

Work in Development.

Motor Development

Speech Development

Play

Creativity

Interest

Leadership

Group behaviour

Motor Development - Motor development is defined as the development of strength, speed and accuracy in the use of muscular parts of the body. (such as arms, eyes, legs, neck muscles etc.)

In motor activities, the motor control starts with head (i.e. the child first starts by holding his head erect + focussing on various objects with his eyes. Following this, the child learns to grip objects and then to crawl and walk on his knees, sits with some assistance, rearing oneself while holding on to furniture, walking while holding someone,

(2)

climbing stairs, standing without assistance and finally walking alone.

→ For all these motor development, it is essential that the child is given adequate freedom.

If the child is always carried and not allowed to move around, its motor devt. is likely to be retarded.

→ The child should have adequate space to play in. If it is left to its own devices on the floor, it will be seen moving its legs and feet.

→ In the learning of motor development ^{skills} readiness and opportunities to learn, Motivation, a good model and guidance are some of the most important essentials.

✓ → Motor skills are learned by trial and error, by imitation and by teaching. Of these, teaching is the best and trial and error is the poorest method.

Improvement in motor skill is judged by speed, accuracy, strength and steadiness.

→ Motor skills of children are divided into categories

Gross Motor devt.

(Involvement of large muscular part of the body / ^{Use} big joints to do an activity)

Eg - Use of arms & legs to sit, stand and walk etc.

Fine Motor devt.

(denotes involvement of small muscular parts of the body to do a task)

Eg - Use of Toes and fingers to do activities such as Writing, Drawing, Shooting, Typing, ~~Reading~~ etc eating

→ Motor skills of children are also divided into 2 categories

hand skills

(Hand skills are more numerous and are more useful to children, and hence better learned.

Leg skills

(Leg skills are comparatively less than Hand skills and are used in sports activities

(2)
✓ Motor skills, whether of hand or legs, may also be divided into four categories, according to their functions. They are

1. Self-help skills
2. Social-help skills
3. Play skills
4. School skills

Self-help skills - helps the child to achieve independence and enable them to do their work by themselves.

Eg - self-feeding
self-dressing
self-grooming
self-walking etc.

Social-help skills :- helps the child to be an accepted member of a social group (either family, the school or neighbourhood grp).

Eg :- Helping with the work at home school, or the peer group etc.

Play skills - helps the child to amuse themselves in the when they are along with their friends and also when the child is away from their friends

Eg :- ball play, skating, drawing

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School Skills - It helps the child to
achieve in both academic and
non-academic areas of school work.

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Eg:- Reading, Writing, Drawing, Speaking,
painting, clay modeling,
Dancing etc.

On the whole Motor skills helps the child
in achieving ^{good} personal and social adjustment.

✓ Role of a teacher in attaining peak of Motor dev:-

★ The teacher should provide

→ Opportunity to learn:

→ Motivate the child.

→ Set as good Models for children.

→ Guide them in correcting their errors.

→ Demonstration in Motor skill will be
helpful for children

→ Each Motor skill must be taught
individually (Eg:- Holding a spoon
for self-feeding is completely different
from holding a pencil to write)

→ Motor skills should be taught one
at a time (Eg:- After one skill has
been mastered, another skill should
be taught in order to avoid confusion
in learning process.

Speech Development :-

→ A major feature that distinguishes the human beings from animals is their ability to use vocal speech as a means of communication.

→ Speech contributes to children's personal and social adjustments by satisfying their needs and wants

Sequence of Speech Devt.

The sounds, words and sentences are the stages of speech Devt.

The first cry or sound uttered by a child is its cry of birth. Crying, babbling and gestures are all important forms of "pre-speech communication".

✓ Crow and Crow (1962) points out the sequential steps in speech Devt.

1. Feeble gestures and sounds.
2. Babbling
3. Use of simple spoken vocabulary
4. One word sentences
5. Combination of words into sentences
6. Development of skill in reading
7. Improved mastery of the tools of communication
i.e. language

Vocabulary is necessary for speech. There is increase in size of vocabulary in relation to age.

- Studies show that the first word by the child is uttered about one year of age (10 months).

- There may be delay in speech when children receive little reinforcement.

Factors influence the Speech development.

The comprehension and speech devt. depends on a number of factors, particularly socio-economic background and parental education.

- Verbal interaction between parents and children is less in the lower class homes.

- The educated middle-class parents stimulates his child linguistically by reading to him or discussing events with him.

by 1 year - the child knows about 3 words
2 yrs - nearly 200 words
3 yrs - nearly 1000 words.

Apart from socio-economic status & parental education, the other factors which influence on the speech development of the child are

1. Physical Conditions.
2. Child's emotional development.

3. Imitation of language of parents, other adults and teachers
4. Cultural factors
5. Environmental factors
6. Degree of Maturity
7. Level of intelligence
8. Teacher's language competence.
9. Opportunities for practice.
10. Guidance.

