

**CURRICULAR MATERIAL
FOR
DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) COURSE
IN DIETS OF
ARUNACHAL PRADESH**

Course Code: 01

**CHILDHOOD AND
DEVELOPMENT OF CHILDREN**



**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVT. OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR, ITANAGAR**

RESOURCE TEAM

Chief Advisor

GaniaLeij, Jt. Director, SCERT, Itanagar.

Academic Guidance

Dr.JayadebaSahoo,Prof. & Dean, Dept. of Education, RGU, Itanagar.

Dr.Prashant Kumar Acharya, Associate Prof., Dept. of Education, RGU, Itanagar.

Core Committee

G.C.Baral, Vice Principal, SCERT, Itanagar, Academic Coordinator.

S.Pradhan,SS, SCERT, Itanagar, Member.

V.R.Sharma, SS, SCERT, Itanagar,Member.

Material Developed By

Dr. J.K.Katiyar, Sr. Lecturer, DIET, Roing.

Material Reviewed and Edited By

S.Pradhan,SS, SCERT, Itanagar.

The curricular material has been developed keeping in view the learning needs of the D.El.Ed Course trainees as per the current PSTE curriculum. While developing the material authentic textual/reference materials from various sources have been referred. As far as possible the content of the materials have been presented in an objective manner. The ideas and opinions as presented in the content of the materials are entirely of the developer of the material.

FOREWORD

The Diploma in Elementary Education (D.El.Ed.) curriculum for 2 year PSTE course of the DIETs in Arunachal Pradesh was revised and updated as an exercise deemed necessary in the context of National Curriculum framework-2005 and enforcement of Right to Education (RTE) Act-2009. The curriculum was revised on the basis of recommendations of the National Council for Teacher Education, National Curriculum Framework for Teacher Education (NCFTE) and the guidelines of Bordia Committee Report entitled “Implementation of RTE, Act and Resultant Revamp of SSA” (2010). Since 2013-14 the revised D.El.Ed Curriculum is being implemented in all the eleven DIETs of the state. However, in view of change in the structure and content of the revised curriculum, there has arisen a pressing need for content specific and contextualized curricular materials which could be handy for both teacher educators and student teachers of the DIETs in the state. Further Justice Verma Commission Report on Teacher Education-2012, constituted by the Hon’ble Supreme Court of India observed, “our prospective teachers are educated through substandard readymade materials available in the form of ‘guides’ which are conceptually confusing and regressive in perspectives”. Hence, the commission strongly recommended for development of learner friendly curricular materials for different types of teacher education courses.

The D.El.Ed curricular material has been developed in workshop situation with participation of Resource Persons from Department of Education, Rajiv Gandhi University, Itanagar and faculty members of SCERT and DIETs of the state. I am immensely grateful to the Joint Director, SCERT, Mr. Gania Leij for his guidance, Professor Jaydev Sahu, Dept. Of Education, Rajiv Gandhi University, Itanagar for his academic support, members of SCERT Academic Team, Assistant Directors, Shri G.C. Baral, Sri S. Pradhan and Sri V.R. Sharma for supervision and finalisation of curricular materials. I am specifically thankful to the author on **Childhood and the Development of Children, Course Code-01**, Dr. J.K. Katiyar Sr. Lecturer, DIET, Roing for his efforts in writing the texts of the course materials as per the need of the syllabus.

Lastly, it is hoped that the curricular materials will be highly useful as reference materials for the teacher educators and student teachers of the DIETs of the Arunachal Pradesh.

Moto Nyori,
Joint Director SCERT,
Itanagar

ACKNOWLEDGEMENT

I am extremely glad to express my gratitude to Shri GaniaLeij, Jt. Director, SCERT, Itanagar, for giving me the opportunity and moral support to develop this Curricular Material of the D.El.Ed Course.

I take this opportunity to express my gratitude to the Secretary (Education), the Directors of Elementary and Secondary Education, Govt. of Arunachal Pradesh for their kind guidance and resource support from time to time.

I am also thankful to Shri G.C.Baral, Asstt. Director (Academic), SCERT and sriR.K.Sah, Sr.Lecturer, DIET Naharlagun for his commendable effort, guidance and all necessary support in this endeavour.

I also take this opportunity to express my gratitude to all the learned faculty of SCERT for their suggestions and moral support in the completion of this work.

I shall be failing in my duty if I do not convey my indebtedness to all the fellow participants of the workshop and the members of the review team for their valued suggestions for bringing the material to its present shape.

Dr. J.K.Katiyar

CONTENTS	Page

Foreword	i
Acknowledgement	ii
UNIT - I: PSYCHOLOGY	1 - 3
1.1 Meaning and Definition of psychology	
1.2 Relationship between Psychology and Education	
1.3 Child psychology	
1.4 Relevance of psychology for elementary school teachers	
UNIT – 2: CHILD DEVELOPMENT	4 - 11
2.1 – Concept, meaning and nature of child development	
2.2 – Development theories/principles	
- Development as multidimensional and plural in nature	
- Development as continuous/discontinuous	
- Socio-cultural influence	
2.3 – Approaches to understand the learner’s behaviour	
- Observation	
- Interview	
- Anecdotal record	
- Questionnaire	
- Experimental method	
UNIT – III: PHYSICAL MOTOR DEVELOPMENT	12 - 13
3.1 - Growth and Maturation	
3.2 - Gross and fine Motor Development Skills in Infancy and pre-school children	
3.3 - Role of Parents and teacher in providing opportunities for physical-motor development e.g. Play	
UNIT – IV: SOCIAL AND EMOTIONAL DEVELOPMENT	14 - 18
4.1: Personality meaning and definition	

4.2: Social theories of gender development – meaning of gender roles, influences on gender roles, stereotypes, gender in playground

4.3: Development of emotions and the ability to regulate them

UNIT – V: CHILDHOOD

19 - 21

5.1: Childhood as modern construct

5.2: Childhood in the context of poverty

5.3: childhood in context of globalization adult culture

5.4: Commonalities and diversities within the notions of childhood in Indian context

UNIT - VI: SOCIALIZATION

22 - 29

6.1: Concept

6.2: Family and Adult-Child Relationship

6.3: Parenting

6.4: Child Rearing Practices

- Separation from parents
- Children in crèche
- Children in Orphanages

6.5: Relationship with peers

- Friendship and gender
- Competition and cooperation
- Competition and conflict
- Aggression and Bullying

UNIT – VII: PROBEMS OF CHILDREN WITH SPECIAL NEEDS

30 - 34

7.1: Gifted

7.2: Differently able- a) Mentally, b) Physically

7.3: Underachiever

REFERENCES AND SUGGESTED READIGS

35

UNIT - I: PSYCHOLOGY

- 1.5 Meaning and Definition of psychology
- 1.6 Relationship between Psychology and Education
- 1.7 Child psychology
- 1.8 Relevance of psychology for elementary school teachers

1.1 MEANING AND DEFINITION OF PSYCHOLOGY

1.1.1 Meaning of psychology:

The word 'psychology' has been defined in different ways by the psychologists. The following explanations give better knowledge about the meaning of psychology.

(a) Psychology as Science of Soul:

The word 'psychology' is derived from two Greek words psyche which means 'soul' and 'logos' which means science of systematic study. Literally it thus deals with the study of the soul. But as soul has no physical existence and can neither be seen nor observed. So this notion was not accepted.

(b) Psychology as the Science of Mind:

In the eighteenth century, psychology was understood as the science of mind. But soon it was realised that the term 'mind' is not an organ of the body like brain or heart. It has no physical existence but it includes the mental processes as perceiving, imagining and reasoning. So this idea was felt vague.

