

- Students need opportunities to know one another as individuals and to work together towards common goals. For example, students who participate in integrated sports and extra-curricular activities are more likely than other students to have friends who are ethnically or racially different from themselves.

- Use co-operative learning which has been shown to improve relations across racial and ethnic lines. Co-operative learning contributes to both achievement and social harmony. It enhances the participation of children from under represented group.

- Never publicly embarrass children by correcting their English. Instead praise their correct answer and re-state it correctly.

- Encourage students to use English and establish a classwide norm of never teasing or laughing at English errors.

'Check Your Progress' - 3

Select appropriate answer to complete the sentences

1) Post-adolescent period is marked by individuals showing _____

   a) Preparedness for marriage and family life

   b) Interest in higher studies

   c) Dependency on parents

   d) Disobedience and independence

2) Pedagogy at adolescent and post-adolescent period advocates _____

   a) Autocratic classroom

   b) Strict and disciplined administration

   c) Learner friendly teaching-learning situations

   d) Laissez fair set up in the classroom

3) Individuals at post-adolescent phase show _____

   a) More confused behaviour

   b) More organised thinking capacities

   c) Autonomous behaviour like an adult

   d) Interest in multi-dimensions

4) Put '√' mark for correct sentence and 'X' for wrong sentence in the following list:

   a) There is no inter-relationship between pedagogy and diversity.

   b) Prejudices and biased opinions of a teacher can harm the learning of students.

   c) Proximity alone does not lead to social harmony.

   d) Co-operative learning will not help in improving relations among different ethnic groups

   e) The school environment as well as the classrooms must be decorated by representative posters of students' diverse cultural groups.

   f) Students must know that jokes, slurs and taunts with respect to social ethnics and social race – will not be tolerated.

2.6.4. Let us Summarise

- Teaching-learning is a very dynamic process in which pedagogy makes it more scientific. It is because pedagogy is the science of teaching and learning. Pedagogy mainly deals with child learning.

- Diversity is another significant factor and hence, it has its impact on pedagogy. Here diversity is not only referred with culture, caste, region, religion and ethnicity, but also with the factors of individual differences like interest, intellectual ability, attitude, aptitude, creativity, values, and other personality differences.

- Pedagogy is always context-based. Still for the sake of convenience, it can be of three types, namely, teacher centred pedagogy, learner centred pedagogy, and learning centred pedagogy.

- The concept of diversity is analysed with two other aspects like "acceptance" and "respect". It is because diversity involves recognising as well as valuing the differences between people and the way in which those differences can contribute to a richer more creative and productive environment.

- There are various strategies and pedagogic approaches that are very much suitable to childhood, adolescent, and post-adolescent teaching.

- Pedagogic implications expect teachers to be free from prejudices, and bias and full of positive attitude towards diversity in classrooms.

- It cautions teachers against giving assignments and project works that are offensive or frustrating to students. Pedagogy suggests that it is better to decorate the classrooms, library, hallways, and the whole campus with bulletin boards, posters, and other materials that are representative of the students and their culture. Student should be given opportunities to know one another and work towards common goals.

- Adopt co-operative learning strategy, which will bring improvement in relations across racial and ethnic lines.

2.6.5. Answers to 'Check Your Progress 1, 2, and 3'

Check Your Progress – 1

1) d 2) c 3) a 4) b 5) d 6) a 7) a 8) c 9) d

'Check Your Progress' – 2

1) a 2) b 3) c

4) a- √ ; b - X c - √ ; d - X ; e - √ ; f - √

'Check Your Progress' – 3

1) a 2) c 3) b

B) a - X ; b - √ ; c - √ ; d - X ; e - √ ; f - √

2.6.6. Unit end Exercises

1) What is pedagogy? How is it related to diversity of a classroom?

2) Explain the concept of diversity. Illustrate your answer

3) Give suggestions in terms of pedagogical implications of diversity at adolescent and post - adolescent periods.

4) How is childhood level pedagogy influenced by the diversity in the classroom? Explain with illustrations.

2.6.7. References

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Block 3 - Adolescence: Issues and Concerns
Unit 1 - Contextual Frames of Growing up in Adolescence
Cultural Differences and Adolescence

Structure

3.1.1. Learning Objectives

After going through this Unit, the student teachers will be able to :

- Explain the significance of adolescence;

- Discuss the role of cultural background on family interactions;

- Describe the influence of different cultures on the school behaviour of adolescents;

- Explain culture influences on peer relationships among adolescents;

- Discuss the impact of cultural differences on personal image of adolescents;

- Analyse moral differences among adolescents due to different cultural background;

- Discuss the effects of culture on the ego of the adolescents; and

- Explain how cultural confusion comes in the way of finding one's self identify.

3.1.2. Introduction

Adolescence is a stage of development, a period of transition between childhood and adulthood. All adolescents go through these changes such as physical changes, social and emotional changes, and the process of developing their individual identity. Adolescents who come from different backgrounds are influenced by different cultural norms and parental expectations that stem from different attitudes towards values and norms in society. These different social norms may change the rate of development and affect the adolescent's development in terms of individual identity, social behaviour, and separation from parents, which are major factors in adolescent years.

Parents and family life are the foundations for building an adolescent's personality and identity, and instilling values and social norms that form the basis for the adolescent's decision-making process and social behaviour. Parenting practices are influenced by culture, and an adolescent's upbringing is affected by the ethnic group, values, and traditions that he belongs to, as well as his socio - economic situation. An adolescent who grows up in a family where the nature of adolescence, parental control, and family obligations are different from that of his or her peers, may encounter identity crisis that creates conflicts with the family. Culture has a strong influence on development and selected behaviour. Family rituals and good communication have a positive effect on adolescents. Parents who instil positive cultural values and beliefs in their children help raise their self-esteem and academic success.

3.1.3. Learning Points and Learning Activities

Influence of Cultural Differences on Adolescents

India is the most culturally diverse country in the world. As a result, adolescents need to know about cultural differences so that they can understand themselves, and their families and peers better. Culture relates to the patterns of behaviour, norms, beliefs, attitudes, values, and perceptions shared by people from the same society. Cultural differences affect adolescents' personal, family, school, and social life and an adolescent who understands cultural diversity is better able to relate to people who think and act in a different way than he does. We need to understand two aspects in this context. One, the components of culture that influence adolescents, and the dimensions of adolescents that are influenced by culture.

3.1.3.3. Components of Culture that Influence Adolescents

1. Family Interactions

Adolescents, whose families come from a different culture or ethnic background, usually have to perform a balancing act between their family culture and the Indian

culture. In many cases, the families of first generation Indian adolescents still wish to maintain their culture and as a result, they expect their teenagers to demonstrate their cultural values and acceptable behaviours at home.

For example, an adolescent from a traditional Indian family may still be expected to bow to the elders at home, yet in school and with his peers a simple handshake will do (British culture), therefore, these adolescents find themselves balancing between two cultures daily to meet the expectations both at home and outside.

2. School Behaviour

School is where adolescents mostly experience cultural diversity, and it is also where they are likely to suffer the adverse consequences of being different. School activities involve learning through individual coursework and team projects, as well as extracurricular activities such as sports, music, and drama. Different cultures have a variety of ways of learning and expressing themselves, and adolescents from other backgrounds may have a hard time adopting the Indian culture. For example, most Indian cultures are collectivist and prioritise team work, so they may experience difficulty with the largely individualistic tendencies of British / English school activities. These differences may affect the way teachers and other students relate to the teenager. In some cases, the student might experience isolation, ridicule, and even bullying that affects his educational performance.

3. Peer Relationships

Peer relationships matter most to adolescents, and cultural differences may complicate their ability to form and sustain them. Culture influences communication and body language, which has a direct impact on romantic relationships, confrontation, likes, dislikes, and other aspects of adolescent relationships. Therefore, teenagers from different cultures may have a hard time understanding each other, especially where they have different cultural expressions. For example, in Indian culture, it is generally frowned upon direct eye contact because it signals aggression and disrespect, while in western culture it is a sign of paying attention. However, in as much as teenagers from different cultures have divergent forms of creative expression, popular culture seems to help them bridge the divide and find ways to connect with each other.

4. Personal Image

Cultural differences impact on the way adolescents view themselves. As a result, they might either embrace their distinguishing characteristics and be proud of them or try to change themselves so they can fit it in. Adolescents may sometimes struggle to be accepted. For example, if a teenager cannot speak English properly in a school, then he

might feel shy and self-conscious. He might also have low self-esteem that keeps him from interacting effectively with other adolescents. It is important to teach adolescents to develop positive reactions to cultural differences so that they do not labour under negative personal images that could be adversely affect their well-being.

5. Independence vs. Dependence

When a child grows up in a culture or household that gives a certain amount of freedom, he assumes it to be 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. One clear example of this is how western culture gives more freedom to growing adolescents, allowing them to drive and hold part-time jobs, activities that do not happen until much later in India. Thus, the culture that a child grows up in can influence on how quickly he becomes independent.

6. Moral Differences

Parents of adolescents have the main responsibility of teaching children ethics. Scholars of adolescent behaviour and authors of "Family and peer influences on adolescent behavior and risk taking", Nancy Gonzales and Kenneth Dodge note that while much of the adolescent development happens outside the home, the culture of the family instils in children their developmental roots. Parents coming from different cultures emphasise different value sets and therefore, teach their children different moral standards. As adolescents grow up in different cultures, their moral standards solidify differently.

7. 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 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. For example, Sikh families tend to raise their adolescents as strong willed, standing up for themselves when needed. They instil a sense of pride in their children. On the other hand, the South Indian culture deemphasises the pride of the individual in favour of pride for the group. Thus, to Sikh children, South Indian children might seem timid, while South Indian children might consider Sikh children to be haughty.

8. Cultural Confusion

Adolescent years are a period of finding one's identity. Adolescents from a non-mainstream culture may find it more difficult to identify themselves. On the one hand, adolescent's identity with their families, which may be a non-mainstream culture, and

on the other, adolescents also identity with their peer group, which is often a part of the mainstream culture. At this life stage, individual differences become apparent, especially with regard to cultural differences, making the self - identification period even more difficult for foreign adolescents growing up abroad.

With spreading multiculturism many parents may begin to wonder about what kind of influence their family, ethnic or national culture will have on their growing adolescents. Puberty and the issues of becoming an adult are similar for all adolescents. By understanding the cultural differences, parents can help their adolescents to grow into mature adults.

Check your progress - 1

Below are given some situations related to adolescents. Identify the components of culture that are responsible for bringing changes in adolescents.

1. Of late, Suma had become very passive, and with appropriate counselling by her parents, she was able to overcome a difficult situation. She was facing the pressure of rejection from the peer group, because she was unwilling to bunk classes in favour of going to the movies.

2. Since last week, Raju was avoiding going to school because he was badly ridiculed by one of the teachers in the class. His friends made him to understand that the situation was not his fault, but that of the teacher.

3. The twins, Basheer and Saveer had lost their mother recently, and were in distress. They refused to attend the examinations. Their neighbours convinced them to take the examinations.

4. Ronald was not happy because people used to reject him for his low achievement in studies. One day, one of the priests in his church, praised him in front of the congregation for his speech delivery. This encouraged him in his studies, and today he is one of the best doctors of the nation.

3.1.3.2. Dimensions of Adolescence Influenced by Culture

In many ways, culture influences the growth and development of adolescents. Almost all factors of the personality of adolescence are influenced by cultural factors. Therefore, it is evident that, if culture differs, the personality of the adolescence also differs. There are certain characteristics of adolescent development that are more rooted in culture than in human biology or cognitive structures. Culture is learned and socially shared, and it affects all aspects of an individual's life. Social responsibilities, sexual expression, and belief-system development, for instance, are all likely to vary based on culture.

Furthermore, many distinguishing characteristics of an individual (such as dress, employment, recreation, and language) are all products of culture.

Let us understand the influence of culture on the different dimensions of the development of adolescents like Physical development, Cognitive development, Socio-Emotional development, Self-esteem, etc.

Physical development

One of the most significant developmental changes in adolescence is puberty. Although puberty appears to be a biological phenomenon that is hard-wired in the human body, systematic research has shown clear evidence of the cultural effects on the onset of puberty. One of the clearest markers of pubertal development for girls is menarche, the time when a girl begins her menstrual cycle. Eveleth and Tanner (1990) in their review of the sexual development of adolescents worldwide, found that the timing of menarche varies greatly across cultures. Systematic variations in the amounts of nutritional intake across cultural groups and historical time periods result in significant variations in the age of menarche. Thus, girls in developed countries have an earlier age of menarche than their counterparts in developing countries, and girls in families with higher socio-economic status tend to reach menarche sooner than girls of low socio-economic status. Similarly, urban girls reach menarche earlier than girls living in rural communities because urban residents typically have access to better quality food. Our observations in the context of India also support this aspect.

Cognitive Development

This topic has been discussed continuously in the field of adolescent development. There are four areas of research related to adolescent development and cognition: They are Piaget's theory of developmental stages, Kohlberg's theory of moral reasoning, and studies of intelligence and academic achievement. The stage of concrete operations occurs from approximately 7 to 11 years of age and is characterised by the abilities of the child to reason logically about concrete events. Formal operations (the ability to think in more abstract ways) start to develop at around age 11 and continue to develop during early adulthood. Generally speaking, the qualitative aspects of the theory, such as sequence of the stages, appear to be valid across cultures (Dasen, 1977). However, quantitative aspects, such as the timing of progression through the stages, appear to vary greatly across cultures. Cross-cultural psychologists have also challenged the notion that formal operational thought is the end-state toward which thought develops. Although most adolescents in industrialised societies reach the stage of formal operations, people in technologically unsophisticated societies typically do not show formal operations when tested with

Piagetian tasks. For cultures in which formal operations are not cultivated and rewarded, there is little wonder that adolescents (and adults) do not develop these cognitive skills. Similar findings and similar arguments have surrounded another aspect of cognitive development-moral reasoning. Derived from Piaget's theory, Kohlberg's theory of moral reasoning is also a stage theory. Cross-cultural researchers have investigated both the sequence of the stages and the timing of the stages to determine if the theory is universal. Generally, the sequence of the stages is universal—people tend to follow the same course. However, the timing of the age of attainment appears to vary across cultures.

Another important area of research is cross-cultural differences in intelligence. Some researchers have persistently argued that there are systematic variations in general intelligence among various cultural/racial groups. These claims, however, have been seriously challenged by others. According to them, the difference in intelligence may be due to other factors like nutrition. Many studies have found the relationship between nutrition and adolescent intelligence. Some studies have found that, those who had consistent access to protein from animal sources had higher IQs than children who either had no access or lacked consistent access to food protein from animal sources. The animal source food protein provides nutrients to children, such as zinc and iron, which were not available from other sources. They argue that poor diet results in limitations in brain development, which in turn leads to inferior cognitive functioning. Cross-cultural differences have also been found in adolescent school achievement. Due to the complex nature of school achievement, almost all cultural components can be viewed as contributors to cross-cultural variations in school achievement. They range from obvious reasons such as the value of formal education to ones that are less obvious such as language systems, poverty rate, and malnutrition.

Socio-Emotional Development

The family and peers are two of the major social contexts of socio-emotional development for adolescents. Within the family context, three areas of research are notable: effects of parental warmth, consequences of parent-adolescent conflict, and timetable of establishing autonomy from parents. Much research has been conducted on parental warmth. Parental warmth, expressed in both physical (e.g., hugs and kisses) and verbal ways (e.g., praise and expressions of fondness), has been found to be a universal phenomenon (Rohner, 1986). It also seems to have a universal association with positive psychosocial outcomes, such as psychological well-being, self-esteem, and academic achievement. Lack of parental warmth appears to have a universal association with

negative psychosocial outcomes such as aggression, school misconduct, emotional unresponsiveness, and depressive symptoms. Despite the universality of its existence, the level of parental warmth is not the same across cultures. Cultures that are more socially complex and those that are industrialised tend to perceive parents as less warm and accepting, or even rejecting, compared with more traditional cultures. Two possible explanations for this difference have been suggested. First, in industrialised countries, parents spend more time out of their homes working and away from their children than do parents in traditional societies. This increased separation may lead to an increase in youngsters' feeling uncared for. A second possible explanation is that industrialisation has led to individualism. One aspect of individualism is to place the needs of the self over the needs of others. Parents in individualistic societies therefore may not spend as much care and affection on children as parents in collectivist societies. In the long run, less strong parental affection and acceptance on the part of parents in individualistic societies may prepare youths for "going it on their own" and developing affectional ties with nonfamilial others. The conflicts between parental needs and expectations and those of adolescents also may manifest as overt parent-adolescent conflicts. In addition to the family context, peer relationships represent another major social context for adolescent development. Adolescents in different cultures spend different amount of time with their peers. Consequently, peer influence tends to vary. In India, most of the parents are keener on the type of peers their children are in contact with.

Self-esteem

We normally think that self-esteem depends on the situations of one's success in social situations like the success at school or at work, satisfying relationships with friends and family, living up to our moral standards in our interactions with others or having desirable possessions. There are other negative situations which bring down one's self-esteem like failure in scholastic, professional fields. For the past many years, psychologists also have attributed self-esteem to the fulfilment of the values they personally perceive as being most important. But one important factor, contributing for enhancing self-esteem can be seen in the cultural influences. Researches have shown that one's self-esteem depends on the fulfilment of the value priorities of other individuals in their cultural environments.

Check Your Progress - 2

Different phrases are given under Group 'A' and Group 'B'. Match them meaningfully based on your understanding.

a	Piaget's stage theory of cognitive development suggested that	socio-emotional development for adolescents	1
b	Kohlberg's theory is about	the cultural value of education	2
c	Superior school achievement can be related to	moral reasoning	3
d	Family and peers are two of the major social contexts of	adolescents develop from concrete operations to formal operations.	4

3.1.4. Let us Summarise

- Adolescents who come from different backgrounds are influenced by different cultural norms and parental expectations that stem from different attitudes towards values and norms in society.

- Cultural differences affect adolescent's personal, family, school and social life, and an adolescent who understands cultural diversity is better able to relate to people who think and act in a different way that he does.

- During adolescence, cultural differences affect family interactions, school behaviour, peer relationships, and personal image, and they also influences independence vs. dependence, moral differences, effects on the ego, and cultural confusion.

- Knowing the cultural differences, parents can understand and help their adolescents to grow into mature adults.

- The physical, cognitive, and social and emotional development as well as the personal factors like self-esteem, etc. are influenced profoundly by culture.

3.1.5. Answers to 'Check you progress 1 and 2'

Check Your Progress -1

1.family

2.peer group

3.community

4.church

Check your progress - 2

a-4, b-3, c-2, d-1,

3.1.6. Unit-end Exercises

1. Discuss the role of cultural differences on the growing up of adolescents.

2. How are family interactions are influenced by cultural differences?

3. How is an adolescent's school behaviour affected by different cultures?

4. Discuss the impact of cultural differences on peer relationships.

5. How is an adolescent's personal image is influenced by cultural differences?

6. Explain with examples the moral differences due to cultural diversity.

7. Explain the demensions of adolesence influenced by culture.

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Block 3 - Adolescence: Issues and Concerns

Unit 2 - Contextual Frames of Growing up in Adolescence
Impact of Economic Changes

Unit Structure

3.2.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

• Explain the impact of economic changes on adolescents;

• List the positive effects of urbanisation on adolescents;

• Discuss the ill effects of urbanization on adolescents; and

• Give examples for the ill effects of urbanisation on adolescents.

3.2.2. Introduction

You might have experienced many changes around you. This may be due to cultural influences or development in different spheres of life. Many of the progressive changes also happen as a result of economic changes. What is meant by economic change? Economic change is a shift in the structure of an economic system. This results in changes to societies, cultures, and everyday life on a global or national

basis. Economic changes are caused as a result of development in technology and politics, and results either in progress or deterioration in development across different fields. These changes impact different sections of society, but in this Unit, we are interested to know how economic changes impact adolescents' lives.

There are clear evidences for the impact of economic changes on adolescents. These are manifested in micro contexts more than macro contexts of change. The macro contexts are contexts like globalisation, digitalisation, etc. and micro contexts are contexts of family, school, peer group, community, etc. The impact of these economic changes on adolescents is to a large extent indirect rather than direct. The macro contexts of change influence the micro contexts and changes in the micro systems impact the adolescents to a great extent. Let us understand how macro contexts of change bring changes in the micro contexts and in turn, how these effect changes in the adolescents' behaviours.

3.1.3.1. Impact of Economic Changes on Adolescents

Developmental contexts, which are the result of economic change, play a pivotal role in shaping the development of adolescents. Changes like globalisation, digitalisation, and industrialisation have been reshaping the central micro contexts of adolescents. It is important to know how adolescents perceive these changes and cope with them. That is the active role that adolescents play in their own development. Let us analyse the changes in micro contexts and the factors that demand adolescents' adapting behaviours.

Economic changes have influenced different contexts like education, leisure and peer relationships, families, and other micro contexts. Each of these contexts influence adolescents' life and demand different types and degrees of adaptation.

Change in Education: It is a positive sign globally that there is growth in the quantitative development of education. This is expected to contribute to economic prosperity. How far the present system of education really contributes to the individual economic status and to the nation and the globe has been questioned. There is mismatch between output of education and demand for skills and qualification in the labour market. Education is not preparing adolescents according to the economic needs of the society and they have to face the consequences.

Change in Leisure Contexts and Peer Relationships: The increasing time that adolescents spend in education may have different implications for their leisure. Adolescents enjoy large amount of free time, which they can employ usefully on structural activities such as involvement in vocational skills, organised sports,

individual hobbies or meaningful interactions with their family and peers, etc. In reality, lots of free time is devoted to passive media consumption, hanging out in public places and parties, sometimes in conjunction with risky and deviant behaviour. Little space is left for active and structural leisure pursuits as well as for peer interaction.

The most obvious change in the leisure context is related to media use. You might have observed, besides television and audio-visual media, communication and interactive media such as mobile phones and the internet have become omnipresent in the lives of young people. These are coming in the way of many developmental tasks such as building and maintaining relationships, and self-presentation, which were formerly conveyed in face- to- face communication with peers in the actual world scenario, and now are increasingly attempted through interaction in online spaces. Interactive media also may lead to the threats such as cyberbullying, easy access to pornographic content, and abuse by strangers in anonymous online interactions.

Change in Migration Status

Increasing international migration has also been altering adolescents' social networks. Adolescents in the receiving countries have to deal with cultural diversity and young migrants have to cope with disturbance of interpersonal ties and adapting to new cultural settings.

The increased mobility of families within the country challenges adolescents' ability to adjust to changing peer contexts. For example, consider a teen who lost her established social networks when her family relocated to a new city. Thus, peer relationships today may have become more temporary and varied for many adolescents.

Change in Families and Family Relationships

There has been a shift in the composition of the family as a result of macro-economic contexts. The families tend to move towards nuclear units and the size of the family is reducing to fewer people from many. There is tendency for single child family and small family has become the norm of the day. The interaction of the child is restricted to few people resulting in many limitations compared with the traditional families. The adolescents miss situations of learning from elders, grandparents, and relatives and this is a significant loss for their development. The art and joy of living together, and adjustment in different contexts are missing in the life of adolescents. Inter- personal relationship has become a new lesson to be learnt

in artificial contexts. Non-traditional families with single parent are coming into existence. These single parent and patchwork families made up from the remnants of divorced families have been widespread in many societies. The increasing normative nature of such a family forms negative implications for an adolescent's development. However, the total number of family transitions that some adolescents experience may lead to adjustment problems.

Due to urbanisation and increased mobility, families have become less rooted in the local community. Therefore, adolescents have fewer opportunities to be guided and protected by the community. But fortunately, middle class families are managing to go beyond the social strata and finding ways to find a substitute for this situation.

Change in the School Context: As a result of economic change, the concept of schools has changed. The focus of schools has become narrow and thus, they concentrate more on preparing students for examination and marks so that their entry for the next stage will be easier. This has resulted in learning to compete with others, rather than personal growth and joy. This has impacted adolescents to a large extent, and learning and schooling is associated with pressure and anxiety. Parents' decisions for their children depend more on their personal status, rather than the needs and aptitude of their children. There is less scope for adolescents to make independent choices. The monetary benefits of the courses play more roles in deciding the academic future of adolescents, and the innate abilities of individuals find no scope in the total system, and this result in a mismatch between career choices and personal interest leading to anxiety, stress, and disappointment.

Change in Value Systems of Society and Family: As a result of economic change, there is a change in the value system all over the world. Wealth has occupied a central position in human life and there is a tendency to do everything for earning wealth in different forms. There is a shift from service-oriented attitude to self-oriented attitude and this has resulted in lack of focus for human values. Intrinsic values are losing their place in the society. There is a value clash faced by adolescents. What they think would give joy and satisfaction is not true in reality. This has placed them in an undecided situation.

Exercise 1

You have experienced a shift of values in the society as a result of mega contexts of economic change. List any four changes in the value system as you have observed.

Change in Different Classes of Society: The new economic changes have implications for different classes of society and this in turn, has influenced the adolescents. The middle class wants to maintain its standards, but is unable to do so as a result of inability to cope with the economic demands. The parents and students want to get good education, but parents cannot cope with the demands of the situation. This has led to dissatisfaction among adolescents because there is a mismatch between the standards to be attained and the ability to do so.

Change in the Nature of Skills Demanded: As a result of economic change, there is a shift in demand of the nature of skills in the economic field. But the organisations responsible to prepare adolescents have not adapted at the same pace of development and the required skills are not taken care of by the organisations. Thus, lack of appropriate skills and dearth of work opportunities are denying adolescents a future of stable and productive work.