Thus speech skills can be learned by trial-and-error, by imitation or by training. Of these, training is the best because it involves guidance in learning to imitate a model.

- Children speech may be egocentric - in which they talk about themselves (or) socialized - in which they talk about other people and their activities and interest.
- As the child grows older, socialized speech gradually replaces the egocentric speech of childhood.
- Even when socialized speech is used, children often express what they say in unsocial form, such as exaggerations, boasting, criticism, name-calling and derogatory comments.

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→ The most important hazard in speech development are excessive crying, difficulties in comprehension, delayed speech, defective speech, speech disorders, bilingualism, difficulties in communication and unsocial form of speech.

Delayed speech - ^{means} speech patterns below the norm for the child's age

Defective speech → means speech that varies qualitatively for the norm for the child's age because of faulty learning.
(i) Serious defect in pronunciation due to faulty learning

Speech Disorders - are serious defects in pronunciation not due to faulty learning, but due to defects in the vocal mechanism (or) persistent emotional tension

Bilingualism - Use of two language while speaking is a hazard to social adjustment because friends find difficult to comprehend what the child speaks, thus left isolated with a feeling of being inferior.

Difficulties in Communication - in the sense children talk too much (or) too little. Thus they find difficulties in knowing how to

Role of a teacher in Speech Devt. (3)

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→ The teacher should serve as a good model in learning the speech devt.

(a) The teacher should be a model of good speech to imitate.

→ The teacher should provide opportunities to practice speaking in the form of story telling, Poem recitation, Extempore, Elocution etc.

→ Motivate the child to express the subject matter in her own language rather effectively without grammatical errors rather than telling the students to byheart the subject matter as such given in the school text books.

→ Motivate the child in comprehending the subject matter through proper guidance and correction.

Play

Unit - 3

Play Devt in children is influenced by many factors such as health, motor development, intelligence, sex, environment, socio economic status, amount of leisure time and play equipments, envt. in which the child lives etc.

Play makes many contributions to children's personal and social adjustment. Moreover, it promotes physical, social, Emotional & Intellectual development.

Play activities are usually divided into two categories - active play and Passive play.

Active play - in which the enjoyment comes from what the child does. Eg:- Cricket, Volleyball, Foot ball, chess.

Passive play - in which the enjoyment comes from the activity of others. It is also called as Amusements. Eg:- Watching T.V, watching other children play, looking at the comics. Thus in passive play, the player spends a minimum amount of energy.

During Infancy stage the child is involved in various types of play such as

1. Sensorimotor Play → Eg Kicking, Climbing, rolling
2. Exploratory Play → involves play using their own body parts to explore their bodies by Pulling their hair
3. Imitation Play → Sucking their fingers
4. Make-Believe Play → Banging
5. Games → Pulling the legs
6. Amusements → throwing the objects

↓
They like to watch T.V, look Pictures, read comics that gives enjoyment

→ This play involves the imitation of actions around them: Eg like Father - Reading ^{News}
Mother - Cooking
Sister - Reading

→ In this play, child assures toys with the qualities they find, they have in real life.

→ They play traditional games like Ringa Ringa roses.
Pat-a-cake, Hide & seek with the members of the family.

Play in childhood involves.

1. Toy play
2. Dramatization — Eg store keeping, Police & Thief

Games — Eg Sand, Mud, clay, paints, paste
 Scissors, Building blocks.
 Games that test their skills
 like throwing & catching balls
 involving few rules.

4. Movies, Radio & T.V → Watching Cartoons
 Movies about animals etc.

Play in Adolescence involves:—

1. Constructive play — They show more interest in
 construction plays such as
 Drawing
 Painting
 Jewellery making
 Construction with woods & tools.

2. Exploring — They are more interested in
 exploring their immediate envt.
 They wish to go beyond homes and
 neighbourhood to explore new areas.
 But as they are children, they are not
 allowed to go out in gangs by the
 parents, the school provides the opportunity
 to satisfy their needs in the form of
 activities such as NSS, under the
 guidance of scout-master

3. Collecting — They show interest in collections
 such as stamp collection,
 sport personality collection, Favourite
 Actor / Actress collection, Rock collection,
 Coin collection, Marble collection etc.

4. Games and sports :- They show more interest to engage in sex-appropriate games and sports by forming gangs.

Eg:- Boys prefer to play outdoor games mostly like Cricket, Volleyball

Girls prefer to play both outdoor and indoor games.

Creativity

Creativity - refers to the capacity of an individual to do something, new, novel and unique relevant to the situation (something unusual).

Creativity means finding out new solution to the old problems.

