B.Ed. DEGREE EXAMINATION MAY 2019

CHILDHOOD AND GROWING UP

PART – A   (10 Marks)

1. a) Give an account on Piaget's theory of cognitive development?

Synopsis:

i)   Introduction
ii) Schemas
iii) Adaptation process (Equilibrium, Assimilation and Accomodation)
iv) Stages of Cognitive Development
    a) Sensorimotor state (0- 2 yrs)
    b) Pre-operational stage (2 – 7 yrs)
    c) Concrete operational stage (7 – 11 yrs)
    d) Formal operational stage   (11 years above)
v)   Conclusion

Introduction:

In the 1960s and 1970s, as Freudian and Jungian psychology were rapidly being replaced by more empirical methods of studying human behavior, a Swiss philosopher and psychologist named Jean Piaget (1896-1980) stepped in to offer a new experimentally-verified theory of cognitive development.

The cognitive development of children follows a predetermined order of stages. According to Piaget's Theory of Cognitive Development, children are not capable of performing certain tasks or understanding certain concepts until they reach a particular Piaget's stage.

Schemas (*building blocks of knowledge*)

Schemas are the basic building blocks of such cognitive models, and enable us to form a mental representation of the world.

Adaptation process

Adaptation process enables the transition from one stage to another stage.

i) Assimilation

This is using an existing schema to deal with a new object or situation.

ii) Accomodation

This happens when the existing schema (knowledge) does not work, and needs to be changed to deal with a new object or situation.

iii) Equlibriation

➤ This is the force which moves development along
➤ Equilibrium occurs when a child's schemas can deal with most new information through assimilation.

Stages of Cognitive development

The cognitive development is a process or construction of a mental model of the world. Development is biological and as the child matures, changes occur in cognitive understanding.

Sensori motor stage (0- 2 yrs)

➤ The main achievement during this stage is **Object Permanence** - knowing that an object still exists, even if it is hidden.

➤ It requires the ability to form a mental representation of the object.

➤ According to Piaget, the stage allows people to learn objects are distinct entities, with an existence out of the individual's perception.

Pre-operational stage (2 - 7 yrs)

➤ During this stage, young children can think about things symbolically. This is the ability to make one thing - a word or an object - stand for something other than itself.

➤ Thinking is still **egocentric,** and the infant has difficulty taking the viewpoint of others.

➤ Children start to develop imagination and things can start having more meaning.

➤ Example: If you split water into two jugs, one wider and the other taller, the child might think the taller one has more water inside it.

Concrete operational stage (7 – 11 yrs)

➢ Things start heating up during the concrete operational stage

➢ Piaget considered the concrete stage a major turning point in the child's cognitive development because it marks the beginning of logical or **operational thought.**

➢ This means the child can work things out internally in their head (rather than physically try things out in the real world).

➢ Example: Such as pouring the water back him- or herself, the child begins to think things through internally.

➢ While the developmental stage sees more logic in thinking, the thought patterns continue to be rigid.

➢ Another important aspect is the diminishing of egocentric thinking.

➢ Children begin to understand their thoughts, feelings and ideas are unique and other's might think and feel differently.

Formal operational stage (11 years above)

➢ The formal operational stage begins at approximately age eleven and lasts into adulthood.

➢ The final stage for Piaget was about the ability to increase logical thinking, using deductive reasoning and understanding abstract ideas.

➢ During this time, people develop the ability to think about abstract concepts, and logically **test hypotheses.**

➢ This stage doesn't really end, as we continue to gain new knowledge and experience long into adulthood.

Conclusion

Piaget's theory of cognitive development is a valuable and helpful guide to teacher in order to use in classrooms. Using this theory in a classroom, teachers and students can get benefit in several ways. Such as this theory helps teacher to assess the current level of the students and guide them in order to gain the new information.

1. b) Discuss the present status of underprivileged people in India?

Synopsis:

i)   Introduction
ii)   Marginalization
iii)   Underprivileged group
   a) Girl child
   b) Dalit child
   c) Differently abled child
iv)   conclusion

Introduction:

In India 40% of its population is below the age of 18 years which at 400 million is the world's largest child population. One in every ten children is disabled in India.

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to society.

Marginalization

It means one who pushed to the edge of a group and accorded lesser importance is called Marginalization. This is predominantly a social phenomenon by which minority or sub-group is excluded and their needs and desires are ignored.

Marginalization is the denial of basic welfare rights, which provided citizens positive freedom to participate in the social and economic life.

Underprivileged group

The underprivileged sector of the society / marginalized group in the society / minority group / socially disadvantaged group in the society are

i)   Girl child
ii)   Dalit child
iii)   Differently abled child

Thus they are also called as socially excluded group.

Girl child:

- ➢ Girls are neglected since their birth or even before due to patriarchal society that prefers on.
- ➢ Girls are kept in house for doing domestic work including care of the infants.
- ➢ Girls are denied education due to low socio economic status and non-availability of easy access to schools.
- ➢ Dalit girls are still ill-treated by the unhelpful attitude of some school teachers.
- ➢ Dalit girls also ill-treated because of they are dominated by the schoolmates who belong to upper class
- ➢ Due to lack of monetary support, books, notes and other educational aids like the girl child are denied education.
- ➢ Lack of interest in studies due to lack of encouragement from parents and family members.
- ➢ Early marriage and child marriage also main reason for the girls are underprivileged in India.
- ➢ Girls are withdrawn from schools once they attain puberty.