As a result of economic change, the world has become increasingly interconnected and the proximal contexts of adolescents' development tasks are constantly fluctuating. These changes are negotiated differently by different adolescents with very different outcomes in terms of psycho-social adjustment and development. Some will certainly capitalise on the benefits of the social and economic change, whereas others are overwhelmed by the demands of globalisation, new technologies, and the freedom to explore new forms of intimacy or career pathways.

Check your progress -1

Below are given some issues. Find the source under which these issues can be identified.

a) There is a move from joint families to nuclear families.

b) There is a great demand to own mobile phones among young boys and girls.

c) Ramesh could not pass the interview because there was no match between the skills he knew and the demand of skills from the firm which had advertised.

d) Poor adolescents cannot go in for higher education

e) Kishore is tensed as he has to sit for an examination.

3.2.3.2. Research Evidences for the Impact of Economic Changes on Adolescents' Life

There are research evidences to say that economic changes in specific contexts may impact adolescents. The following studies have proved this fact. Let us understand the outcomes of research in related to two major results of economic

change: (i) impact of information communication technology, and (ii) impact of globalisation on adolescents.

(i) Impact of Information Communication Technology on Adolescents

Plenty of researches have been undertaken to study the impact of information communication technology on adolescents. They show a mixed result that are both positive and negative. Let us review some of the studies in this area.

According to researches, Information Communication Technology has:

- facilitated learning of adolescence with disabilities (Ibrahim F. Baig, 2013);

- no effect on the health problems of adolescents;

- affected later adolescence and resulted in an increase in problems related to bad posture, a need of glasses or feeling of eye fatigue;

- expanded the social circle of adolescents (Brignall&Valey, 2005);

- promoted frequent use of computers as an important form of social interaction (Brignall&Valey, 2005);

- improved relationships with friends (Freeman-Longo, 2000; Lenhart et al., 2001);

- expanded relationships beyond geographical locations and it has replaced virtual presence for physical presence;

- provided young people who are geographically remote, disabled, or housebound due to illness, with online chat, an important form of communication (Fleming &Rickwood, 2004);

- raised the level of confidence of adolescents by training them to talk through phones and improve their communication (Brignall&Valey, 2005);

- there is less direct human contact, thus social isolation for adolescents and the impact on family relations is a concern (Littlefield, 2004);

- resulted in harassment because there are no repercussions personally, and this created cyber-bullying, cyber-stalking, cyber-harassment conversations, or "flaming," a public personal attack, where people demonstrate verbal aggression. Other observed differences include the open display of group norm violations such as racism, sexism, and homophobia (Brignall&Valey, 2005);

- reduced the time spent engaging in face-to-face communication with friends and family members because of the time spent on the internet. Research reveals

that one in five youth ages 10 to 17 received unwanted sexual advances online (Olsen, 2006); and

- exposed to a wide variety of negative influences ranging from sexually explicit pornography and violent online video games to child molesters who lurk on websites and in chat rooms waiting for vulnerable teens to fall victim to their lures.

(ii)   Impact of Globalisation on Adolescents

According to Petersen (2000), in order for an adolescent to successfully navigate adolescence in a world of globalisation and de-industrialisation,he/she must have four specific personality characteristics. An adolescent must be skilled in the use of current technology such as computers, the internet, and cell phones. This is because in an increasingly global society, the international economy and the adolescents future career opportunities are highly dependent on knowledge of new technology. An adolescent must be motivated to continue learning throughout their lives, and come to realise that learning does not cease merely because one has left school. An acceptance of people from diverse social and cultural backgrounds is also necessary since, unlike their parent's generation they will live and work with people from many nations. Finally, adolescents must learn to be comfortable with a changing global society and a changing global economy (Petersen, 2000).

Industrialisation, urbanisation, modernisation, and globalisation have contributed to significant changes in the culture of the world. Some of the major changes include weakening of extended family, nuclearisation of family, two parents working family, changing roles of women and men, increased immigration, westernisation of arts, music, day-to-day living, changing child-rearing practices, globalisation of language, and influence of multimedia. As a result of these changes, social psychology, family psychology, and family relationships have drastically transformed the family and individual psychology. Before these mega changes, family and individual psychology were shaped by the extended family, traditional Indian value system, and child-rearing practices. With radical changes in the socio-economic structure, the traditional "we self and familial self" is evolving into more a western "I self," and a "multinational/global self". Women are enjoying an increased sense of independent self and work-related self-esteem. Traditional Indian developmental stages may be yielding to more western individualistic social structures. In addition, people are forced give up some of the traditional, cherished values and relational patterns reshaping the development of a new self (bicultural and multicultural self), a new sense of autonomy, and newer sense of individuation. All these, in turn, are

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contributing to the development of an evolving new culture, with the hope of preparing people for a new, better world(Gogineni R.R. et al., 2018). This has put the adolescents' life in flux.

Globalisation not only brings about progressive unification with regard to language, diet, technology, media use and portrayals, but also leads to increased health risks in developing countries like India. Such risks for example include an increase in eating disorders, use of tobacco, alcohol, and narcotics, stress in the workplace, emotional pressure from excessive performance requirements, competition among peers, rising academic aspirations, and cultural inconsistencies. Researches have confirmed that Indian adolescents with a comparatively low degree of globalisation put significantly more emphasis than European youth on values related to authority, in-group loyalty, and spiritual purity, while the more globalised participants among the Indian youth tended to sacrifice their ethical values on the cost of financial gain. Indian adolescents still differ from European adolescents with respect to their ethical positions, that Indian society is changing and only part of Indian youth is willing to adhere to their cultural principles when prompted to give them up for some short-term benefit (Walter Renner, 2014).

Check your progress 2

Identify the correct statements in relation to the impact of Information Communication Technology and Globalisation on Adolescents.

1. Facilitated learning of adolescents. (correct, incorrect)

2. Affects health problems of adolescents. (correct, incorrect)

3. Affected later adolescence and resulted in an increase in problems related to bad posture, a need of glasses or feeling of eye fatigue. (correct, incorrect)

4. Expanded the social circle of adolescents. (correct, incorrect)

5. Promoted frequent use of computers as an important form of social facilitation. (correct, incorrect)

6. Curbed relationships with friends. (correct, incorrect)

7. Expanded relationships beyond geographical locations and has replaced virtual presence for physical presence. (correct, incorrect)

3.2.4. Let us Summarise

- Economic change is a shift in the structure of an economic system. This results in changes to societies, cultures, and everyday life on a global or national basis. Economic changes are caused as a result of development in technology and politics and results either in progress or deterioration in development across different fields.

- There are clear evidences of the impact of economic changes on adolescents.

- Changes like globalisation, digitalisation, and industrialisation have been reshaping the central micro contexts of adolescents.

- Economic changes have influenced different contexts like education, leisure and peer relationships, families, and other micro contexts. Each of these contexts influence adolescents' life and demand different types and degrees of adaptation.

- There is mismatch between the output of education and demand for skills and qualification in the labour market.

- Interactive media such as mobile phones and the internet are coming in the way of many developmental tasks.

- The increased mobility of families within the country challenges adolescents' ability to adjust to changing peer contexts.

- The innate abilities of individuals find no scope in the total system as a result of economic changes, and this result in a mismatch between career choices and personal interest leading to anxiety, stress, and disappointment.

- Adolescents have fewer opportunities to be guided and protected by the community as a result of frequent shifts of the families.

- Researchers have indicated both positive and negative impact on adolescents.

3.2.5. Answers to 'Check Your Progress - 1 and 2'

Check Your Progress - 1

a) Family

b) Technology

c) Mismatch in education

d) Poverty

e) Education/School

Self-esteem ,2. Economic hardship,3. Stress

Check Your Progress - 2

1,2,5,6 - Incorrect

3,4,7 – Correct

3.2.6. Unit -end Exercises

1. Discuss the impact of economic changes on adolescents.

2. Consolidate the research findings of at least 20 studies in relation to the impact of economic changes on adolescents.

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Block 3: Adolescence: Issues and Concerns
Unit 3 : Contextual Frames of Growing up in Adolescence Impact of Media

Structure

3.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- Discuss the positive influence of media on adolescents;

- Analyse the negative influence of media on adolescents;

- Recognise groups of children who are more vulnerable to violence; and

- Suggest measures to handle media influence on adolescents.

3.3.2. Introduction

One of the sections of society most influenced by changes in the social and economic environment is that of the adolescent's age group. The predominance of a market driven economy and lifestyle has led to an explosion of interest in the media for young people. Images and information beamed by the electronic media, particularly television, strongly influence the behaviour and life choices of adolescents. It has been observed across the world that the direct impact of media leads to violent and criminal behaviour as well as increased strife within families to adopt consumerist lifestyles. An uncertain future and lack of gainful employment only heighten the anxiety, and make youth more dependent on such forms of media as easy measures of escape from reality. With the phenomenal increase in the reach of these media in the last decade, young people in small towns, and even in rural areas, are increasingly vulnerable to its impact.

3.3.3. Learning Points and Learning Activities

Media today has a huge influence on adolescents. Be it television, computer, videogames, social networking sites, hugely impacts all aspects of an adolescent's life. But all is not bad with the media. If used right, it can change lives for the good. Media has both positive and negative influence on teenagers.

3.3.3.1. Positive Influence of Media on Adolescents

Helps develop awareness

Most adolescents live a sheltered life. But with exposure to various media outlets, they gain awareness about society and the world. This cultural and political awareness is vital if we want to groom a generation of socially responsible citizens. With news channels, magazines, and social networking sites blaring about world happenings, teenagers can realise that there is more to the world than just what is happening around.

Helps develop social skills

Many adolescents are socially awkward, and the media gives them a chance to groom their social skills. It also helps them to expand their social circle and develop new friendships. Other benefits include social confidence, heightened literacy in the media, and more social support. Social media diversifies adolescents' social skills, which in turn helps him navigate successfully through modern society.

Inspires them

When an adolescent watches an action movie, do not despair about the violence, but with a little guidance, use it as inspiration. May be the teenager will decide to take up martial arts training, all thanks to a Bruce Lee movie. Teenagers look up to celebrities, and when a celebrity tells them to stay off drugs, they just might listen.

Helps fine tune motor skills

Videogames draw a lot of negative opinion these days. But there is some good in videogames too. There are a few videogames that can help teenagers develop and fine tune their motor skills and co-ordination.

Helps develop reading and writing skills

When a celebrity talks of her favourite book, the teenager might be tempted to purchase that book too. Moreover, if a teenager wants to be a part of blogs, chat rooms, etc., he/she will need to improve his / her reading and writing skills.

Educational Implications

- Help them to make a good choice of programmes to watch on television;

- Train them to use social media in such a way that helps them to shape their personality through social skills. Give awareness about the threats of social media;

- Teache and train them on to how to use the media, what to take and what to ignore. Give awareness about fancy aspects, myths, and superstitions;

- Media promotes what is liked by people rather than what should be liked by people. Have discussions about the limitations and merits of different programmes;

- Motivate them to read more. This means encourage them to use the print media. Make them understand the difference between print media and visual media. Print media allows one to think and reflect, whereas the visual media will not give scope to think;

- Train them to use videos judiciously. Help them to plan the day's programme and guide them to keep aside some time to play games or watch what they want;

- Encourage picking the good aspects of media. Have discussions with adolescents at home and school about how they judge different programmes;

- Train them to watch a movie from an intellectual point of view along with watching it for entertainment. Teache them the procedure of reviewing TV programmes, movies and related aspects;

- Teache them to be careful while reading the print media. Many times, newspapers try to promote a single political party or indoctrinate some thoughts on the reader. Teache them to be critical, rather than passive readers;

- Teache them how to look at advertisements. Advertisements are for propagation and all that we see in advertisements may not be true;

- Teache them to judge the validity of different news items on the media. Make them to read different newspapers and compare; and

- Adolescence is the age of hero worship. Help them to choose good models for their life. Give tips on what to see and identify in a person and follow.

Check Your Progress - 1

List any six points on the positive influence of media on adolescents.

3.3.3.2. Negative Media Influence on Adolescents and Educational Implications

We seem to be drowning in information. But for adolescents, this information overload can be cause for serious concern. The following are the negative social media influences on adolescents.

Facebook depression

Facebook depression is an emotional disturbance associated with social media usage. When a teenager is made to feel inferior to their social media counterparts, they often fall into a depression commonly referred to as 'Facebook depression'. The need to stand out, fit in or be accepted by their Facebook or Twitter friends is what drives users towards this form of emotional disturbance.

Cyberbullying

A cyber bully is the use of social media to communicate false, embarrassing or hostile information to specific users. Among the major effects of social media, cyberbullying is an evil that has become such atypical today. Victims of prolonged cyber-bullying often end up with psychosocial problems like depression, isolation, loneliness, stress, anxiety, low self-esteem, and some even become suicidal. This happens to be more dangerous because of continuous access, permanent traces, and mostly unnoticed by caretakers like parents and teachers.

Problems related to lack of sleep

Adolescents can access media throughout the day and this causes them to be awake during nightand this results in insufficient sleep and causes physical and mental problems.

Addiction to media use

If not handled at an early age, uncontrolled media usage may result in a number of consequences. It affects their performance in schools, communication skills, socialisation, personality development, and many more depending on the type of programmes and activities they get exposed to.

Take care of this situation and see that they do not get addicted. Even here, one cannot give a universal treatment, but try to engage the adolescents in activities in such a way that they do not get attracted by the negative effects of media.

Making violence normal

The amount of violence in television, videogames, and movies today is scary. Adolescents spend several hours every day watching these scenes of gore. Exposure to heavy doses of television violence increases aggressive behaviour, particularly in boys. Violence becomes their reality. Many teenagers are unable to distinguish between reality and fantasy. This makes violence normal for them. The television or newspaper publicity of suicides has led to increased suicide risk among adolescents.

The following groups of children are more vulnerable to violence on television:

- Children from minority and immigrant groups,
- Emotionally disturbed children,
- Children with learning disabilities,
- Children who are abused by their parents, and
- Children in families in distress.

Risky sexual behaviour

Adolescents are just discovering their sexuality. It is normal for them to be interested in everything sexual. But the amount of sex portrayed in the media today can make a teenager confused. Sex without responsibility seems to be the message beamed at teenagers. This can lead to irresponsible sexual behaviour and unwanted pregnancies.

Television exposes children to adult sexual behaviours in ways that present these actions as normal and risk free, sending the message that because these behaviours are frequent, 'everybody does it'. Sex between unmarried partners is shown more often than sex between spouses, while sexually transmitted infections and unwanted pregnancy are rarely mentioned.

Adolescents rank the media as the leading source of information about sex, second only to school sex education programmes. Numerous studies document adolescents' susceptibility to the media's influence on their sexual attitudes, values, and beliefs.

Making everything commercial

Happiness comes at a price. At least that is the message teenagers get through the media. Their life would be perfect if only you would buy them that new game, that latest dress. Advertisers target adolescents to ramp up their revenues. But teenagers fall prey to the ideas of commercialisation of happiness.

The developmental stage of a child plays a role in the effect of commercials. Adolescents do not understand the concept of a sales pitch. They tend to believe what they are told and may even assume that they are deprived if they do not have the advertised products. The average child sees more than 20,000 commercials each year. More than 60% of commercials promote sugared cereals, candy, fatty foods, and toys. Cartoon programmes based on toy products are especially attractive. Advertisements targeting adolescents are profoundly influential, particularly on cigarette and alcohol use.

Obesity

Adolescents spend most of their time in front of the T.V. or computer. Playing outside has become a rarity. Add to that bad eating habits and attraction to fast foods have increased chances of obesity.

Score Low in School

Adolescents who watch too much television have lower scores in exams. Also, such teenagers are not good readers as they spend more time infront of the television. A study reveals that individuals with high degree scores watch less television in their childhood and teenage. Adolescents with televisions in their bedrooms did worse in their academics than those without T.V. in their bedrooms.

Implications for Schools, Teachers, and Parents

- Observe the music, movies, T.V. shows, games, and celebrities that the teenager likes. Once you know what interests him/her, you can spot the pictures and messages that are influencing him.

- It is quite easy for adolescents to watch You Tube videos on mobiles so you may not know what he is watching. Try monitoring your teenager on watching T.V. or the internet and try to negotiate some limits and rules.

- One of the best ways to help adolescents navigate the influences of media is to talk about messages. For instance, if a teenage boy loves a girl, you can talk to him about female friendship, life choices, self-esteem, and sexuality.

- Monitoring your adolescent's choices does not mean you ban him/her from watching media. It is just about making him aware of the negative influences. It is a good idea to limit on how much teenagers should play videogames or watch T.V.

- You should also choose to ban some apps, shows, and games. Explain why you are doing so.

- You can also encourage teenagers to interpret media by putting forward some questions they can ask. Pick out a T.V. adertisement or a magazine and ask the adolescents who is behind it, what is their motivation, how does it make him feel, what does he need from it, and so on.

- You can do the same with the teenagers' role model. Encourage them to ask why does they like that celebrity, do they follow him in real life, what values of the celebrity interest the teenagers, and so on.

- Be aware of these risks and understand their pros and cons in depth. Work with parents and counsellors as a team.

- Try to be familiar with these media platforms. Watch what is happening in those apps that would negatively influence the adolescents.

- Get informed about the drives that attract adolescents and see how far they are safe. Discuss with teens about what they like to know from media and why.

- Establish a good relationship with them.

- Refrain from scolding , using harsh words, comments, ridiculing, etc.

- Be frank without hurting their feelings.

- Plan activities that contribute for their all-round development.

- Take care of multiple interests. One or few activities may not be interesting for all.

- Call persons whom they like and request them to address them. Make them share situations that contributed to their growth. Call people of the community from fields that would prove of interest for adolescents like players, TV artists, dramatists, singers, etc.

- Make doctors, counsellors, and the police talk about topics that would interest adolescents.

Check your progress 2

a) Read the following statements and identity whether they represent positive or negative influence of the media on adolescents. Put a tick mark ($\sqrt{}$) in the respective column.

	Statements	**Positive**	**Negative**
1.	Media inspires adolescents.		
2.	Media leads to distorted body image.		
3.	Television exposes children to adult sexual behaviours.		
4.	Adolescents who watch too much T.V. have lower scores in exams.		
5.	Media helps fine tune motor skills and co-ordination.		

b) List groups of children who are more vulnerable to violence.

1.

2.

3.

4.

5.

3.3.4. Let us Summarise

- Media today has a huge influence on adolescents be it T.V., computer, videogames, or social networking sites. But all is not bad with the media. If used right, it can change lives for good. Media has both positive and negative influence on adolescents.

- The positive influences of media are that it helps in developing awareness, in developing social skills, inspires them, helps in developing fine tune motor skills, and in developing reading and writing skills.

- The negative influences of media are that it leads to distorted body image, makes violence normal, encourages risky sexual behaviour, commercialises everything, increases the chances of obesity, and low score in school.

- Exposure to media is a part of modern life. But we can help an adolescent to identity what is worth and what is not.

3.3.5. Answers to 'Check Your Progress- 1 and 2'

Check Your Progress - 1

Refer to the points discussed in the lesson.

Check Your Progress - 2

a)   1 – Positive, 2 – Negative, 3 – Negative, 4 – Negative, 5 – Positive

 b) • Children from minority and immigrant groups

- Emotionally disturbed children

- Children with learning disabilities

- Children who are abused by their parents

- Children in families in distress

3.3.6. Unit - end Exercises

1. Explain with illustrations the positive influence of media on adolescents.

2. Discuss the negative influences of media on adolescents.

3. Suggest measures to handle media influences on adolescents.

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Block 3 : Adolescence : Issues and Concerns

Unit 4 : Adolescents in Difficult Circumstances

Unit Structure

3.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Identity adolescents in difficult circumstances in society;

- Discuss provisions under the laws to protect adolescents in difficult circumstances;

- Suggest measures to deal with the problems of adolescents in difficult circumstances; and

- Be aware of the educational implications of this situation.

3.4.2. Introduction

Children are in especially difficult circumstances when their basic needs of food, shelter, education, medical care, or protection and security are not met. Such children are at great risk of suffering from malnutrition, disease, and even death. Unless their situation changes, their condition will extend to their children in turn, who may suffer even greater misery and suffering. Disruptive social change underlined by extreme poverty is the principal cause for the growing numbers of children in difficult circumstances in India.

3.1.3. Learning Points and Learning Activities
3.3.3.1. Understanding Adolescents in Difficult Circumstances

"Children in especially difficult circumstances are those children who are for shorter or longer periods in their lives exposed to intense multiple risks to their physical and mental helath. A common characteristic of these children is that they lack proper adult care and protection and that they lead their lives outside mainstream society" [United Nations Economic and Social Commission for Asia and the Pacific-UNESCAP, 2008].

Children in especially difficult circumstances are dealt in educational literature and defined by different organizations. These are described as those children who are for shorter or longer periods in their lives, exposed to intense multiple risks to their physical and mental health. The same description can be applied to Adolescents in difficult circumstances also. These are placed in difficult circumstances and have suffered lack of care for shorter or longer periods, exposed to different types of risks. A common characteristic of these children is that they lack proper adult care and protection and that they lead their lives outside mainstream society.

Various Categories of Children (adolescents) in Difficult Circumstances (CIDS)

A. Place of stay (Shelter)	- Children living in slums - Migrant children - Children of prisoners - Street children
B. Children living in poverty	- Abandoned and homeless children - Begging children - Child labour - Children in severe poverty

C. Children affected by natural calamities / disasters	• Children affected by natural disasters
	• Children affected by violence
	• Children affected by abuse
	• Children in prostitution
	• Children of prostitutes
	• Sexually abused children
	• Sexually exploited children

• Children affected by AIDS

• Children working in hazardous occupations

• Missing and trafficked children

• Children affected by social customs like child marriage

• Juvenile offenders

• Drug addict children

• Children with disability

• Orphan children

• Children born as eunuchs

Adolescents in difficult circumstances may be those who belong to special groups like drug addicts, adolescents with AIDS and adolescents with parents afflicted by AIDS, adolescent prostitutes and children of the same, juvenile delinquents and adolescent victims of crime, street adolescents, neglected juveniles, and adolescents who are physically and mentally challenged. Though the adolescents falling under the above said groups may not be sizeable (approximately 20% of the adolescents), they require special attention, both preventive and rehabilitative.

The causes that place adolescents in difficult circumstances may be multiple and not poverty alone. They may be working in exploitative situations, living away from biological parents or living with adopted families, survivors of armed conflict, sexual abuse/ exploitation, trafficking, and child labour. Problems such as HIV/AIDS further increase the magnitude of the problem globally. The factors that increase the vulnerability among children may be parental illness, poverty, unavailability of services, lack of basic needs such as clothing, food, crowded place of stay, inadequate care taking as well as specific child related issues such as disability, physical and sexual abuses, illness, etc. These may be children affected due to urbanisation that leads to increase in the number of street children.

Difficult circumstances are a very wide term encompassing various problems experienced by children, and many categories of children are described differently by different organisations. A study conducted by NIMHANS revealed 24 kinds of various difficult circumstances among children in the southern states of India (Sekar et al., 2012).

A number of reasons can be attributed to the cause of difficult circumstances. The major difficult circumstances seen among children are due to poor family conditions, social problems, conflicts or socio-cultural factors. Multifaceted problems are reported by children exposed to maltreatment and traumatic experiences such as abuse, neglect, witnessing domestic violence, war, and ethnic cleansing that negatively affects their attachment with the caregiving system.

Difficulties children experience will have an impact on their physical, psychological, and social health. The impact of difficulties on children also depends on the kind of difficulty they are experiencing. This results in them losing their ability for self-regulation and interpersonal relatedness. Lifelong problems are associated with children who experience trauma that extends from childhood through adolescence to adulthood (Cook et al., 2005). Major problems reported by children in difficult circumstances involve violence, psychosocial trauma, and social behavioural problems. Nightmares, sleep disturbances, not playing/mingling with friends, sadness, poor or lack of appetite and withdrawal among younger children, and problems such as poor concentration, anxiety and depression, hopelessness, and aggressive behaviour is seen among older counterparts and adolescents. Certain antisocial behaviours and distorted value systems such as stealing, lying, and deception becomes necessary for some such children for survival. These children experience psychosocial problems such as frequent recall of negative/ violent experiences, anxiety and fear of the future, frustration, anger, depression, loneliness, distrust, sense of fear of being rejected or neglect (UNICEF, 2003). Children from socio-economically disadvantaged families have reported higher risk toward developing childhood psychopathology, emotional and behavioural problems as well as internalising problems (Sawyer et al., 2001), Higher behavioural problem is observed among boys of the age group10 to 16 years who, reportedly, run away from home when confronted with an environment where antisocial problem was reported among higher proportion of children (Khurana, Sharma, Shivananda Jena, Saha, & Ingle, 2004). Children in difficult circumstances often develop certain developmental disorders and emotional problems that manifest as learning difficulty further side-lining them in schools (Kavitha, Sekar, & Raj, 2012).

The high stress experienced by the children manifests as behaviour problems. Lack of parental care and supervision, higher responsibilities of work, unsafe and poor social environment and wrong role models contribute to the behaviour and emotional problems such as hyperactivity, truancy, isolation, irritability, school refusal, disobedience, poor concentration and attention, and appearing fearful.

Children in difficult circumstances experience higher stress that leads to unacceptable behaviour in them. This invites unfavourable responses from parents, friends, teachers, and significant others. Adding to this is the social stigma of discrimination due to caste and cultural practices, poverty, disability, single parent status, etc., that lowers the self-esteem among the children.