- finding out the new solution to recent problem.
- ideal way of creating new things
- to make something new & original

Creativity comes from

1. Divergent thinking - Thinking beyond traditional or immediate solution and coming out with different approaches
2. Dynamic thinking
3. Commitment towards Problem. and finds new solution
4. Elaboration
5. Ready to keep on trying. through insight to the old problem

A creative person not only thinks creatively, but his thinking changes constantly according to the new situations until he arrives at a solution. Thus he is a continuous thinker.

Commitment towards problem - A creative person is aware of the possible hurdles that he would face in finding of the solution to the problem. and he makes every effort to overcome the hurdles.

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Elaboration - A creative person will have the ability to think beyond the possible limit and elaborate the positive ideas and negative ideas related to a particular problem/task/activity

Ready to keep on trying - A creative person does not bother about failures, rather keeps on trying, with lot of patience, never gets discouraged, until he comes out with novel solutions

Thus Creativity involves Continuity, flexibility and originality.

Continuity - refers to the ability of the child to create something new depending on the acquisition of previously accepted knowledge.

Flexibility - refers to the ability of the individual to utilize old solution to solve new problems. At the same time, he is always prepared to adopt new ideas / unique & novel ideas to ~~the old problem~~ new attitudes

Originality :- refers to the ability of the individual to substitute new solution relevant to the old problem.

Conditions that foster Creativity :- From teacher side school.

The teacher should give.

1. Freedom to Respond (ie Democratic atmosphere) (stimulating envt.)
2. Encouraging originality & flexibility
3. Removal of hesitation and fear.
4. Providing appropriate opportunities & atmosphere for creative expression.
5. Developing healthy study habits among children
6. Avoidance of blocks to creative thinking.
7. Proper organisation of curriculum.
8. Teaching by examples / Demonstration.
9. Reforms in evaluation system.
10. Adopt special techniques like Brain storming
11. Reward and Reinforcement.
12. Assign individual projects / assignments based on their interest field of interest.

From family side :- Conditions that foster Creativity are.

1. Socio economic status-
2. Ordinal position
3. Family size
4. Urban & Rural home envt.
5. Intelligence
6. Sex

Variations in Creativity are due to the following factors.

- ④
1. Sex :- Boys show greater creativity than girls because boys are given more opportunities to be independent. They are encouraged by the parents to take more risk to show something original.
 2. Socio-economic status :- Children of the higher socio-economic group tend to be more creative than those of the lower group. They are sent to special training centers to exhibit their creativity effectively.
 3. Ordinal position :- Studies of order of birth reveals the fact that the first born is subjected to greater pressure to conform to parental expectations than those of born later. As a result those born later are more creative than first born child.
 4. Family size - Studies reveal the fact that children ~~born~~^{from} in small families tend to be more creative than children from large families (due to authoritative nature of large families & socio-economic constraints)
 5. Intelligence :- Studies carried out in this aspect creativity, states the bright children show more creativity than those that are less bright.

There are many ways in which creativity is expressed during childhood and Adolescent years. They are.

1. Animism
2. Dramatic & Constructive play (Make-believe play)
3. Imaginary Companions
4. Day Dreaming
5. White lies
6. Story telling
7. Aspirations
8. Ideal self - Concept.

Animism - is the tendency to ascribe consciousness to inanimate objects.

(i) children would endow inanimate objects with life like qualities.

They endow everything Eg: Comics, TV programmes, movies in which trees, Toys, animals and objects etc etc behave like human beings.

Eg: "Naughty door. You hurt my sister's finger! You naughty door."

This animistic thinking begins around 2 yrs old, reaches its peak at 5 years and then declines rapidly, disappearing shortly after the child enters school.

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Day Dramatic & Constructive play (Make-believe play)

Here the child creates the characters and themes of their play based on behaviour of the people around them in real-life situation or from the mass media.

Eg :- Police and Thieve.

One who has a pistol, a cap act as a police

One who has handkerchief around his neck will act as thieve

Imaginary Companions - The child who is denied prefer an imaginary playmate as a real one, as they always want to play which is enjoyable. ∴ The child derives satisfaction from the feeling that someone is always present with him to play.

Day-dreaming - is an escape & (or) defence mechanism offering illusionary release from unsatisfying reality. Day dreaming differs from Make-believe play in that roles children play in day-dreaming are more heroic. Eg Princess

White lies - (tall tales) - White lies is used for self-aggrandizement rather than for self-protection.

Eg :- The child would say seeing a dog doing on the street "I saw a lion on the street".

Production of Humour: - The creation of humour also requires high level of intelligence. Children discover what makes people laugh from reading the comic, from stories, their parents or teachers read to them and what they see on movie or television.

Eg:- All laugh when a person slips and falls on a banana peel.