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

Dalit child

Dalit refers to SC (schedule caste) and ST (schedule tribe) who are placed still at the very bottom of caste, class and gender hierarchies.

They suffer multiple forms of discrimination such as:

- ➢ Considered as intrinsically impure and untouchable which sanctions social exclusion and exploitation in rural areas
- ➢ Sexual exploitation among the Dalit child
- ➢ Dalit child, particularly girls suffer from the effects of malnutrition, infant mortality and lack of education
- ➢ One third of the dalit households do not have basic facilities
- ➢ Literacy rates of dalit child are as low as 37% in rural India
- ➢ Most of the dalit children in rural areas are forced to work as child laborers.
- ➢ They live outside of the towns and villages they were prevented from entering into schools

- ➢ Dalit communities are excluded from decision making.
- ➢ Most of the dalit children are involved in many domestic needs and hazardous working etc.

Thus they are targeted by the dominant caste as a way of humiliating entire dalit community. The marginalization of dalit influences all spheres of their life violating basic human rights such as civil, political, social, economic and cultural rights. These are the present status of the dalit child in present India.

Differently abled child

People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes, and irrational fears. The disabled face various types of barriers while seeking access to health and health services. Among those who are disabled women, children and age are more vulnerable and need attention.

Disablility

Disability is any restrictions or lack (resulting from Impaired) of ability to perform activity in a manner or within the range considered normal for a human beings – WHO definition.

Types of Disabilities:

- ➢ **Locomotor disability** : inability of an individual to moving himself and take the objects from one place to another place.

- ➢ **Visual disability** : refers to a person's inability to see either fully or partially

- ➢ **Speech disability** : refers to a person's inability to speak

- ➢ **Hearing disability** : refers to a person's inability to hear any sound

- ➢ **Mind disability:** refers to a person's condition of arrested or incomplete development of mind, which affects the overall level of intelligence.

- ➢ **Learning disability:** It is a condition, which affects the basic psychological processes of understanding or using written or spoken language. This disorder affects development of language, speech and reading and associated communication skills needed for social interaction.

Conditions such as brain injury, minimal brain dysfunction, dyslexia, dysgraphia, dyscalculia, ADHD (Attention Deficit Hyperactive Disorder) are examples of learning disabilities.

➢ **Dyslexia**: Difficulty with reading. (Problems reading, writing, spelling, speaking)

➢ **Dysgraphia**: Difficulty with writing (Problems with handwriting, spelling, organizing ideas)

➢ **Dyscalculia**: Difficulty with math (Problems doing math problems, understanding time, using money)

➢ **ADHD** : (Attention Deficit Hyperactive Disorder) is a term for problem concerned with inattention, hyperactivity – impulsivity than interferes with functioning or development.

Conclusion:

Thus all underprivileged groups who are found in minorities denied equal privilege, equality of opportunities to participate in personal, political and social life are called marginalized group. Thus on the whole, they were socially excluded with lot of social difference, so these problems have to be eradicated and then move towards with Inclusive.

2. a) Explain in detail about social assessment tools?

Synopsis

- ➤ Introduction
- ➤ Meaning of Social Assessment
- ➤ Social assessment tools
  - i) Observation
  - ii) Stories
  - iii) Biographies
  - iv) Journal (Portfolio)
  - v) Genograms
  - vi) Eco-maps
- ➤ Conclusion

Introduction

Social assessment (SA) is a tool for the systematic analysis of the social impacts that a proposed development or policy action. Teaching Strong's the social skills, it will help to ensure that students are not only successful in their academics in future, but they can also succeed outside of the classroom with their friend family and community.

Meaning of (SA)