Check Your Progress - 1

I. Identify adolescents in difficult circumstances from the given list (put √ mark).

	√	x
1. Street children		
2. Drug addicts		
3. Adolescents with AIDS		
4. Slow learners		
5. Juvenile delinquents		
6. Children of soldiers		
7. Abandoned and homeless children		
8. Adolescents working in factories\sexually abused children		
9. Adolescents in sports		

3.4.3.2. Legal Provisions to Protect Adolescents in Difficult Circumstances and Educational Implications

There are a number of laws that protect adolescents in difficult circumstances. Some of these are:

- A child below the age of 12 cannot be held guilty of a crime, provided it can be proved that the child has not attained sufficient maturity to judge the nature and consequences of his / her conduct (Section 82 – 83 IPC).

- The Indian Penal Code (Section 317) stipulates punishment for exposure and abandonment of children / adolescents.

- Section 361 of the IPC deals with kidnapping from lawful guardianship.

- Issues of kidnapping or maiming of a minor for purpose of begging are covered under Section 363A of the IPC.

- Procurement of minor girls for sexual purposes and rape are covered under Sections 366A, 372, 373, and 376 of the IPC.

- Laying down the legal age at marriage for boys and girls.

  The enforcement and monitoring of the above laws is essential and some modifications of the Indian Penal Code to include new forms of crimes and cheating in the guise of giving employment.

Suggestions to Deal with Problems of Adolescents in Difficult Circumstances

The following suggestions are made to deal with problems of adolescents in difficult circumstances.

- Courses in criminal justice sciences need to be introduced in more universities;

- The police and other law enforcing agencies need to be sensitized to adolescent issues and methods to tackle them;

- Juvenile AIDS centres and adolescent help lines should be set-up on pilot basis in selected cities;

- Police – students liaison programmes can be organised in selected places [e.g., DARE (Drug Abuse Resistance Education), GREAT (Gang Resistance Education Programme), JUMP (Juvenile Mentoring Programme), etc.];

- Strengthening of drug de-addiction centres, making them more adolescents friendly and encouraging NGOs and community-based organisations to run them;

- Organising awareness campaigns regarding drugs, AIDS, sexual abuse, etc. These should target not only the youth, but also their families and the society at large; and

- Sensitive programmes for the development and rehabilitation of adolescents who are physically and mentally challenged, wherein NGOs are often best suited.

Educational Implications

Any intervention to address adolescents must keep in mind the environment in which they live as well as their families and society. Needless to say, a holistic and integrated approach has to be adopted.

School is a social institution, which has the responsibility of giving education to the children in its territory. It is not enough for schools to give education for those who volunteer to receive education, but it should see that all the children in the community get proper education as their right. In this perspective, the school personnel should engage themselves in three major tasks:

- Identify adolescents in difficult circumstances;

- Find the causes and remedies for their problems; and

- Give appropriate education.

- The schools can collaborate with other agencies of the community in all the above tasks. It is important to deal with such adolescents with love and patience, find the cause for their problems and invite people who can help and guide them, and collect monetary resources required to deal with them.

- These students naturally may have some problems in learning also. There may be discrepancies in their level of achievement for many reasons. This may call for compensatory education, additional inputs or an entirely different approach with special considerations based on the type of the difficulties faced by these adolescents.

- The education of such children may require a change in the approach, timings, pace, and mode of learning. The school personnel may have to adapt to such situations to educate them.

- This situation may demand a collaborative effort of schools, government, community, family, and other agencies.

- Dealing with adolescents in difficult situations require more than transaction of content by a teacher and completing the syllabus. It requires personal attention for the individual, an empathetic attitude, love, and more than anything, being aware of the responsibility for striving for the welfare of the society with an inclusive attitude. Schools should work with an inclusive philosophy and global welfare. More than mastery over the content, this situation requires special skills to cater to the emotional, social, and personal needs of the students.

- Each member of the school should be ready to deal with the situation and prepare such students to be functional members of society.

- Approaches like collaborative learning, individualised instruction, social learning, and special interventions may work. However, the choice of approach/approaches depend upon the nature of the individual problem. But a teacher blessed with

deep observation, empathy, love, concern, and creativity will definitely contribute for bringing desirable changes in the situation.

Check Your Progress - 2

II. Match the following

A	B
1 IPC Section 82 – 83	a. Punishment for exposure and abandonment of children / adolescents
2 IPC Section 363A	b. Procurement of girls for sexual purposes and rape
3 IPC Sections 372, 373, and 376	c. Kidnapping of a minor for purpose of begging
4 IPC Section 317	d. Child below the age of 12 cannot be held guilty of a crime

3.4.4. Let us Summarise

- Adolescents in difficult circumstances belong to special groups like drug addicts, adolescents with AIDS, adolescent prostitutes, juvenile delinquents, adolescent victims of crime, street adolescents, neglected juveniles, and adolescents who are physically and mentally challenged.

- Some of the provisions under law that protect adolescents in difficult circumstances are IPC Sections 82 - 83, 317, 361, 363A, 366A, 372, 373, and 376.

- Some of the suggestions to deal with problems of adolescents in difficult circumstances are: Starting courses in criminal justice sciences, police and other law enforcing agencies need to be sensitised, Juvenile AIDS centres and adolescent helplines could be set- up, police- students liaison programmes to be organised, strengthening of de-addiction centres, organising awareness camps, etc.

3.4.5. Answers to 'Check Your Progress -1 and 2'

Check Your Progress -1

1 - √, 2 - √, 3 - √, 4 – x, 5 - √, 6 – x, 7 - √, 8 - x, 9 - x

Check Your Progress -2

    1 -   (d)

    2-   (c)

    3-   (b)

    4   -(a)

3.4.6. Unit - end Exercises

1. Explain the various categories of adolescents in difficult circumstances

2. Explain the provisions under the Indian Penal Code to protect adolescents in difficult circumstances.

3. Discuss in brief measures to deal with the problems of adolescents in difficult circumstances and their educational implications.

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Block 3 : Adolescence: Issues and Concerns

Unit 5 : Problems of Adjustment, Understanding of Emotional Disturbance and Risk Behaviour, Identity Crisis, Parent -Child Conflict, Drug Addiction and Abuse.

Unit Structure

3.5.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Understand the causes and correlation of problems in adjustment among adolescents;

- Explain the ways in which adolescents cope with the problems;

- List the behavioural symptoms of emotional disturbances among adolescents;

- Define identity crisis in his / her own words;

- Identify the causes of identity crisis;

- Explain how to deal with the identity crisis of adolescents;

- Give reasons for parent – child conflict in adolescence;

- Suggest measures to assist parent – child relations in adolescence;

- List the causes for drug addiction among teenagers; and

- Suggest measures to solve the problems due to drug addiction.

3.5.2. Introduction

Adolescence is a time of great change in a person's life. In order to deal with the stress of development, teenagers can either change their behaviours in a positive way, a process called adjustment or in a negative way, which leads to maladaptive behaviours.

When the developmental stage of adolescence is described as a stage of turbulence, a period of 'Storm and stress', of emotional instability, and a problem age, exploring the truth behind such statements generates interest. The complex and dynamic nature of current social context is posing greater challenges, which further justifies the need to take a closer look into the world of adolescence as well as understanding the manner in which they face various challenges.

3.5.3. Learning Points and Learning Activities

3.5.3.1. Problems of Adjustment in Adolescence

Adolescence is a period in an individual's life between childhood and adulthood. It is a period of human development, during which a young person moves from dependency to independence, from being part of a family group to being part of a peer group, and to standing alone as an adult in the years to come. The lengthy transition states, which may last a decade or more, is a distinctive period in which a youngster is no longer a child nor fully adult, but partakes some of the challenges, privileges, and expectations of both epochs. Traditional views present the period of adolescents almost synonymously with the concept of storm and stress.

Anna Freud, stated that "every step forward in growth and maturity brings with it

not only new gains but also new problems", and conceived this period as "developmental disturbance" with characteristics of internal conflict, psychic disequilibrium and erratic behaviour, and associated sexual maturation as the source of this turmoil. However, some degree of anxiety and the experience of tension are likely to be related to the need to cope with maturational changes and to develop rapidly a new range of capabilities, particularly since there are no clear rules on how to progress to adulthood or to decide when this process is complete.

Causes and Correlations of Problems (Stress) among Adolescents

Changing body and appearance

The physical self is a major concern in adolescence compared with any other period of life because new sensations, features, and body proportions start emerging. Adolescence begins with the well- defined maturation event called puberty. Although this is a normal maturation process, it is can cause difficulties for the individual,especially if a young person is precocious in puberty or if puberty is significantly delayed. Experts in the field suggest that because of those dramatic body changes, the adolescent body becomes an important symbol in itself in which the adolescent invests emotions of security, self- worth, and competence. The adolescent's body is also a representation of the adolescent's self. Hence, not surprisingly, teenagers spend great time, energy, and money trying to make their appearance conform to some perceived ideal. Many adolescents become anxious about their appearance if their development does not proceed at the same rate as that of their peers.

The stressful change hypothesis implies that the effects of pubertal transition are both immediate and transient, making individual adaptation particularly difficult during times when the biological change is most rapid. These is strong evidence that early physical maturation is significantly associated with elevated stressful symptoms among girls. Adolescent girls tend to be even more concerned about their physical development than boysbecause for girls their outward appearance and their inner self- image are often more closely bound together than for males. The role of media cannot be ignored in this context as it is here that adolescents find ideals to admire and emulate. Girls aspire to be very slim and shapely, while boys want to be tall and muscular, as that is what they perceive as being projected in the media.

Challenges within the family

Family environment and related factors also have the potential of causing problems (stress) for adolescents. This primarily includes the family's style of

functioning. Some families are very rigid and others laissez-faire, some families are very enmeshed and others are disengaged. Depending on the forms of functioning adopted, different families present different conditions, rules and expectations regarding behaviour and autonomy. Dealing and adapting to these is often a challenging job for adolescents.

Parenting style is another important factor related to adolescent stress. If parenting style is the one that inhibits change and tries to maintain the same structure that was applied when the adolescent was a child, then the adolescent will struggle to make the changes that are required to move towards adulthood. Parental communication styles are very important. It has been emphasised that the differences of opinion between parents and their son or daughter may lead to inner conflicts on the part of the young person. As dependence on parents becomes less acceptable to adolescents, they turn increasingly to peers for companionship, advice, support, and intimacy. With adolescence, the communicative, supportive, and intimate aspects of friendship take on increased importance.

When the adolescent's talents are nurtured and the best of educational and occupational opportunities are provided, the whole family takes pride in his/her achievements. Yet, if the youngster takes a step contrary to the family's expectations, it may be seen as a selfish move, and such conflicting and contrasting characteristics of the adolescent's family may often pose a dilemma for the adolescent adding to the amount of stress. Problems are also faced by adolescents who growup in a society where their own family cultural background differs from the major cultural influences of their environment and can lead to conflicts in culturally determined social and moral values and exposure to conflicting beliefs, attitudes, and behaviours.

Beyond the family: Peers, School, and others

Educational problems loom large in the lives of adolescents. Problems relating to school failure, study habits, pupil – teacher relationship, and the like apparently appear in the lives of many high school boys and girls. According to Psychologists, these stresses are likely to be intensified when there is conflict with parents. Education environment may sometimes be stressful for adolescents as the students have little power and authority, both being issues that are very adverse. In response to particular stresses, some adolescents either refuse to go to school or become truant. Difficult family relationships have often been cited as the underlying cause for school refusal.

Achievement in school in equated with future successes in life, and adolescents are under constant stress to perform well. Sometimes their leisure time activities may be curtailed to increase their study hours. Researchers have found signs of academic stress, and competitive individualism based on achievement among Indian students. Also, scholastic underachievement has been found to be inversely related to mental health, highlighting the importance accorded to school success by both teachers and parents. Education of children from middle social class is prioritised as a prime goal for both sexes by parents and is clearly seen as a pathway to success in life, while for lower class it is associated with assuming family responsibilities.

Making friends and maintaining lifelong ties is a natural phenomenon, more so during the turbulent years of adolescence. Peer group assumes greater importance, owing to the greater degree of acceptance it gives and the amount of time spent in the company of peers. Adolescents who do not find minimal degree of acceptance at this time in their lives are likely to suffer lasting consequences of isolation, low self- esteem, and stress. Peer group is important during adolescence, as motivation for conformity to the values, customs, and fashions of peer culture increases during this time. A great deal of emphasis is placed on social acceptance, i.e., finding a group of associates with whom the youth best achieves self- confidence.

Relationship with the opposite sex

Adolescents continually face issues, which are likely to be stressful for them concerning changes in relationships. As the adolescent matures, relationship with parents, siblings, peers, and those in position of authority all undergo change. Adolescence sees the epochal development of experiencing sexual attraction towards others and it is natural for adolescents to be attracted to peers of the opposite sex. However, these relationships may well be temporary, unstable, and vulnerable because adolescents are in a stage of exploration and experimentation.

In India, heterosexual interactions are generally discouraged, especially once the girl is near puberty. This applies even to interactions between father and daughter, brother and sister, and among cousins of the opposite sex. These is tremendous amount of stress encountered by adolescents when they are required to deal with the most frequent questions of personal intimacy, the significance of boy and girl relationships, and how to achieve satisfactory relationship with the opposite sex.

Issue of identity and looking towards future

The other major psychological challenges for a young person with regard to a central feature of adolescence involve the formation of a new identity. The adolescent

is no longer a child as a new person is emerging. The young person is in a continuous struggle with the greatest of all issues 'Searching for the meaning and purpose of life'.

The identity of girls is submerged in prescribed roles, clear-cut and limited aspirations (to be a good daughter- in- law and wife), selflessness, and the network of relationships. This may increase undue stress and may be damaging to some girls' self-esteem. Similarly, the ideas that teenage boys have about being an adult male can be psychologically destructive when they try to live up to them. Another major challenge of adolescents is concerned with the need to find their place in society and to gain a sense of fitting in that place. Rogers (1977) emphasised that the combined expectations of society, parents and peers, together with newly acquired physiological, psychological and cognitive challenges, are often stressful and challenge the adolescent to make changes in social behaviour.

Preparation for the future is another important task. Adolescents begin to feel the pressure of having to state what they want to be by the time they reach the end of schooling. In fact, they have to make academic decisions at school that would, more or less, seal their future course of education and career, particularly in the urban context. Selection of vocation is another big dilemma and a lot of time is spent and anxiety faced in weighing the advantages and disadvantages of several attractive vocations.

How do adolescents cope? (Dealing with stressors)

Adolescents react to problems (stress) in much the same way as adults. Common reactions may be excitement, fear, anxiety, sadness, and so on. Some adolescents withdraw from others, some lash out, and some actively seek the comfort of others. There are two major ways to cope with stress. One of the ways is problem solving that involves trying to deal with the problem by changing the situation or getting rid of the problem. Another way of handling stress is based on handling emotions, thoughts, and feelings caused by the problem. Adolescents use both methods, and both can be effective depending on what the problem is and when it started. Managing emotions can be very helpful in the early stages of coping with a problem.

Coping is also affected by the social support available to the individual and it is widely accepted that high levels of such support assists in the coping process. If parents are available to offer information and assistance in a non-judgmental manner, this is supportive in itself. On the other hand, where support from parents is limited, one might expect to see the use of more dysfunctional coping strategies (tension

reduction strategies such as drug and alcohol use as well as increased self- blame). Peers too play a key role in providing social support where stress in concerned.

Importance of counselling for adolescents

The most effective way for individuals to deal with stress is to deal with the emotional and psychological outcomes as soon as possible after a stressful event has occurred. Adolescents generally draw on strategies and resources within themselves or seek the aid of peers, parents, or significant others to deal with their problems. Help from counsellors at this juncture is most effective, especially if offered at the earliest.

Friends and relatives provide a type of counselling as do academic advisers, teachers, and many others. Counselling is any relationship in which one person is helping another person to better understand and solve given problem. It helps a person to explore his/her strengths, weaknesses, feelings, and thoughts.

Counselling is especially essential during the years of adolescence and youth, as these are the periods of life associated with ambiguity about oneself, one's relationships, changing roles, and the future.

Check Your Progress- 1

Read the statements carefully. Identity whether the statements are True or False based on what you have understood. Mark T or F in front of the respective statement.

1. Adolescent girls tend to be more concerned about their physical development than boys.

2. Parenting style is not an important factor related to adolescent stress.

3. Adolescents are under constant stress to perform well in school and college.

4. In India, heterosexual interactions are generally encouraged.

5. Preparation for the future is another important task of adolescents.

6. Counselling is essential during the years of adolescence.

3.5.3.2. Understanding Emotional Disturbance and Risk Behaviour

Adolescence is the age between childhood and adulthood. Adolescents are often confused about their role and are torn between their responsibilities as growing adults and their desires as children.

- Adolescents tend to feel overly emotional because hormones affect teenagers not only physically but also emotionally. Just about anything and everything can make them happy, excited, mad or angry.

- Adolescent girls are vulnerable to crying.

- Mood swings are common among teenage boys and girls.

- Bodily changes result in self-consciousness.

- Children who hit puberty early may even feel weird (peculiar).

- Feelings of inferiority or superiority may arise at this time.

- Adolescence is the age when sexual feelings arise in youngsters; feelings and thoughts about sex can trigger a sense of guilt.

- Overwhelming emotions can lead to impulsive behaviour, which can be harmful to child as well as others. Mostly, it is just teen behaviour that will last as long as their adolescence.

- Adolescence is the time when children develop and exercise their independence. This can give rise to questioning the parent's rules (seen as argumentative) and standing up for what they believe is right (seen as stubbornness).

- The raging hormones in teenage boys can even push them to get into physical confrontations. They would also want to listen to loud music.

- As a part of their new found independence, adolescents may also want to try new things and take risks resulting in careless behaviour.

- Sometimes, peer pressure and the need to 'fit in' can make them behave in a certain way or develop certain habits that are hard to break.

- Teenagers' dressing, hairstyle, and sense of fashion also change mostly to something that you may not approve of.

- The most troubling behaviour is perhaps adolescents hanging out with problem kids and adapting to a dangerous lifestyle.

- Lying is one of the common teen behavioural issues; teens may lie to avoid confrontations with parents or teachers or out of fear.

One of the major threats for adolescent's health and well- being is risk behaviour. The negative effects of risk behaviours are currently well- known. They lead to personal, social, and economic problems, and are associated with mortality, mainly through accidents, violence, and crime. Several factors are associated with risk

behaviours. Negative life events are one of the factors, that could promote the involvement in risk behaviours. Nevertheless, there factors like emotional and social competencies that are important resources for well- being in adolescence. Adolescents with this kind of competencies present a greater capacity to adapt to different situations and deal with adversity.

Negative life events and some personal and social competencies such as cooperation and communication, empathy, self- awareness, and self- efficacy are associated with risk behaviours. Adolescents that present higher levels of negative life events or lower levels of these competencies present higher levels of disruptive behaviour. The promotion of social and emotional competencies is an important issue in intervention with adolescents.

A sizable population of the adolescents need support in coping with emotional and behavioural problems,although many children of families with problems may be normal. Knowledge of the family environment and problems in the adolescents identifies the adolescent family that may need attention. It indicates the need for a multipronged intervention to prevent these problems in adolescents. School- based mental health services can handle the problem in most effective way by providing help to the sufferers at the earliest. It also seems imperative to have the post of a counsellor in every school. A community intervention for addiction may also be required and the school can become the base using innovative programmes like student drama club, street plays, etc., thus, educating the family as well as the school children against addiction.

Check your progress 2

Match the sentence of List 'A' with List 'B'

List 'A'	List 'B'
1 Hormonal changes	a. Questioning the parent's rules
2 Feeling of independence	b. To get recognition and approval by peer group
3 Teenager's dressing, hairstyle, and sense of fashion	c. To avoid confrontation
4 Lying	d. Feeling of inferiority
	e. Feeling overly emotional

3.5.3.3. Identity Crisis during Adolescence

The period during which adolescents develop a sense of identity is a challenging stage. Adolescents going through the stage describe it as the years of discovery or finding themselves. During this period, many adolescents embrace change and identify a goal orplan for the next stages of their lives. For some teenagers, this stage becomes a struggle, as they have difficulty understanding the changes their bodies are going through or have not achieved the sense of self- identity they need to move forward. This is known as identity crisis.

Definition

Identity crisis is a period of uncertainty and confusion in which a person's sense of identity becomes insecure, typically due to change in their expected aims or role in society.

Causes of identity crisis

There are various causes of identity crisis, including improper upbringing, lack of affirmation, and unpleasant past experiences. Other factors that lead to identity crisis include stress, troubles and societal demands, lack of ideologies and values, experimenting roles, and being a leader may also cause identity crisis.

Identity crisis refers to the failure to attain ego identity during adolescence. It is a state of an individual not believing himself. A person experiencing identity crisis has a feeling of not knowing his real self. Identity crisis is one of the most important conflicts that individuals experience during development. It occurs during cohesion or role confusion stages of psychosocial development. During the adolescent stage, people undergo physical growth, sexual maturation, and internalisation of ideas about how others view and think of them.

The way a child is raised largely influences the way he lives in adulthood. People who never experienced love during their childhood may hardly express love to others in adulthood. Families have an obligation to create a favourable environment for their children, show them love, and provide for their needs. As children are growing up, they need to hear some words of encouragement that help them to believe in themselves. When they do not hear such words, they tend to withdraw, and eventually experience identity crisis. Additionally, traumatic past experiences may torment an individual and cause him to lose confidence.

By understanding the adolescent identity crisis, it is possible to help a teenager through this difficult stage.

Identity crisis of children adopted or displaced

Understand the identity crisis among adolescents who have been displaced or experienced some kind of trauma. Adopted adolescents experience loss and grief as they transition into families they are not familiar with. Adopted persons' questions about identity often occur during adolescence. The task of identity development during adolescence is often more difficult for the adopted teenager because of the additional adoption issues.

Adolescents' search for identity

Look closely at the family unit. Adolescents struggle with finding a unique identity when they are among other siblings. According to psychologist Stephen A. Johnson, "If the first child for example decides to be a serious intellectual, the second may seek individuality by becoming a jokester, seeing these two places already taken, the third child may choose to be an athlete". Each child will look for individuality in their search for identity. When a child cannot find his own identity, an identity crisis will manifest.

How to help Adolescents experiencing Identity crisis?
Explain traditions and cultural backgrounds

Provide a platform for identity growth by helping the teenager understand who she / he is and her / his culture. Many adolescents follow family traditions and religious ceremonies without fully understanding why they do them or what they stand for.

Recognise the adolescent's reaction to failure

Provide encouragement and security for the adolescent, especially when something has failed. The response to failure in some adolescents is anger toward family, political leaders or religious organisation. Some adolescents who are in crisis may become social dropouts or turn to drugs and alcohol to deny that the problem exists.

Talk to your adolescent

Communicate with teenager and be available for open discussion when needed. An adolescent with an identity crisis can be an open book waiting to be written by outside influences or guided by someone who loves and cares for him. Helping an adolescent through this stage will build future bonds and strengthen the family unit.

Understand the rebellion stage

Identify rebellious behaviour as your adolescents struggle for uniqueness. Rebellion is outward frustration and a plea for attention by the adolescent in an

identity crisis; understand that the adolescent's rejection of family, school, and society is usually temporary. Often the rebellious behaviour is found to be useless and quickly goes away.

Check your progress 3

Identify the causes of identity crisis from the following and mark with (√) and if not, mark it as (x)

	√	X
1. Improper upbringing		
2. Stress of adolescents		
3. Good study habits		
4. Troubles and societal demands		
5. Social maturity		
6. Lack of ideologies and values		
7. Emotional maturity		
8. Experimental roles and being a leader		

3.5.3.4. Parent – Child Conflict in Adolescence

Parent – Child conflict increases as children move into adolescence. Although this trend is not inevitable, it is common and can be quite distressing for parents and adolescents. Both can feel baffled about what happened to the family harmony. Adolescents may see their parents as having turned harsh, controlling, and irrational. Parents may wonder why their formerly co-operative and responsible children now seem hostile and destructive. These perspectives often feed on one another, increasing misunderstanding on both sides. Many parents and adolescents report a decrease in closeness during this time.

In most families, conflict is more likely to be about clothing, music, and leisure time than about more serious matters such as religion and core values. Family conflict is rarely about major issues as adolescent's drug use and delinquency. Nevertheless, it has been estimated that roughly 20 percent of parents and adolescents engage in intense, prolonged, and unhealthy conflict. In its most serious form, this highly stressful environment is associated with a number of negative outcomes, including juvenile delinquency, moving away from home, increased school dropout rates, unplanned pregnancy, membership in religious cults, and drug abuse. In general, conflict in early

adolescence reaches its height in mid- adolescence (ages 14 – 16), and declines in late adolescence (ages 17 – 19).

Many of the changes that define adolescence can lead to conflict in parent – adolescent relationships. Adolescents gain an increased capacity for logical reasoning, which leads them to demand reasons for things they previously accepted without question and the chance to argue the other side. Their growing critical thinking skills make them less likely to conform to parents' wishes the way they did in childhood. Their increasing cognitive sophistication and sense of idealism may compel them to point out logical flaws and inconsistencies in parents' positions and actions.

Adolescents no longer accept their parents as unquestioned authorities. They recognise that other opinions also have merit and they are learning how to form and state their opinions. Adolescents also tend toward egocentrism, and may, as a result be ultrasensitive to a parent's casual remarks.

The dramatic changes of puberty and adolescence may make it difficult for parents to rely on their children's pre - adolescent behaviour to predict future behaviour. For example, adolescent children who were compliant in the past may become less willing to co-operate without what they feel is a satisfactory explanation. Parents, accurately perceiving that children are behaving differently than in late childhood, may take this behaviour in their adolescent children as resistant and oppositional. They may then respond to this perceived lack of co-operation with increasing pressure for future compliance, which adolescents experience as a reduction in their autonomy, just when they want more.