The creative element comes from the ability to take this information from past experiences and apply it to new situation.

Eg:- A clown will fall down because of his over sized shoes.

This is how children make their ages mates laugh through their creative ability.

Story telling - Children make up stories based on ~~the~~ material from different sources, mainly from the mass media, and add original details and flavours to them, which makes them creative in story telling rather than reproductive story telling.

Aspiration - Aspirations are some thing we long for, what is above us with which advancement as a goal.

Aspirations are of two types/kinds (8):
Immediate aspirations - which are goals the person set for the immediate future - today, tomorrow, next week or next month.

Remote aspiration - which are goals the person set for the future, such as when I grow up.

Eg:- when I grow up I will become a pilot/astronaut.

Aspirations of childhood are closely related to their creative ability and ~~they~~ ^{mostly} these aspirations are likely to be unrealistic because of their limited knowledge and experience that they have at their age.

Ideal Concept Self-Concept :- The ideal self concept includes what children would like to look like - their physical self-concept and what they would like their capacities to be - their psychological self-concept

Interest is a tendency to become interested in an experience and continue it. It is an expression of our likes.

J. J. J.

10 Interest of childhood and Adolescence.

Paper - I

Unit - 3

Common Interest of childhood are

1. Interest in Religion
2. Interest in Human body
3. Interest in self
4. Interest in Sex
5. Interest in clothes
6. Interest in Constructive play
7. Exploring
8. Collection
9. Games & sports
10. show interest in some favourite amusements.

Interest in Religion → The interest in religion is eccentric for a child, Prayer for example, is a way of gaining ones desires and wishes.

They are interest to hear about religious stories/matters & they ask many questions related to religion. They are very eager to participate in the religious festivals.

Interest in Human body → children express interest in knowing about their body. recognize the anatomical difference between boys and girls.

They are very curious to know about the germs which make them sick.

and how medicines ⁽²⁾ drive the germs out of the body.

When a person dies, they are curious to know what happens to the body and how it gets into the heaven.

Interest in Self → They show great interest in self by looking at themselves in Mirrors, their way of dressing, and ask questions about themselves. They compare their possessions and achievements with those of their playmates.

Interest in Sex → They are curious about where babies come from and ask many questions about this matter.

Some children believe that they come from Heaven.
Others from Hospitals
and some others from store.

Interest in clothes → They show special preference for clothing. They are interested to choose clothes that attract others.

Constructive play → They show more interest in constructive play such as Drawing, painting, clay modeling, Jewellery making etc.

Exploring → They are interested to explore their immediate environment. They

where children will be given opportunities to explore, under the guidance of Scout master. They wish to go beyond homes & neighbourhood and explore new areas, but parents generally do not allow their children to go out.

Collecting → They show interest in various sort of collections such as Coin Collection, Stamps Collection, Rock, Bottle caps, Marbles, seed, feather collection, Film star collection, sport star collection etc.

Games and sports → They show interest to engage in sex-appropriate games and sports by forming gangs.

Boys prefer to play outdoor games mostly
Girls prefer to play both outdoor and indoor games.

Interest of Adolescence :-

→ They show interest in recreation such as

1. Recreational Interest
2. Social Interest
3. Personal Interest
4. Educational Interest
5. Vocational Interest
6. Religious Interest
7. Interest in Status Symbols

④.
Recreational Interest - They show Interest in
Recreations such as Day Dreaming

T.V
Movies
Reading
Dancing
Hobbies
Travelling
Relaxing
Games.

Boys
Adventure
Stories
Girls
Romantic
Stories
Gossiping
Cracking
Jokes.
Taking
Drugs
Smoking

Social Interest - They show social interest such
as spending time with social partners
spending time with opposite sex.
spending time in conversation
spending time in Debates
spending time in Criticism with
their social gang.

Personal Interest → They show Personal interest
in their appearance
in their clothes
in their Independence
in their Achievements
in spending Money

Educational Interest :- They show educational
interest to meet their Aspirations,
achieve
in order to get social acceptance and
Recognition from classmates, teachers
parents and Relatives.

(5)

Vocational Interest - They show Vocational interest to meet their needs through Autonomy, Authority and security that the occupation will give, which in turn will form the basis for their career decision making.

Religious interest → They show religious interest with an investigative mind and start comparing the religious practices of their friend. After analyzing them critically in terms of their increased knowledge, they later doubt their religion (i.e. the doubt the teachings of God and life after death) religious practice and start questioning about it to the elders.

If their questions are unanswered, they act antagonistically against it and lose faith in religious culture.

Then they search for new faith -
(i) the faith of an intimate friend (or)
of opposite sex (or) of one of the
New religious culture

Interest in Status Symbols → They show interest in status symbols, that they are superior to others (peers) in terms of economic status.