Social Assessment is the quantitative and qualitative measurement of student's social performance, skill, competency and maturity in social settings.
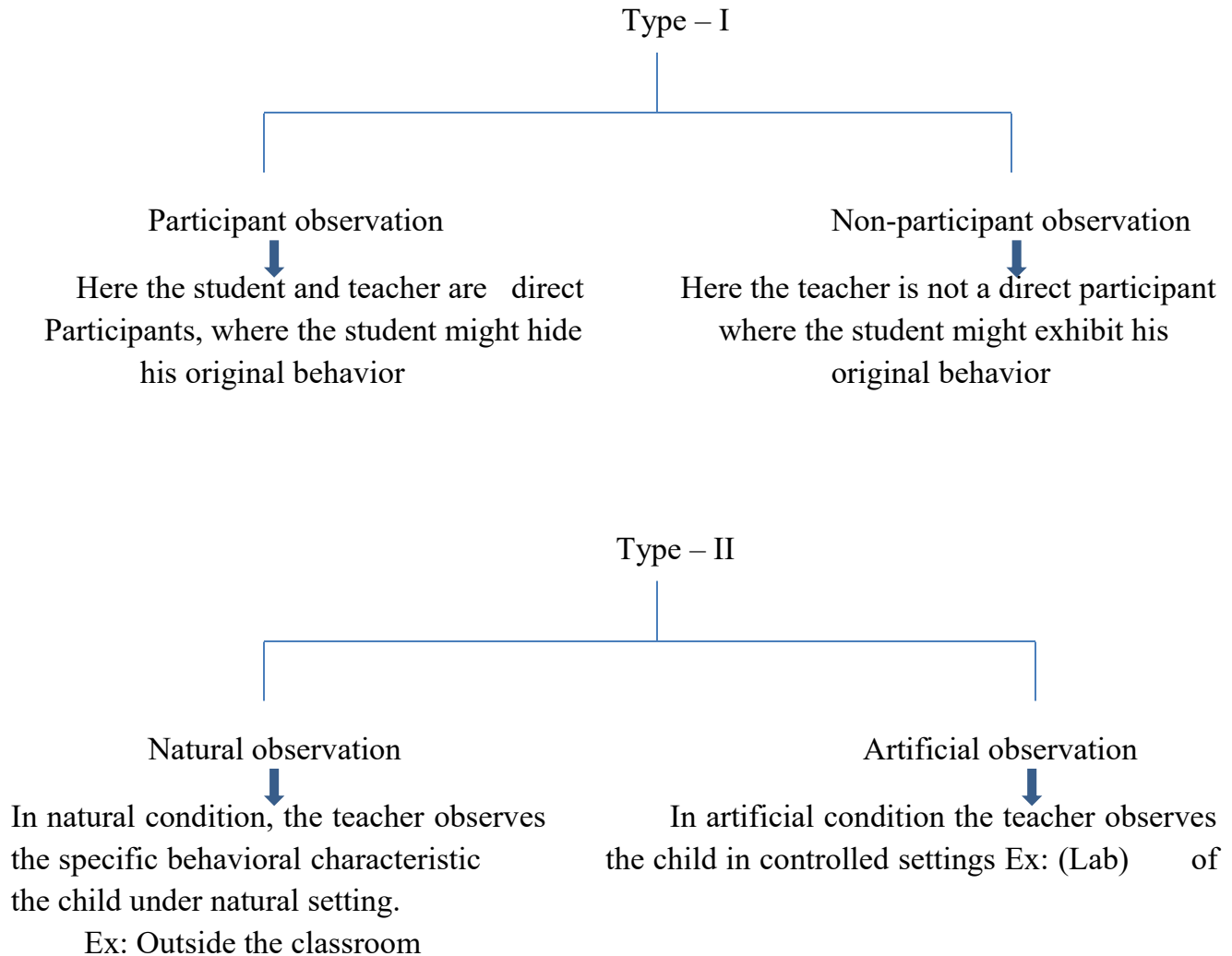
Social assessment provides teachers with both objective and subjective data in order to ascertain student progress and social skills mastery.

Social Assessment tools

Observation

It is a method wherein the individual's behavior is analyzed and interpreted by others. The teacher has to observe his students in different situations at different times, especially when the teacher deals with a backward child, a retarded case, a gifted student or a handicapped child.

Observation divided by two types:

Type – I

Participant observation	Non-participant observation
Here the student and teacher are direct Participants, where the student might hide his original behavior	Here the teacher is not a direct participant where the student might exhibit his original behavior

Type – II

Natural observation	Artificial observation
In natural condition, the teacher observes the specific behavioral characteristic the child under natural setting. Ex: Outside the classroom	In artificial condition the teacher observes the child in controlled settings Ex: (Lab) of

Stories

➤ In this method the teacher tells a few lines above a story and encourages the students to develop and end the story on their own.

➤ This method helps the teacher to know about the student's own desires, likes and dislikes ambitions, emotions, sentiments, conflicts etc.

➤ It helps the teacher to know about student's personal interest, social attitudes, social skills, social maturity, social competency, social adjustment, family adjustment, mental conflicts, etc.

➤ This method helps to provide proper guidance for problematic student to get rid of undesirable social behavior and at the same time enhance the desirable social behavior of the child through motivation, reinforcement.

Biographies

- ➢ Biographies mean one person writing the life stories / history / events / incidents of others.
- ➢ Here in this method the teacher asks the students to write the childhood and adolescent period of their class friends.
- ➢ This method helps the teacher to know about the relational status of his friend in the classroom, social development of the child, social climate in the classroom, social structure of the group, isolates and neglecters of the class and help them to become more acceptable to their peers.

Journal (Portfolio)

Journal: A notebook in which a student can write a spontaneous response to literate and /or assessment of personal progress with strategies.

Portfolio: Portfolio is a kind of scrapbook or photo-album that records the progress and activities of the program and its participants of both within and outside of the program.

- ➢ In educational setting, portfolio is maintained to document the progress and achievement of individual children.
- ➢ It is also used for the teacher for formal evaluation of the program and student in particular.
- ➢ It includes a substantive descriptions or examples of what the student is doing as experiencing.
- ➢ It paves way for authentic assessment of the children and formal program on the whole.
- ➢ The purpose of the portfolio can be shaped depending on the teacher's demand.
- ➢ The aim of teacher using portfolio is to assess the progress of the student in a particular area, over a period of time.

Genogram:

- ➢ Genogram is a graphic representation of family members and their relationships over at least three generation. It looks very much like a family tree or genealogy chart.
- ➢ It displays detailed data about relationships of the student / individual.
- ➢ Genogram are used by various groups of people in a variety of fields such as medicine, psychology, sociology, genealogy, genetic research and education.