Changes in adolescents' environments outside the family may also bring new stresses back home. The transition from elementary to middle school and then from middle to high school can be stressful even when it is eagerly awaited. Young people move from a social setting in which they are the oldest and most competent to one in which they are physically the smallest, the least experienced, the lowest status, and have the fewest privileges. They have to master a new set of academic expectations and social arrangements. The growing importance of peers and the emergence of romantic attachments introduce a whole new set of potential stressors, including some that lead back to parents.

Although not necessarily the cause of adolescent-parent conflict, adolescents' relationships with their parents are certainly affected by parenting style. Dozens of studies have indicated that children whose parents are authoritative, warm, and firm demonstrated higher levels of social competence and maturity than children who had

been raised by permissive, neglectful or indifferent parents. Authoritative parenting, which is the combination of consistent parental responsiveness and demandingness, has been linked by many studies with positive emotional adjustment, higher school performance, and overall maturity in childhood and adolescence. In contrast, parents whose style is not authoritative may encounter new difficulties when their children enter adolescence.

One under-appreciated dimension of parent-child relation in adolescence is that parental changes can contribute greatly to the dynamic. Certainly adolescents change greatly as they make the transition from childhood to adulthood, but their parents also change both in responses to their children and in response to challenges in their own lives. In one study, 40 percent of parents of adolescent children reported two or more of the following difficulties during a child's transition to adolescence such as lowered self-esteem, decreased life satisfaction, increased depression, increased anxiety, and more frequent negative thoughts about middle age. The parents of adolescents are usually in midlife, when they face the prospect that their future lives may not get a lot better than the present. Just as their children are busting with idealism, they may feel increasingly pessimistic. Similarly, middle age can bring declines in physical vigour and attractiveness, which can seem all the harder to bear when one's children are blooming. A couple that has worked together effectively to raise children may find their relationship strained by the new demands of parenting adolescents.

In order to assist with parent – child relation in adolescence, researcher Steinberg recommends the following. First, in order to further understand their child's behaviour, parents should obtain basic information about the developmental changes of adolescence. Second, in order to adopt to their changing needs, parents should have basic information about effective parenting during the adolescent years. For example, research has determined that although authoritative parenting styles are effective both in childhood and adolescence, there is an added dimension of "Psychological autonomy granting" that is crucial in adolescence, that is, the extent to which parents permit adolescent sons and daughters to develop their own opinions and beliefs. The opposite of psychological autonomy granting, namely, psychological control can become intrusive or over protective.

Third, in addition to understand how their adolescent children are changing, parents need to understand how they and their family are changing. With the goal of providing parents of adolescents with this type of information, it would be wise to develop a large-scale public health campaign to educate parents of adolescents, as has been done for parents of new born babies.

Check your progress 4

Identify the negative outcomes of parent- child conflict in adolescence from the given responses. Mark it is as (√) and if not a negative outcome, mark is as (x).

Outcomes of Parent – Child Conflict	√	X
1. Juvenile delinquency		
2. Moving away from home		
3. High self- esteem		
4. School dropouts		
5. Social competence and maturity		
6. Drug abuse		
7. Increased depression		
8. Increased life satisfaction		

3.5.3.5. Drug Addiction and Abuse (Substance Use and Abuse)

Drug addiction is defined as a chronic, relapsing brain disease that is characterised by compulsive drug seeking and use, despite harmful consequences. It is considered a brain disease because drugs change the brain; they change its structure and how it works. These brain changes can be long lasting and can lead to much harmful and often self-destructive behaviour.

Teenagers are vulnerable and can be easily swayed. Substance abuse is one of the biggest problems that parents of adolescents around the world have to deal with.

- Peer pressure is one of the significant factors that drive adolescents to take up smoking and drinking or to take drugs.

- The tendency to take risk encourages most teens to try smoking or drinking even before they are of legal age.

- What may start as a 'thrill', can become a habit, if it remains unchecked.

- If there is somebody who smokes or drinks at home, they can become that teenager's role models.

- Poor self-esteem and the need to be 'Cool' can push adolescents to smoke or drink or to take drugs.

- Easy access to substances like cigarettes, alcohol, drugs, and anabolic steroids may increase temptation to try illicit substances.

- Adolescents with a history of physical and / or sexual abuse are more likely to be diagnosed with substance use disorders. Many other risk factors, including genetic vulnerability, prenatal exposure to alcohol or drugs, lack of parental supervision or monitoring, and association with drug using peers also play an important role.

Some of the factors that may place teen at risk for developing drug problems include –

- Insufficient parental supervision and monitoring;

- Lack of communication and interaction between parents and children;

- Poorly defined and poorly communicated rules and expectations against drug use;

- Inconsistent and excessively severe discipline;

- Family conflict; and

- Favourable parental attitudes toward adolescent alcohol and drug use and parental alcoholism and drug use.

Measures to solve the problem

- Keep an eye on the child's behaviour. Look for erratic behaviour and change in his or her appetite, sleep patterns and moods.

- Do not spy on them or accuse them of any wrong doing. Encourage them to talk and be honest. Tell them what your concerns are and discuss the problem with them.

- If the child is not willing to talk to you, the doctors can ask confidential questions to know if they are abusing any substances. Avoid going for a drug test, as that may come across as confrontational and threaten the kid.

- If necessary, get your adolescent the appropriate treatment.

If a parent believes his or her child may be drinking or using drugs, here are some things to watch for –

- Physical evidence of drugs and drug paraphernalia;

- Behaviour problems and poor grades in school;

- Emotional distancing, isolation, depression or fatigue;

- Change in friendships or extreme influence by peers;

- Hostility, irritability, or change in level of co-operation around the house;

- Lying or increased evasiveness about after school or weekend whereabouts;

- Decrease in interest in personal appearance;

- Physical changes such as bloodshot eyes, runny nose, frequent sore throats, rapid weight loss;

- Changes in mood, eating or sleeping patterns; and

- Dizziness and memory problems.

Treatment for drug addiction and abuse

- Certain forms of family therapy are the most effective treatments for drug problems.

- A qualified family therapist can evaluate and assess a teen's substance abuse problem and will then provide appropriate treatment for the adolescent.

- Outpatient therapy or therapy in a residential treatment facility.

- Therapy will focus on a number of important life areas of the teen, in addition to his or her relationships with parents. It is essential for parents to be involved in the teen's treatment.

- Relationships are a critical ingredient to combat a teen's drug problems.

Check YourProgress - 5

Read the following statements and find out the behavioural symptoms of drug addicts. Say whether you agree or disagree with the statements.

Statements	Agree	Disagree
1. Emotional distancing, isolation and depression		
2. Increase in interest in personal appearance		
3. Changes in mood, eating or steeping patterns		
4. Dizziness and memory problems		
5. Socialisation and maturity		
6. Good grades in school		
7. Extreme influence by peers		
8. Hostility and irritability		

3.5.4. Let us Summarise

- The causes of problems of adjustment in adolescence are changing body and appearance, challenges within the family and beyond the family such as peers, school and others, relationship with opposite sex, the issue of identity, and looking towards the future.

- Measures to deal with adolescent problems of adjustment include coping techniques and counselling.

- Adolescents tend to feel overly emotional because hormones affect teenagers not only physically, but also emotionally. Just about anything and everything can make them happy, excited, mad or angry.

- One of the major threats for adolescent's health and well-being is risk behaviour. The negative effects of risk behaviours are currently well- known. They lead to personal, social, and economic problems, and are associated with mortality mainly through accidents, violence, and crime.

- Identity crisis is a period of uncertainty and confusion in which a person's sense of identity becomes insecure, typically due to a change in their expected aims or role in society.

- The major causes of identity crisis are improper upbringing, lack of affirmation and unpleasant past experiences, stress, troubles and societal demands, lack of ideologies and values, experimenting roles, and being a leader.

- Parent – Child conflict increases as children move into adolescence. Although this trend is not inevitable, it is common and can be quite distressing for parents and adolescents. Adolescents may see their parents as having turned harsh, controlling, and irrational. Parents may wonder why their formerly co-operative and responsible children now seen hostile and destructive.

- Teenagers are vulnerable and can be easily swayed. Substance abuse is one of the biggest problems that parents of adolescents around the world have to deal with. Some of the causes of drug addiction are peer pressure, tendency to take risk, poor self- esteem, wrong role models, insufficient parental supervision and monitoring, etc.

3.5.5. Answers to 'Check your progress 1, 2, 3, 4, and 5'

Check Your Progress -1

1 – True, 2 – False, 3 – True, 4 – False, 5 – True, 6 – True

Check Your Progress - 2

1 – (e), 2 – (a), 3 – (b), 4 – (c)

Check Your Progress - 3

1 – √, 2 – √, 3 – x, 4 – √, 5 – x, 6 – √, 7 – x, 8 - √

Check Your Progress - 4

1 – √, 2 – √, 3 – x, 4 –√, 5 – x, 6 – √, 7 – √, 8 – x

Check Your Progress - 5

1 – Agree, 2 – Disagree, 3 – Agree, 4 – Agree, 5 – Disagree, 6 – Disagree,

7 – Agree, 8 – Agree

3.5.6. Unit End Exercises

1. Explain the important causes of problems of adjustment among adolescents.

2. Discuss emotional disturbances among adolescents.

3. Define identity crisis and explain the causes of identity crisis in adolescence.

4. Analyse the causes for parent – child conflict during adolescence.

5. What measures are suggested to assist with parent – child relations in adolescence?

6. Define drug addiction and mention the behavioural symptoms of drug addicts.

7. What are the important causes for drug addiction in adolescence?

8. Suggest measures to solve the problem of drug addiction among adolescents.

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Block 3 – Adolescence: Issues and Concerns

Unit6 - Health Awareness in Adolescence: Personal Hygiene, Nutrition, and Disease Prevention and Control

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Structure

3.6.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- List practices that help adolescents to stay healthy;

- Suggest measures to maintain personal hygiene;

- Describe the importance of nutrition during adolescence;

- List major components of food essential during adolescence;

- Explain the factors influencing nutrition in adolescents;

- Define balanced diet;

- Explain health problems during adolescence; and

- Discuss the adolescent healthcare programmes in India.

3.6.2 Introduction

Adolescents are particularly vulnerable to many health issues. Studies in Indian literature have documented low health awareness and many health related issues in adolescents. A number of health-related behaviours and conditions begin in adolescence affect health, both at the time and in later years. Some of these behaviours lead to major causes of mortality and morbidity among adolescents such as suicide attempts, injuries and risks associated with unprotected sexual behaviour, or to conditions such as underweight and other nutrition deficiencies. Other behaviours begun in adolescence contribute to adult non- communicable diseases, including conditions related to tobacco or alcohol use and overweight or obesity. In the WHO global consultation, adolescents said that they have a variety of reasons for adopting these unhealthy behaviours such as enjoying the behaviour, having formed a habit that is now difficult to break, and peer pressure.

3.6.3. Learning Points and Learning Activities

3.6.3.1. Personal Hygiene

Personal hygiene can be defined as an act of maintaining cleanliness and grooming of the external body. Maintaining good personal hygiene consists of bathing, washing your hands, brushing teeth, and sporting clean clothing. Additionally, it is also about making safe and hygienic decision when you are around others.

Personal hygiene involves practices performed by an individual to care for one's bodily health and well- being through cleanliness. Conversely, adolescents' behaviour can play a positive role in their health and development. Behaviours such as healthy eating and adequate physical activity may prevent health problems.

Personal hygiene entails more than just being clean. It includes many practices that help people be, and stay healthy. Many of the health problems that adolescents face are linked to their activities and habits. Adolescents are active during play, exploring the world, carrying out science experiments, etc. at home and in school. These activities bring them in contact with dirt, germs, and chemicals. They need to be aware of the harm that these can cause and how simple measures like washing hands repeatedly can help prevent (sometimes fatal) diseases like typhoid, cholera, worm infestation, etc., from spreading. The risk of diarrhoeal infection that causes one child death every 30 seconds globally can be reduced by 47 percent by the simple process of washing hands with soap.

Developing good habits related to sleep cycle, nutrition, and cleanliness are also likely to positively impact their academic performance. Adolescents also need to

know how to take care of their evolving and changing bodies. Bathing daily, use of a proper soap, maintaining dental and oral hygiene, care of the eyes and ears, and grooming are some of the activities that adolescents need to carry out. Both girls and boys need to be aware and practice hygiene measures to promote personal hygiene too. Many adolescents have myths and misconceptions regarding personal hygiene. These may contribute to their ill heath in many ways. Evidence suggests that adolescents, if they maintain personal hygiene, are less predisposed to skin infections and other communicable diseases. Thus, the habits picked up in childhood and adolescence has long- term impact on their health as adults too. Thus adolescents, many of them from vulnerable backgrounds, need appropriate information and skills to remain disease free and maintain personal hygiene. This will not only preserve their present health, but also will protect them in the future and is likely to reduce deaths. When adolescents follow the rules of good personal hygiene and living habits, they not only help themselves, but also help others. By keeping clean, students will not spread germs to others. Thus, the cycle of transmission of diseases causing organisms can be broken by utilising such simple measures. Students set a good example when they get a good night's sleep, have a proper breakfast, take good care of their teeth, exercise, bathe, and eat healthy foods regularly. The world 'habit' is defined as "regularly repeated behaviour pattern". By learning the habits of good personal hygiene, students will be able to benefit in the ways suggested above. Infact, good habits learnt in adolescence are the foundation for a healthy adult life. The classroom is the right place where good hygienic practices are reinforced for promoting the health of adolescents.

3.6.3.1. Check Your Progress - 1

Identity whether the following statements are a fact or a myth. Mark feets with (√) mark.

Statements on Personal Hygiene	Fact	Myth
1. Killing germs by washing your hands will lower your immunity.		
2. Bad breath is not necessarily caused by poor oral hygiene.		
3. Having good germs will protect you from bad germs.		
4. Hand sanitisers are best for killing germs.		
5. Soap kills germs.		
6. You should wash your hair everyday.		
7. You can get STDs from a public toilet.		
8. You brush your teeth just to keep them clean.		

3.6.2. Nutritional Awareness among Adolescents

Nutrition is the science that interprets the interaction between nutrients and the relation with growth, reproduction, health, etc. It also involves the intake of food, its absorption, and its use in the body. In today's fast moving world where one depends on fast food, the awareness of proper nutrition and its significance remains very important as one's health depends on it. As old habits die hard, it is necessary for adolescents to have proper intake of nutritional food as this habit continues into adulthood.

Adolescence is the transitional phase of life from childhood to adulthood, during which period, growth spurt with rapid increase in height and weight, psychological and sexual maturity with cognitive development are observed among adolescents. Adolescence is a very unique stage in life as it brings about intense physical, psychosocial, and cognitive development. Nutrients are components in foods that an organism uses to survive and grow. Macro nutrients provide the bulk energy to an organism's metabolic system to function, while micronutrients provide the necessary co-factors for metabolism to be carried out.

Nutritional Needs of Adolescents

Adolescence is a significant period for physical growth and sexual maturation. Nutrition, being an important determinant of physical growth of adolescents, is an important area that needs attention. Growth retardation is one of the most important health concerns for adolescents and their parents as well as healthcare workers.

Inadequate nutritional intake during adolescence can have serious consequences throughout the reproductive years and beyond, poor nutrition during adolescence can impair the work capacity and productivity of adolescent boys and girls in their later years, further, an undernourished girl is at the risk of developing complications during pregnancy and the chances of her giving birth to a low birth weight baby increases, thus perpetuating a vicious cycle of malnutrition and ill health.

Major Components of food

Major components of food for adolescents include protein, fats, carbohydrates, minerals, and vitamins which perform different functions.

Function of various food components:

- Proteins are of greatest importance in nutrition since they are required for bodybuilding and help in the repair and maintenance of body tissues.

- Fats are high energy foods and a source of energy. They also make the food palatable and provide fat soluble vitamins.

- Carbohydrates form the major component of most diets and are the main source of energy.

- Vitamins and minerals are required in small quantities. They do not yield energy, but enable the body to use other nutrients and also play an important role in growth, repair, and regulation of vital body functions.

- Requirements for iron and calcium are particularly increased in adolescence, due to rapid physical growth during adolescence.

- Calcium needs during adolescence are greater than they are in either childhood or adulthood because of rapid increase in lean body mass and skeletal growth.

- Zinc is especially important in adolescence because of its role in growth and sexual maturation. Some sources of zinc are grains, nuts, meat, cheese, and milk.

Balanced Diet

A balanced diet is one that provides all nutrients (carbohydrates, proteins, fats, vitamins, and minerals) in required amounts and proportions for maintaining health and general well- being and also makes a small provision for extra nutrients to withstand short duration of leanness. It can be achieved through a blend of four basic food groups. As these are present in different types of food items like dals, chapatti or rice, green vegetables, easily available fruits, and milk, it is important to eat these food items in the right mix every day.

Factors Influencing Nutrition in Adolescents

- Lack of knowledge in the family and community about the importance of nutrition during adolescence;

- Lack of food because of socio-economic circumstances;

- Inequitable distribution of food in the family where girls are denied nutritious food;

- Poor dietary intake of food and vegetables rich in iron;

- Poor bio-availability of iron in the diet;

- Hook worm infestation;

- Diseases like malaria;

- Bad cooking habits (over boiling vegetables and straining water, removing husk from wheat, eating polished rice, straining rice water, etc.); and

- Perpetuation of a vicious cycle of malnutrition and infection, which might begin even before birth and may have serious consequences for the girl child.

- Helps in achieving rapid growth and full growth potential;

- Helps in timely sexual maturation;

- Ensures adequate calcium deposition in the bones and helps in achieving normal bone strength;and

- Establishes good eating habits and sets the tone for a lifetime of healthy eating. This prevents obesity, osteoporosis (weak bones due to deficiency of calcium), and diabetes in later life.

Young girls who have inadequate nutrition do not grow well and become stunted women. Adolescent girls often suffer from anaemia because of poor consumption of iron rich foods and also due to worm infestation and frequent infections. Due to severe malnutrition and repeated illness, the growth spurt doesnot occur and a slower and prolonged pubertal growth period is seen in adolescents from lower S.E.S. Hence, any damage to the body physiology during adolescence, which places extra nutritional demand on the body, like early pregnancy, is detrimental as growth is still to be attained. Adolescent mothers are more likely to deliver low birth babies. Due to poor milk production, the infant may not be able to gain enough weight and remains malnourished. If these babies are girls, they are likely to continue the cycle by being stunted in adulthood and so on. If something is not done to break this cycle, support is needed for nutrition at all stages ofinfancy, childhood, adolescence, and adulthood.

Check your progress 2

Read the following statements carefully and identify whether they are true or false and mark 'T' or 'F' in front of each statement.

1. Growth retardation is not an important health concern for adolescents.

2. Poor nutrition during adolescence can impair the work capacity and productivity of adolescents in their later years.

3. Proteins are required for bodybuilding and help in the repair and maintenance of body issues.

4. Carbohydrates are the main source of energy.

5. Calcium needs during adolescence are lesser than they are in childhood or adulthood.

6. Balanced diet has no role to play in sexual maturation of adolescents.

7. Adolescent girls often suffer from anaemia due to poor consumption of iron rich foods.

3.6.3.3. Disease Prevention and Control

The World Health Organisation defines adolescents as people between 10 and 19 years of age. Adolescence is one of the most rapid and formative phases of human development, and the distinctive physical, cognitive, social, emotional, and sexual development that take place during adolescence demands special attention in national development policies, programmes, and plans.

Adolescence is one of life's fascinating and perhaps most complex stage, a time when young people take on new responsibilities and experiment with independence. They search for identity, learn to apply values acquired in early childhood, and develop skills that will help them become caring and responsible adults. When adolescents are supported and encouraged by caring adults, they thrive in unimaginable ways, becoming resourceful and contributing members of families and communities.

India has the largest adolescent population in the world and it is 21%.

Adolescent Health Problems

The health status of an adolescent determines the health status in his/her adulthood. Many serious diseases in adulthood have their roots in adolescence. The main health issues faced by adolescents include mental health problems, early pregnancy and childbirth, HIV/sexually transmitted infection (STI) and other infectious diseases, violence, unintentional injuries, malnutrition, and substance abuse.

Nutritional Health

Adolescents have increased nutritional requirements demanding a diet rich in protein, vitamins, calcium, iodine, phosphorus, and iron due to rapid growth spurt and increased physical activity. The National Family Health Survey – 3 (NFHS-3) data shows that in the age group 15-19 years, 47% girls and 58% boys were thin, 56% girls and 30% boys were anaemic, 2.4% girls and 31.7% boys were overweight, and 2/1000 adolescent girls and 1/1000 adolescent boys suffer from diabetes. They are also highly prone to eating disorders such as anorexia nervosa or binge eating due to body dissatisfaction and depression.

Use of mass media is higher among adolescents (male - 88.2% and female - 71.5%). It plays an important role in habit picking and decides their lifestyle pattern. Its influence is clearly shown in a study from Chennai done in the age group of 11-17 years that 90% eat either food or snacks while watching T.V., 82% buy food products and snacks based on advertisement, 59% skipped outdoor activities for T.V., 42% follows diet, and 42% exercise to get a body like their favourite media personality. Television viewing in childhood and adolescence is associated with overweight, poor fitness, smoking, and raised cholesterol in adulthood.

Mental Health

Mental health problems are one of the most neglected issues among adolescents. Mortality and morbidity due to mental disorders in adolescents increased and topped in recent years. A study from Goa, among 16-24 years old, showed 3.9% of youths reported suicidal behaviours with females four times more prone than males. This suicidal behaviour was independently associated with factors such as absenteeism, independent decision-making, premarital sex, sexual abuse, physical abuse from parents, and mental disorders. In India, suicide among adolescents is higher than any other age groups, that is, 40% of suicide deaths in men and 56% of suicide deaths in women occurred in 15-29 years of age.

The prevalence rate of child and adolescent psychiatric disorders in the community has been found to be 6.46%, and in schools, it was 23.33%, and the reporting systems of psychiatric disorders in children were found to be inadequate. From the above studies, it is evident that a considerable proportion of adolescents have mental health problems.

Accidents and Violence

In India, in 2001-2003, deaths due to injuries constituted nearly 20% of the total deaths in 15-29 age groups. About 77.5% of adolescents are at risky behaviours, and ignore traffic rules leading to road traffic accidents and deaths, as reported in a study from Delhi. Sexual abuse is one of the major problems faced by adolescent girls and boys equally. These problems mostly go unnoticed as the victim suffers in silence because of fear and social stigma. This indirectly affects the physical health, mental health, and academic performance.

Reproductive and Sexual Health

Adolescents have diverse sexual and reproductive health problems. Even though contraceptive awareness is 94% among girls aged 15-19 years, only 23% of the married and 18% of the sexually active unmarried girls in this group used a

contraceptive once at least. All the three NFHS show almost equal prevalence (59.1%, 59.8%, and 58.2%) of pregnant and mothered adolescent and there is a steady increase in the percentage of first pregnancy among adolescents (11.7%, 12.4%, and 14%). Early marriage and low contraceptive usage are the reasons behind this trend.

Adolescent fertility rates contribute 17% to the total fertility rate in India, and about 14% of births in women aged below 20 were unplanned. Early and unplanned adolescent pregnancies are highly prone for adverse pregnancy outcomes such as eclampsia, low birth weight, early neonatal death, and congenital malformation. In addition, 34% of ever-married adolescent girls (15-19 years) reported that they suffered physical, emotional, or sexual violence inflicted by their partner. There is a remarkable decline in these rates as age of marriage raises. Hence, early marriage also carries the risk of subjecting girls to all forms of violence.

In India, 19% girls and 35% boys had comprehensive knowledge about HIV/ AIDS. Only 15% young men and women (15-24 years) reported that they received family life or sex education. Eventually, due to inadequate knowledge, they are at greater risk of exposure to unprotected sex, unethical sexual practice, and STIs. In the age group of 15-19 years, among those who had sexual intercourse, 10.5% of girls and 10.8% of boys reported having STI or symptoms of STI, and 0.07% of girls and 0.01% of boys were found to be HIV positive. The awareness regarding transmission of STIs is low among adolescents, and in addition to social stigma, the diseases were often undisclosed, and left untreated leading to complications such as infertility, pelvic inflammatory disease, and cancer.

Substance Abuse

Substance abuse is yet another serious issue as adolescents are ignorant about its consequences. NFHS-3 data shows, in the age group 15-19, about 11% of adolescent boys and 1% of adolescent girls had consumed alcohol, in that 3% consume it daily. About 29% boys and 4% girls use some kind of tobacco. The average age at tobacco use initiation was earliest at 12.3 years and alcohol usage at 13.6 years among adolescents. About 11% of cannabis users were introduced to it before the age of 15. Initiating cannabis at this age is strongly associated with the development of schizophrenia spectrum disorders in adulthood.

Adolescent Healthcare Programmes in India

There are many healthcare programmes under various ministries to address the problems of adolescents, namely, Kishori Shakti Yojana, Balika Samridhi Yojana,

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls, "SABLA", Rashtriya Kishor Swasthya Karyakram, and Adolescent Reproductive Sexual Health Programme (ARSH).

Kishori Shakti Yojana

A special intervention for adolescent girls using the Integrated Child Development Scheme (ICDS) was put into operation from November 1991. It aims to break the cycle of nutritional and gender disadvantage to provide a supportive atmosphere for self- development. All unmarried adolescent girls (11-18 years) whose family's income is below Rs. 6400 per annum in the rural areas are the beneficiaries of the programme. Services provided are educational activities through non-formal and functioned literacy pattern, immunisation, general health check-up every 6 months, treatment for minor ailments, deworming, prophylaxis measures against anaemia, goitre, vitamin deficiencies, etc., referral to public health centre (PHC)/district hospital in the case of acute need, and convergence with Reproductive Child Health Scheme.