They like to have like,

⑥

car of their own, once they are legally able to drive. So they demand their parents for acquiring it, in order to maintain their status.

Paper - I

Unit - 3

Leadership

Leadership is referred to the process/ quality of guiding and directing the behaviour of other people in school, work, social environment.

J. Jayar

Leadership in childhood and Adolescence.

During early childhood stage, children choose leaders who are characterized to be more intelligent, old in age when compared to the playmates of the play group.

Children select elder individuals as their leaders because, it is possible for the elder person to give suggestions for play.

Moreover children have the habit of obeying the suggestion of adult request and follow their suggestions.

There are 2 types of leaders in early childhood.

1. Tyrannical Bosses
2. Diplomat Bosses.

Tyrannical Bosses - consider themselves to be a great person, superior to all, and shows little consideration for the wishes of others.

They are too victory oriented and behave autocratically.

Such leaders very easily lose their status and will be replaced by another individual.

Diplomat Bosses on the other hand shows more consideration for others view and they try to convince the conflict among playmates by bargaining.

But during Late childhood stage, the selection of leader is not the same as in early childhood stage.

The group members choose leader who appropriately fits for their group's ideals. Mostly peer member of the group takes this position and they should possess majority of the qualities that are admired by the group members.

But the qualities of the leader will not be liked by their family members.

They spent most of the time in playing games and sports. The child whose skill are superior to the skill of others gang members have the chance of becoming leaders.

Similarly Authoritarian leaders are not liked by the gang members, since gang members don't like to be bossed by their leaders, just as they are being bossed by their parents and teachers at home and school.

When the leadership role of a child, satisfy the needs of the group member, then he will become a persistent leader.

This later plays way to play leadership role in sports and games in school also. They also have chances for being selected as sport president of the school.

Leadership in Adolescents :-

During Adolescent period, since they are interested in taking part in social activities, they form gang with the members of their local area, neighbourhood, other school same age-mate children to join in forming new social grouping.

This social grouping fix their ideologies and members who accept the

fixed ideologies are accepted as gang members, while others are rejected.

They choose leaders with certain qualities.

- good physique
- Attractive and well groomed
- belongs to higher socio-economic status
- more responsible
- more extroverted
- more energetic
- more resourceful
- more initiative
- emotionally stable, well-adjusted and happy individual.

Followership ⇒ The process of being guided and directed by the leader in school, school or social environment is called so.

Gender - sex (either Male or Female)

* Bias - Partiality / not treating both sex ~~equally~~ equally.

Gender Bias

Gender bias is basically originated due to the belief or attitude that one sex is of higher power than the other sex (i.e. boys are superior than the girls) which is a social construct that has existed from ~~one~~ generation after generation.

Because of this attitude, discriminatory attitudes towards female gender have existed, ~~which~~ ^{it} affects women over their lives. As a result people make assumptions regarding behaviours, abilities or preferences based upon their gender.

1. Males are physically strong
2. Boys naturally exhibit boisterous, ~~sturdy~~ ^{sturdy} behaviour, academically able, have more rational thinking, socially uncommunicative.

Gender Bias promulgates a myth that boys are naturally better in subject such as Maths and Science because of their natural talent.

→ Gender Bias promulgates a myth that girls are polite, calm, responsible, exhibits better social-skills & Communicative skills.

→ Moreover gender bias promulgates a myth that girls naturally excel at reading and in language arts.

→ Boys are more physically Aggressive than females. (But research findings reveals the fact, that both boys and girls are Aggressive. It has been found out the boys express their aggression overtly. But girls are more concerned about their aggression tendencies and thus more likely to censor their expression of Aggression).

→ Gender-role socialization starts from the parent perception and treatment of newborn boys and girls. Fathers describe their sons as stronger and harder & girls/Daughter as more delicate, even though there is no objective differences between the male and the female newborns.

⇒ At birth, culture place different values on the gender of a child. In Indian culture, the birth of the male child is celebrated while birth of the female child is ignored.

Effects of Gender-Bias.

Gender Bias can impact student's attitude towards learning and their engagement with the subject.

Girls would believe that any success in Maths and science subjects is due to their hardwork, not their intelligence. This attitude may develop inferiority complex towards their gender and aptitudes.

On the otherhand Boys would be encouraged to believe that success in Science and Maths should come easily for them because of their gender. If they could not succeed in those subjects, it might create stress on them.

Sex-role stereotypes

Sex-role stereotypes are patterns of behaviour for members of the two sexes (male & female) that are approved and accepted by the group with which the individual is identified.

Sex role stereotypes comes from various sources.