➢ It is used to record the family history of the child
➢ It helps the teacher to know whether the child comes from single parent home, foster or adopted homes or guardianships.
➢ It helps the teacher in identifying the aptitude of the student.
➢ It helps the teacher to identify medical history (genetic disease)
➢ It helps the teacher in providing career development in schools.

Ecomap:

➢ An eco-map is sometimes also referred to as an eco-map or eco-gram
➢ A eco-map helps visualize the social and personal relationships of an individual with everything in the individuals environment or ecosystem.
➢ It is often used in counseling by social workers, teachers, nurses, etc.
➢ It provides a way to visualize the quality of family connections either as strong or weak.
➢ An eco-map can be a powerful tool for discovering possible sources of student's depression and anxiety as well as uncovering hidden support systems in friends, neighbors, clubs, etc.
➢ An eco-map is a flow diagram that maps individual, family units and community system process overtime.

Conclusion

Socio assessment tools identify leaders in the classroom and prioritize social issues such as poverty, ethnicity and gender. It helps to establish a participatory process and develop social competence among students, problem solving skills pertaining to social issues, critical consciousness, social skills social values and social maturity among the students.

2. b) Adolescence is the period of "stress and storm" – Discuss?

<u>**Synopsis:**</u>

> Introduction
> Conflict with parents
> Mood disruptions
> Risk behavior
> Problem of Gender disparity
> Problem of under nutrition
> Problem of social and cultural practices
> Problem of low socio economic status
> Problem of drug abuse
> Problem of depression leading to suicide
> Problem of emotional stress
> Problem of generation gap
> Problem of hero worship
> Conclusion

<u>**Introduction:**</u>

Adolescent period is a stress and storm period because of due to various social, cultural, and economic background need of the adolescence may be ignored by the parents, teachers and society in large. This leads to frustration so resulting in various behavioral problems among the adolescents in India.

<u>**Conflict with parents**</u>

> Conflict with parents. Adolescents have a tendency to be rebellious and to resist adult authority. In particular, adolescence is a time when conflict with parents is especially high.

<u>**Mood disruptions:**</u>

> Adolescents tend to be more volatile emotionally than either children or adults.
> They experience more extremes of mood and more swings of mood from one extreme to the other.
> They also experience more frequent episodes of depressed mood.

Risk behavior:

> ➢ Adolescents have higher rates of reckless, norm-breaking, and antisocial behavior than either children or adults.
> ➢ Adolescents are more likely to cause disruptions of the social order and to engage in behavior that carries the potential for harm to themselves and/or the people around them.

Problem of Gender disparity

Due to some religious and cultural practice that exist in Indian society, the disparity between male and female in home, school and society is there. This leads to frustration among the students particularly girl child.

Problem of Under nutrition:

The low economic status of the family, the parents are partial between the male and female child in providing nutrition.

Problem of social and cultural practices

Some social and cultural practices in India tries to celebrate the first puberty of their child without giving right knowledge of mensuration, reproductive health, sex education, children are prone to be victimized easily by the society.

Problem of low socio economic status

Children who are coming from low socio economic status may be misguided by wrong company friends and sometimes even by their parents too, to involve in sexual activity in-order to meet their basic needs.

Problem of drug abuse

Adolescent who are in frustrated state due to the conflict with their parents and others they are prone to take drugs which gives them temporary satisfaction.

Problem of depression leading to suicide

The reasons for their depression are:

- Lack of interest in school work
- Lack of proper study habits
- Lack of adjust in emotional disturbances
- Sex adjustment – not able to control their sexual urges
- Lack of adjustment with school discipline

Problem of emotional stress

Family pressure to study and show result among the adolescent cause emotional stress among teenagers. The present education is mark oriented rather than knowledge oriented.

Problem of generation gap

Adolescent who is staying far away from parents and teachers love and affection, observance, lack of understanding between parents and adolescent may turn to maladjusted personality very easily.

Problem of hero worship

Hero-worship is more prominent in this adolescent period. There is an unlimited admiration for some adults like (Film stars, Politicians) that he considers to be outstanding. This admiration makes the adolescents spoiling and misleading the behavior.

Conclusion

Adolescent stage is a critical stage; they have to be protected by parents and teachers to take care of to cross this Transitional period. If the adolescents are not guided properly they will be misguided by various social, cultural and economic background factors resulting into maladjusted individual.

PART – B (5 Marks)

3. Enumerate the principles of development?
Synopsis:

    i)   Introduction
    ii)   Principle of Continuity
    iii)   Principle of individual difference
    iv)   Principle of uniformity of pattern
    v)   Lack of uniformity in developmental ratio
    vi)   Principle of developmental direction
    vii)   Principle of integration
    viii) Principle of inter-relation
    ix)   Conclusion

Introduction:

    The human being is never static. From the moment of conception to the time of death, the person undergoes continued and progressive changes. At every age, some of the developmental changes are just beginning, some are at the peak and others are in the process of decline. The changes brought about in the individual by the process of growth and development tends to show some well-defined principles.

Principle of continuity:

- The physical growth is a continuous process over a period of time and it is not reversible.
- Development is a continuous process, but never ceases.
- Ex: An individual starting its life from a tiny cell develops his body, mind and other aspects of his personality through a continuous stream of development.

Principle of individual difference

    It exist a wide range of individual difference among children, with respect to growth and development; even they are put into same environment.