Balika Samridhi Yojana

It was launched by the Government of India in 1997. The objectives are to change negative family and community attitudes toward the girl child at birth and toward her mother, to improve enrolment and retention of girl children in schools, to increase the age of marriage of girls, and to assist the girl to undertake income generation activities, implemented in both rural and urban areas. The target group is girl child of below poverty line families, who is born on or after August 15, 1997. The benefits are restricted to two girl children in a household, irrespective of the number of children in the household.

Rajiv Gandhi Scheme for Empowerment of Adolescent Girls "SABLA"

The scheme is implemented using the platform of ICDS through Anganwadi centres. It focuses on all out-of-school adolescent girls. The objectives are to enable the adolescent girls for self-development and empowerment, to improve their nutrition and health status, promote awareness about health, hygiene, nutrition, reproductive/sexual health, family/child care, upgrade home-based skills, life skills, and tie up with National Skill Development Programme (NSDP) for vocational skills, mainstreaming out-of-school adolescent girls into formal/nonformal education, and to provide information about existing public services (PHC/community health centre/ Post Office/Bank/Police Station). Services provided are nutrition provision of 600 calories, 18-20g of protein and micronutrients per day for 300 days in a year, iron

and folic acid supplementation, health check-up and referral services such as KishoriDiwas, Nutrition and Health Education (NHE), counselling/guidance on family welfare, ARSH, child care practices and home management, life skill education and accessing public services, and vocational training for girls aged 16 and above under NSDP.

Rashtriya Kishor SwasthyaKaryakram

The Ministry of Health and Family Welfare launched the Rashtriya Kishor Swasthya Karayakram on January 7, 2014, for adolescents (10-19 years) with the objective to focus more on continuum of care for adolescent health and development needs. The main strategies are community-based interventions, facility-based interventions, and social and behaviour change communication with focus on interpersonal communication.

Adolescent Reproductive Sexual Health Programme

The package of services provided to all adolescent married/unmarried girls and boys under reproductive and child health II are promotive services, preventive services, curative services, referral services, and outreach services. The package of health services through adolescent-friendly health services clinics are monitoring of growth and development, monitoring of behaviour problems, offer information and counselling on developmental changes, personal care and ways of seeking help, reproductive health including contraceptives, STI treatment, pregnancy care and post abortion management, voluntary counselling and testing for HIV, management of sexual violence and mental health services, including management of substance abuse.

To achieve wholesome adolescent health, we need to have a multidimensional approach covering all adolescent health problems with special emphasis on mental health, behaviour change, communication toward healthy lifestyle, and positive social environment to acquire life skills. Adolescent-friendly clinics need to be widely established throughout India and should achieve universal coverage. Screening of adolescents on regular basis could be an effective tool to control the existing diseases and to update occurrence of any new disease. Adolescents should be empowered and involved in decisions that affect them and facilitated with every opportunity for developing into a successful adult. Offering such opportunities to growing children gives them a chance to build a safe, happy, healthy, and a productive nation in the future.

Exclusive data pertaining to adolescent health issues in the Indian scenario are not available when compared with developed countries. Nation-and State-wise detailed investigations and reports on adolescents' health issues is the need of the hour. This will help to create better awareness among the stakeholders about the importance of strengthening adolescent health services under a single agency to meet their felt needs.

Check Your Progress - 3

Match the following statements by selecting the right response from column B.

Column 'A'	Column 'B'
1. Television viewing in adolescence is associated with	a. Accidents and deaths
2. Mental disorder is associated with	b. Mental health problems
3. Ignoring traffic rules	c. Suicidal behaviour
4. Substance abuse is associated with	d. Sexually transmitted infections
	e. Overweight

3.6.4. Let us Summarise

- Some of the health-related behaviours lead to major causes of mortality and morbidity among adolescents, such as suicide attempts, injuries and the various risks associated with unprotected sexual behaviour, or to conditions such as underweight and other nutrition deficiencies.

- Personal hygiene includes many practices that help people be, and stay healthy. Adolescents need to know how to take care of their evolving and changing bodies by bathing daily, use of a proper soap, maintaining dental and oral hygiene, care of the eyes and ears, and grooming.

- Nutrition is the science that interprets the interaction between nutrients and the relation with growth, reproduction, health, etc. It also involves the intake of food, its absorption, and its use in the body.

- Major components of food include proteins, fats, carbohydrates, minerals, and vitamins.

- A balanced diet provides all nutrients in required amounts and proportions for maintaining health and general well- being among adolescents.

- The health status of an adolescent determines the health status in his/her adulthood. Many serious diseases in adulthood have their roots in adolescence. The main health issues faced by adolescents include mental health problems, early pregnancy and child birth, HIV/Sexually transmitted infection and other infectious diseases, violence, unintentional injuries, malnutrition, and substance abuse.

- There are many healthcare programmes under various ministries to address the problems of adolescents, namely, Kishori Sakti Yojana, Balika Samridhi Yojana, Rajiv Gandhi Scheme for Empowerment of Adolescent Girls 'SABLA', Rashtriya Kishor SwasthyaKaryakram, and Adolescent Reproductive Sexual Health Programme (ARSH).

- To achieve wholesome adolescent health, we need to have a multidimensional approach covering all adolescent health problems with special emphasis on mental health, behaviour change communication toward healthy lifestyle, and positive social environment to acquire life skills.

3.6.5. Answers to 'Check Your Progress - 1, 2, and 3 '

Check Your Progress - 1

1 – Myth,	2 – Fact,	3 – Myth,	4 – Fact,
5 – Myth,	6 – Myth,	7 – Myth,	8 – Fact

Check Your Progress - 2

1 – False,	2 – True,	3 – True,	4 – True
5 – False,	6 – False,	7 – True	

Check Your Progress - 3

1 – e,	2 – c,	3 – a,	4 – b

3.6.6. Unit - end Exercises

1. What is personal hygiene? Discuss the practices that help adolescents to maintain personal hygiene.

2. Discuss the need for nutritional awareness among adolescents.

3. Explain the major components of food and their functions during adolescence.

4. Suggest a balanced diet for adolescents.

5. Discuss the main health issues faced by adolescents.

6. Explain the important adolescent healthcare programmes in India.

3.6.7. References

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Block 4 : Gender and Adolescence
Unit - 1 : Biological Influences of Gender and Educational Implications

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Unit Structure

4.1.1. Learning Objectives

After going through this Unit, the students will be able to

- Define Gender and Gender Type;

- Enlist the biological and metamorphic changes among adolescent boys and girls;

- Explain the pubertal change as biological influence of gender;

- Explain the implications of early and later maturation;

- Understand the hormonal changes and the role of brain; and

- Identify the educational implications of the biological influences of gender during adolescence.

4.1.2. Introduction

Adolescence is a transitional period between childhood and youth. Adolescents experience rapid complex biological, physiological and psychological, changes. As a result, both boys and girls face several strange problems. It is a time for both to become 'Achievers', though it is the time of 'risk' for them.

Now we are going to understand the stage of adolescence from the angle of "Gender". Adolescents view themselves as 'masculine or feminine' beings. In other words, children become gender conscious as male and female. Also, we shall study as to how puberty highlights their gender differences both physically (externally) and physiologically (internally). Consequently, both girls and boys become self-conscious about their appearance and their gender.

4.1.3. Learning Points

4.1.3.1. Concepts of Gender and Adolescence:

We live in a gendered world, because various aspects of our living world are gendered. Let us find out how our family itself is such an illustration.

Exercise I

Among their children, whom do the parents usually ask to assist in the following activities. Mark 'S' for son and 'D' for daughter.

1. Washing and cleaning
2. Small household repairs
3. Cooking preparation
4. Remit the electric or water bill
5. Taking care of younger siblings

Ans : S ——————————— D ———————————

Exercise II

Identify the description that suits girls' and boys' clothing

a. Skirts, Salwar, Kurtas
b. Trousers, Shirts, Sherwani
c. Colorful and Embroidered
d. Loose fitting dresses

Ans : girls -

boys -

Let us go through the answers of these exercises. 'a, c and e' are generally expected to be done by daughters and the rest by sons. The reason may be indoor or outdoor activities, but it is definitely gendered.

If we take the second illustration, you might have marked a c and d for girls b and e for boys. This again is gender specific as feminine clothing and masculine clothing.These examples might enable you to know, that children acquire gender identity and an understanding of gender roles prior to their entering school. Research studies have shown that boys and girls line up separately for assembly and other formal activities, have segregated classroom seating arrangements, and similar grouping for academic and co-curricular tasks. These are quite commonly seen in schools and students are viewed as boys and girls on sex or gender basis. These examples help to define the concept of 'gender' and how it can be distinguished from the concept of sex.

Sex as you know refers to the biological and psychological aspects that define a girl or boy. It is related to the differences in chromosomes, anatomy, and reproductive systems.

But what exactly is meant by gender?

Gender refers to the characteristics of people as male and females.It refers to the physiological and socio-cultural aspect of being male or female. It is a dichotomous social category that prescribes behaviours, attitudes, feelings, and other characteristics as being appropriate for a male or a female that can be viewed on a continuum of characteristics demonstrated by a person regardless of the person's biological sex and denotes achieved roles.

Gender Differences

Few aspects of adolescent's life are more central to their identity and to their social relationships than gender. Two aspects of gender need special mention. They are 'Gender Role' and 'Gender Typing'.

1. Gender role is a set of expectations that prescribes how females and males should think, act and feel. For example, should males be more assertive than females, and should females be more sensitive than males to others' "feelings"?

2. Gender typing is the process by which individuals acquire thoughts, feelings and behaviours that are considered appropriate for their gender in a particular culture. Though individuals become aware of gender early in childhood, a

new dimension is added to gender with the onset of puberty and the sexual maturation it brings.

It is clear that in general, the task assignment is done on the basis of physical characteristics of males and females.

Check Your Progress - 1

Classify the following characteristics under the concept of sex and gender:

a. Natural and Biological

b. Constructed by the Social and Cultural aspects

c. Visible and universal

d. Masculine and feminine qualities

e. Differ in procreative functions

f. Roles and responsibility pattern of behaviour

g. Change with environmental factors

1. Sex Characteristics: _____

2. Gender Characteristics: _____

4.1.3.2. Biological influences of Gender

You may be thinking, to what extent is our gender is influenced by biological factors Puberty is a physical transition to adulthood. It is puberty that makes a biological influence on the adolescent's gender behaviour. It is a period of rapid physical maturation involving hormonal and bodily changes that occur primarily in early adolescence. Puberty intensifies the sexual aspects of an adolescent's gender behaviour. New hormones will bring in sexuality into the gender behaviour of the adolescents. We shall study more about these biological factors by considering the physical and physiological changes, hormonal changes, maturation, and the brain structure. You know that puberty is a physical transition to adulthood.

I) Physical and Physiological Changes

Exercise III :

To whom usually do the teachers assign the following tasks related to 'Annual Day' celebrations. Mark 'G' for Girls and 'B' for Boys.

a) Tidying up the hall

b) Putting up buntings

c) Lifting and arranging the furniture

d) Handing over the bouquet to guests.

e) Fixing the lights or sound system

Ans : Girls -   Boys -

Yes, the allocation of routine tasks by teachers also is done on the basis of gender. (I guess, your response to the above exercise is G for a, b, and d; B for c and e). This means, lighter and decorative tasks to girls and, tasks requiring 'strength' to boys.

Similar to this 'gender typed characteristics' are generalised as below:

Aspects	Gender Type	
	Masculine	**Feminine**
Physical Characteristics	Tall, strong and Sturdy	Soft, dainty (delicate), and graceful
Activities and behaviour	Good at fixing things leading groups	Child care and decorating
Occupations	Driving, insurance agent, and chemist	School teacher, and secretary, nurse

(Biernat 1991 ; Powlishta 2001 – in Child Development by Laura Berk)

You already know that adolescence is a time of growth spurt in physical and sexual

aspects of development, and, girls and boys differ in this. Pubertal changes are clearly a biological influence by which adolescents exhibit gendered behaviours and attitudes.

You know that puberty is a rapid physical maturation. Determinants of puberty are heredity, hormones, body weight, percentage of body fat, and leptin. Let us recall some of the related facts.

II) Hormonal Changes

When you may have visited a doctor for some physical health issues, you might have heard deficiency of hormones or hormonal imbalance, etc., So you know that physical growth is controlled by hormones released by the pituitary gland. Sexual maturation is controlled by sex hormones.

The two classes of hormones that are involved in pubertal change and have significantly different concentration in males and females are androgens in males and estrogens in females.

The endocrine system's role in puberty involves the interaction of the hypothalamus pituitary gland and gonads.

- The onset of pubertal growth occurs on an average at 9 years of age for girls and 11 years for boys. The peak of pubertal changes for girls is 11 ½ years; for boys it is 13 ½ years. Girls grow an average of 3 ½ inches per year during puberty; boys grow an average of 4 inches.

- Puberty intensifies the sexual aspects of adolescents' gender attitudes and behaviour, particularly when they interact with the other sex (even with a same sex individual to whom they are sexually attracted)

III) Maturation

Exercise IV

Read the following statements and find out the reason from the options given in the bracket

- A just born baby cannot walk

- We can not expect a child of 6 months to speak or utter words.

- Only with the passage of time human beings grow in height and body proportion.

(I) development (II) learning (III) maturation (IV) growth)

You are right if you have answered Option III - maturation.

You know that maturation is a natural and genetically determined process of growth. It can be noticed in the unfolding and ripening of one's inherited traits. Also, you know that inheritance is relatively independent of activity, practice or experience. Therefore, only at the right time of maturation children are provided appropriate training to get desired growth and development. The rapid complex, physical (and also psychological) changes of puberty make teenagers vulnerable to certain problems. Now let us focus on how maturation is a factor of gender differences. You know that increased body size and muscles strength lead to continue motor gains in adolescence for both. The pubertal timing will impact differently on the basis of sex differences.

Exercise V

Below are given some "descriptive words". Classify them as adolescent girls' behaviour and adolescent boys' behaviour.

a) sensitive (b) assertive (c) proud feeling (d) soft-spoken (e)forceful (f) charming

Yes, these descriptions indicate the gender differences [may be your response for girls' behaviour is (a) (d) and (f) and the remaining are boy's behaviour (b) (c) and (e)].

- In general, girls are less happy with their body and have negative image than boys throughout puberty. (This may be because of increase body fat). Boys become more satisfied because of their muscle mass increase. You might have seen both boys and girls favouring body art (tattoos and body piercing). Some interpret this as a sign of rebellion and risk taking and others opine that this expresses uniqueness and self-expression.

- Early maturation often favours boys during early adolescence, but as adults, late maturing boys have a more positive identity than early-maturing boys.

- Early maturing girls are at risk for a number of developmental problems (they may get targeted for sexual harassment and teasing). They may get depressed and feel awkward.

- Early maturing girls may exhibit more low or sad moods, but boys have mood swings less than girls.

- Late maturity might enable girls to become negative about their appearances and may need emotional support for positive self-esteem. Late maturity boys may be at a disadvantage in social situations and sports and such other occasions. They may feel inadequate and rejected, and suffer from low self-esteem. Some late maturing boys could resort to aggression to make-up for their immature stature.

- Girls may get headache, body ache, lethargy, and nausea with changes in moods. Boys tend to have similar symptoms but comparatively with less severity.

- Influence of sexual changes of puberty on gender behaviour has been studied by researchers and found that rising androgen levels increase the sexual activity among boys, and for adolescent girl androgen levels and sexual activities were associated, but in the case of girls, it was more strongly influenced by the type of friends than by the hormone levels.

According to Freud, gender and sexual behaviour are essentially unlearned and instinctual. Erickson extended Freud's argument, saying that the psychological differences between males and females will come from their anatomical differences. Erikson argues that because of genital structure, males are more confusive and aggressive, females will

be more passive and non-expressive or inclusive (but critics say that males and females are freer to choose their gender roles than Freud and Erikson allow). Erikson modified his view saying that females in today's world are beyond their biological heredity and trying to correct society's overemphasis on male interrupting.

From on evolutionary perspective, males are considered generally set for dominance (with the qualities like violence, competition, and risk taking as these are inevitable for their survival). In contrast, females have to devote attention to parenting and related tasks to support a family. So, females have develop traits such as intimacy, responsiveness, and cooperativeness .(These sex differences in behaviour exist in most of the mammalian species including chimpanzees). Critics argue that the evolutionary view has not considered the effect of socio-cultural and individual differences.

Research on individuals reared as members of the other sex because they had ambiguous genitals indicates that, sexual identify is usually consistent with gender of rearing, irrespective of genetic sex. But when biological make-up and sex of rearing are at odds, children experience serious adjustment problems. This can be understood with the case study of David, a boy who reared as a girl (Refer unbelievable –facts.com – David Reimer)

In general, we can say that pubertal changes in boys re-strengthen the muscularity and in girl's femininity during adolescence.

IV) Role of the Brain

Sex differences have been observed in cognitive functioning and brain structure. These differences may be attributed to various genetic, hormonal, and environmental factors and do not reflect any overall superiority advantage to either sex. Sex differences in the brain may play a role in learning processes, language development etc.

- The following points need to be understood in relation to the role of Brain in influencing gender.

- Neuroscience literature shows that the human brain is a sex-typed organ with distinct anatomical differences in neural structures and accompanying physiological differences in function, says U.C.-Irvine (70-article January/February 2017 issue of the Journal of Neuroscience Research)[2]

- Adjusted for total brain size (men are bigger), a woman's hippocampus, critical to learning and memorization, is larger than a man's and works differently. Conversely, a man's amygdala, associated with the experiencing of emotions and the recollection of such experiences, is bigger than women.[2]

- The two hemispheres of a woman's brain talk to each other more than a man's do. In a 2014 study, University of Pennsylvania researchers imaged the brains of 428 male and 521 female youths — an uncharacteristically huge sample — and found that the females' brains consistently showed more strongly coordinated activity between hemispheres, while the males' brain activity was more tightly coordinated within local brain regions.

- In a large longitudinal study of adolescent brain development, the trajectories of brain development varied significantly between males and females. Female total cerebral volume peaked at age 10.5 whereas male total cerebral volume peaked at age 14.5. Males also showed a steeper rate of white matter increase during adolescence. The area of the corpus callosum (White matter) was shown to be larger in females.

Given how broadly sex differences are distributed on the neural level, it seems unlikely that their behavioral effects would be restricted solely to these domains.

Psychological sex differences are thought by some to reflect the interaction of genes, hormones and social learning on brain development throughout the lifespan.

In conclusion, John Money is views can be considered here "The Bio-sexual Approach to Gender – 1972). According to him, once the biological male or female is born, social labelling and differential treatment of boys and girls interact with biological factors to steer development. Thus, it is an attempt to integrate nature and nurture.

Social labelling of the child is based on his/her external genitals.
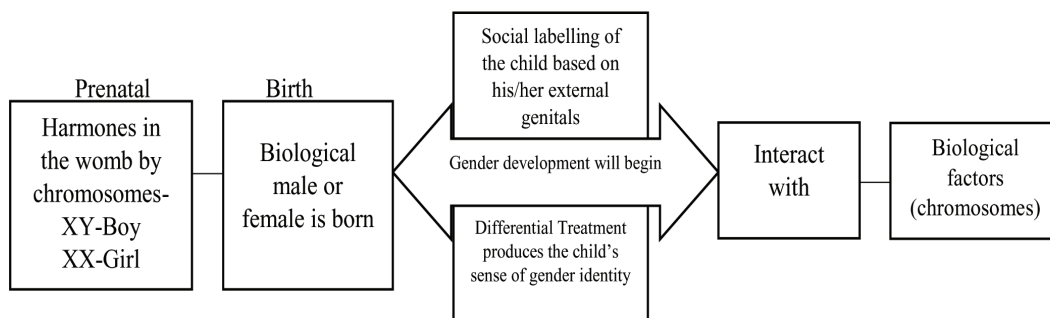
V) Educational Implications

- Both boys and girls need to understand gender as 'mind' and 'behaviour' and not as body or sex.

- Teachers and parents should enable girls and boys to accept one's physique and appearance and to use their body effectively.

- Girls should be helped to see menstruation as a natural process, which prepares them for becoming mothers. Boys should be convinced that occasional discharge of semen is natural.

- Encourage boys to be less physically aggressive; boys are encouraged to be tough, aggressive and brave. A positive strategy is to be planned to enable them to become self-assertive. Girls need to be encouraged to become self-assertive than keeping passive.

- To minimise the appearance consciousness of teenage boys and girls, their attention may be diverted towards the immediate concern over their academic and vocational orientation.

- Coaching for sports, athletics, and special physical education programme in schools and colleges can improve both girls and boys' physical fitness. Regular yoga and meditation sessions strengthen the physical fitness and mental strength of girls and boys.

- Both girls and boys in urban areas suffer from eating disorders in order to maintain standards of beauty and body image. They need to be educated in this regard.

- Irrespective of gender, those who are victims of obesity need to be properly guided by nutrition experts under parents' supervision.

- Many girls in our country are forced to get married before they attain the legal age of maturation and into motherhood; some even discontinue their education. Teachers have to counsel such girls and their parents.

- Proper sex education classes need to be organised in schools so that adolescents understand that any deviation they are experiencing as a result of puberty is a natural process and there is no need to feel awkward or irritated.

- Students should be encouraged to read good books to help them understand the nature of adolescence.

- Parents and teachers need not feel panicky with the natural behaviours of adolescents, especially when both of them interact in a friendly way, or talk naturally, sit and discuss issues, etc. Parents and teachers need to understand that this is the natural behavior of adolescents.

- Schools should promote a healthy relationship between boys and girls by allowing them to work together, learn together, and live together in natural ways.

- The opportunities and activities should be common to boys and girls except where it is impossible for the other gender to take part because of physical limitations.

- Both boys and girls should be encouraged for sports and games and ample opportunities should be provided for both.

Check Your Progress - 2

Read and identify the statements as true or false by marking 'T' if the statement is correct and 'F' if the statement is wrong in brackets.

a) Girls show growth spurt late compared with boys.   (   )

b) Boys will continue to gain height in their early 20s.   (   )

c) Only girls experience a redistribution of body muscle and fat.   (   )

d) Boys have larger muscles, heart, lungs, and general bodyframe.   (   )

e) Boys gain fat and loose muscles.   (   )

f) By the age of 14, girls may surpass boys in height and weight.   (   )

g) Boys may sweat more than girls.   (   )

4.1.4. Let us Summarise

- Gender refers to the cultural differences in terms of roles, behaviour, and activities of girls and boys; sex refers to biological factors, which determines a boy or a girl biologically because of pubertal change; sexuality plays a more important role in gender development for adolescents

- Biological factors include physique, pubertal changes, hormones, and functions of the brain.

- Maturation brings differences in the behaviour of boys and girls. Early maturing and later maturing also cause gender differences.

- Freud's and Erikson's ideas promote that 'anatomy is destiny' and argue that psychological differences between males and females come from their anatomical differences.

- According to the evolutionary point of view, instrumental traits are masculine and expressive traits are feminine.

- Boys should be encouraged to be less physically aggressive and a positive strategy should be planned for them to become self-assertive. Girls should be encouraged to become self-assertive to avoid being passive.

4.1.5. Answers to Check Your Progress 1and 2'

Check your Progress 1:

1. Sex…………….   (a) (c) (e)

2. Gender …………   (b) (d) (f) (g)

Check your Progress 2:

True- b,d,g and False – a ,c,e,f

4.1.6. Unit - end Exercise

1) Explain the concepts of gender and gender roles with illustrations

2) What are the important biological influences of gender? Explain them?.

3) Discuss the educational implications of biological influences of gender?

4.1.7. References

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Block 4 : Gender and Adolescence
Unit - 2 : Social Influences of Gender and Educational Implication

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Unit Structure

4.2.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the social influences (in comparison to biological influence) of gender;

- Analyse the context of the society which influences gender such as family, school, and community;

- Identify the educational implications of social influences of gender; and

- Clarify the influence of media on adolescents in developing gender types.

4.2.2. Introduction

You have understood the biological influences of gender during adolescence. Here, we shall try to understand the environmental or social influences of gender. The onset of adolescence makes a change in the pattern of social behaviour of both girls and boys.

In general, most boys have their father as their model and girls, their mother. Our society does not allow the model to be of the opposite sex. Sometimes it punishes for it being so.

You know that social perspective does not get its due importance in Piaget's perspective of cognitive development. Margaret Donaldson (Children's Minds, 1978) demonstrated how the child's competence will take other's perspectives into consideration. Vygotsky writes that human beings are subject to dialectical interplay between biological and cultural factors. That is the social environment.

You might recall that you have enjoyed the company of friends in school or in the community. In this Unit, we shall see how the expectations and treatment by parents, elders, siblings at home and of teachers, peers in the school, and media in the community will influence on gender typing among teens. Thus, we will know how the social environment is a major force in causing gender role flexibility in adolescence.

Exercise I

Below are given some biological and gender-based statements. Write 'S' for biological and 'G' for gender for statements you consider appropriate:

a) Girls are gentle; boys are rough.

b) Boy's voices break at puberty, girl's do not.

c) Adolescents show risky behaviour of skipping a traffic light and driving fast.

d) A girl is expected to return home early, while a boy can comfortably have a night out with his friends.

e) Valentine's Day, and Friendship Day are becoming popular among senior school children.

Ans: S——————————   G——————————

Let us go through the answers of this exercise. You are correct if you have identified b and d as biological and the remaining a, c and e as gendered. If you analyse these statements (which are considered as gendered) you will identify the perceptions of

the adults, treatment of parents and peer pressure as influencing factors of gender (Contemplate on situations you faced as a result of this type of gender biased practices, attitudes and behaviours. Trace out the root of such issues).