1. Observation of behaviour of two sex.
2. Clothes worn by two sex.
3. Play equipments provided to respective sex.
4. Treatment by others (Parents, teachers, elders, peers).
5. Opportunities for learning.
6. Discipline
7. Sex education
8. Mass media.

Observation of behaviour of two sex. → The child learns the sex roles by ~~imitating~~ ^{observing and} imitating their parents. (

It provides clue to the members of both the sexes, how to behave in a same situation.

(Eg:- If father sits down at the table while mother brings in food, the child logically concludes that females are supposed to wait on males.)

2. Clothes worn by two sex → The type of clothes worn by respective gender provides clue that males should carry out all the works outside house and female who wears Aprons are responsible to do all house hold works.

3. Play equipments provided to respective sex:-

Parents reward the child differently for exhibiting their appropriate roles.

As females are considered soft, delicate they are provided with pink clothes, and they are encouraged/provided to play

with items such as dolls, utensils etc and encouraged to stay close at home to mother, discouraged from being aggressive.

On the otherhand boys are provided toys that excite him, use his brain, do something adventurous like equipment for sports and games, watching TV, play videogames and adventurous movies, sending them to Karate class.

Opportunities for learning - In home, school and playgrounds, boys are encouraged to learn things appropriate for boys and girls are denied these opportunities.

Girls are discouraged from taking manual-skill training (Kathas) and encouraged to take courses in household economics.

Discipline - In homes, the parents punish more severely ~~for~~ girls than boys for breaking the home rules.

(Eg :- A ^{daughter} girl having love affair and son having love affair).

Sex education - In homes sex education given to both the sex emphasise that the roles of members of the two sexes are very different in courtship, marriage, procreation and child care.

(Eg :- The mother is responsible for the undesirable behaviour of the child)

Mass media — The information, ideals, beliefs etc which the boys and girls are exposed to in various mass media like T.V, Radio, Comics, storybooks, Cartoons, textbooks and movies influence sex-role stereotypes.

Today, there are two widely accepted patterns of Sex-role stereotypes.

Traditional stereotypes

Egalitarian stereotypes

(Traditional stereotypes is based on the principle that of masculine superiority.)

(Egalitarian stereotypes is based on the principle that differences between sexes that exist in a culture is not important, and both males and females are considered equally in terms of Physical strength, Cognitive strength, Emotional strength, Social strength etc.)

Traditional Male-sex role stereotype

Traditional Female-sex role stereotype.

Male Sex-role stereotype :-

- ① Dominance in all situations as shown by aggressive and assertive behaviour.
- ② Self-fulfillment only by own achievements.
- ③ Control of emotions at all times to show strength.
- ④ Self-oriented, considering self first in all situations.
- ⑤ Because superior, expects to be waited on by females.
- ⑥ As wage earner, makes all major decisions.
- ⑦ Only role at home is advising and disciplining children and serving as role-model for sons.
- ⑧ Work outside home is more dangerous, difficult and tiring of strength. ∴ It carries greater prestige.
- ⑨ Custodian of family money, whether earned or inherited.
- ⑩ Tendency to derogate all females and female achievements.
- 1) Upward social mobility through own achievements.

Female Sex-role stereotypes :-

1. Subservience in all situations as shown by willingness to comply with male wishes and wait on males.

Satisfaction by "proxy" - through achievements of male family members. (9)

3. Expression of emotions, thus giving warmth to social relationships in the home and outside
4. Others-oriented, considering others before self
5. Major role is care-taker of home and family
6. Willingness to let major decisions be made by males
7. Works outside home only when necessary and that too only in occupations regarded as "women's work"
8. Money earned by women are given to males for money management.
9. Work inside and outside the homes, less demanding and difficult, therefore it carries little prestige and is less paid.
10. Not given opportunity in administrative works. Upward social mobility through marriage to higher status male.

57 (6)
§ : Status of Orphan child (especially in underprivileged sector of the society).

★ Underprivileged Sector of the Society includes

1. Girl child
 2. Backward class children
 3. Deprived ^{girl} child
 4. Orphan ^{girl} child
- SC (Dalit)
ST
OBC
- (ie) Girl child children who are born in Backward and Tribal societies

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A child who does not have parents alive.

↓
A child who is deprived/denied equal opportunities and facilities by the parents

↓
A Deprived child is one who is without proper parental care or control

↓
Abandoned by parents

5. Differently ^{girl}abled child - They were previously called Disabled child (or) Handicapped child. But now, these two terms are replaced as Differently ^{girl}abled child.

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A child who lacks ability to perform activity in a manner within the range of normal for a common beings.

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A Differently ^{girl}abled child is one who has some physical defect (ie physically handicap/abnormalities) from that of a normal child.

Differently abled ^{year} children are classified into following categories.