    Ex: There is individual difference in height and weight among the same age group students (growth). There is individual difference in level of perception, even though the whole class is handled by the same teacher (development)

Principle of uniformity of pattern:

It is also called principle of general to specific which follows a definite sequence or pattern in all the children.

Ex: In all phases of growth, the new born baby initially exhibits purposeless movement upto 3 months and later they gain control over part of the body and exhibits purposeful movements (growth)

Ex: Development is seen in a child where the child tries to develop its basic cognitive structure to cognitive function seeing the environment.

Lack of uniformity in developmental ratio

This principle implies that the rate of growth and development is not uniform.

Ex: Physical growth is more rapid in early years of life and slows down in later years of infancy. Again at puberty there is a sudden rise in the speed of growth.

Ex: An individual might be weak upto 5th std. suddenly (he / she) start to study well from 6th std onwards, due to the self-interest, responsibility. Thus the rate of development is not uniform.

Principle of developmental direction

Development of children takes place in two directions namely:

1. **Cephalocaudal** – if the development proceeds from head to foot in longitudinal axis, it is called Cephalo-caudal path of development. Ex. First the child control his head and arms and then his legs so than he can stand.
2. **Proximal-distal** – if the development proceed to periphery it is called proximal distal Ex. Control over fingers comes after control over the arms and hand

Principle of integration

Growth and development is joined product of both Heredity and Environment.

Principle of inter-relation

Growth and development in various dimensions are physical, mental, emotional and social. They are inter-related and inter-dependent with each other.

Conclusion: Human development is the basic fact of human existence and each person develops uniquely. It occurs in an orderly sequence, involving physical, cognitive and emotional development. Although there are universally accepted principles of development, but they occur with difference in the rate or timing of the change from one person to another. Growth and development are often used interchangeably in terminologies.

4. List out the dimensions of multiple intelligence?

Synopsis

- Introduction
- Linguistic intelligence
- Logical – mathematical intelligence
- Spatial intelligence
- Musical intelligence
- Bodily – kinesthetic
- Intrapersonal intelligence
- Interpersonal intelligence
- conclusion

Introduction

In 1983 Harvard university professor Howard Gardener gives the theory "Frames of mind" namely Multiple Intelligence Theory. According to Gardener, there are seven types of intelligence, each of which is developed to a different extent in each of us.

Linguistic intelligence: is the ability to communicate through language.

Ex: If a child is good at reading textbooks, writing term papers and presenting oral reports then we can say the child would be high in linguistic intelligence.

Logical Mathematical intelligence

A person with high logical-mathematical intelligence would be good at analyzing arguments and solving mathematical problems.

Spatial intelligence

A person with high spatial intelligence, such as a skilled architect or carpenter, would be good at perceiving objects in the environment.

Musical intelligence

If a person has the ability to analyze, compose or perform music, then he is said to have musical intelligence.

Bodily – kinesthetic

If an individual would be able to move effectively, as in dancing or playing sports or to manipulate objects effectively as in using tools or driving a car, then he is said to possess Bodily-kinesthetic intelligence.

Intra-personal intelligence

If an individual has high intrapersonal intelligence, then he knows himself well and understands what motivates his/her behavior. **Ex:** Emotionally depressed people, high in intrapersonal intelligence might be more likely to find ways to relieve their depression.

Interpersonal intelligence

If an individual is able to function well in social situations, understands the needs of other people and able to predict others behavior, then he / she is said to possess interpersonal intelligence.

Conclusion

This theory explains that the teacher should structure the presentation of instructional material in a style of which engages most or all the intelligence. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same instructional material in a variety of ways, it can facilitate a deeper understanding of the subject matter.

5. Explain the significance of Bruner's concept formation?

Synopsis

- Introduction
- Enactive mode (motor movement)
- Iconic mode (eye contact)
- Symbolic mode (symbols)
- Conclusion

Introduction

Concept refers to an idea or a pattern of idea, which enables the students (individual) to get a complete idea of the concept.

Enactive mode of thinking and teaching

In this mode of thinking, the individual represents objects or events through motor actions and movements. **Eg:** Learning to ride a bicycle

Enactive mode of **teaching** is appropriate at pre-school stage, since their mode of representation is **through actions**.

Iconic mode of thinking and teaching

In this mode of thinking children **conceive objects or events through sensory** images of the objects / mental pictures of the objects or events.

Eg: A map permits the child to follow a route from one place to another place.

Thus the child thinks in terms of figures or the images of the objects. This stage is known as Iconic.

Iconic mode of **teaching** is appropriate at childhood stage, since their mode of representation is through sensory images or mental pictures (i.e. teaching through Audio-visual aids)

Symbolic mode of thinking and teaching

In this node of thinking the children conceive objects or events through words, symbols and formula.

Thus the child thinks in terms of mental representations through language.

Eg: Perimeter of a square = 4a

Symbolic mode of teaching is appropriate at adolescence stage. Since their mode of representation is through language, words, symbols & formula etc. (i.e. teaching through symbols)

Conclusion

The concept formation theory helps teacher and student in an active way to promote their individual ideas to thinking and problem solving. In this formation theory it helps the teacher, developing one's ability to solve problems systematically.