4.2.3. Learning Points and Learning Activities

4.2.3.1. Social Influences of Gender in the Context of Home / Family and Siblings

You might have a question about why men and women (boys and girls) behave differently in many circumstances ?

Many social scientists do not agree with biological influences for gender differences, and they argue that the differences are due to social experiences. According to them, social hierarchy and division of labour are important causes of gender differences in power, assertiveness, and nurture. In post-industrial society, men are more likely to be employed in authority positions. Women are more likely to fill the care taking roles at home and in certain employment settings. This task specialisation produced an agreement between men and women to division of labour. This led to gender role belief, because people observed female and male behaviours and concluded that sexes possess corresponding capabilities. With these beliefs, people constructed roles that are responsive to cultural and environmental conditions. Societies undertake the responsibility of socializing men and women with the qualities and skills that help role performance.

We must remember that children do not merely observe elders, but also internalise gender roles. Elders in their words, actions, examples, and expectations influence their children's and adolescents' gender development. If parents express traditional attitudes toward gender roles, the youth also get influenced.

Below you will find some trends in gender issues in the context of families as expressed by experts in the field.

- Right from birth, girls and boys are treated differently using different languages.
- Parents describe infant sons as strong, active, well-coordinated and Infant girls as little, delicate, beautiful, weak, etc.
- Parents praise girls for playing with dolls and discourage them from climbing trees.
- Expectations and views of adults in child rearing values are gendered. For sons, describing achievement, facing competitions, and controlling of emotions

is important, For daughters, warmth, "ladylike" behaviour, and closely supervised activities is important.

- Sons are allowed more independence than daughters; sons can move far from home without supervision. There is restriction on girl's freedom and they are monitored in their behaviour and choice of friends.

- Achievement expectations: Many believe that Mathematics and Science are important for a son's future than their daughter's future.

- Parents expect and demand greater independence from boys and ignore or refuse to assist in teaching situations but help daughters forthwith. It has been found that some parents hold gender-differential perceptions of and expectations for children's competencies. According to some studies, mothers rated sons as more competent than daughters in Mathematics.

- Parents often interact differently with sons and daughters. Mother's socialisation strategies are to make their daughter more obedient and responsible than the son. Father's socialisation strategies are to cater to the upbringing of sons, to engage them in more activities to promote their intellectual development.

- Girls /Daughters whose parents cultivate a gender differentiated division of labour at home do more poorly in studies than from egalitarian homes.

- Working mothers may influence girl children to prepare for professional course and vocational choices.

- Children of divorced parents, boys in father –absent homes, and girls in mother absent homes are less gender typed.

- Recent trends show that fathers are spending more time with their adolescent children. Father - mother co-operation or co-parenting and mutual respect help the adolescent to develop positive attitude toward males and females.

- The father is gratified to see the recreation of his own qualities, attitudes and masculinity in his son and the mother that of her qualities attitudes and feminity in her daughter.

- Among upper income families in India and Japan, fathers assume more child rearing responsibilities. The rate of employment and career opportunities for girls is expanding. Control over adolescent girl's social relationships is becoming easier.

- Though these are the common observations in traditional and semi-modern families in the Indian context, one can find a welcoming transition and you might have observed these changed patterns of behaviors as far as gender issues are concerned. Today girls are considered equal to boys in some aspects like education, career, mobility, etc. Still we need to go a long way to achieve emancipation and empowerment of girls/ women.

Siblings

- Siblings also play a role in gender socialisation. A study reveals that if a younger sibling, who has an older masculine sibling follows his activities and becomes more masculine.

- Children usually imitate their siblings in terms of actions, nature, way of speaking, and so on. If a sister tells her brother that his shirt looks like a "girls jacket", that brother may refuse to wear it in the future.

Check Your Progress - 1

You are attempting to help students to overcome gender-biased attitude. How do you respond to the following statements? Mark 'A' if you agree, and 'D' if you disagree.

1. Mathematics and Science are important for both boys and girls.

2. Girls and boys, both should be trained in household tasks.

3. Boys should help the father and girls should help the mother in kitchen and office respectively.

4. Girls should be allowed to play indoor games and boys out door games.

5. Both boys and girls should be allowed to enjoy freedom judiciously.

6. Attempts should be made to develop the intellectual capacity of boys than girls.

4.2.3.2. Social Influences of Gender in the Context of School (Teachers and Peer group)

Exercise I

In which of the following school contexts, you will generally find gender functions?

a) Assembly session

b) Formal classroom activities

c) Co-curricular event organisation

d) Noise in the class

e) All the above

Ans : …………………………………………………………

Exercise II

The schools and teachers may have bias against both girls and boys. For whom do the following factors are applicable?

a) Very adjusting

b) Following of rules

c) Neat and orderly

d) Less criticised

e) Less learning problems

Ans: …………………………………………………………

Exercise III

Classify the following whether it refers to girls or boys.

a)   Demands more attention

b) Needs less instruction and less help when there is a trouble with a question

c) More likely to be scolded by the teachers.

d) More likely to quietly await their turn

e) Sent to school authorities for disciplinary action

f) Have comparatively low 'self-esteem'

Ans: Girls: ……………………………………………….

Boys: …………………………………………………

Let us go through the answers for each of the exercise and find the answers. You are right if for the first exercise you have marked (e) because in all those contexts, gender usually works as an organisational practice. You might have heard teachers saying "Will all the girls / boys line up/sit/group in your respective places…." . (d) refers to boys as it is biased and segregated on the basis of general observation in most countries.

Let us see the second exercise, where all the factors are usually applicable to girls more than boys, (this is according to the studies made by De Zolt and Hull,

2001 - as cited in 'Adolescence' by J.W. Santrock). Boys are more likely to have learning problems and be more criticised. School personnel tend to generalise that boy's behaviour is problematic.

Coming to the third exercise, your answers may be –statements a), c), and e) for boys and b) and f) for girls. It has been considered that boys demand more attention and teachers spend more time watching and interacting with boys. They are more likely to get lower grades, yet girls are less likely to be confident and successful. It has been found that when children are asked to list what they want to do when they grow up, boys describe more career options than girls do. (though there is a change in the situation, gender bias still exists). Thus, there is evidence of gender bias against both males and females in schools.

School situations are also responsible for developing gendered behaviour, particularly gender differentiations for boys more than girls. There are also findings that teacher praise boys as they advance in their knowledge and girls for their obedience. Though teachers discourage unruliness in all students, they do it a little more forcefully with boys and mildly with girls. If teachers scold boys it is for misbehaviour, but girls are scolded only when they do not do well in academics.

- Boys are praised for academic success and blamed for misbehaviour. Girls get praised for tidiness and adjustment.

- Teachers criticise children for engaging in play activities, which are considered inappropriate for their gender.

- Teachers pay more attention to boys than girls and interact with them in co - educational schools.

- These differential social sanctions often boost the perception of self- efficiency of boys throughout the school years.

- The gender bias can be noticed with reference to judgement and development of competencies. It operates both in the classroom and in homes.

Social Influences of Gender in the Context of Peers

Generally, children in the school tend to form single- sex peer groups in school. Girls can be found clustering together, but boys often occupy larger physical space. Bhattarcharjee's research (in Nambissan Geetha B. 2005) shows that both boys and girls maintain boundaries between genders, and informal cross –sex interaction is mainly during moments of conflicts between boys and girls.

Bassi, in her study (in Nambissan Geetha B. 2005) of a Kendriya Vidyalaya in Delhi, suggests that girls actively attempt to create and protect their own physical spaces from boys who are often aggressive in their interaction with girls and also tend to dismiss them.

- Children develop different styles of social influence in gender-segregated peer groups. In large group play, boys often rely on commands, threats and physical force.

- Girls using gentle tactics like polite requests, persuasion and acceptance succeed with other girls, but not with boys (according to Shaffer et.,al.,1999) ((Nambissan Geetha B. 2005 in "Integrating gender concerns").

- As boys show unresponsiveness, girls stop interacting with them.

- Recent researches indicate that adolescents indulge in adventurous or risky tasks in the company of friends.

- You might have heard or observed boys skipping traffic light and driving fast (you might have heard of peer groups usually of same gender planning adventure tasks on the weekend).

Due to the influence of western culture, there are evidences of gender influencing peer groups and friendships. They can be listed as follows:

- From middle childhood onwards, boys are more likely than girls to associate in larger groups and to participate in organised games and sports.

- Boys in early adolescence more often than girls like to engage in competition, conflicts, ego displays and risk taking. In contrast, girls, are more likely to engage in collaborative talks in reciprocal manner.

- Friendships of adolescent girls are more intimate than of adolescent boys.

Check Your Progress -2

Below are given some situations. If you are a teacher how would you react as an unbiased person? If you react differently for boys and girls, indicate by 'D', and if you react in a similar way, indicate by 'S'.

Sl. No.	Situations	'D' or 'S'
1	Break an apparatus while conducting experiment	
2	Do not wish the teacher	
3	Utter bad words	
4	Gives reasons for not doing homework	
5	Complain of head ache frequently	
6	Does not bring parents when asked to do so	

4.2.3.3. Social Influences of Gender in the Context of Community (Media)

What is the impact of mass media on children? Televised violence promotes hostile thoughts and emotions and aggression. Exposure to television is almost universal since the past half a century. The lives of children and adolescents have undergone 'revolutionary change'.

Reflections of gender in the media are stereotypes. Gender roles in TV programmes have changed little, and gender stereotypes are prevalent in music programmes, little Champs, TV commercials, Drama Juniors, and such other programmes.

In spite of the increase in gender –equitable story books and textbooks, many teenagers read older books in which males are main characters, take centre stage in exciting plot activities and display assertiveness and creativity, while females on activities which are submissive dependent and passive. The media influences adolescents, 'body images. Some studies reveal gender differences in this area. According to a study, the more adolescent girls and boys watched entertainment television, the more negative their body images were (Anderson, 2001 in 'Adolescence' by J. W. Santrock)

Computers

No doubt that unlike TV, computers offer interactive media forms through a wide range of learning, entertainment, and communication.

Exercise IV

List 3 or 4 educational benefits of computers in the context of learning gender roles?.

E.g., Internet helps to get exposed to gender inclusive role models.

1. ……………………………………………………………………..

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2. ……………………………………………………………………..

3. ……………………………………………………………………..

4. ……………………………………………………………………..

Have you observed young boys and girls using computers? Among boys and girls who use computers more for the following purposes as per your observation?

Sl. No.	Tasks	Boys	Girls
1	Games		
2	DTP		
3	Watching movies		
4	Downloading academic stuff		
5	Sending mails		
6	Chatting		
7	Information storage		
8.	any other....		

Approximately among boys and girls, who use for more duration?

Definitely you have used it for all these purposes such as:

1. Word Processing for writing,

2. Online information, and

3. Activities that promote literacy progress and reading achievement. It is found that boys reap more benefits. Girls and low socio-economic status (SES) students are disadvantaged in computer opportunity and skills.

Internet facility helps the adolescents to interact with friends and get vital social support. Teenage girls who get trapped to the internet romance tend to be troubled and exploited.

Heavy viewing of television and music video encourages traditional gender role attitudes, poor body image, and sexual stereotypes among teenage boys and girls.

Some critics say that enough is enough and that there is too much talk about gender. They stress that instead of gender –role basis a person basis must be taken. That means not on the basis of masculine, feminine or androgynous but as a person. So, parents should rear their children to be competent boys and girls and avoid stereotype classification.

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Exercise V

You have been observing the influence of mass media on gender role learning. You might have observed both positive and negative influences. Prepare a paragraph on this topic in your context and share it with other teachers in other contexts (urban/ rural/ semi-rural etc.).

Check Your Progress 3

On some occasions, the media presents boys and girls' models as follows. Do you agree with them or do you think it is common for both and there is no gender discrimination in these aspects? Indicate your responses with 'yes' or 'no'.

1. Girls are more interested in dressing well than boys.

2. Girls are more talkative than boys

3. Boys are keen on making friends with girls

4. Boys are more interested in sports than girls

5. Boys are more interested in travel than girls.

4.2.3.4. Educational Implications

Children and adolescents learn gender behaviour by observation and initiation of (gendered) behaviour by elders, parents, teachers, peers, and by the influence of the media.

- Elders and parents should try to find out what their children actually think of the other gender. This will help to be aware of their (children's) thinking.

- Parents should not assign children duties and activities on the basis of gender.

- Parents need to support the child's real interest and talents (not thinking as right or wrong for the child's gender).

- Encourage boys to be more sensitive in relationship and engaging in socialised behaviour to become more caring.

- Fathers need to remember their important role in giving company to daughters (which helps in the development of their interests and ambitions).

- Girls need to be encouraged to feel proud of their relationships, skills and caring, and the same can be rewarded by parents and teachers.

- Teachers need to examine their own attitudes regarding gender bias. They should become aware of their own instructional interactions with males and females and not to differentiate between them.

- Teachers need to create and practice classroom programmes which boosts the self-image of boys and girls.

- Many schools in rural India are sex segregated institutions, so girls or boys have less opportunities for social interaction. In such contexts, interschool activities may be conducted.

- Teachers can guide adolescent girls and boys for course selection, and choice of career on the basis of aptitude and interest and not on gender basis.

Check Your Progress - 4

Below are given some situations, followed by four responses. Identify your response.

1. You come across a boy who exhibits more interest in house hold work. I will

a) appreciate, b) respect, c) ridicule, d) make fun of him

2. Your mother asks you to do a job, which is normally done by the other gender. I will

   a) do it happily b) do it because mother has told
   c) disagree to do it because that is not my work d) agitate

3. Someone ridicules for doing a job, which is normally done by the other gender group. I will

   a) not bother but continue doing it b) feel bad
   c) do not continue in their presence d) stop doing it

4. Specific sport activities are fixed for boys and girls in your school though the students want to play other sports, which are not allowed for them. I will a) convince the staff to change the practice, b) tell students that they need to accept it, c) follow neutral attitude and keep quiet, d) continue efforts until the decision is changed

4.2.4. Let us Summarise

- Adolescents' gender development is influenced by her/his observation and imitation of elders, parents, and teachers.

- Parents together and mothers and fathers individually often socialise boys and girls differently in developing gender role.

- Parents demand higher achievement from boys and hold stereotype beliefs about children's academic abilities.

- Parents expect differentiated academic achievement and later career choices by sons and daughters.

- Teachers reinforce gendered behaviour. They praise boys for their knowledge, girls for their obedience. Teachers often have an expectation that boys will misbehave more often than girls.

- Interaction with same sex peers further reinforces children's gender typed behaviour

- Boys behaviour will be influenced by commands, threats, and physical force, and girls by polite requests and persuasion.

- The media (television, storybooks, Facebook, etc.) and technology (mobile, computers, internet) are also influencing gendered behaviour, and gender stereotype among adolescents.

4.2.5. Unit - end Exercises

1. Discuss the social influences of gender during adolescence.
2. How do parents and teachers influence gender behaviour among adolescents.
3. How can teachers and parents become 'change agents' to bring gender equality.
4. Critically discuss the role of technology in influencing adolescents' behaviours.

4.2.6. Answers to Check Your Progress: 1,2,3, and 4'

Check Your Progress-1

1-A, 2-A, 3-D, 4-D, 5-A, 6-D

Check Your Progress-2

Your answer should be 's' for all, if you are not gender biased

Check Your Progress-3

If you are not gender biased, your answers should be 'no' for all.

Check Your Progress 4

1-b), 2-b), 3-a), 4-d)

4.2.7. References

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Block 4 : Gender and Adolescence
Unit 3 : Cognitive Influences of Gender and Educational Implications

Unit Structure

4.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the development of abstract and logical thinking abilities of girls and boys;

- Define and illustrate the hypothetico deductive reasoning capability of adolescence;

- Explain the gender differences in propositional thinking;

- Explain how young girls and boys reflect on their own thinking (meta cognition);

- Explain the research findings on gender differences in cognitive abilities; and

- Identify the educational implications of differences in cognitive abilities.

4.3.2. Introduction

You have understood the biological and social influences of gender during adolescence. In this Unit, we shall study the cognitive influences of gender which is still more interesting and thought provoking. Adolescents, will be in the Formal Operational stage of cognition. You know that the girls and boys can do more of abstract reasoning. We shall see how this enables them to expand their knowledge by research and discovery. You come to know how teenage girls and boys will perceive the' 'self' and become 'idealistic' in their thinking. You will be knowing the research findings with reference to gender differences in language abilities, mathematical abilities, and spatial abilities.

In this Unit, we are going to understand the cognitive influences of gender during adolescence. First, let us recall the meaning of the term "Cognition".

4.3.3.1. Newfound Cognitive Capacities during Adolescence

As a result of increased cognitive abilities in terms of abstract thinking, girls and boys in this stage can do thinking about themselves, others, and the world in general.

Exercise I

Have you seen the movie "Sagara Sangamam"? Do you remember the dance with the lyrics "Nada Vinodamu natyavilasamu … dhira dhira ….?' At the end of his dance, what is the experience of the dancer? Try to recall. He experiences as if he is surrounded by people and they are applauding, though none are there.

This is nothing but "Imaginary audience". It is the adolescents' belief that they are the focus of everyone else's attention and concern. It is because of heightened self-consciousness as David Elkind and Bowen (1979) have described. Adolescent girls (than boys) become more conscious of their talk, dress, appearance or their total presentation. On the other hand, teenage boys and girls become sensitive to public criticism. Some teenagers become hesitant or more sensitive, particularly, girls believe that everyone is monitoring their performance, (you might have also experienced it) as a male or female?

Exercise II

A teenager wrote in her diary "My parent's lives are so ordinary. So, stuck in a rut (unproductive or useless), mine will be … different, I will realise my hopes, ambitions…"

This illustration gives the sense that the girl

a)   is different

b)   will reach great heights

c)   is silly

d)   is special

Yes, you are right if you have agreed with all the answers, except 'c' 'silly'. It is because teenagers are sure that they can think about themselves. They develop an exaggerated opinion of their own importance – a feeling that they are different, special, unique, able, and so on. David Elkind describes this sense of adolescent girls and boys as" personal fable"

- Adolescents (boys particularly) have a nature of venturing on new tasks. The Bollywood film 'Bunty aur Babli' is an example of youth exploration, who go to the extreme of mortgaging the 'Taj Mahal'

- Due to abstract thinking adolescents can go beyond the real and think at meta cognitive level. They often construct grand visions of a perfect world with no injustice and discrimination. You might have come across teenage boys and girls speaking ideally and commenting and criticising the existing social, religious, and political systems. Their vision, behind such criticisms, is to reconstruct an ideal world and not fault finding.

- Decision making is one of the cognitive tasks that adolescents have to handle. Decision making is a cognitive process of choosing a path of action. In response to potential alternatives after examining possible consequences of each alternative. This involves evaluation of probability and abstract thinking used in the decision making process. The differences in decision making abilities, when males and females are compared, are found to be statistically significant, but not practically.

- Adolescent boys and girls often feel happy by the wide range of options or choices of school courses, co-curricular activities, and social events. It is also found that high emotional arousal influences decision making.

Check your Progress - 1

Mention some Cognitive abilities that develop during adolescence.

4.3.3.2. Gender Differences in Cognitive Functioning

Children, soon after their entry into the school, understand that some academic subjects and areas of achievement are considered masculine and others as feminine.

a. A study by Stein and Smith Hells (1969) found that children in 6th and 12th grades thought as follows:

Reading, art music and social skills   - feminine

Mathematics, mechanical skills and athletic ability - masculine

b. In a cross-cultural study of school children in Japan, Taiwan, and the U.S. were asked what school subject they like best. In all three countries, girls chose reading and boys chose mathematics.

c. International Assessment of Educational Progress (IAEP, 1992) collected data about the following statement:

Math is	Mostly for girls	Mostly for boys	For boys and girls

The data varied considerably but were not directly related to male and female differences in math's achievement.

d. According to researchers, gender appropriate behaviour may be related to cognitive functioning. One such example was the study to find out the relationship between sex role preference and spatial visualisation among 11 to 14 years old boys and girls. The results showed that male sex role was related to greater spatial ability.

e. Research in the area of achievement motivation (Harter, 1983) states that men and women 'have equal motivation to achieve but men have greater' mastery motivation '. Typically, boys perceive themselves as more competent than girls and have expectation of success.

Exercise III

Which one of the following attributes is not a cognitive mechanism?

(i.) Ability   (ii.) Effort   (iii.) Luck   (iv.) Task difficulty

Hope you have identified (iii) 'luck' as not a cognitive mechanism. In a meta-analysis of studies done in this regard, researchers found consistent gender differences. Men were more likely to attribute their performance to their ability, regardless of outcome, and women were more likely to attribute their achievement (positive or negative) to luck.

Dissimilar educational experiences contribute to gender differences in cognitive functioning. Some of the differences identified by the researchers were :

- Differential course taking by boys and girls (the gap in course taking has narrowed in recent years)

- Differences in leisure time activities of boys and girls;

- Different experiences in and outside of school that may combine to influence academic achievements; and

- Career plans differ by gender, for example, in science and mathematics.

It has been observed that girls are less likely than boys to plan careers in engineering and slightly more likely to aspire careers in biology (nowadays the trend is changing).

The gender differences in cognitive ability have been widely analysed in the psychological and neuropsychological literature from 1972 to 2003 by different researchers and the same has been summarised by Alfredo Ardglass et al. in. USA and Mexico. Accordingly, three major differences in cognitive abilities between males and females have been reported :

1. Higher verbal abilities favouring females;

2. Higher spatial abilities favouring males; and

3. Higher arithmetical abilities favouring males (differences in calculation abilities have been interpreted as a result of men's superior spatial abilities) Hence, three differences could be reduced to just two cognitive abilities.

Thus, according to research findings males outperform females in mathematics and spatial tests. Females outperform males on verbal test. According to meta-analysis however, among both children and adults, females perform equally to males on mathematics assessments. The gender differences in verbal skills is small and varies depending on the type of skill assessed (e.g., vocabulary, essay writing)

Male cognitive functions are comparable to female preovulatory phase of cognitive functioning. However, females during postovulatory phase of their cycle, may have advantages in executive task and disadvantage in attentional task as compared to males. For example, females excel when they are asked to memorise a list of words or provide as many words as possible that start with a specific letter. In turn, when asked to mentally rotate three-dimensional complex cube figures, males typically achieve high scores. These cognitive gender differences are at the core of fierce academic and social disputes over gender equality issues and often are attributed to either biology(sex hormones, genes, chromosomes) or society(differential upbringing of boys and girls), so there is a tendency to investigate cognitive gender differences in a " psycho bio-social approach"

Educational Implications

Since adolescent girls and boys can reason abstractly, opportunities should be provided both in curricular (particularly in Science, Geography, Maths, and Languages) and co-curricular activities where they can use hypothetico deductive reasoning and prepositional thinking.

To motivate students (both girls and boys) to apply the hypothetico deductive thinking, propositional, and combinatorial thinking, teachers have to create an environment for cooperative learning than individual learning. Girl students in rural and government schools may need persuasion and guidance.

We know that girls and boys are sensitive to public criticism. So, parents and teachers should avoid publicity finding fault and speak personally with the concerned boy or a girl. Feedback needs to be constructive, rather than commenting.

We should try to acknowledge the exaggerated unique qualities of the girl or boy.

We, teachers and parents should patiently listen to the ideal, grand and glorified expectations of boys, and girls. Similarly, their critical comments should be received and the positive aspects should be highlighted.

We, teachers and parents should avoid decision making for adolescent girls and boys, particularly for the selection of combination of subjects or courses of study, project activities, and career options. Instead, effective decision making and suggestions about the alternatives for girls and boys can be provided.

As there are no striking gender differences in cognitive abilities, the teachers and parents should curb stereotyped thinking like science, and maths for boys and language or humanities for girls. They should be proactive in providing equal gender opportunities to learn quantitative and scientific subjects. Teachers should avoid male students' domination in instructional activities.

Check Your Progress - 2

Identify the statements which are correct in terms of encouraging the cognitive ability of adolescents.

1. Opportunities should be provided for hypothetico deductive reasoning and propositional thinking.

2. Parents and teachers should avoid from publicly finding fault and wait to speak personally with the concerned boy or a girl.

3. Try to suppress the exaggerated unique qualities of the girl or boy.

4. Teachers and parents should avoid decision making for adolescent girls and boys.

4.3.4. Let us Summarise

- The cognitive abilities of adolescent girls and boys are formal operations with abstract and scientific thinking.

- Boys and girls can do hypothetico deductive reasoning, and while solving problems they try with variables and isolate the effective ones.

- No gender differences is found in the use of propositional thinking, in other words ability to evaluate the logic of verbal statements.

- Girls and boys become self conscious and self-focusing, So they believe in an imaginary audience.

- Teenage girls and boys exaggerate their importance.

- No gender differences are found in idealistic thinking.

- Gender differences in cognitive abilities like language, spatial, mathematical skills is not considerable. Environmental influences do play their role in causing gender differences.

4.3.5. Answers to 'Check your Progress - 1, and 2'

Check your Progress - 1

- Self-conscious
- Conscious of public criticism
- Personal glory
- Self-esteem
- Risk taking
- Exploring
- Decision making

Check Your Progress - 2

1,2 and 4-Correct

4.3.6 Unit - end Exercises

1. Distinguish between the thinking of adolescent girls and boys due to increased cognitive abilities

2. Explain the findings of various studies made to understand gender differences in cognitive functioning

3. Discuss the educational implications of cognitive influences on gender

4.3.7. References

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Block 4 : Gender and Adolescence
Unit 4 : Gender Stereotypes

Unit Structure

4.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to -

- Explain the concept of gender typing;

- Identify the attributes of gender typing;

- Define gender stereotype and illustrate with examples;

- Relate how gender stereotypes lead to gender roles;

- Describe gender role adoption by men and women; and

- Define the concept of gender identity .