- (i) Blind & Partially blind children
- (ii) Deaf & Partially deaf children
- (iii) Crippled children
- (iv) Orthopaedic disabled children
- (v) Muscular dystrophy like weakening & wasting of muscles, gout etc.
- (vi) Neurological disability ^{orders} → Disease related to nervous system like Cerebral palsy & epilepsy.
- (vii) Mentally retarded.

Status of girl child :-

Although literacy rate of girls has improved considerably since Independence, it is still far from satisfactory level.

① The basic obstacle to girl child education have their roots in our social structure and reflects the discriminating attitude of our society to the girl child.

- Girls are neglected since their birth or even before due to patriarchal society that ~~parent~~ prefers son.
- ③ → Girls are kept in house for doing domestic work including care of the infants.
- ④ → Girls are denied education due to low socio economic status. Because of poverty parents are involving child in gainful employment.
- ⑤ → Girls are denied education because of non-availability of easy access to schools. (Distance, location and other incongenial aspects of the schools)
- ⑥ → Dalit girls are still ill-treated by the unhelpful attitude of some school teachers. like ⇒ they have no capacity for doing school work; they are meant for doing domestic & Agricultural work; they are not fit for learning; they have no brain etc.
- ⑦ → Dalit girls are sometimes ill-treated (or) dominated by schoolmates who belong to upper class like ⇒ Not to touch the upper class students, not to touch chalk, Blackboard, books handled by the teacher etc.

- ⑧ → Due to lack of monetary support, books, notes and other educational aids, girl child are denied education.
- ⑨ → Lack of interest in studies due to lack of encouragement from parents & family members.
- ⑩ → Lack of necessary education facilities for Dalit girls in remote ~~and~~ rural areas. Inability to meet the physical needs of the child like Hostel (food, clothing & shelter).
- ⑪ → Girl education is cut short by early marriage. Child marriage though prohibited by law is still prevalent in many parts of our country.
- ⑫ → Girls are withdrawn from school, once they attain puberty. This is due to conservative cultural values.
- ⑬ → Some parents do not want to send their daughters to co-educational schools (or) to school where there is no female teachers.
- ⑭ → In the case of ST girls, their homes are located in forest and hills and their schools are located at considerable far distance from their home. Due to lack of suitable transport facilities, they are denied education and sent to low paid jobs by their parents.

→ Lack of interest of the parents towards girl's education & resistance of the parents due to the Traditional social arrangement is a great handicap for the education of girls.

(Investment spent on girl child education is waste of money.

- 16) → Belonging to poverty stricken groups. eg:-
- landless Agricultural labourers,
 - Workers in Unorganised factories
 - Bondage labours in remote villages
 - Unpaid family workers.
 - Migrant Labourers.
 - Construction workers.

Slum dwellers etc. are the major cause of no or poor schooling. It is the girl education that suffers the most.

17) → The practice of female infanticide among certain backward communities in Tamilnadu (Ustilampatti) still exists.

18) → Neglect of daughter is a common phenomenon by parents in many parts of India, since in incurs a lot of expenditure on certain ceremonies like puberty, marriage, ^{dowry} pregnancy, ^{dowry} and childbirth. All the ceremonies are associated with daughter. So the parents who

are not in a position to fulfill these social commitments with poverty kill immediately after delivery, administering paddy grains, erukkalai milk, arali seeds, pesticides, paddy grains etc.

19) ⇒ In the case of ^{some} rich community, people on account of their influence, were able to diagnose the sex of the growing baby within the womb of the mother and in case it was a girl, abortion is preferred. But the poor, who are unable to afford such type of sophisticated medical diagnosis, simply leave the baby to grow. They know the sex only at the time of delivery. They simply kill the unwanted female baby in their case.

20) Practice of female infanticide is ^{by} that mother is forced into committing this, as she is held responsible for having committed the crime of bearing a ~~boy~~ girl child.

21) There is also the superstitions that killing daughter ensure the birth of a son in some parts of India.

This is the status of girl child in India and all these ill treatments and superstitious beliefs against ~~could~~ girls can be eliminated through ^{girl/women} education, employment and on the basis of the concept of equality of sexes.

Exploitation of child in urban slums:

A run down area of a city or town inhabited by very poor people is called slum. In the slum area, the children ^{are} treated in a unfair way for their unfit living situation.

The children in urban slum ~~area~~ are exploited in many ways, as ~~it is~~ ^{they are} the most under privileged sector of the urban society.

Exploitation of child in urban slums: Children in Urban slums are exploited in following ways:-

Sexual Abuse:

=> Sexual abuse and exploitation of children

was reportedly rampant in the urban slums.

=> Drug and alcohol abuse ^{are} rated as, a much more serious forms of harm to children in slums.

⇒ for eg., recently, a shocking video, has been

released, that a group of youngsters, forcing

a four year old boy to drink alcohol. Such

extent the, exploitation prevails.