(c) Psychology as the Science of Consciousness:

Still later, psychology was defined as the science of consciousness. The term consciousness means our immediate awareness of any object. But, this definition too, was rejected as one sided. The scope of psychology is not only limited to the conscious level but also extends to the subconscious and unconscious mind.

(d) Psychology as the Science of Behaviour:

The latest concept of psychology is in terms of behaviour – conscious or unconscious. Today psychology is being understood as the science of human and animal behaviour. The most of the eminent psychologists supported this view that Psychology is the science of behaviour.

1.1.2 Definitions of Psychology:

There are many definitions of psychology. Some of these are given below –

1. Charles E. Skinner –

“Psychology deals with responses to any and every kind of situations that life presents. By responses mean all forms of processes, adjustment, activities and experiences of the organism”.

2. Carter V. Good –

“Psychology is the science of adjustment of organisms especially the human organism to changing environment”.

3. Crow and Crow –

“Psychology is the study of human behaviour and human relationship”.

4. Bridges –

“Psychology is the science of consciousness and behaviour and unconsciousness determinants of behaviour”.

1.2 RELATIONSHIP BETWEEN PSYCHOLOGY AND EDUCATION:

Education tries to modify human behaviour to achieve a desired goal. It meets various problems in modifying the behaviour. Psychology comes to help us in solving such problems. It tells us why a child is not behaving in the expected manner and what could be done in solving the problems. This is how psychology and education are related.

1.2.1 How psychology helps in education:

Some of the ways how psychology contributes in –

a. Individual difference:

In a class of students the teacher teaching a subject finds that some students understand a concept quickly, some others take little more time to understand but a few are able to understand easily. Psychology tells us that it is not unusual. It is all due to individual difference which teacher is to take care.

b. Intelligence:

Psychology tells us about different types of tests to find out the intelligence quotient so as to locate the exceptional children and the underachievers and how to educate them with enriched programmes and the backwards with remedial teaching.

c. Motivation:

If the teacher finds that an intelligent child is not doing well in his/her studies then psychology helps how to motivate him or her to hold attention in studies.

d. Learning:

Psychology helps the teacher to understand the science of teaching and learning so that learning could be efficient and maximum.

1.3 CHILD PSYCHOLOGY

With the passage of time, the science of psychology made inroads into many branches of knowledge and human activity. This resulted into a number of branches of the science because it has a wider field of application to almost all the spheres and walks of life. The various branches and field of psychology can be categorized under two categories i.e. i - General branches ii – Applied branches. Child psychology falls under general category. So, child psychology studies the physical, motor, mental, emotional, social and moral development of a child from birth to maturity.

1.4 RELEVANCE OF PSYCHOLOGY FOR ELEMENTARY SCHOOL TEACHERS:

The modern classroom teacher wants to make his classroom activities interesting and attractive. In the process of realising this objective, he/she uses the science of psychology following ways –

a. Understanding oneself:

Teacher ship is a sacred profession. Before becoming a teacher, one should think whether he can sustain with his career or not. The self-realisation to be a good teacher is only possible with the application of psychology. Psychology makes the teacher aware of his own nature, his mental and intellectual capacity, philosophy of life, qualities that he deserves to be an effective teacher for his students. It enables a teacher to know his own weakness so that he may improve by eliminating undesirable behaviours and habits.

b. Understanding the child:

Psychology enables the teacher to understand the needs, interests, capacities the child. So, teacher can plan teaching – learning process in respect of interest attitude, intelligence and nature of the child.

c. Selecting need-based teaching methods:

In a good classroom situation what to teach is not important rather how to teach is an important task for the teacher. The principles of psychology help the teacher in selecting need-based method of teaching.

d. Finding solutions of classroom problems

There are varieties of students such as backward, maladjusted, in disciplined, physically and mentally handicapped and children behaving delinquently in the class. The understanding of psychological principles of teacher helps to make proper environment in the class so that everyone can learn and progress.

UNIT – 2: CHILD DEVELOPMENT

2.1 – Concept, meaning and nature of child development

2.2 – Development theories/principles

- Development as multidimensional and plural in nature
- Development as continuous/discontinuous
- Socio-cultural influence

2.3 – Approaches to understand the learner's behaviour

- Observation
- Interview
- Anecdotal record
- Questionnaire
- Experimental method

2.1: CONCEPT, MEANING AND NATURE OF THE CHILD DEVELOPMENT

2.1.1: Concept and Meaning of the Child:

Most of us think that age is the main difference between adult and child. Some of us may think that it is physical and mental maturity that marks the difference between an adult and a child. It may also have thought of “independence” or “self-dependence” as a trait that distinguishes between the two.

Some persons say child is innocent, god's gift, pure and truthful, sweet, cute, playful, funny naughty, protected, soft like potters clay.

There are many perspectives about child. Some of these are like

a. The age criterion:

Most commonly 'age' is a criterion to define a child. A human being considered to be a child from birth till the onset of puberty that is the age span from birth to 13 years in the average child.

b. Legal view:

Furthermore some argue that childhood extends till a period one gains all legal rights as adults. That is, unless one is legally recognised as an adult, one is child. In India, this would mean that till 18 years of age one is child.

c. Child in different cultures:

There is variation in children's social position and roles. These variations are seen between rural and urban areas, between different communities and between different cultures.

There are different ways of perceiving a child.

2.1.2 Nature of the child development:

Child development is concerned with the changes in the behaviour of the children. These changes are referred to as development or growth. Growth refers to the organic changes (changes in height, weight and size etc.). Development refers to functional changes and is usually qualitative in nature (for e.g. Development of intelligence). Development is a lifelong process that covers entire spectrum of human life whereas growth does reach a point of maturity from no further changes is anticipated.

Frank says that growth may be looked upon as the cellular (cells multiplication) and development as organisation of all parts which growth and differentiation have produced. In other words, growth refers to changes in a particular aspect of the body, and development may imply the organisation as a whole.

2.1.3 Aspects of Child development:

The various aspects of development that take place in the life of human being are –

a. Physical Development:

Physical development refers to the changes in size, structure and proportions, functioning of the body system and motor capacities etc. Motor development refers to the development of control over body movement. Motor development can be classified under two categories – i. Gross motor development, ii. Fine motor development

The development of motor skills is determined both by maturation and learning opportunities.

b. Cognitive Development:

Cognitive development refers to the growth and changes in the mental capacities, thinking, ways of making sense of the world and the like. It involves many abilities such as attention, perception, memory, thinking, problem solving and intelligence. Childhood is the stage of rapid intellectual development. Child develops various concepts about things, people and ideas. His power of reasoning, thinking, observation, concentration, perception, imagination etc. are developed to a reasonable extent.

c. Social development:

It refers to the ability of the child to establish relationship with persons in his/her environment. As the child grows, relationship with peers and visitors in the family, parents and family member are established. The behaviour of the human infant is not social at birth. Gradually as a result of social interaction and education efforts, one begins to imbibe social qualities and learn social behaviour. Social development begins with the infant's first contact with the mother and other members of a family. As one grows in age the scope of interaction with other people increases. The child at adolescence age begins to acquire social maturity and at the end of adolescence period child becomes socially mature. However social development continues throughout one's life as long as one gets opportunities for social interaction.

d. Emotional Development:

The word emotion is derived from Latin word 'Emovere' which means to excite or agitate, which is actually a disturbed state of mind. When our feelings become intense and excited, they become emotions. Emotions are of two types that is pleasant emotions like – joy, happiness and unpleasant emotions like – anger, fear and jealous. We have imbibed with a number of emotions but the situation is quite different when one begins his life on this earth. There are only two emotions i.e. distress and delight present up to 6 months of age in infants. Later the rate of emotional development gets increased to the extent that up to 2 to 3 years almost all emotions are distinguishable by beginning of the childhood. In the infancy the emotional behaviour is expressed through motor responses like crying, yelling, throwing, pushing etc. In the childhood, the child learns to express his emotional behaviour through reasonable means and proper way.