4.4.2. Introduction

In this Unit, we are going to study the concept of 'Gender Stereotypes' to understand gender typing and gender roles which cause gender differentiation. How the rigidity of gender stereotypes in childhood will give way for increasing gender stereotypes flexibility during school years and adolescence will be dealt in this Unit. We will learn the impact of cognitive changes that lead to gender constancy for children's gender stereotyping.

4.4.3.1. Gender Typing

Exercise I

What do thinkers and poets want to say in general in the following statements?

1. "Woman is more compassionate.. man is more courageous" (Aristotle).

2. "A man will say what he knows, a woman says what will please J.Roussean).

3. "Man with head and woman with heart; Man to command and woman to obey; all else confusion" (A.L. Tennyson).

Ans :

1. …………………………………………………………………………..
2. …………………………………………………………………………..
3. …………………………………………………………………………..

You are right if you have responded as:

1.   Individual differences
2.   Differences in the 'type' of men and women.

Exercise II

Classify these "describing words" usually referring men and women.

List of Words

• Knowledgeable

• Sympathetic

• Courageous

• Obedient

• Affectionate

• Straight forward

• Pleasing

• Commanding

Women :
Men :

According to the most prevalent role performance found in the society, a woman is perceived as a 'home maker'. So your listing of attributes are ympathetic, pleasing, obedient and affectionate for women and courageous, straight forward, commanding and knowledgeable for men.

When we analyse these traits, we understand that 'gender –type' refers to the differences in behavioural aspects.

Besides personality traits, gender type includes physical characteristics occupations, and activities or behaviours. So, we can conclude that gender typing is the process by which individuals acquire the thoughts, feelings and activities aspects of behaviour that are considered appropriate for their gender in a particular society or culture. Remember that gender roles are the application of these gender types in everyday behaviour. I think you can add few more to this list like emotional, gentle, nurturing, and many more as feminine; and assertive, competitive independent, etc., as masculine traits.

It was assumed that all male-typed attributes are positively inter co-related. Similarly, all female-typed attributes are positively inter co-related, but all male type attributes are negatively co-related with all female type attributes.

Exercise III

Read the following statements and tick those which shows gender equality.

a.   "Sit properly you are a girl".

b.   "Being a boy doesn't mean you can talk loudly".

c.   "Boys can stay out late, not girls".

d.   "Both boys and girls must help clear the table".

e.   "Boys should conceal their emotions".

f.   "Both boys and girls must fight against injustice".

You are incorrect if you have answered (a), (c), and (e)

Now a days the trend in gender typing is changing, each of the male typed and female typed attributes in a combination, resulting in heterogeneous or multidimensional may also be found in a person. So along with masculine and feminine, people are categorised as "Androgyny", it is that gender type in which individuals who score high on both traditionally masculine and traditionally feminine personality characteristics.

Exercise IV

Administer the following check list on 5 or 10 adolescents to find out their thinking of adolescents regarding gender roles and career choice. Check whether you think it is a male' or female' occupation or both.

Sl.No.	Job	GENDER		
		M	F	Both
1	Construction worker			
2	Hair Stylist			
3	Veterinarian			
4	Physical Education Teacher			
5	Nurse			
6	News Reporter			
7	BabySitter			
8	Mechanical Engineer			
9	Dietician			
10	Photographer			
11	Security Guard			
12	Police Officer			
13	Lawyer			
14	Language Teacher			
15	Auto Mechanic			
16	Pilot			
17	Professional Athlete			
18	Clothing Designer			
19	Carpenter			
20	Speech Therapist			

Find out :

1. Which gender got largest number?

2. Compare the results of individuals and discuss the gender roles.

Check Your Progress - 1

Identify the statements that are true in relation to gender typing.

1. Gender typing is a process and a product.

2. Individuals acquire thoughts, feelings, and activities, aspects of behaviour in this process.

3. People consider behaviours appropriate for their gender.

4. It is related to a particular society or culture.

4.4.3.2. Gender Stereotypes (and Gender Role Adoption)

You must understand that children begin to acquire knowledge of 'gender type' early in pre-school years itself. By middle childhood, they are aware of stereotypes for activity behaviours, occupation, achievement areas, and personality qualities. You might have answered as M for 1,3,6,7,9, and 12 (as masculine traits and W for 2,4,5,8,10, and 11 (Feminine traits) , then it indicates the existence pf gender stereotype. How can you define gender stereotype ?

Gender stereotypes are widely held beliefs about the characteristics considered appropriate for males and females in the execution of their roles. Being a girl or a boy, he or she should behave in a particular way because it is expected so. These behaviours are the generalised expectations over the time. According to experts in the field, in the childhood itself, children get clearly developed ideas about what includes appropriate behaviour for men and women and these ideas, which can be considered as "gender role norms" influence the way people believe they are expected to act, think, and feel depending on their gender. Like this certain behaviours are tagged or associated with the gender. Hence, they are gender stereotyped and gender specific.

Stereotypes helps us sometimes to understand a person. If we label a person such as feminine and masculine (Henniga, gandubeeri, etc) we have much less to consider when we think about that individual, but once labelled it becomes difficult to erase it in situations of contradictory evidence.

Stereotypes may also get modified due to cultural change. For example, at one point of history, masculinity was thought in terms of muscular development; at another point, it might be associated with a more slender (thin and tall) physic (physique).

According to a study of college students in 30 countries, early gender believed stereotyping was found as mentioned below.

	Males	Females
1	Dominant	Nurturant
2	Independent	Affiliative
3	Aggresssive	Less Esteemed
4	Achievement Oriented	More helpful in distress
5	Enduring	

According to another study, differences in the gender stereotyping of emotions are as mentioned below :

a   Females as expressing more fear, guilt, love, sadness, shame, surprise, and sympathy than their male counterparts.

b. Males were stereotyped as expressing anger and pride than the female counterpart.

According to some studies, by age 5 or 6, children view their world in strongly gender stereotyped way as they get gender typical or gender atypical information. During middle childhood and adolescence, the knowledge of stereotypes increases in the less obvious areas of personality traits and achievements.

Researches in many countries reveal that stereo-typing of personality traits like rough, rational, cruel as masculine adjectives and gentle, affectionate, dependent as feminine adjectives by the end of middle childhood.

Achievement Areas: Children often regard, reading, spelling, art and music as more for girls (feminine); mathematics, athletics and mechanical skills more for boys (masculine). These stereotypes influence children's preference and sense of competence. According to researches this has been found both in Asian and Western nations even when children of equal skill level are compared. Even when the girls had better school grade than boys they did not report stronger beliefs in their own ability and compared with boys, girls did not rate their talents.

Gender stereotypes can affect memory of achievement. Girls who strongly believed that stereotype that boys are good at maths than girls made them to underestimate their previous performance in maths. Likewise, boys who believed that girls are good at arts underestimated their previous scores in art exams.

Investigations(2008-2009) in the US reveal that girls from advantaged groups regarded both boys and girls equally good at maths; when girls were asked about

adults their response was stereotyped as men were better than women. Boys in contrast held stereotyped views of math ability for both children and adults (2003).

School age children and adolescents develop a more open-minded view of what males and females can do. It means there can be overlap in the characteristics of male and females. For example, affectionate and rational traits can be found in a woman. This is called 'gender stereotype flexibility'. This flexibility is because, children realise that a person's sex is not the only factor for gender labelling but individuals unique characteristics are also responsible. As a result gender typing is viewed socially rather than biologically influenced.

By the end of middle childhood, children can understand that a child reared by the other sex would be non-stereotyped in many ways. It means the boys influenced by the mother's role may pick up traits like emotional or gentle. Thus boys and girls can have cross-gender type and become non-stereotyped. This does not mean children always approve of doing so.

Exercise V

Find the statements which show the disapproval of gender role violation.

1. Boys playing with dolls.

2. Girls wearing boy's clothing

3. Girls acting noisily and roughly

4. Boys wearing girls' clothing.

I think you have marked statements 1 and 3 . It is true that the arrival of adolescence brings gender intensification. Both boys and girls show increased gender stereo-typing of attitudes and behaviour. They show more traditional gender identity, particularly girls who are early adolescents.

What are the three influencing factors of gender consciousness?

1. ……………………………………………………………………..

2. ……………………………………………………………………..

3. ……………………………………………………………………..

Yes, you are right if your answer is biological, social and cognitive factors of gender in adolescence. How do they influence?

1. Puberty magnifies sex differences in appearance. Hence, adolescent girls and boys spend more time thinking about themselves in gender linked ways (recall from the Unit One).

2. Pubertal changes enable gender typed pressures from others (recall from Unit Two) particularly those with traditional gender - role-beliefs may encourage 'gender-appropriate' activities and behaviour by the adolescents.

3. The cognitive changes, i.e., thinking about what others think (meta-cognition) make young teenagers responsive to gender - role expectations.

As adolescents move toward a mature personal identity, they become less concerned with others' opinions of them, instead they become more involved in finding meaningful values to include in their "self - definition" or "self - concept" identity crisis.

Adolescent girls and boys show a tendency of decline in the use of stereo typical self-perceptions. This thinking gets strengthened when parents and teachers also encourage to question the value of gender stereotypes.

In the recent years, the gender norms are found more liberalised and egalitarian on women's roles in society. Hence, women are getting more highly educated than in the past. Now, women have greater chance for employment in diverse occupations which were considered men's area in the past. Thus, gender role norms have become less authoritative.

Check Your Progress-2

Match the items in list 'A' with list 'B'

	List 'A'	List 'B'	
1	Adolescents move toward a mature personal identity,	Women's roles in society	a
2	In recent years, the gender norms are found more liberalised and egalitarian on	become less concerned with others' opinions of them	b
3	Adolescent girls and boys spend more time thinking	develop a more open-minded view of what males and females can do	c
4	School age children and adolescents	about themselves in gender linked ways	d

4.4.3.3. Gender Identity

You have studied in the previous Blocks that adolescents will have a well-organised self-description and a clear sense of self-esteem, which will form cognitive foundation for forming an identity (Erik Erikson, 1968). You know that gender identity of children

can be measured by asking to rate themselves on personality traits. A child with "masculine" identity of he/she gets high scores on traditionally masculine item (like ambitious, competitive, and self –sufficient) and low on traditionally feminine items. (affectionate, cheerful, and soft spoken). Similarly, a child with a "feminine" identity does the reverse. A child who gets high scores on both masculine and feminine personality characteristics will get a gender identity called 'androgyny'.

Lastly gender identity is a good indicator of psychological adjustment. According to psychologists, masculine and androgynous children will have high self-esteem than feminine individuals. Psychologists are of the opinion that androgyny may very well represent the ideal personality. You will study how children develop gender identity in the Sixth Unit. Androgynous individuals are able to show masculine independence or feminine sensitivity depending on the situation.

You might have a question as to why children/people follow gender stereotypes or gender role based on gender norms?

Your immediate response may be to present themselves with characteristics they believe that others also prefer. Besides this, there are other motives or reasons too as per the studies.

- Thinking accurate or appropriate (When a situation is ambiguous and one cannot decide the best action, then imitate or accept the behaviours of others)

- For achieving personal motives (when one thinks that his social identity is benefited by conforming to others like gaining better social status).

- Helps to evaluate themselves positively and can feel good about themselves since they are valued by group norms.

- People come to know that rewards and punishments received by others due to accepting or not accepting their ideals.

- To avoid rejection and to gain acceptance.

All these motives may work differently to gender differences because men may desire more social achievement than women.

Check Your Progress-3

Classify the following statements as gender stereotyped and non-gender stereotyped.

a. Women are generally not as smart as men.

b. Adolescent boys and girls have equal opportunities for achievement.

c. Adolescent girls are also capable of thinking logically

d. When both parents are employed and their child gets sick at school, the mother should be called and not the father.

e. It is important to encourage boys and girls to take up higher studies in maths and Science

4.4.4. Let us Summarize

- Gender typing is a process of learning thoughts, feelings, and activities, which are particular to a gender.

- Gender typed attributes could be in terms of personality traits, physical characteristics and activities

- Gender types influence the individual to take up gender roles in the society.

- Gender stereotypes are widely held beliefs about characteristics considered for males and females.

- Gender stereotypes are learnt at very early age of preschool years. By middle childhood, children are aware of stereotypes for all aspects of human behaviour (games, academic subjects, occupations, etc.).

- Boys have more rigid stereotypes than girls.

- Though gender intensification takes place in early adolescence later on adolescent construct a mature self-identity and flexibility in gender stereotype.

- Gender identity is perception of oneself as relatively masculine or feminine in characteristics.

4.4.5. Answers to 'Check your Progress 1, 2, and 3'

Check Your Progress-1: 2,3, and 4 are Correct.

Check Your Progress-2: 1-b,2-a,3-d,4-c

Check Your Progress-3:

Gender stereotyped: a), d); Non-gender stereotyped: b), c) & e)

4.4.6. Unit - end Exercises

1. Define the concept of gender typing.

2. What is gender stereotype? Illustrate with examples. How can you help adolescent girls and boys to get gender stereotype flexibility?

3. Explain how gender stereotype enables girls and boys to adopt gender roles.

4. Explain the concept of gender identity and its implications

5. Explain how do boys and girls differ in gender-stereotyped attributes?

6. Discuss how 'Gender stereotype reflect our impressions and beliefs about females and males

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Block - 4 : Gender and Adolescence

Unit 5 : Similarities and Differences in Gender Stereotypes of Different Genders

Unit Structure

1.5.1. Learning Objectives

After going through this Unit, you will be able to

- Identify the gender stereotypes of males and females;

- Identify the physical differences between genders;

- Enlist the social differences including communication types in relationships;

- Find out cognitive similarities and differences in verbal, mathematical and spatial abilities;

- Infer how the cognitive differences are reflected in the academic issues of girls and boys; and

- Identify the gender stereotypes in personality traits of males and females.

4.5.2. Introduction

Dear Students, you have understood that gender stereotypes are people's perceptions and beliefs about how the sexes differ or how should they influence in taking up the gender roles. You have also come to know how adolescents tend to be flexible in gender stereotyping.

Now in this Unit, we shall concentrate on gender differences in gender stereotypes. Apart from male's greater physical strength and female's ability to bear children, they have social and cognitive similarities and differences in gender stereotyping. Social similarities and differences are viewed in terms of relationship with their peers, aggression, and depression. The cognitive similarities and differences between gender stereotyping are discussed in terms of abilities, interests, and achievements. Accordingly, verbal, mathematical, and spatial abilities are dealt here. At the end of this Unit, you will be made to think of ways and means of reducing gender stereotyping.

4.5.3. Learning Points

4.5.3.1. Physical, Social Similarities and Differences in Gender Stereotypes

Since several decades, many studies have attempted to find out the similarities and differences in cognitive aspects and personality aspects of men and women. Researchers have looked for stable differences between males and females taking into account all the dimensions of a human personality.
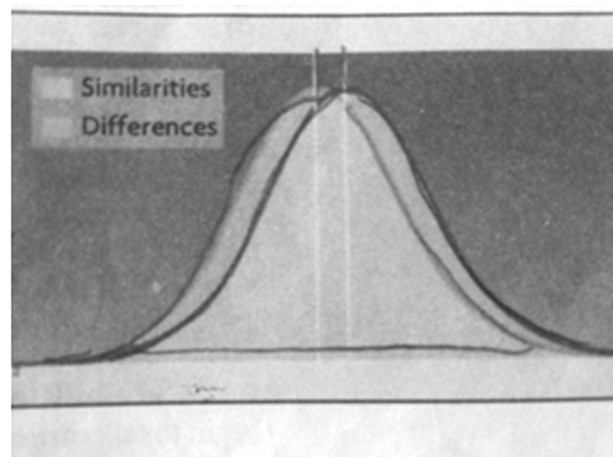
Source : LAURA E.BERK : Child Development

Exercise I

The above figure shows that the distributions of scores in comparing males and females on mental abilities and personality traits. Find out which one of the following statements is the correct interpretation of the figure.

a) Males and females are completely different.

b) The distributions are not overlapping.

c) Both males and females are more alike.

d) Males are superior to females.

You have analysed the figure and options correctly if your answer is 'c' because the distribution for males and females is overlapping greatly. So sex difference might be not more than 5 to 10 per cent of individual differences, but more similar in developmental potential. Women have twice the body fat than males. On average, males grow 10% more than females. The male sex hormones androgen promotes growth of long bones and the female sex hormones estrogen stops its secretion when women reach the stage of menopause after 40 years.

Along with this, we should consider the following facts:

• gender differences can change over time;

• how boys and girls differ may not be the same; and

• the differences are average and do not apply to all females or all males.

Recall that we have studied the physical differences between the average man and woman in the first Unit of this Block.

Physical differences between men and women influence health aspects as mentioned below:

• females are said to be less likely than males to develop physical or mental disorder;

• females are more resistant to infection; and

• males have higher levels of stress hormones, which cause faster clotting and higher blood pressure.

Though human brains are much alike, researchers have found some differences as following (Frings et.al., Hofer et al, 2006- quoted by J.M. Santrock) :

• one part of the hypothalamus involved in sexual behaviour tends to be larger in men than in women.

• Portions of the corpus callosum – the band of tissues through which the brain's two hemispheres communicate tends to be larger in females than in males.

• An area of the parietal lobe that functions in visio-spatial skills tends to be larger in males than in females.

- The area of the brain involved in emotional expression tends to show more metabolic activity in females than in males.

- We know that these differences are due to evolution, heredity, and social influences.

At the very outset, many psychologists generalise that,

- males are more physically aggressive and active;

- females show stronger interest in relationship building;

- females are better at controlling of their behaviour and emotions; and

- females engage in more pro-social behaviour (behaviour that is intended to benefit other people).

We shall study these in little more detail:

i) Aggression: In all cultures it has been identified that boys are more physically aggressive than girls (it appears in childhood itself), particularly when provoked girls show more verbal aggression (such as yelling) than boys. The recent trend in aggression is relational aggression (trying to make others dislike a particular individual by spreading rumours about the individual). According to some studies, girls show this relational aggression more and some other studies reveal no difference between boys and girls

ii) Communication in Relationships

According to Tannen (a gender expert), "girls are more relationship oriented than boys. 'His supporters added few more observations about adolescent girls . Accordingly, adolescent girls are good at,

- self-disclosure (communication of intimate details about oneself) in close relationships.

- active-listening in a conversation than boys.

- talking and engaging in more affiliative speech than boys.

Adolescent boys were found to be using self –assertive speech.

It has been found that gender stereotype difference in communication often depends on the context like (1) size of the group, (2) while speaking with peers or adults, (3) familiarity and (4) age.

iii) Pro-social Behaviour

Adolescent girls view themselves as more social and emphatic or able to understand and share the feelings of another person.

iv) Emotion and its Regulation

In early adolescence, girls say that they experience emotions such as sadness, shame, and guilt, and the emotions are intense. Boys are more likely to deny that they experience these emotions. Boys usually show less self-control on emotions than girls. This might lead to behaviours like greater aggression, over reaction to frustration, non-cooperation, etc.

v) Depression

A gender stereotype difference in depression emerges around age 13 and increases through age 18. Girls surpass boys in depression and it is related to problems like eating disorders, committing self-injury, self-blaming, negative social comparisons over vigilance for stress, and becoming obsessed over future consequences.

You know that depression is a state of feeling sad, frustrated, and hopeless about all activities, and even aboutlife. It is the most common psychological problem of adolescence. According to research, In developing countries, rates of depression are similar for males and females and occasionally higher in males.

Social Relationships

Finally, we can look into the gender stereotype differences in adolescents and relationships with peers. The following characteristics can be found:

Girls' same sex friendships	Boys' same sex friendships
• greater intimacy	• more friendly competition
• self-disclosure	• risky activities
• validation, caring and relationship repair	• excitement
• thinking over the causes or consequences of negative emotional experience and jealousy	• direct control efforts
	• inhibition of tender feelings and intimacy

Youths of both sexes who are named by peers as 'Popular' will be socially skilled and wear stylish clothes. Popular boys tend to be athletic and funny, but popular girls tend to be attractive and thin.

Check Your Progress - 1

Identify the factors influencing gender stereotype difference in Communication among the following:

(1) size of the group 2) Culture (3) while speaking with peers or adults4)education (5) familiarity 6) social exposure (7) age.

4.5.3.2. Cognitive similarities and differences.

On the basis of meta-analysis, psychologists have summarised the differences between gender stereotyping of boys and girls in mental or cognitive abilities as given below:

Characteristics	Gender Stereotype Differences		
Verbal characteristics	Boys	•	early language development
		•	reading and writing achievement throughout school years.
	Girls	•	outperform boys when tests are in written form
Mathematical abilities	Girls	•	
	Boys	•	better than girls on complex problems involving abstract reasoning and geometry in later school grades
		•	the difference is great among high achieving boy students
Spatial abilities	Boys	•	better than boys in competition in early school grades.
School or Scholastic achievement	Girls	•	get better grades than boys in all academic subjects in elementary school
	Boys	•	get better grades in mathematics and science in junior high school
Achievement motivation	Boys	•	perceive themselves as more competent and have higher expectation in maths, sports, and mechanical skills
	Girls	•	have higher expectations and set higher standards in reading, writing, literature and art

Let us go through in a little more detail about the above mentioned facts:

i) Verbal abilities

On the basis of assessment, girls score slightly to moderately higher on tests of verbal ability in middle childhood and adolescence (in every country) . Throughout the school years, girls attain higher scores in reading achievement and less are for remedial instruction. The gender gap in reading and writing achievement increases in adolescence. Boys are found doing poorly in writing. The reasons found out are the earlier development of the left hemisphere of the cerebral cortex, where language is usually localised and mother –daughter narratives about past experiences are more organised and elaborate than mother –son narratives. Further, more children view language as a "feminine" subject.

ii) Mathematical abilities

- Girls tend to be comfortable in arithmetic computation, perhaps because of better verbal skills and more methodical approach to problem solving.

- Girls relay on concrete manipulation to solve basic math problems.

- Boys more often mentally represent numbers and get answer rapidly from memory.

- In early adolescence, math concepts become more abstract and spatial, and boys outperform girls.

The difference is especially evident in the results of tests of complex reasoning and geometry.

- In science achievement also, boys are at advantage as problems become more difficult. But year after year as males and females have good (or equal) access to secondary education, the gap becomes narrow.

- some researchers believe that because of the heredity contribution-(1) more rapid, numerical memory helps boys to do more complex mental operations ; and (2) the superior special reasoning enhances the boys mathematical problem solving.

- In our country (according to some scholars), girls are less exposed to games and experiences that develop spatial, abstract thinking abilities. This can also be a reason for not opting maths and science by girls.

- Negative stereotypes like (1) Math as a masculine subject not a feminine subject, and (2) Stereotyped threat that means the fear of being judged on the basis of negative stereotype – can trigger anxiety while performing. As a result, girls even having the high ability may not perform effectively in maths reasoning skills

- Adolescent girls whose parents hold non-stereotyped beliefs are more likely to perform well in science and maths.

iii) Gender differences in Spatial abilities

According to Piaget, adolescents will be in the formal operational stage in their cognitive development. So they can do beyond concrete operations stage.

According to Piaget, what are the three characteristics of thinking or reasoning of adolescents

Yes, you are right if your answer is 'abstract, idealistic, and hypothetico-deductive or logical thinking'. This kind of thinking or reasoning is required in spatial abilities. Researchers say that there will be gender stereotype differences in spatial abilities.

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In the task of mental rotation of a three-dimensional figure rapidly and accurately in their mind, males are better than females. Males do better on spatial perception. In this the surrounding environment has to be considered. Gender differences on spatial visualisation task are non-existent because the task involves analysis of complex visual forms. Males have an advantage on spatial ability because the androgen hormones enhance right hemispheric functioning. Research confirms that superior spatial skills facilitate the boys to solve complex math problems. Beyond the gender stereotype differences, spatial skills with training can bring improvement in performance.

We can say that parents and teachers should try to avoid transmitting gender stereotyping of activities, achievement areas, and use of gender and gender references in the language. They should be given with the examples of models or achievers, irrespective of gender. Opportunity should be provided to girls and boys to interact mutually and work on projects together.

Gender stereotypes are not fixed and keeps changing. Such social environment which makes space for such changes is an ideal one and parents, teachers, media, school, and family should make space for such situations.

Check Your Progress 2

Identify to which gender the following stereo typed behaviours relate to as found by meta-analysis, by denoting 'B' for boys and 'G' for girls.

1. Reading and writing achievement throughout school years.

2. Good at complex problems involving abstract reasoning and geometry in later school grades

3. Good at tests, when given in written form.

4. Get better grades in all academic subjects in elementary school.

5. Perceive themselves as more competent and have higher expectation in maths, sports, and mechanical skills.

6. Have higher expectations and set higher standards in reading, writing, literature, and art.

4.5.4. Let us Summarise

- Physical similarities and differences in terms of body fat, height, hormonal functions, brain structure being similar, but functioning bit differently.

- Social similarities and differences in gender stereotype – aggression, as physical aggression by males and relational aggressive by females.

- Gender stereotype differences in communication in relationships: as report talk by males and rapport talk by females.
- Gander stereotype differences in the emotions and in the regulation of emotions: girls show better control over emotions and girls have pro-social behaviour
- Cognitive similarities and difference are there in gender typing , in verbal abilities, mathematical abilities, and spatial abilities.

