

PART-A

1. a) what is meant by gender bias? Explain sex role stereotype.

Gender Bias:-

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

Because of this attitude, discriminatory attitudes towards female gender have existed, it affects women over their lives. As a result people make assumptions regarding behaviours, abilities or preferences based upon their gender, may leads to such thing.

Sex role Stereotype:-

Sex-role stereotypes are pattern 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.

- * observation of behaviour of two sex.

- * clothes worn by two sex

- * play equipments provided to respective sex,

- * Treatment by others (parents, teachers, elders, peers)

- * opportunities for learning

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- * Discipline

- * Sex education

- * Mass media

Observation of behaviour of two sex:-

The child learns the sex roles by observing and imitating their parents. It provides clue to the members of both the sex, how to behave in a same situation.

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

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.

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 and mother, discouraged from being aggressive.

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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 karathae 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 (karathae) and encouraged to take courses in household economics.

Discipline:-

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

Eg:- A daughter having love affair and son having love affair.

Sex education:-

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

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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 various mass media like TV, Radio, comics, storybooks, cartoons, textbooks and movies influence sex-role stereotypes.

Nowadays there are two widely accepted patterns of sex-role stereotypes

- * Traditional stereotypes

- * Egalitarian stereotypes

Traditional stereotype:-

Traditional stereotypes is based on the principle of masculine superiority. And also it is of two types and they are Traditional Male-sex role stereotype and Traditional Female-sex role stereotype.

Egalitarian stereotype:-

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.,

Male sex-role stereotype:-

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

Female sex-role stereotypes:-

- * 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.
- * Expression of emotions, thus giving warmth to social relationships in the home and outside.
- * Others-oriented, considering others before self.

- * Major role is care-taker of home and family.
- * willing to let major decisions be made by males
- * works outside home only when necessary and that too only in occupation regarded as "women's work".
- * Money earned by women are given to males for money management.
- * work inside and outside the homes, less demanding and difficult, therefore it carries little prestige and is less paid.
- * Not given opportunity in administrative works.
- * Upward social mobility through marriage to higher status male.

b) Explain the creativity in the role of childhood and adolescence?

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 problems
 Ideal way of creating new things
 To make something new and original.

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Role of Creativity in childhood and adolescence :-

There are many ways in which Creativity is expressed during childhood and adolescent years. They are

- * Animism
- * Dramatic & constructive play
- * Imaginary companions
- * Day Dreaming
- * White lies
- * Story telling
- * Aspirations
- * Ideal self-concept

Animism :-

Animism is the tendency to ascribe consciousness to inanimate objects. i.e., 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 to 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.

Dramatic & constructive play:-

Here the child creates the characters and themes of their play based on behavior 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} hand kerchief around his neck will act as thieve.

Imaginary companions:-

The child who is determined to 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:-

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

Eg:- poorness.

White lies:- [Tail tales]

White lies is used for self-aggrandizement rather than for self-protection.

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Eg:- The child would say seeing a dog 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 comics, 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 ~~afemates~~ ^{mates} laugh through their creative ability.

Story telling:-

children make up stories based on 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:-

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

Aspiration are of two types. They are Immediate aspirations and Remote aspiration.

Immediate aspiration: which are goal 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.

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

Ideal 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.

PART-B

2. Explain motor development? Mention the role of teacher in attaining peak of motor development.

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 object with his eyes.

Following this, the child learns to grip objects and then to crawl and walk on his knees, sits with some assistance, crouching oneself while holding on to furniture, walking while holding someone, climbing stairs, standing without assistance and finally walking alone.

Role of a teacher in attaining peak of motor development:-

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.

3. Define speech development? Mention the factors influence the speech development.

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.

Factors influence the speech development:-

The comprehension and speech development 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 years - nearly 200 words

3 years - nearly 1000 words

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

- * physical conditions
- * child's emotional development
- * Imitation of language of parents, other adults and teachers.

- * Cultural factors
- * Environmental factors
- * Degree of Maturity
- * Level of intelligence
- * Teacher's language competence
- * Opportunities for practice
- * Guidance.

4. Explain the status of girl child especially in under privilege?

Status of Girl child especially in under privilege:-

Under privileged sector of the society includes

- * Orphan child
- * Backward class children
- * Deprived girl child
- * orphan girl child
- * Differently abled girl child.

Girl child:-

Orphan child is nothing but it is differentiated by a sex which is differ from a boy child.

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Backward class children:-

Backward class children is shows that the girl child who are born in Backward and Tribal societies such as OBC, SC and ST.

Deprived girl child:-

A girl who is deprived or denied equal opportunities and facilities by the parents.