2.2 DEVELOPMENT THEORIES

2.2.1 Development as multidimensional and plural in nature:

There are various aspects of development in an individual from childhood to adolescence period like physical, mental, emotional, moral and social developments. These aspects of development are not separate entities. Each aspect is dependent on others and in turn influences one another. All the aspects are interrelated. Social development and emotional development are two sides of the same coin. Social development influences the moral development of an individual. Therefore, development of an individual is multidimensional and plural in nature. We look at the child as an integrated, unified, whole personality. The very aim of education is to help a person to develop a proper co-ordination and harmony among the various faculties of the body, mind and spirit for an all round development of integrated personality.

2.2.2 Development as continuous/discontinuous:

The process of growth and development continues from the moment of conception until

the individual reaches maturity. It takes place at a slow but regular pace rather than by leaps and bounds. Development of both physical and mental traits continues gradually until these traits reach their maximum growth.

2.2.3 Socio-cultural influence:

The socio-cultural environment, within which a child grows, has a significant impact on his/her development. In fact, all developments or learning occur with special reference to the cultural context of an individual. Social constructivist view of psychology holds that all developments are culturally oriented and guided. For our own understanding we can subdivide socio-cultural factors into- a. Family b. Neighbourhood and community; and c. Class, cast, religion and ethnicity. Family is the most fundamental influence in the socialization process of an individual. The neighbourhood and community in which one lives also have potent impact on what one learns and acquires. In our country, cast, class and religion also play a predominant role in shaping our identity, self concept, attitudes, value orientation, goals and achievement patterns. Development is also seen to vary across religion and ethnic groups. Thus it may conclude that the socio-cultural influence provides us with a development framework.

2.3 APPROACHES TO UNDERSTAND THE LEARNER'S BEHAVIOUR:

In order to understand to have a scientific study of human behaviour, different methods of psychology have been described –

2.3.1 Observation

This method is most commonly used for the study of the human behaviour. It is the most natural and informal method to study others' behaviour. Observation made over a long period of time and under different situation, will enable the observer to make certain generalisations about human behaviour.

Observation is of two types –

1. Controlled observation
2. Uncontrolled observation
1. Controlled Observation:

This is also called structured observation. It is employed in controlled situations like laboratory settings. In controlled observation, artificial controlled situations are created, and the student is observed by a trained observer. The individual must be observed a number of times in similar situations before any valid conclusions are drawn.

Limitations –

There are certain practical difficulties of this method –

1. The individual is to be observed a number of times before any conclusion are made; creating similar conditions again and again may not be possible.

2. The individual may be known of the fact that he is being observed, and consequently his behaviour may not remain natural.

2. Uncontrolled Observation:

It is also called participant observation, in which the observer assumes the role of a member of the group to be observed. In case of free or unstructured observation, the individual is observed when he is in his class or playground, or moving about with his friends. But individual should not know that he is being observed.

Limitations –

1. Being informal, the observer may not be trained in the technique of scientific observation.

2.3.2 Interview

Interview method is an active and reliable way of perceiving one's personality. A formal interview consists of a series of well-chosen questions. To assess the co-scholastic development among children, interview is very effective technique. It is face to face situation between teacher and students. The interview involves at least two persons i.e. the interviewer and the interviewee. The interview becomes more genuine if it is organised in a structured interview-schedule. According to Young – "It is a systematic method by which one person enters more or less imaginatively into the inner life of another person who is generally a comparative stranger to him."

Interview Technique:

In an interview, in the beginning, the rapport should be established between the interviewer and the interviewee. The approach in an interview should be friendly and co-operative in nature. It lifts the confidence of both the interviewee and interviewer to explore the problem in detail and the participant can convey his inner feelings and reveal the inner emotions linked with the problem.

Merits of the Interview Method:

1. It is suitable method to know the emotion of an individual in relation to the problem.
2. It is more appropriate technique.
3. It is more reliable and valid in specific purpose.
4. It is economical both in money and time factor.
5. It is simple method.

Demerits of Interview Method:

1. It may also lead to biasness and subjectivity.
2. It emphasizes memory power.

3. It is not possible to create a natural atmosphere to evoke natural responses.
4. Interview is not a method of studying human behaviour rather a supplementary tool to other methods.
5. The approach of the interviewer sometimes upsets the interviewee.

2.3.3 Anecdotal Records:

Anecdotal Records are informal observational note in the form of a story. A teacher records about what students are learning, their academic performance, learning behaviour, their achievement and social interactions.

Though it is an informal note but with its help, a teacher can keep a record of each and every student of the class in a comprehensive manner. While taking the note, teacher should record what he or she observes without any interpretation.

Anecdotal records are the written observations word for word; action for action of what a child is doing and saying. We can use these notes to create a complete developmental picture of the students.

Anecdotal notes should be used to record the day to day development of the students as well as their specific behaviours, especially those that are a cause for concern, speech patterns, language, social and emotional development,, peer interactions etc.

For preparing an anecdotal note on reading habit of the students we can consider many issues like –

- Does a student show positive attitude towards reading books?
- Does a student choose his/her favourite books?
- Does a student read books for pleasure/ information?
- Does a student read the silently?
- Does a student reflect on his or reading?
- Does a student share his/her ideas with others during discussion?

2.3.4 Questionnaire

Questionnaire is a commonly used tool of data collection. Through questionnaire, the responses of the persons as source of information are obtained on various dimension of the research or related to some concrete indicators as evidence of information. The questionnaire could be either closed or open ended or mixture of the two types.

a. Closed Form:

This form requires short and 'check' responses. It may provide for making 'Yes' or 'No' or just a 'check' form a list of suggested responses. In the closed questionnaire the predetermined sets of alternative responses to a question are given and the respondent has to select one of these alternatives. The choice of the respondent is restricted.

Merits:

1. It is easy to respond to such a question.
2. It takes a little time to answer.
3. It is relatively objective.

Demerits

1. The closed form does not provide any opportunity to the respondents to express their views.

b. Open Ended Questionnaire:

In open ended questionnaire a respondent is free to answer the questions included in the questionnaire in manner he/she thinks most appropriate. Respondent has complete freedom of giving response. In such a questionnaire, the chances of getting original ideas of respondents are more, but are difficult to analyse.

c. Mixed Questionnaire:

In order to combine the advantages of both types of questionnaire, generally along with close ended items some open ended items like “any other suggestions” or at the end of a close ended questionnaire, some open-end items are added.

2.3.5 Experimental Method:

The experimental method is the innovative method of studying human behaviour. It is a systematic, objective and planned observation which helps to understand, control and predict the behaviour of the child. According to Crow and Crow – “Experimental method helps to determine changes in a child development in terms of his behaviour in series of situation controlled by the experiment.”

Steps in Experimental Method:

1. Identifying the problems
2. Formulating Hypotheses
3. Selecting the appropriate Design
4. Conducting the experiment
5. Tabulating analysing data
6. Testing the Hypotheses
7. Drawing the conclusions

Experimental Designs:

The procedures followed in experimental method are known as experimental design. Some experimental designs are as follows –

1. One Group Design
2. Two Group design

1. One Group Design:

One group design is divided into two categories –

- a. One Group Post Test Design:

In this design the test is taken after special treatment.