4.5.5. Answers to Check your progress 1 and 2'

Check Your Progress - 1

1,3,5,7

Check Your Progress - 2

1-B,2-B, 3-G, 4-G, 5-B, 6-G

4.5.6. Unit - end Exercises

1. Discuss gender stereotypes as a product of society and culture.
2. Explain social similarities and differences in gender stereotypes with illustrations.
3. Describe the steps that can be taken to reduce gender stereotyping among adolescent boys and girls.

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Block 4 : Gender and Adolescence
Unit 6 : TheRole of Educational Institutions and Society in Achieving Gender Equality

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Unit Structure

4.6.1. Learning Objectives

After studying this Unit, the student teachers will be able to

- Understand the meaning of gender equality;

- Identify and analyse measures to overcome gender inequality;

- Describe the role of society in achievinggender equality;

- Describe the role of educational institutions in achieving gender equality; and

- Assist teachers and students in creating an equitable classroom environment.

4.6.2. Introduction

In the previous few Units, you have learnt of the influence of biological, social, and cognitive factors on gender consciousness of adolescents. This has given us many clues to understand the importance of gender equality. Also, over the past couple of decades, gender equality has been explicitly recognised as a key aspect for global development. In acknowledgement, the promotion of gender equality and empowering women has been identified as one of the eight Millennium Development Goals (MDG) to which India is also a signatory. According to the UNESCO theme on gender equality, "The Education 2030 agenda recognizes that gender equality requires an approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education".Gender equality has been conclusively shown to stimulate economic growth, which is crucial for developing countries. Achieving this requires the coordinated efforts of many institutions in society. In this unit, lets us understand the role of different institutions in achieving gender equality and start with a general understanding of the concept of gender equality.

4.6.3. Learning Points and Activities

4.6.3.1. Concept of Gender Equality

We have understood the concept of gender defined as distinct from sex, in that, it refers to the social and cultural constructs which, while based on the biological sex of a person, defines his or her role in society. Gender equality can be defined as complete equality between the sexes. It is also known as sexual equality or equality of the sexes. It is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviours, aspirations and needs equally. Let us look at some of the definitions of gender equality.

According to the European Institute for Gender Equality, it "refers to the equal rights, responsibilities and opportunities of women and men/ girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as human

rights issue and as a precondition for, and indicator of, sustainable people-centred development".

UNICEF defines gender equality as "equality between men and women, entails the concept that all human beings, both men and women, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equality means that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means fairness of treatment for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities"

The UN Millennium Taskforce on Millennium Development offers a highly technical definition for this concept, identifying three main 'domains' as an operational framework: capabilities, which refers to basic human abilities as measured by education, health, and nutrition; access to resources and opportunities, (both political and economic, such as equal rights to land and property), and finally, the issue of security and the vulnerability of women and girls to violence.

An equally important term along with gender equality is 'gender equity'. Let us read a brief definition of it to make the meaning of gender equality clearer.

World Health Organization defines gender equity as "fairness and justice in the distribution of benefits and responsibilities between women and men" and indeed the term 'gender equity' seems often juxtaposed to social justice. Meanwhile, gender equality is used to refer to the overarching canopy of equal rights and opportunities, together with corresponding lack of gender discrimination in all spheres of human activity.Gender equity has a narrower application and strongly economic or rather, material connotations. In other words, gender equity appears to be one of the many building blocks on the path to achieve gender equality.

An analysis of the above definitions indicates the following.

- Gender equality is a human right;
- Achieving gender equality is the responsibility of everyone in society;
- It is not an exclusive women's issue as men also face gender equality problems;
- The needs and aspirations of both men and women should be considered favourably;
- It promotes equality between women and men by empowering them; and
- Gender equality is the end goal whereas gender equity is the means to achieve the goal.

Let us understand the importance of achieving gender equality.

- Equality is the basis from which everyone can lead a healthy, happy and fulfilling life. From eliminating discrimination and harmful stereotypes to preventing gender-based violence, advancing gender equalitycontributes to a higher quality of life for everyone.

- Sustainable development relies on ending discrimination towards women and providing equal opportunities for education and employment.

As mentioned earlier, it is a coordinated effort of many concerned institutions. Let us study the role of different institutions in reaching the goal of gender equality.

Check Your Progress 1

Mark the following as true (T) or false (F)

1. Gender equality is a human right.

2. Men have no issues with gender equality.

3. Gender equality is a hindrance to a peaceful social life.

4. Gender equality contributes to economic development.

5. UNESCO supports gender equality.

4.6.3.2. Role of Society in Achieving Gender Equality

Gender equality is an issue for both men and women in society as seen in the various definitions of the term. As men and women are part and parcel of a society, it has a great role in achieving the equality between the two groups. Various people have analysed the role of society in this endeavour. Following is a consolidated view of the ideas expressed by different experts in the field.

a. Be a role model: Family is the first recognised institution in a society. It is also accepted as the first school for a child. Men are generally the heads of families and real change begins at home. If a boy sees his father treating his mother with respect, allowing her to be a part of the decision-making process at home, taking his sisters to school, and treating everyone in the family as equals and valuing all their contributions, he will grow up valuing women in society and thus promoting gender equity. Male involvement is, therefore, critical to achieving a sustainable gender equitable society, as it ensures a lifecycle approach for ensuring

gender equity. Children, who grow up in gender-equitable environments, tend to believe in gender stereotypes less than their peers, who grow up in a gender-inequitable environment.

b. Respect core values: Mutual respect for all irrespective of their sex, caste, socio-economic status, religion, and educational status is a major requirement in achieving gender equality. These are core values which get getting ingrained in young minds from an early age. Hence, it is important to imbibe mutual and unconditional respect, equality and opportunity amongst all to lay a strong foundation for a gender-equal society.

c. Talk about gender issues with age-appropriate lens: Often, parents try to shield children from incidents related to gender-based violence, but children still get to know of these issues through friends or media exposure. It is important for parents to talk to children about gender-related issues in an age-appropriate manner, so that they grow up to be more gender-aware, gender-responsive and respectful.

d. Involve men in gender campaigns: Men should participate in gender campaigns and civic education in their communities to enlighten their male counterparts on the importance of having women sit at the decision table and be involved in all issues affecting society. When men address gender equality issues, they put them across as human rights and social justice. This ensures that fellow men see the increased engagement of women in decision making as an action that improves human rights and not diminishes their own privileges.

e. Increase participation in domestic work: There is wide recognition of the need to increase the participation of men in domestic work and family responsibilities by encouraging the reconciliation of family and working life of both men and women, including the adoption of family support policies and programmes. Men as well as women suffer negative consequences from work/life imbalances and have much to gain from better contact with children and participation in family life.

f. Include men in caring: Expanding the role of men to include caring requires removing the institutional and cultural barriers that currently make it difficult for men to fully engage as fathers, and by promoting policies and practices that allow for shared care. Actions required for women and men to share these responsibilities include closing the gender gap. Society should ensure that family-friendly measures, such as parental leave, part-time employment and flexible working hours, are available to both women and men.

g. Leadership in organisations: Organisations play a massive role in ensuring gender responsiveness within their ranks. Organisational principles and policies ensure that

both genders have an enabling environment to contribute economically. Organisations should take concrete steps to adopt and implement policies and practices that promote gender equity.

h. Stop child marriage and sexual harassment: Child marriage is a major impediment to girls' education. If we want girls to be able to complete education, we have to end child marriage. We also have to seriously address sexual harassment of girls. Insecurity is one of the reasons given by parents for marrying their daughters. It is also a major barrier to girls' full participation in education.

i. Be unbiased: In employment and compensation, organisations need to ensure that the recruitment process is not discriminative with regard to gender, religion, and marital status among other issues that, most of the time, lock women out of employment. They need to ensure a minimum wage is paid and promotion be based on achievements of all the employees, regardless of their gender. Since there are a low percentage of women in formal employment, organisations need to come up with policies that ensure more women are recruited and retained to ensure gender balance.

j. Media asagame changer: All forms of media must promote positive gender role models and equitable gender norms through movies, shows, documentaries, and articles. They can communicate to the masses and have an impact due to the depth of the messaging and reach people with appropriate knowledge.

k. Raise aspirations of girls and their parents: One of the key strategies must be to change how girls, families, and society imagine what girls can be and can do. We need to give girls' images and role models that expand their dreams. We have learned that through empowering women at the community level, we will also enhance girls' education. When mothers are educated and empowered to make choices in their lives, they enable their daughters to go to school.

Several other activities can also be identified as the role of the society and are listed as follows.

- Understanding and acting on gender issues identified by the community. Improving access to resources and assets where there is a need as identified by the community.

- Increasing and improving the participation levels of women and men in decision making.

- Working with communities to create dialogue on the social dynamics of gender and addressing ideas that may be barriers to the achievement of gender equality.

- Creating a unit that focuses on gender issues within the institution.

- Creating gender responsive budgets that include the allocation of funds towards the implementation of strategies used to increase gender equality.

- Developing strategies that promote gender development, such as gender training for employees.

- Developing strong political will, leadership and commitment to address gender issues internally and externally

The above points make it clear that society has a great role to play in minimising or eliminating gender inequality and working towards equality.

Check Your Progress 2

1. List any three measures in the society that can improve gender equality

2. Mention any two roles of parents in promoting gender equality among their children

4.6.3.3. Role of Educational Institutions in Achieving Gender Equality

We have seen in the above paragraphs that society has a great role to play in achieving gender equality. But society is not an isolated entity and comprises a variety of social and educational institutions that work towards gender equality. These educational institutions also include schools, peer groups, teachers and curriculum and textbooks. Let us look at the roles of educational institutions at the institutional level as well as each section of the educational institutions in achieving the goal.

Educational Institutions: Experts have listed the following as some of the activities involved in working towards gender equality at the institutional level:

- Developing information systems that contain gender specific data;

- Developing appropriate gender indicators;

- Improving and supporting research on gender issues;

- Disseminating findings from gender analysis;

- Using the finding from gender analysis to inform gender policies and practices;

- Empowering women and making full use of their labour force for economic growth;

- Educating and maintaining the health of women to enhance productivity and social development;

- Providing women with fair representation across different decision-making levels of the government structure to better protect their interests and to achieve quality governance;

- Protecting the rights of women to make them active participants in the economic, social, political, cultural, and other arenas of the country, thereby bringing about development;

a. Schools: Schools play a major role in understanding the issue of gender equality. As a school is a part of society, gender inequities pervading society are carried into the school environment. The various activities of the school including school management, plan and design of the physical infrastructure, and teaching and learning materials contribute a lot to the understanding of gender sensitivity. For example, a school may contain gender stereotypes. Teachers may not always be aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment. Many schools do not have adequate or separate toilets for girls and boys. As a result, schools do not provide a gender responsive environment for effective teaching and learning to take place.

There is a need to go beyond simple access issues and ensure a comprehensive understanding of gender. Four key questions need to be considered regarding the role of schools in gender equality. These are:

- What perceptions of masculinity and feminity are children bringing to school?

- What are the dominant images of masculinity and feminity that the school conveys to them?

- Is gender equality a concern in terms of what the school wants and expects of its teachers?

- What initiatives, strategies, and projects, can the school undertake to develop a programme for gender equality?

Schools need to be more "girl-friendly". This does not mean that boys should be neglected, but girls should be encouraged and retained in schools. Gender equitability means challenging the culture of authority, hierarchy, and social control in majority of the schools. At a general level, it would mean changes to the curriculum, and the breaking down of hierarchies and power networks that exclude girls and women. Head teachers and teachers would need to have a greater understanding of the conditions which lead to bullying, racism, sexism, and homophobic behaviour, replacing them with more successful forms of intervention. In addition, some value should be placed on students, experience and knowledge, with students being more actively involved in planning and evaluating their work. Students should be encouraged to challenge narrow-minded concepts, and prejudices, and envision expanded and divergent views. This calls for making teaching and the curriculum gender equitable in schools.

At the school level, other roles are:

- Undertaking gender sensitisation of parents, community leaders and members, teachers, girls, and boys in order to raise their awareness and understanding of the need to support girls' education;

- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys;

- Empowering girls with skills of self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education;

- Empowering boys with skills to de-link from gender oppressive attitudes and practices such as bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively;

- Training the school community to manage sexual maturation issues of girls and boys with particular emphasis on menstruation management;

- Establishing guidance and counselling desks in order to provide services for the social and psychological development of girls and boys.

The following are some of the ideas to promoting gender equity in schools;

- Establish an award to recognise children who promote equity;

- Perform a play about gender equity in school;

- Write an equity column or article in the paper;

- Organise a walk, race, or athletic event for equity;

- Honour people who foster gender equity in their work and life spirit;

- Develop posters that promote equity;

- Create a videotape on gender equity;

- Reformulate or construct an equitable workplace

- Monitor a school or district for equity;

- Award gender equity scholarship;

- Present an equity workshop at a conference; and

- Observe classrooms to detect bias in interactions.

Classrooms : A classroom is where teachers spend most of their school time with students. It provides them both an ideal and a challenging opportunity to encourage and work on gender equality and respectful relationships.As classroom teachers we have an ideal opportunity to encourage gender equality and respectful relationships in our classroom through very simple but effective practices. The message we have from this opportunity is that "no matter what gender we are, we all have hopes and dreams, and we all need to treat each other with respect and dignity. No gender is 'better' than the other or more 'powerful'. Every person has the right to meet their full potential. By setting up a more 'gender-neutral' classroom we are at the forefront of breaking down social norms that promote gender inequality and gender-based violence".Experts have identified the following strategies to promote gender equality in the classroom.

- **Use gender-neutral language:** When referring to children, e.g. instead of saying, 'Choose a boy to go with you'; say, 'Choose a friend to go with you'. Similarly, avoid categorising children according to gender, e.g. 'Boys line up here and girls here.' This only reinforces gender segregation.

- **Avoidstereotyping children:** Avoid phrases like boys are noisy and loud, while girls are calm and sweet; boys show less emotion and girls cry more readily. Note that these often-subconscious assumptions affect our behaviour and expectations from the children.

- **Self-regulate interaction with the children**: We tend to comfort girls more. Encourage all children to share feelings and emotions equally.

- **Jumble together:** Put togetherall the dress-ups, toys, games, blocks, etc. so that all genders have an equal opportunity to use the equipment, rather than girls traditionally drifting towards the dress-ups and boys towards the blocks.

- **Providea wide range of stories:**Tell children diverse stories about genders in non-stereotyped roles. If such books are limited, change 'he' to 'she' in some books so that girls have a leadership role.

- **When reading books:** Where typically the tiger or bear is a 'him' and the butterfly or bird is a 'she', change the gender around. Alternatively, use gender-neutral terms.

- **Classroom tasks:** Try notto assign classroom tasks that traditionally relate to a specific gender, e.g., boys moving desks or taking out the bins, while girls are asked to decorate the walls.

- **Overcome preconceived notions:** Some children come to school with preconceived ideas about gender. If a child does say, for example, 'Sima can't play because it's a boy's game.' Use that as a 'teachable moment' and discuss how the comment made Sima feel, and why you do not have any gender-specific tasks in the classroom.

- **Seat and group students intentionally:** It is common for boys and girls to segregate when choosing friends and seating arrangements. Teachers sometimes encourage this by asking girls and boys to form separate lines in the hallway or even organising separate sports activities for each group. By creating a dynamic seating chart, you can break up the boys- or girls-only cliques and encourage both groups to engage with each other.

- **Occupational pictures:** Ask children to draw their idea of a fire-fighter, police officer, and a nurse. Then invite a female fire-fighter and police officer, and a male nurse to the classroom to talk about their jobs and discuss the children's drawings and expectations about the visitors. Always use non-gender specific terms when referring to occupations, e.g. chairperson, flight attendant, etc.

- **Gender equality policy:** Encourage the school staff to devise a gender-equality policy that promotes gender-neutral language and encourages non-traditional gender roles and activities.

- **Holda parent night:** Discuss your classroom/school's policy on gender equality and the use of gender-neutral language. Many parents will find this challenging, so it is best to explain the reason behind the decision, i.e., all genders have the right to equal opportunities.

In a research conducted by NCERT, the following implications were identified for classroom teachers regarding gender equality:

- To begin with, teachers must define their roles as mentors and facilitators and not as instructors and knowledge experts aiming to disseminate information;

- As a facilitator, the teacher should ensure that the physical and social environment of the classroom promotes healthy relationships between boys and girls;

- Sitting arrangements and all activities should as far as possible be done in mix group in co-educational schools, and in single sex, schools, it should cut across class, caste, region, and faith;

- Equal participation of boys and girls in the-teaching learning process must be ensured by participatory activities like role play, problem solving, quiz, etc in the teaching of languages, social science and science;

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- Allocation of classroom duties should reflect gender neutrality. Boys and girls should participate equally in maintaining cleanliness, observing classroom decorum, decorating the class and conducting routine classroom chores;

- The teacher must also entrust the responsibility of organising classroom activities equally to both the sexes;

- To develop effective oral communications skills, reading and recitation should be jointly assigned to boys and girls with correct pronunciation, voice modulation, and expressions;

- The teacher should be able to identify slow learners and organise appropriate remedial classes for them;

- In the teaching-learning process, special emphasis must be given to sharing of examples of women achievers who have contributed to different fields. This will help in attitudinal reconstruction;

- The use of visual aids like pictures and puppets, depicting women working in fields along with men, in hospitals as doctors and nurses, sharing household chores with men etc. can also help to create gender inclusion and parity;

- In the transaction of subjects like mathematics, sciences, social science and languages, care should be taken to include examples of both boys and girls, and men and women drawn from different walks of life so that the message of equal capability gets highlighted;

- The classroom culture should be built in a manner that interactions between boys and girls reflect mutual respect. The classroom ethos should be made open and supportive, so that both boys and girls feel free to share their personal experiences without apprehensions;

- The concept of equality of sexes can be explained by elaborating on the intelligence and capabilities of girls and women.

b. Teachers: Teachers play a crucial role in every classroom. They are the actors who shape the success or failure of their students. Their interpretation of the curriculum, interaction with learners, and way they assign duties and homework, are important factors in a child's schooling. The strategies that could be adopted in the classroom as discussed in the above paragraphs holds good for teachers here as a classroom is the platform or the environment where the teacher acts. The following are some of the roles of teachers in reinforcing gender equality:

- Teachers and teacher educators should examine their syllabus with the view of incorporating a gender dimension by including introductory themes on gender; and by exploring gender issues within some of the topics of the existing syllabus;

- Teacher educators must be gender sensitive through gender awareness and sensitisation programmes;

- Teacher educators and teachers should employ engendered patterns of classroom organisation and interaction; and

- Capacity building centres should be established in all educational regions intended to train teachers and teacher educators in gender-laden education;

- Teachers and teacher educators should : a) conduct workshops, b) introduce engendered classroom organisation and interaction; c) Conduct introductory lessons on gender; d) focus on gender issues within the existing syllabus topics; e) introduce gender issues career guidance; f) analyse gender issues in instructional materials, and g) conduct research projects on gender issues.

c. Peers: Like teachers, peers contribute to the socialisation of gender difference via multiple pathways. Upon entering school, children encounter large numbers of peers, many of whom model traditional gender behaviour, producing and reinforcing the content of gender stereotypes. In addition, schools are characterised by gender segregation. When peers are available, children tend to select same-sex playmates. Children's gender segregation, in turn, affects their play experiences, leading them to spend more time in stereotypical play. Furthermore, gender segregation predicts children's future conformity to gender stereotypes. Peer group influence begins in preschool and continues as children progress through school and expand their social world. This influence reinforces activities involved in play, academic success, popularity, body image, and dress and continues throughout the life cycle.

Curriculum and textbooks: In a broad sense, curriculum is what we are expected to learn in the class and textbooks are the tools through which we learn them. They have a big impact on the attitude and behaviour of children. This curriculum can be both formal and informal.   Formal curricula are introduced by a government or an educational institution. Moreover, they are defined as sets of objectives, content, resources and assessment. Informal curricula, also defined as hidden or unofficial, refer to attitudes, values, beliefs, assumptions, behaviours and undeclared agendas underlying the learning process. These are formulated by individuals, families, societies, religions, cultures, and traditions. There is a great deal of work being done at national and international levels to influence curriculum change to include gender equality, and to make governments

accountable. When considering how teaching and the curriculum can be made gender-equitable, the following areas need attention.

- **Curriculum content**: There is need to consider what girls from poor, and marginalised environments, are offered by their schooling, and to provide, for example, literacy learning in a way that enhances their confidence, so that they can begin to transform their lives.

- **Learning methods:** Often, images in textbooks are simply listed for their portrayal of gender images. Children do not necessarily have simplistic, preconditioned responses to images in textbooks.

- **Language of instruction and literacy**: Children who are geographically or culturally marginalised from mainstream education may find themselves being taught in a language that they do not use. Girls and women often have less access to, and use of national "prestige" language than men.

- **Methods of evaluation and assessment:** Examinations tend to dominate assessment, but other methods should be used, such as continuous assessment. In addition, girls could have more equal opportunities in school if teachers talk to them more and encourage them, for instance by giving them more prizes for participating in different classroom activities. For teaching and the curricula to be gender equitable in schools, it is important to properly educate teachers on gender equality teaching through the courses and practical materials that are provided. This is discussed below.

In schools and colleges, the curriculum is usually pre-designed, which means it is not easy to integrate a gender equity perspective in the design, content and teaching approaches of the many subjects that teachers may have to cope with. Moreover, curricula are often developed by experts and owned by the state, so it is difficult to negotiate for change where this might be seen to challenge governmental control. But, where diversity is recognised and participatory processes are employed, women and girls from different backgrounds can participate in discussions about curricula decisions and how they are represented, considering that they are diverse groups. The checklist given below by UNESCO may prove useful in planning the curriculum:

- Are the materials used by the teacher or students free from gender stereotypes?

- Do the materials show females and males in equal proportion?

- Do the materials show females and males with equal respect, and potential (when talking about jobs, or the future, for example)?

- Does the curriculum reflect the needs and life experiences of both males and females?

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- Does the curriculum promote peace and equality for males and females, regardless, of their race, class, disability, religion, sexual preference, or ethnic background?

Since textual materials are one of the pivotal sources of knowledge it is important that they include issues of equity and equality, as children, both boys and girls from all segments of society access them. Therefore, portrayal of gender relations and their contributions are important in the thematic and content selection pertaining to all disciplines and in the illustration and visual depiction. Textbooks define boundaries of disciplines at different stages of education. They link children with their lived realities and weave national and human concerns. Implicit and explicit knowledge woven in textual materials pertains to the domain of social science, science, mathematics, languages and other emerging and applied fields. The content of each disciplines is determined by experts, who de-limit it as per age, ability and level of understanding of children. Textual materials, the world over and in the Indian context, have been analysed from different perspectives including gender. A gender audit parameter of textual materials by NCERT regarding gender equality would help in analysing the following.

- Whether textual materials related to all disciplines address contributions and achievement of men and women in an adequate manner;
- Whether textbooks reflect heterogeneous identities of all groups in an inclusive manner;
- Whether textbooks bridge all segments of society related to gender, caste, class and religion and location;
- Whether textbooks promote values related to masculinity and femininity or negate it;
- Whether they assist in initiating transformatory attitudinal changes among learners;
- Whether they help in addressing different forms of conflicts; and
- Whether they sensitise on promoting critical thinking among children for questioning stereotypes, myths and misconceptions, and customary practices derogatory to the status of women;

Check Your Progress 3

1. List any two activities that can be taken up by teachers to promote gender equality in the classroom.

2. What are the points to be checked in the textbook to evaluate gender equality requirement?

3. What are the suggestions given by NCERT regarding gender equality for classroom teachers?

4.6.4. Let us Summarise

- Gender equality in teaching, is a central component of a good-quality education.

- To increase equality of access to education, and to sustain progress towards Education For All, it is necessary to develop teaching methods, new ways of learning, and curricula that enable girls and boys to participate in learning as equals.

- The culture of a school and its practices outside of formal lessons, for example, in play grounds or during meal times, also affect how girls and boys learn. So gender equality needs to be a central part of the development of the school curriculum and ways of teaching.

- Children will want to come to school and will enjoy the experience of learning if schools implement good-quality gender-equality curricula, and ways of teaching.

- Governments have a responsibility to develop gender-equitable education policies for children's learning, as well as for the long-term well-being of the nation and the society at large.

4.6.5. Unit-end Exercises

1. Explain the role of society and educational institutions in promoting gender equality.

4.6.6. Answers to Check Your Progress - 1, 2,3

Check Your Progress 1

1. 1-T; 2 – F; 3 – F; 4 – T; 5 – T

Check Your Progress - 2

1. Role of society
a. Respect core values
b. Involve men in gender campaigning
2. Role of parents
a. Be unbiased towards gender
b. Stop child marriage and sexual harassment

Check your Progress - 3

1. Role of teachers

- Teachers and teacher educators should examine their syllabus with the view of incorporating a gender dimension by: including introductory themes on gender; and by exploring gender issues within some of the topics of the existing syllabus.

- Teacher educators should be made gender sensitive through gender awareness and sensitisation programmes.

2. Points to be checked in the textbook to evaluate gender equality

- Whether textual materials related to all disciplines address contributions and achievement of men and women in an adequate manner; and

- Whether textbooks reflect heterogeneous identities of all groups in an inclusive manner.

3. Suggestions given by NCERT regarding gender equality for classroom teachers?

- As a facilitator, the teacher should ensure that physical and social environment of the classroom promotes healthy relationships between boys and girls.

- Sitting arrangements and all activities should as far as possible be done in mix group in co-educational schools and in single sex, it should cut across class, caste, region and faith.

- Equal participation of boys and girls in the teaching learning-process must be ensured - through participatory activities like- role play, problem solving, and quiz, etc in the teaching of languages, social science and science.

4.6.7. References

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