A Deprived child is one who is without proper parental care or control abandoned by parents.

Orphan girl child:-

A child who does not have parents alive is called by orphan girl child.

Differently abled girl child:-

A child who lacks the ability to perform the activity in a manner within the ranged for a normal for all human beings.

They were previously called Disabled child (or) Handicapped child. But now, these two terms are replaced as differently abled child.

A Differently abled child is one who has some physical defect i.e., physically handicap / abnormalities) from that of a normal child.

5. Exploitation of children in urban slum area how?

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

children in the urban slums are exploited in the following ways:-

Sexual Abuse:-

Sexual Abuse and exploitation of children was reportedly rampant in the urban slums.

Drug Abuse:-

Drug and alcohol abuse are stated as, a much more serious forms of harm to children in slums.

School drop out:-

About 3.72% of the children in 5-14 years age of group are currently out of school in urban slums.

Childlabour in Household:-

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:-

Due to fact that the 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:-

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

Victims of epidemic diseases:-

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

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.

Victims of sanitary lifestyle:-

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

Victims of child Trafficking:-

Children 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.

Victims of sexual exploitation:-

Often young child (girl child) are taken from their homes and sold as items to become sex slaves and even forced into prostitution.

victims of child Marriage:-

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

victims of Emotional imbalance:-

children living in urban slums, experience high level of depression and distress because of their unsophisticated life style.

victims of Early Motherhood:-

The early motherhood stage is also considered to be the exploitation of girl child due to their gender disparity. And other victims are such as victims of Parental Neglect and victims of Negative peer influence & Neighbourhood influence.

6. Explain the interest of childhood and adolescence?

Interest:-

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

Interest of childhood:-

Interest in Religion:-

The Interest in religion is egocentric for a child. For eg., prayer is a way of gaining ones desires and wishes.

They are interest to hear about religious stories / matter and they ask many questions related to religion.

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 drive the germs out of the body.

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 their mothers.

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, Jewelry making etc,

Exploring :-

They are interested to explore their immediate environment. They used to show their own feelings towards environment.

Collecting:-

They show interest in various sort of collections such as coin collection, stamp collection, Rock, Bottle caps, marbles, seed, feather collections, film star collections, 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 and girls prefer to play both outdoor and indoor games

Interest of Adolescence:-

Recreational Interest:-

They show interest in Recreations such as Day dreaming, T.V, movies, reading adventure stories for Boys and romantic stories for girls, dancing, Hobbies, Travelling and games.

Social Interest:-

They show social interest such as spending time with social parties, opposite sex, conversation, debates, criticism with their social gang.

Personal Interest:-

They show personal interest in their appearance, clothes, Independence, Achievements and spending money

Educational Interest:-

They show educational interest to meet their aspiration, in order to meet their social acceptance and recognition from classmates, teachers, parents and Relatives.

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 investigation mind and start comparing the religious practices of their friend. After analysing them critically in terms of their increased knowledge, they later doubt their religion, religion practice and start questioning about it to the elders.

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 bike, car of their own, once they are legally able to drive.

7. Mention the leadership quality of childhood and adolescence?

Leadership:-

The behaviour of other people in school, work, social environment which was directed and it is referred to the process of and quality of guiding it.

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.

There are two types of leaders in early childhood

- * Tyrannical Bosses

- * 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 later 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 groups ideals. Mostly peer member of the group major 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 other gang members have the chance of becoming leaders.

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.

PART - C

8. What are the various types of play for childhood and adolescence?

Play of childhood :-

- * Toy play
- * Dramatization
- * Games
- * Movies, Radio & T.V

Play of Adolescence :-

- * Constructive play
- * Exploring
- * collecting
- * Games and sports

9. Mention the interest of Adolescence in development?

- * Recreational Interest
- * Social Interest
- * Personal Interest
- * Educational Interest
- * Vocational Interest
- * Religious Interest
- * Interest in status symbols

10. Define Creativity? mentions the ways of Creativity comes from.

Creativity :-

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

Creativity comes from:-

- * Divergent thinking
- * Dynamic thinking
- * Commitment towards problem
- * Elaboration
- * Ready to keep on trying

11. What are the sequential steps in speech development?

- * Feeble gestures and sounds
- * Babbling
- * Use of simple spoken vocabulary
- * One word sentences
- * Combination of words into sentences
- * Development of skill in reading
- * Improved mastery of the tools of communication i.e. language

12. Mention the types of motor development with example?

Motor development of children are divided into two categories.

Gross motor development:-

Involvement of large muscular part of the body / big joints to do an activity.

Eg:- Use of Arms & Legs to sit, stand, walk and etc.

Fine motor development:-

It 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, eating etc.,