- b. One Group Pre-test Post-test Design -

In one group pre-test – post-test design the researcher first tests the behaviour of the group and after special treatment of the same group takes another test to compare the performance.

3. Two Group Design:

In this design the teacher divides the class into two parallel groups. One group is called controlled group and the other group is called experimental group. The special treatment is given to experimental group only. The controlled group remains as usual without any special treatment. At last both the groups are administered the post test and the results of the tests are compared to conclude the effect of special treatment.

Merits of Experimental Method:

1. It is systematic and reliable
2. It is scientific method
3. It gives objective and precise information to solve the problem.

Demerits:

1. All human behaviour cannot be studied in this method.
2. The behaviour of the individual becomes unnatural when controlled condition is taken into consideration.

UNIT – III: PHYSICAL MOTOR DEVELOPMENT

3.1 - Growth and Maturation

3.2 - Gross and fine Motor Development Skills in Infancy and pre-school children

3.3 - Role of Parents and teacher in providing opportunities for physical-motor development e.g. Play

3.1 – Growth and Maturation:

Maturation is a process of growth and development which takes place within the individual. It is relatively permanent change in an individual such as physical, cognitive and emotional, that occurs as a result of biological ageing, regardless of personal experience.

Maturation, thus, refers to the change in a developing organism due to the unfolding and ripening of abilities, characteristics, traits and potentialities present at birth.

Maturation is programmed and occurs regardless of the interactions a child has with the environment. As a teacher we know that no matter how hard we work or how good we are, we cannot force a student to think or to do what he/she is not biologically ready to do.

Thus maturation is specific aspect of “readiness to learn.” Since maturation determines the readiness for learning, it is useful for curriculum planners and teachers to decide what to teach and what to expect from their learners.

3.2 Gross and Fine motor development skills in infancy and pre-school children:

3.2.1 Motor Development:

Motor development refers to the development of control over body movement. We know that a child in the beginning is unable to sit, by the age of 5 to 6 month she/he sits with the help of some support and finally can sit without any support. The child’s capacity to sit, stand, walk, hold an object, eat, write, climb stairs and run etc. are included in motor development. The motor development can be classified under two categories.

- a. Gross Motor development
- b. Fine Motor development

a. Gross Motor development:

As children grow from infancy into middle childhood, they gain more and better control over their muscles. In the initial years of the childhood, child gains control over her gross or large muscles, which enable her to control gross movements, involving large areas of the body eg- walking, running, jumping etc. Gross motor skills include lifting one’s head, rolling over, sitting up, balancing, crawling and walking. Gross motor development usually follows a pattern. Generally large muscles develop before smaller ones, thus, gross motor development is the foundation for developing skills in other areas such as fine motor skills. Development also generally moves from top to bottom.

b. Fine Motor Development:

Fine motor skills include the ability to manipulate small objects, transfer objects from hand to hand, and various hand-eye co-ordination tasks. Fine motor skills may involve the use of very precise motor movement in order to achieve an especially delicate task. Some examples of fine motor skills are using thumb and forefinger to pick up small objects, cutting, colouring, writing or threading beads. Fine motor development refers to the development of skills involving the smaller muscle groups.

3.3 Role of Parents and Teachers in providing opportunities for physical motor development e.g. Play:

The role of parents and teachers in providing opportunities for physical motor development is very important. The value of play for physical and motor development needs no special emphasis. Vigorous active play helps the child in gaining muscular control. Physical development and acquisition of motor skills depend upon maturation of the parts of the body and opportunities available to the child to practise these skills. Parents and teachers can provide special opportunities for play and physical movement activities to the children for physical motor development. These include the following categories –

i. Loco motor Movement:

Movement of the body from place to place is involved in loco motor movement. Physical abilities such as crawling, walking, hopping, jumping, and running, leaping, galloping and skipping are examples of loco motor movement. This type of movement helps develop gross motor skills.

ii. Non-loco motor Movement:

Movement of the body while staying in one place is involved in non-loco motor movement. Physical abilities such as pushing, pulling, twisting, and turning, wiggling, sitting and rising are examples of non-loco motor movement. This type of movement helps develop balance and co-ordination skills.

iii. Manipulative Movement:

Movement that involves controlled use of hands and feet is reflected in manipulative movement. Physical abilities such as opening and closing hands, waving, throwing and catching are examples manipulative movement. This type of movement helps develop fine-motor skills and hand eye co-ordination.

UNIT – IV: SOCIAL AND EMOTIONAL DEVELOPMENT

4.1: Personality meaning and definition

4.2: Social theories of gender development – meaning of gender roles, influences on gender roles, stereotypes, gender in playground

4.3: Development of emotions and the ability to regulate them

4.1 Personality:

4.1.1: Meaning of Personality:

Attempts have been made to explain meaning of personality from very early times. Various people have defined personality by using various approaches. According to A. Jones in simple term personality consists of the following –

- i. The way one look
- ii. The way one dress
- iii. The way one talk
- iv. The way one act
- v. The skills with which one does things
- vi. The way one maintains her/his health

Personality touches many aspect of our daily life. Selecting a mate, choosing a friend, getting along with friends and many other activities raise questions about personality. A common man describes the term personality such as a person who is handsome, has good physique, tall and robust is generally spoken of as having a good personality.

Origin of the word 'Personality' is from the word 'Persona' a Latin word which mean mask used by an actor on the stage. In the writing of the Cicero, there are at least four distinct meanings of persona:

- a. As one appears to others
- b. The part someone plays in life
- c. An assemblage of personal qualities that fits a man for his work.
- d. Distinction and dignity

This word after passing through different stages in the course of time ultimately became personality. Psychological meaning of personality is that – 'Personality not the sum total but an integrated and unified whole'

4.1.2: Definitions of Personality:

According to Allport "*Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his/her unique adjustment to his/her environment*"

The word dynamic means that personality is growing and changing and not something fixed or static. The word organisation means that personality is not haphazard collection of traits but a unified system where parts are related to each other to make a whole. In 1961 Allport changed last phrase “adjustment to the environment” to “characteristic behaviour and thought”

Thus the new definition is as follows – *“Personality is the dynamic organisation within the individual of those psycho-physical systems that determine his/her unique characteristic behaviour and thought”*

According to Eysenck – *Personality is more or less stable and enduring organisation of person’s character, temperament, intellect and physique which determine his/unique adjustment to the environment”*

A review of the definitions suggests that it is very difficult to arrive at a universally accepted definition of personality, which covers almost all aspects. Personality is a construct. It is unique for each individual. We can see similarities among people, yet we sense that individuals possess special characteristics combination of these that distinguish them from one another. It is continuous and dynamic. Therefore, we may attempt some workable definition of the term ‘Personality’ as *“Personality is a relatively enduring and unique cluster of characteristics that nevertheless may change in response to different situations”*

4.2 Social Theories of gender development, meaning of Gender Roles, influences on gender roles, Stereotypes, gender in playground:

4.2.1 Social Theories of gender development:

We are familiar with the differences between the terms sex and gender. We understand that sex is biological and gender is determined culturally and socially. The word gender is different from the word sex and this difference was introduced by Ann Oakley in the 1970’s through her work on women and on housework. Sex refers to the biological, anatomical and genetic differences between men and women, whereas, gender refers to men’s and women’s social and cultural roles. Some sociologists have also argued that it is society that decides and determines whether a ‘boy’ (refers to sex) grows up to be masculine or a ‘girl’ behave in feminine ways.