6. Define social stratification. Elucidate the dimensions of stratification.

<u>**Synopsis**</u>

- Introduction
- Meaning of social stratification
- Stratification on caste basis
- Stratification on religion basis
- Stratification on economic class basis
- Stratification on gender basis
- Conclusion

<u>**Introduction**</u>

Social stratification is the phenomena of social inequality. It is the horizontal divisions of society into various social strata; each stratum marked by socially recognized upper or lower status, more or less, on a permanent basis.

<u>**Meaning of social stratification**</u>

The process of defining / classifying people into categories and rank these categories from the higher to lower order is called social stratification. Stratification is the process of grouping members of the population into relatively sub groups.

<u>**Stratification on caste basis**</u>

Indian society is governed by four varnas on the basis of their birth as Brahmanas, Kshatriya and Vaishya and Shudras forming a hierarchy order.

Brahmins should cultivate the knowledge

Kshatriya should bear arms

Vaishya should trade and

Shudras serve all the above three classes.

Today in contemporary Indian society, the Shudras are known as Dalits which is a Marathi word means as 'Broken men' and there are 180 million Dalits categorized and classified as Scheduled caste in Indian constitution.

Stratification on religion basis

Indian society has a number of religious groups and on the basis of total population strength in each religion; the hierarchy is formed in each state of India. Some of the religious groups in India are

- Hindu,
- Muslim,
- Christians,
- Parses

Stratification on economic class basis

The Indian society is divided into 6 classes. They are

- Upper class
- Upper middle class
- Middle class
- Lower middle class
- Lower class
- Class below poverty line.

This stratification is based on the type of job, that people do, and their income.

Upper class

This class includes rich businessmen, industrialists, politicians, professionals of the higher order and bureaucrats. They enjoy very high economic as well as social status on account of their high position and powers. Nearly 5 % of India's population comes under this category.

Upper middle class

People belonging to this class are usually doctors, engineers, lawyers, professors and well placed government officers. This class has lesser socio-economic status than the upper class.

Middle class: People belonging to this class are white collared workers like teachers, tahsildars, Nurses having limited resources, but high aspirations to live luxuriously and comfortably like the two classes superior to them.

Lower middle class

This class comprises clerks, small shop keepers, technicians etc. They like to dress, eat and live like middle class people. The social status of this class is very low.

Lower class

This class comprises of agricultural and industrial labors, low paid employees and daily wage earner etc. people of this class suffer from poverty, illiteracy, etc.

Below poverty line class

This forms about 30% of the total population of India. People live from hand to mouth. They are very often homeless. They suffer from disease and hunger. They are totally illiterate.

Stratification on gender basis

The gender can be classified into three types. They are:

- Male
- Female
- Transgender

Male and Female genders are normally situated in all places. They are highest place in gender hierarchy. The third type gender is known as transgender. These peoples are placed very few in the gender hierarchical.

Conclusion

Social stratification is the result of social inequality. Thus the major dimensions of stratification are power, prestige and wealth used in the stratification system.

7. Explain the socio cultural impact on the learning difficulties?

Synopsis

- Introduction
- Learning difficulties
  - o Low socio economic class
  - o Dropouts and stagnation
  - o Socio cultural factors
- Conclusion

Introduction:

The children are not open to equal educational opportunity even with the compulsory and free education provided for them. Some children from low socio-economic class with natural endowment do not have equal access to qualitative education.

Low socio economic class

Many of the students from this low-socio economic class are undermined with poor health and malformed physique due to poor feeding, ignorance and carelessness which may invariably give rise to poor performance academically.

> ➢ In India there is a dual system of higher education. The posh English medium schools have always been under the dominations of the upper castes, the rich and the powerful

> ➢ These institutions are reserved for the children of politicians, businessmen, professionals and bureaucrats – all hailing in the upper strata of the society.

> ➢ The institutions with high standard in our country like JNU, Birla institute of technology, Pilani, IIT, Indian institute of managements and others demand high standard of English.

> ➢ Those who have not had their education in English medium schools cannot be expected to compete for these institutions.

Dropouts and Stagnation:

- ➢ Some of the dropouts before completing their primary level of education and others have to repeat classes due to the below average level.

- ➢ The majority of the candidates fail the secondary entrance examination. Because of the internal and commercial examination, children are not expected perform equally due to differences in
    - o intelligence quotient (IQ),
    - o parents social status,
    - o infrastructure facilities in schools,
    - o teachers attitude towards work,
    - o pupils attitude towards study etc.

Socio cultural factors

- ➢ Due to socio-cultural factors, the underprivileged communities were so long kept in ignorance, poverty and prejudice.

- ➢ The schedule caste, the tribal community and disabled group have been neglected in the past.

- ➢ The inequality opportunities of self-expression between people belonging to different strata and different sexes have impeded the national progress to a great extent.

Conclusion

There are lots of the pupils facing learning difficulties in India are mainly the low socio economic, caste differences, language barriers, socio cultural factors and gender inequality. These are some of the learning difficulties faced by the learners due to socio cultural impact.

8. Write a note on Child trafficking?

The illegal movement of children, typically for the purpose of forces labor or sexual exploitation is called child trafficking.

Trafficking is the recruitment and transportation of a person, within and across national borders, by means of violence or threat of violence, abuse of authority or dominant position of work, which may result in forced labor or slavery like practices.

Victims of trafficking are exploited and torture for the financial gains of their exploiters.