=> About ~~of~~ 3.72% of the children in 5-14 years age group are currently out of school in urban slum

Child Labour in Household (2)

⇒ Child labour is a common form of exploitation that involves taking in of both boys and girls by a third party to work as a domestic labourer.

Child Labour in Unorganised factories -
in India -
mines, glass, footwear, leather, etc.
garage, etc.

⇒ Due to the fact that the children work takes place in households behind closed doors, children working as servants easily become victims of exploitation including physical, emotional, sexual abuse.

Victims of Malnutrition / Victims of Nutritional Problems.

⇒ Malnutrition is a pathological condition in urban slums. Malnutrition often results from poverty, weak economic status of the family. Most of the children

die of epidemic diseases. ^{under age of 5} malnutrition in urban slum due to nutritional deficiencies.

⇒ Over crowding and unsanitary conditions facilitate transmission of disease - notably pneumonia and diarrhea.

⇒ Insufficient financial resources and lack of co-ordination in government bureaucracy are the two main causes of poor housing planning in urban slums.

Victims of Crime / Violence.

⇒ Some of the children become criminals as they learn to live in that situation. They are trapped in the vicious cycle of exploitation.

⇒ Improved housing, water supply, sanitation, education health and social security for the urban poor are still a daydream.

⇒ children who live in the streets, and refugees and internally displaced people, are among the marginalized groups facing the highest barriers in urban slums.

2) Victims of ~~Trafficking~~ child Trafficking.
⇒ Children, ~~over~~ adults are often chosen to be trafficked for illegal activities such as begging, bonded labour, and organ trade, as they are seen as more vulnerable.

1) Victims of Sexual exploitation.
⇒ Often young girls are taken from their homes and sold as items to become sex slaves and even forced into prostitution.

3) Victims of Anti-social behaviour.
⇒ In urban slums most of the people were illiterate. So the parents don't know to behave in a good manner. They mostly use bad words and actions. The children of these parents imitate their actions and words. So, this type of children's discipline will be in undesirable manner.

4) Victims of child Marriage

⇒ Because of poverty, dowry, cultural tradition, religious and social pressures, child marriages are also happening in urban slums.

5) Victims of Emotional imbalance / Mental health problems.
⇒ Children living in urban slums, experience high level of depression and distress because of their unsophisticated life style.

Victims of Early Motherhood

⇒ Early pregnancy ~~is~~ ^{is} widespread.

These key areas in which action is required if the needs and rights of the urban poor children are to be fulfilled are,

(i) To develop accurate data to understand the scale of problem

(ii) To identify and remove the barrier of inclusion

(iii) To promote partnerships between the urban poor and the government.

(iv) Victims of Parental Neglect :-

(v) Victims of Social Media.

(vi) Victims of Technological Advancements.

(vii) Victims of Negative peer Influence & Neighbourhood Influence.

Education of the Urban poor child is the only way to ~~change the present scenario of~~ ~~childhood~~ ~~to~~ ~~advance~~ raise their status economically thereby preventing them from various sort of exploitation, as we all know that the root cause of all these type of ~~any~~ child exploitation is Poverty, Lack of Awareness among the ~~parents~~ Urban slum parents & Lack of Education.

Childhood & Adolescence

Worldwide More than 1.2 billion are Adolescents. They are the future of the nation forming a major demographic & economic force.

1. Influenced by Social Media
 2. Influenced by Technological Advancements
Obesity (non development)
 3. Influenced by Disciplinary in Male Female Sex Ratio
 4. Influenced by Western Culture
 5. Influenced by Western Life Style / Food habits
- Children belong to present scenario
Childhood stage & Adolescence stage
- More Road Traffic Accidents
Challenges in Parenting
- are being influenced by various factors such as

Stress Survival of fittest / Competitive era etc.

Urban settlement
which gives way to become victims of Drug Abuse.

- Drop out
- Sexual exploitation
- Child Labour
- bonded Labour - bonded labour

Malnutrition, Malnutrition
Epidemic diseases Epidemic diseases
Obesity disorder Obesity disorder - due to great sleep in diet & activity pattern.
Crime / Violence
Child Trafficking - due to great sleep in diet & activity pattern.
Early pregnancy
Mental health problems

Urban Slum :-

A Slum is a heavily populated Urban informal settlement

Adolescents - are the young peoples aged bet- 10 to 19 years of worldwide there are more than 2 billions adolescent. About 21% of Indian population is Adolescent.

Thus the present scenario of childhood & Adolescence puts a ~~great~~ great challenge ~~to parent~~ on ~~parents~~ parents & Teachers. who are responsible for ~~now~~ shaping the personality of the ~~to~~ children & Adolescents.

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