KamlaBhasin explains that each society slowly transforms a male or female into a man or woman, into masculine and feminine with different qualities, behaviour patterns, roles and responsibilities, rights and expectations. Unlike sex, which is biological, the gender identities of women and men are psychologically and socially determined.

In reality, it is difficult to say how gender is natural and how it is socially constructed, because as soon as child is born, families and society begin the process of socializing the child as girl or a boy. In most of the regions across India, the birth of a son is celebrated; the birth of a daughter is not. Sons are showered with love, respect, better food and better health care. Women are blessed by saying that ‘may you be the mother of hundred sons.’

Boys are encouraged to be tough and outgoing, girls are encouraged to be simple, obedient and not go beyond the home. It is important to understand that the different status and positions that women and men enjoy in society is socially and culturally determined; it is man-made, nature has very little to do with it. Women are considered inferior to men. They enjoy fewer rights, control fewer resources, work longer hours than men but their work is either undervalued, or underpaid. They face violence at the hands of men and society, they have little decision making power in social, economic and political institutions.

4.2.2 Meaning and influence on gender roles:

Our society differentiates men and women and allots to them different social roles. For instance, men become bread winners for the family and women become nurturers. Men are associated with aggressive and powerful roles and women are assigned role of taking care of young children or the sick. Simone De Beauvoir says that women are not naturally inclined to do child care or housework, but rather that female is held back by their upbringing or by social and cultural expectations from them or by the limited educational or job opportunities available to them.

Men are considered to be the heads of the household, breadwinners, owners and managers of property, and active in politics, religions, business and professions. Women on the other hand are expected and trained to bear and look after children, to nurse the infirm and old, do all household work and so on. The specific process of socialization which teaches children their gender roles is called gendering. Different social methods teach children and make them internalize behaviour, attitudes and roles which are appropriate for men and women.

Family members constantly transmit aspects of gender roles directly in the way they talk even to very young children, and they also convey the importance given to each child. Girls are asked to help their mothers with household chores, boys to accompany their father outside.

4.2.3 Gender Stereotypes:

Religions have constructed stereotypes about men and women in their own ways. The Christian stereotype of women is seen as Eve, who has been blamed for instigating events leading to the original sin. The Indian myths explain how the world was created; treat 'brahm' the creator as an androgynous entity – as an embodiment of half male and half female. Femininity is linked with prakriti (nature). The concept of adyashakti (original power) is entirely feminine. There is sufficient analysis to show how almost every religion considers women to be inferior, impure, sinful, how they have created double standards of morality and behaviour, how religious laws often justify the use of violence against deviant women.

- a. The family and gender stereotype: Family is the basic unit of society, and is probably the most patriarchal which considers men superior to women.

b. The media and gender stereotype:

From films and television to magazines, newspapers, radio the portrayal of women is stereotypical and distorted. Messages about male superiority and female inferiority are repeated constantly, violence against women is rampant.

c. The school and gender stereotype:

Teachers describe good girl students as appreciative, calm, conscientious, considerate, cooperative, mannerly, poised sensitive, dependable and obliging. On the other hand, good boy students are described as active, adventurous, aggressive, curious, energetic, frank, independent and enterprising.

d. The Gender in play:

Parents and teachers tend to encourage such play behaviours which help children to learn and practice gender roles expected from them. The girls are encouraged to play with dolls, toy-utensils and other quiet indoor games, while boys are encouraged to play with marbles, cars, guns and other outdoor games that involve more physical activity, aggressiveness and competition. As they grow, we emphasise this kind of distinction more and more. However, it is important that we should provide for both boys and girls play opportunities that include different kinds of play, so that they develop according to their own ability.

4.3 Development of emotions and the ability to regulate them:

a. Concept of emotion:

The word emotion is derived from Latin word 'Emovere' which means to 'excite' or to 'agitate' which is actually a disturbed state of mind. When our feeling becomes intense and excited, they become emotions.

b. Types of Emotions:

Emotions of two types –

- i. Pleasant Emotions such as joy, happiness
- ii. Unpleasant Emotions such as anger, fear and jealous

c. Signs of Emotions:

Emotions affect the physiological and psychological aspects of an individual which are expressed through different signs both internal and external like heart rate increases, blood pressure rises, respiration increases, perspiration increases, sleeplessness and loss of appetite.

d. Characteristics of Emotions:

Childhood emotions - These are brief, intense, sudden out bursts, transitory i.e. rapid shift from one emotion to another, appears frequently.

Adolescent Emotions – It is the period of emotional storm and stress due to physical, psychological and sexual changes.

Adulthood Emotions – Manifestation of adulthood emotions are relatively refined because emotional reactions are influenced by ideas, values and norms of the society.

e. Development of Emotions and ability to regulate them:

Hurlock 1959 puts it “at birth and shortly afterwards the first sign of emotional behaviour is general excitement to strong stimulation. There are generally two emotions i.e. distress and delight present up to six months of age in the infants. After this the rate of emotional development gets increased to the extent that up to 2 or 3 years almost all the emotions, positive as well as negative make themselves distinguishable by the beginning of the childhood. In the infancy the emotional behaviour is expressed through motor responses like crying, yelling, throwing and pushing etc. As child enters into adolescence his/her emotional balance is disturbed and emotional expression becomes too intense and violent. At no stage the tide of emotional energy is so strong and violent as in adolescence. Later at the adulthood stage the emotional development reaches its maturity. As a result, they learn to express their emotions in a desirable way.

Activities that facilitate emotional development –

- i. The parents and teacher should be democratic.
- ii. They should develop self-esteem and self-confidence.
- iii. Over criticism, comparison of children, severe punishment and excessive praise of any child should be avoided.
- iv. The children should be made to feel that their ideas and opinions are valued.
- v. Teacher's and parent's expectations should match with the student's ability to tryout something new.

UNIT – V: CHILDHOOD

5.1: Childhood as modern construct

5.2: Childhood in the context of poverty

5.3: childhood in context of globalization adult culture

5.4: Commonalities and diversities within the notions of childhood in Indian context

5.1 **Childhood as modern construct:**

(A) What is childhood?

Childhood appears to be familiar term to most of us. We all have experienced the phase called childhood. We see children around us and observe them. We all would have some understanding of children and childhood. When we ask question “what is childhood?” most of us may use some of the following adjectives to describe childhood –

- Childhood is a tender age, most protected time of life, free, dependent, most enjoyable phase in life, age of fun and frolic.

These are some general perceptions that most of us have about children and childhood. If we closely examine these perceptions, we realize that these do not explain childhood properly. Some children come from a deprived section and therefore appear different in their experiences. Every child has different conditions to live in. There are some different and conflicting perspectives about childhood. These are –

i. The Age Criterion –

Most commonly age is a criterion to define childhood. Such as “a human being is considered to be a child from birth till the onset of puberty that is the age span from birth to 13 years. This age span ranging from birth to puberty is called childhood.

Further, some argue that childhood starts even before the child is born. Some still others say that childhood extends till a period one gains all legal rights as adults.

ii. Legal View:

The legal age of adulthood differs all over the world. In India it is 18 years, in Iran it is 15 years, in Scotland it is 16 years, in Japan it is 20 years and in Egypt it is 21 years. Until one gains legal adulthood, one is protected citizen and is responsibility of their guardians and the government, and therefore, it is childhood.

iii. Childhood in different cultures:

In different cultures there is variation in children’s social position and roles. These variations are seen between rural and urban areas, between different communities and between countries. According to cultural norms and expectations the definition of childhood also varies.