An estimated 5 lakh of women and children are trafficked every year with an annual increase of 10% of which 20-30% are below 13 years of age.

Definition:

According to UNICEF is defined as "any person under 18 who is recruited, transported, transferred, harbored or received for the purpose of exploitation, either within or outside a country".

There have been many cases where children just disappear over-night, as many as one in every night, according to the National Crime Bureau. Children are taken from their homes and sold in the market.

Reasons / causes of Child Trafficking:

In India, there is a large number of children trafficked for various reasons. There are many contributing factors to child trafficking, which include

- Economic deprivation
- Lack of employment opportunities
- Social status
- Political uprisings
- Lack of basic necessities of life which forces the parents to sell their children off to gangs and the gangs to exploit them.
- The main reason contributing to child trafficking is poverty.
-

Purpose of child trafficking:

Labour:

- Bonded labor
- Domestic labor
- Agricultural labor
- Construction work
- Forced labor

Illegal activities:

- Begging
- Organ trade
- Drug peddling
- Forced marriage
- Forms of prostitution

9. Enumerate types of transfer of learning with an example?

Transfer of learning

Transfer of learning refers to the transfer of knowledge, skills, habits, attitudes etc. from one situation (task) to another situation.

According H.C. Ellis, transfer of learning can take place in 3 different forms / types. They are;

- Positive transfer
- Negative transfer
- Zero transfer

Positive transfer:

If learning in one task / situation enhances (helps) the learning in another situation it is called positive transfer of learning.

Ex: Learning of mathematics will help the student learn physics easily.

Negative transfer

If learning in one situation inhibits / disrupts the learning in another situation is called negative transfer of learning.

Ex: Learning of mother tongue pronunciation disrupts / affects the learning of target (English) language pronunciation.

Zero transfer

If learning in one situation does not have any effect in learning of another situation, is called zero transfer.

Ex: Learning of history does not have any effect on learning of music.

Educational Implications of transfer of learning:

- The teacher should give importance to concept rather than facts.
- Help the student to compare and contrast
- Provide examples as far as possible
- Make sure that the principles are understood.
- Help to attain generalization
- Provide practicing transfer
- Maximize situational approach
- Correlation with real life situation
- Appreciate desirable transfer of knowledge by providing reinforcement.
- Help the student acquire mastery of sequential work.

10. Bring out the present status of girl child in India?

Status of girl child

In India the girl children are facing lot of problems day by day in the family, society, etc.

- Girl child
- Backward class children
- Deprived girl child
- Orphan girl child
- Differently abled girl child

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

2) Girls are neglected since their birth or even before due to patriarchal society that 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 are involving child in gainful employment.

5) Girls are denied education because of non-availability of easy access to schools (Distance, location and other in-congenial aspects of the school)

6) Dalit girls are still ill-treated by the unhelpful attitude of some school teachers.

7) Dalit girls are sometimes ill-treated or dominated by school mates who belong to upper class like: not to touch the upper class students, not to touch chalk, blackboard, books, etc.

8) Lack of interest in studies due to lack of encouragement from their parents and family members.

9) Girl education is cut-short by early marriage

10) Girls are withdrawn form school, once they attain puberty. This is due to conservative cultural values.

11) Some parents do not want to send their daughters to co-education institutions.

11. State the characteristic features of childhood?

Childhood is a period of high protection and struggle. The characteristic features of childhood are:

- Physical development
- Mental development
- Emotional development
- Social development
- Moral development.

Physical development:

Physical development is the ability of child's internal and external organs to perform improved functioning.

Developmental of external organ leads to motor development. 1. Gross motor development (using large muscular parts of the body), 2. Fine motor development (using small muscular parts of the body, finger, toes, etc.)

Anatomical growth and physiological growth are the two components which lead to the motor development

Mental development

It refers to the development of mental process which includes intellectual abilities like thinking, perceiving, understanding, reasoning, memory, concentration, speech development, vocabulary development and written communication.

Emotional development

Emotional development refers to the ability of the child to learn to control various instinct / inner emotions such as fear, anger, anxiety, stress, jealousy, affection, distress, etc. leading to a point of emotional maturity.

Social development

Social development refers to the ability of the child to behave in accordance with social expectations. It deals about the social interaction of an individual with other members of the society according to the rules and norms of the society.

Moral development

Moral development deals with the evolution of moral sense, moral value, value pattern, ethical codes, moral codes and ability of an individual to discriminate right and wrong, good and bad. This helps to mould the character of an individual.

12. Differentiate between growth and development?

Growth:

It refers to enlargement of cells, fibres, muscles, elongation of bones, enlargement of body parts and internal organ system which is caused by biological process.

Development:

It refers to the overall change in shape, form or structure in functional aspect.

Growth	Development
Growth refers to increase in size, weight and height of an organism	Development refers to overall change in shape, form or structure resulting in improved functioning of body part
It is the process by which an individual attains maturity	It is the result of growth, maturity and learning
It is purely confined to quantitative aspect	It deals with quantitative aspect
It is observable and measureable	Development cannot be measured directly, though they can be assessed in behavioral situations.
Growth is one part of development	Development is a comprehensive word which includes growth, maturity and learning.
Growth is not a continuous process	Development is a continuous process
Growth may or may not lead to development	Development is possible without growth
Growth refers to the changes which takes place in particular part of the body	Development refers to the changes in the organism / individual as a whole.\
Growth is a biological growth of an organism which is a natural process	Development is influenced by heredity and environment.
Ex: Growth of Body Growth of Brain Growth of Heart	**Ex:** Development of Immunity power Development of Intelligence Development of Emotions

13. Discuss the ethical issues of social media?

Social media is communication through websites and other online platforms (e.g., Facebook, Twitter, Instagram, and LinkedIn) that are used by large groups of people to share information, develop social and professional contacts, and promote educational ideas.