(B) Childhood as modern construct:

The different perspectives highlight different ways of perceiving childhood. They also highlight some contradictions, confusions, problems, and apathy in these adult perceptions of children. There is variation and diversity in experience of children across times and societies. Further that there are different conceptions about childhood across time, societies and contexts. These are so different that it is difficult to have one idea for childhood. Yet in general as adults we envision childhood as one category. Such a vision is more of a creation or construction, which is not based on an empathetic understanding of experiences of children. It is shaped narrow vision of modern society, which may have a deep implication on lives of children. This way of looking at children seems to be adult's construction of childhood. We often force children to be the way we want them to be, which deeply influences children's development.

5.2 Childhood in context of poverty:

Poverty is often closely linked to the family income, but it is more than that. Poverty is a multifaceted reality that includes low income, but also associated with issues like denial of basic services like water, shelter, education and health. It is about the quality or rather lack of quality of life. Poverty remains a main cause that violates the rights of children. Poverty pervades all aspects of child's life and to large extent determines the experiences and opportunities she gets in her childhood. Poverty makes child vulnerable to exploitation, abuse, malnutrition, ill health, and further, denial of education also seriously affect child's development in all aspects. Unfortunately, unless appropriate interventions are undertaken by the society poverty remains a vicious cycle transmitted from one generation to next. Impoverished mothers often give birth to underweight babies. These babies are more likely to die and, if they do survive, they are less likely to grow and develop to their full potential. Consequently affected children are more likely to drop out of school early and work at occupations below the poverty line.

5.3 Childhood in Context of Globalization and adult culture:

Some researchers say that in India, in rural areas there is less variation between children and adults, as compared to urbanizing spaces. It is said that adolescence is not seen as separate phase in childhood. As soon as child becomes physically mature to take up adult's roles, she starts assuming adult roles like earning income, doing household work, wear adult like clothes and even get married at an earlier age. It is argued that concepts of adolescence as a phase of transition from childhood to adulthood has come in existence in India and in many other countries of late with rapid urbanization and globalization based on culture and value system of some countries of western world. There are arguments that childhood is a creation of the culture of urbanization and globalization. We as an adult and school teacher will also try to develop a familiarity with experiences of children, so that we can question our own perceptions about "the people we teach".

5.4: Commonalities and Diversities within the notions of childhood in Indian context:

(A) Commonalities of Childhood:

1. Children who up in nurturing environments are generally constructively involved in everything. They are eager to learn. One commonality shared by all children is the need to feel good about them. It is noteworthy that children who feel good about themselves seem to be more friendly and helpful towards peer. On the other hand low-esteem is related to poor mental health, low academic achievement and delinquency. Teachers who understand children, know their characteristics respond to them in a supportive manner contribute to positive sense of self.
2. Another commonality that all children share is the link between sequences of visible development of the brain. The most rapid brain development takes place during the first year of life and cognitive development by the age of two to three years of life.
3. The third commonality among all children is the need for play; which serves as a means of learning about and making sense of the world. Play promotes skill development, cognitive development, language development, physical activities and socialization. It also provides a way for children to assimilate and integrate their life experiences.
4. Children share basic needs for affection, acceptance, consistency, respect and appropriate challenges, sense of trust, joy and enthusiasm. During early life young children can be scared for strangers, but through early childhood they learn to interact.

(B) Diversities of Childhood:

As elementary school teacher we not only face the problems of large numbers in the classrooms but also the challenge of dealing with children of diverse backgrounds.

There are differences with respect to class, cast, tribe, religion and region. The culture of family and community is already internalized by the child by the time she/he comes to school.

Children may also find diversity in language and culture. The best way to teach about their own culture is to teach in their own mother-tongue at childhood yeas.

UNIT - VI: SOCIALIZATION

6.1: Concept

6.2: Family and Adult-Child Relationship

6.3: Parenting

6.4: Child Rearing Practices

- Separation from parents
- Children in crèche
- Children in Orphanages

6.5: Relationship with peers

- Friendship and gender
- Competition and cooperation
- Competition and conflict
- Aggression and Bullying

6.1: **Concept of Socialization:**

As the infant grows she learns and imbibes behaviour, practices and beliefs from her environment, significantly from her family, community, school and media. Some of these beliefs and behaviours are taught to her directly by adults, whereas she learns some others just through observation in her life. This entire process is called socialization.

The term socialization refers to the process of interaction through which an individual acquires the norms, values, beliefs, attitude and language of his or her group. Socialization addresses two important issues in social life: social continuity from generation to the next and human development.

Socialization is basically process of learning the way of society by its members, it also means that young learns to appreciate the shared meanings and values of the culture at large to direct their behaviour pattern in life.

Sociologist's views socialization primarily as the learning of social roles. According to Emile Durkheim, Socialization is a way in which knowledge is transmitted from one generation to the next.

The process of socialization begins at birth. It is a continuous process because social learning never ends. However, childhood is the most important stage as children internalize a lot of values, beliefs, norms and behaviour patterns of its family and society.

Family is a social institution. First lesson in socialization of the child are learnt in the home. It is a family that child learns social relation. Crow and Crow have rightly said as is the home so is the society. The child softens his ego, individual preferences, personal likings etc. in the home. She/he learns mutuality and reciprocity in relations and behaviour in the home.

6.2: Family and Adult-child relationship:

The family teaches the child appropriate behaviours like how to eat, sit, talk and behave with others. The family brings to the child the rich cultural heritage and knowledge that exists in the society. The family has great influence on the child's development in terms of attitudes, personality and character and physical and moral development. Family is called first school of life and mother is the first teacher. Mother lays foundation of character and personality of the child. Broken and disintegrated families have very bad effect on children.

The relationship between adult and child is very important. The first education about relationship starts in the family. Parents as adults show their love to children. Children in infant stage feel safe when mother responds to their cries and accurately interpret their changing needs. A secure attachment will develop when the mother can sense the feelings and emotions of her child. In other words, an infant feels safe and satisfied when mother responds to her need accurately and acts expectedly. The quality of infant's attachment predicts later development. When children move from infancy to toddlerhood, the parent-child relationship begins to change. During infancy the primary role of parent child relationship is developing around the demands of care giving, feeling, and toileting, bathing and going to bed. As toddler begins to talk and move, parents try to shape their social behaviour and becomes teacher and nurturers. During the elementary school years, the child becomes increasingly interested in peers. Another important adult-child relationship is taken place between teacher and children. Teachers are considered as the child's second parent. In fact, the developments of children's early competencies in several domains have linked to the quality of teacher-child relationship.

6.3: Parenting

Family and school play a very crucial role in child's development. The way a child associate with her parents, peer and teacher is primarily governed by her experiences with them and her feelings towards them. Therefore, the ways in which adults behave with a child also shape her behaviour towards them.

Diana Baumrind gave four main norms parenting. The main characteristics of these parenting styles and the impact they have on a child are discussed as follows:

i. Authoritative Style:

Authoritative parents provide a loving, supportive home environment for their children

to grow up in. They hold high expectations and standards from their children's behaviour and enforce house hold rules consistently. There is a space for open dialogue between the parents and children, children are explained why some behaviours are acceptable while others are not. Authoritative parents include their children in the family decision making. The children of authoritative parents are found to be happy, self-confident, curious, independent, respectful of others, good decision makers and successful in school.

ii. Authoritarian style:

Authoritarian parents show less emotional warmth to their children. They expect high standards from their children's behaviour. They establish rules of behaviour for children without much regard for the need of the children. There is hardly any space for dialogue between the parents and the children. Discipline is imposed forcefully without leaving any scope for free expression. Authoritarian parents allow little give and take in parent-child discussions. The children of authoritarian parents are seen to be mostly unhappy, anxious, low in self-esteem, dependent lacking in social skills.

iii. Permissive Style:

Permissive parents also provide a warmth, loving and supportive home environment. But they hold very few expectations from their children's behaviour. They allow their children to make most of their decisions and rarely punish any inappropriate behaviour. The parent-child relationship is basically instrumental in nature and thus there is no concept of respect between the parent and the child. The children of permissive parents tend to be selfish, materialistic, possessive, dependent on others and impulsive.

iv. Indifferent style:

Indifferent parents provide little emotional support to their children. They hold very few expectations from their children's behaviour. They are often so preoccupied with their own life that they have very little interest in their children's life. In such a relationship both the parents and the children live separate lives in the same house. The children of indifferent parents are seen to be non-trusting and incapable of loving others, stressed out, disobedient, demanding, low in self-controlled and prone to frustrations.

Thus parenting is understood in terms of the ways the parents handle the child in the areas of nurturing, protecting, training, disciplining, teaching and giving opportunities to develop and achieve to the best of her/his ability. These childhood experiences of rearing, training and learning have their effects on shaping the present state of child and her/his future development and learning.

6.4: Child Rearing Practices:

It is said that child grows into the direction initiated by parents through their practices

and behaviours. It is useful for a teacher to understand different types of home environment and how they influence learning in the growing individual. Home environment is shaped by the child rearing practices. The child rearing practices help the growing child to develop a sense of confidence, autonomy and independence for appropriate growth and learning. The child rearing is an interactive continuous process in which children and parents learn to grow together and reform their relationship.

6.4.1: Separation from parents:

Separation of a child from parents is often an outcome of contaminated behaviours of parents or other members that exist in many homes. Most of the problems children face comes from broken families of divorced persons. In a study conducted by Bannister and Rooder found that 66 percentages of the children come from homes that have an improper atmosphere. Separation of children from their parents is often caused due to poverty, lack of recreation, absence of care, love affection, cruel behaviour of stepmothers or other relatives.

Besides the family, another agency that plays an important role in separation of children from parents is the child's company or companionship. Falling into bad company the best children learn many bad habits. Economic conditions of the family have great effect on the relationship of the child with parents. If the needs of the children are not properly met they develop a feeling of inferiority and insecurity. It may also be caused in the children of working couple who leave their children in the care of servants.

6.4.2 Children in Crèche:

"Crèches are facilities that provide occasional care for children under eight and are provided on particular premises on more than five days a year. Some are permanent premises and care of the children is undertaken while parents are engaged in particular activities such as training, shopping or sports; others are established on temporary basis to care of children while parents are involved in time limited activity such as conference"

Some important considerations:

- i. Safeguarding and promoting children's welfare: promoting good health, minimising risk of spread of infection, and appropriate action if children are ill. Managing children's behaviour appropriately.
- ii. Suitable people: all adults looking after children are suitable to do so with appropriate qualification, training, skills and knowledge.
- iii. Suitable premises, environment and equipment: outdoor spaces, furniture, equipment and toys must be safe and suitable for their purpose.
- iv. Organisation: planning and organisation is in place to ensure that every child receives an enjoyable and challenging learning experience tailored to their needs.

- v. A no smoking policy must be in place: besides these considerations a sort of insecurity develops among the children.
- vi. This child rearing practice develops negative characteristics such as impulsiveness, aggression, lack of independence and inability to take responsibility.

6.4.3 Children in orphanages:

Orphans exist in every age and in all civilizations. According to joint report of UNICEF, HIV/AIDS and development 2002, about 1.7 billion children are orphans worldwide. Out of this number 6.5 percent orphans are from Asian countries. China have about 573000 orphans below 28 years and an estimated 650000 children are in Russian countries.

An Orphan:

A child who is below 18 years of age and who has lost one or both parents may be defined as an orphan – George 2011. Maternal orphan is referred to as a child who has lost her/ his mother and paternal orphan is one who has lost her/his father. Social orphans are those who are living without parents because of abandonment of homes or because their parents gave them up as a result of poverty, alcoholism or imprisonment etc. – Dillon 2008. The number of children as orphans in India stands approximately 55 million at the age group from 0 to 12 year which is about 47 percent of the overall population of 150 million orphans in the world UNICEF 2005.

How and why these orphans – Orphans show psychiatric disorders as to clinging behaviours, depression, sleeping disturbances, experience shivering after hearing loud sound, recollect sad traumatic incidences, inability to form close relations, wet-wetting and so on. These assumptions affect the way they relate to the world around them.

After the death of parents of some orphans, they were forced to live their life in institutions where they miss every emotional attachment like siblings, relatives and social relationship, importantly they miss customs, culture, tradition, norms and regulations of the society. They grow up in institutional culture where they do not enjoy these things. Orphans do not get appropriate educational facility, peer relations and suffer from psycho-social problems and threats of sexual violence from local community which make them vulnerable.

6.5 Relationship with Peers:

Peer relationship undoubtedly plays a meaningful part in the development of social skills in children. A child with good social skills is likely to be popular among the peers, having higher social competence in several areas such as leadership and ability to get along with others. To allow children to interact with their age mates is perhaps to help them to build good social relations with their peers.

6.5.1 Friendship and Gender:

Children learn to form relationship on their own among peers, and have the chance to discuss interests that adults may not share with children, such as clothing and popular music and many more.

Developmental psychologists Lev Vygotsky, Jean Piaget, Erik Erikson, Harry Stack Sullivan, and social learning theorists have all argued that peer relationship provide a unique context for cognitive, social and emotional development. Modern researches also show that social and emotional gains are indeed provided by peer interaction. In the theory of interpersonal relations, Sullivan described following functions of friendship –

- a. Offering consensual validation
- b. Bolstering feelings self-worth
- c. Promoting interpersonal sensitivity, and
- d. Setting the foundation for romantic and parental relationship.

In elementary grades children make more friends among the same gender. There is general liking for playing and sitting with same gender. Not only are these friendships based on comfort in being with the same gender but also are based on a disliking or a sense of competition with the opposite gender. As children grow up there is greater acceptability towards the other gender. Further in adolescence, there is also tendency of bonding between opposite genders, which is also because of emotional development to a stage where children look forward for companionship with opposite gender.

It is not unusual to come across children who find greater comfort in opposite gender groups from early grades. When such friendships are scrutinized or discouraged, it has a bearing on social development of children. In a particular society like ours, the rigid social norms curtailed even a healthy mixing among the genders, which usually genders the society further.

6.5.2 Competition and Cooperation:

Competition has been defined as “a social process that occurs when rewards are given to people on the basis of how their performances compares with the performances of others doing the same task or participating in the same event” – Coakley’ 1994.

Children compete with each other, but at times this competition becomes so fierce that it leads to anxiety, stress and disliking for each other. The teacher should not reinforce competition among the peers. Teacher should ensure that children are not overburdened with expectations and those extreme competitive situations are curtailed. On the other hand cooperation has been defined as “a social process through which performance is evaluated and rewarded in terms of the collective achievements of a group of people working together to reach a particular goal” – Coakley 1994.

It is reported that cooperation embodies positive interdependence, competition reflects negative interdependence, and found that students solve more problems in a cooperative environment than students in a competitive environment.