Social media was seen as a particular source of problems in education due to the potential for individuals to be permanently tagged with a digital trace.

Once social media are used self-censorship can be more difficult than simply not taking part in online interaction at all. This may be one reason why some people resist the use of social media completely.

Based on the educational purpose lot of issues are involving in social media. The influence of social media makes the society for mad rush on particular news.

Ex. The advertisement given by various levels of schools, payees way for "mad rush" to all the schools except govt. schools by the upper class and upper middle class.

The quality of education in various school is different that has a great impact on the personality development of the learners by the social media.

14. What are the measures to eradicate marginalization?

Marginalization

The process whereby someone is pushed to the edge of a group and accorded lesser importance is called marginalization.

This is predominantly a social phenomenon by which minority or sub-group is excluded, and their needs and desires ignored.

Measures to eradicate marginalization

- Measures to eradicate marginalization with respect to girl child, dalit child and disabled child (i.e. underprivileged group) can be studied and provide equal importance by the society, government and social medias.
- Teacher should develop a favourable school climate conducive to the educational progress of SC, and ST, differently abled and girl child.
- The teachers own example in his behavior towards students belonging to these castes is the most effective powerful way to build up a congenial climate.
- The school staff should ensure non-discrimination between the children of SC,ST and other communities.
- The teacher should provide equal opportunities to all the children to participate in the curricular and co-curricular activities of the school, including games.
- Special attention should be paid to motivate parents to educate dalit girl child and differently abled.
- The NPE 1968, 1986 all stress upon speedy action for the promotion of education of the underprivileged sector.
- Ministry of education provides various facilities to eradicate marginalization namely, reservation of seats in educational institutions.

- Relaxation in age and marks for the purpose of admission.
- Research scholarships and fellowships to the underprivileged
- Launching of boys and girls hostel, national overseas scholarships, scholarships and stipends at various levels.
- Creation of Inclusive schools
- Loan to students without interest for carrying on education
- Establishment of non-discriminative settlement of people (samathuvapuram settlements) where people belonging to different social groups live together.
- Encourage from government for Inter-caste marriages and ensuring security for them, special reservation in employment for such couples, etc.

PART –C

Answer all the questions; (2 Marks)

15. Define Leadership?

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

16. What do you mean by self – acceptance?

Self-acceptance can be defined as: the awareness of one's strengths and weaknesses, the realistic (yet subjective) appraisal of one's talents, capabilities, and general worth, and, feelings of satisfaction with one's self despite deficiencies and regardless of past behaviors and choices.

17. How did you identify the learning disabilities?

A learning disability is a problem that affects how a person receives and processes information. People with learning disabilities may have trouble with any of the following:

- Reading
- Writing
- Doing math
- Understanding directions

18. Bring out the nature of developmental task of adolescence?

A **developmental task** is a task that arises at or about a certain period in life, unsuccessful achievement of which leads to inability to perform tasks associated with the next period or stage in life.

Developmental Task

1. Learning to get along with friends of both sexes.

2. Accepting one's physical body and keeping it healthy.

3. Becoming more self-sufficient.

4. Making decisions about marriage and family life.

5. Preparing for a job or career.

6. Acquiring a set of values to guide behavior.

7. Becoming socially responsible.

19. What are Eco-maps?

An Eco-map helps visualize the social and personal relationships of an individual with everything in the individual's environment or ecosystem.

Eco-maps document the connections / social relationship of an individual with family members & outside world.

20. Define creativity?

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

- Finding out new solution to the old problems
- Finding out the new solution to recent problems
- Ideal way of creativity new things
- To make something new & original

21. State the issues related to gender bias?

Gender bias is basically originated due to the belief an 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 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 behaviors, abilities or preferences based upon their gender.

22. Write a note on Child Abuse?

Child abuse is the physical, sexual or emotional mistreatment or neglect of a child or children by parents or other caregiver. Child abuse can occur in a child's home or in the organizations, schools or communities the child interacts with.

There are 4 major categories of child abuse;

- Physical abuse
- Sexual abuse
- Emotional or Psychological abuse
- Neglect

23. How did socio-economic status of the children affect the behavior?

The socio-economic status (SES) is a powerful predictor of many facets of a child's personality. Social inequalities are widely accepted to have a deleterious effect on children's mental health, and those with lower socioeconomic status generally experience more mental health issues.

24. What do you mean by maturation?

Maturation is the process by which we change, grow, and develop throughout life. Developmental psychologists look at many different types of maturation throughout the lifespan.

Maturation is the process of becoming mature, the emergence of individual and behavioral characteristics through growth processes over time.

It can also refer to any of the following:

- Foetal development
- Developmental biology
- Psychological development
- Physical maturation of any biological life form – see individual articles for maturation of different life forms.

****