Moreover, group work alone does not lead to a cooperative learning environment. It is to be set through ethos of mutual respect and appreciation, valuing the competence of each member in the group and using it appropriately, and carefully planning groups such that the children depend on each other's competence and learn from them.

6.5.3 Competition and Conflict:

Children compete with each other, but at times this competition becomes violent and leads to anxiety, stress and disliking for each other. This competition need not be reinforced among the learners. Children should also not be overburdened with expectations. Competition at times converts into conflicts. These conflicts could be physical, verbal or implicit. These create a situation of stress and discomfort and hamper the environment of classroom activities.

Conflict refers to a state when smooth running of an activity towards the attainment the goal is disrupted by the necessity for choice. It is painful emotional state – Douglas and Holland.

In the words of L. F. Shaffer, "conflict means a painful emotional state which results from a tension between opposed and contradictory wishes". Conflict often becomes the cause of the "most persistent and deep-seated frustration" in many individuals – K. Lewin 1935. He recognises three types of conflicts –

- a. Approach – Approach conflict
- b. Avoidance – Avoidance conflict
- c. Approach – Avoidance conflict

Approach – Approach conflict: It is a conflict when there is choice between two positive incentives or goals or when two incentives or goals are equally important at the same time.

Avoidance – Avoidance conflict: it is a conflict which requires choice between two equally negative incentives or two equally unattractive goals.

Approach – Avoidance conflict:

In approach avoidance conflict, the individual is attracted to a positive goal, but this goal also has fear or threat associated with it.

In another definition of L. F. Shaffer L F- conflict may be a state of affair in which two or more incompatible behaviour trends are evoked that cannot be satisfied fully at the same time"

6.5.4 Aggression and Bullying:

Aggression is the first of hostility or breach of peace. It could be one form of manifestation of competition. There could be various reasons for children's aggression including a resistance to schooling and lack of meaning in education. Aggressive behaviour and actions like hitting, pushing, kicking and like could be attributed to individuals or even groups at time. Group aggression is more difficult to deal with and could emerge from several reasons. Cooperative learning environment of schools help to encounter such problems.

Aggressive act may be physical or verbal and may take the form of disruptive, disagreeable, or egocentric behaviour. Researchers have found that aggression in childhood can reliably predict later juvenile delinquency, antisocial personality disorders, alcoholism and other aversive problems in adulthood.

Bullying is an act to threaten, misbehave or tease children who are weak or younger. It is threatening to hurt someone. Bullying may also involve making unjust demand for money, snatching lunch or some items or making fun. It may also take extreme forms like ragging or sexual abuse in senior classes.

Bullying is usually manifestation of a failure to adjust to school environment. The child who bullies others is usually undergoing a stressful situation which gets projected in her/his hostility towards younger or physically weaker children. It could be because the child feels the need for recognition which is not attributed to her or him in the school or peer group. In other situations when the child becomes a subject of bullying by peers in the classroom due to physical appearance or humiliation by teacher. In this case the subject of bullying undergoes an extreme mental stigma and trauma. It may even cause the child to drop-out or harm her or himself physically. Such cases require intervention by teacher. It is important to discuss the issue with parents and administration before they become unmanageable.

UNIT – VII: PROBLEMS OF CHILDREN WITH SPECIAL NEEDS

7.1: Gifted

7.2: Differently able

a. Mentally

b. Physically

7.3: Underachiever

7.1 Gifted

Gifted child is an exceptional child. The exceptional child is that child who deviates from the average or normal child in mental, physical or social characteristic to such an extent that he requires a modification of school practices in order to develop her/him maximum capacity. – KIRK

So it is presumed that the gifted, backward, physically handicapped and mentally retarded belong to the category of exceptional child.

Gifted children are normally superior in reasoning power. They show promise in music, dancing, poetry, creative writing, dramatics, graphic arts, creative scientific experimentation and social leadership.

Definitions of giftedness:

KIRK – “From practical point of view gifted are those who have superior ability to deal with facts, ideas or relationships. This giftedness comes from high intelligence or creativity”.

TERMAN – “The gifted children are superior in physical development, educational achievement, intelligence and personality”.

Nature of Gifted Children:

- Physically they are taller, heavier and well developed.
- Parents of gifted children are mostly intelligent.
- Gifted children are socially more mature than the other students of their age.
- They learn walk and talk earlier than the average.
- They do not decline and become average person as they grow older.

Needs of Gifted Children:

- Gifted children are not usually satisfied with simple comprehension of teacher and need more knowledge and understanding.
- They need proper attention and nourishment of their intellectual abilities and skills.
- They need adequate appreciation of their ingenuity in science or creativity in arts.

- They need proper directions and motivations to achieve their aims and objectives.

Identification of Gifted Children:

De Haan and Kough 1956 have given the following list to identify the gifted –

- Learn rapidly and easily.
- Uses great deal of common sense and practical knowledge.
- Thinks clearly, recognises relationship and comprehends meanings.
- Retain what they learnt without much rote drill.
- Knows about many things of which most students are unaware.
- Has a large vocabulary.
- Reforms difficult tasks.
- Asks many questions, has wide range of interests.
- Is original in his thinking, uses good but unusual method.
- Is alert, keen observant and responds quickly.
- Can read books that are one or two years in advance of rest of the class.

Role of the Teacher:

1. The teacher should possess the knowledge of psychology of the gifted children.
2. The teacher should know the special methods of teaching of those children.
3. The teacher should have good academic qualification and sound mental health.
4. The teacher should have charming personality and good adjustment capacity.
5. The teacher should be gifted in nature.
6. The teacher should be inquisitive minded.

7.2 Differently abled:

The concept of “differently abled” is an innovator explanation which has been developed significantly in recent times in place of foregoing times like handicapped children, disable children and exceptional children. However children with special needs are those children, who differ from normal average group with respect to their physical, mental and social characteristics for which they require special treatments in ordinary classes or in separate classes in order to accomplish their unique natures and desires. The traditional curriculum and pedagogy are not appropriate to pull all types of children with individual difference to developmental level. The teacher in normal classroom situation does not find enough time to satisfy the needs of these children.

- a. **Mentally Differently abled:** The mentally differently abled children represent 3 to 4.5% of the population and they have IQ below 70. They possess low intelligence in comparison to normal average children. The mental defectiveness found with them is of three kind's i.e. mental disorder, mental decay and mental retardation. Most of these children need more care in social, emotional and mental aspect.

Types of Mentally differently abled children:

i. Idiots:

Terman has suggested a child to be idiot who's IQ is below 25. These types of children are unable to protect themselves against physical dangers. They have to be constantly looked after and watched lest they should hurt themselves, burn themselves and fall in water. They are lifelong custodial cases and have to be kept in institutions where they feel clothed and supplied other physical needs.

ii. Imbeciles:

The children who have IQ in between 25 to 50 are termed as imbeciles. According to Alfred Binet and T. H. Simon an imbecile is any child who fails to learn how to communicate with his kind by means of writing, reading etc. They are poor in muscular coordination and clumsy in their behaviour.

iii. Morons:

Morons have IQ in between 50 to 75. The mental age of morons is generally in between 7 to 12 years. The mental development of morons proceeds at $\frac{3}{4}$ th of the average rate. They require care, supervision and control of other and cannot benefit much from instructions in ordinary schools.

iv. Mongols:

These children have mental defectiveness either since birth or from an early age. They require care, supervision and control for their own protection and protection of others. They are permanently incapable of receiving instruction in ordinary schools. Mongoloids usually have one chromosome extra. The excess chromosome upsets the whole development of the child and produces the idiotic type.

v. Dull:

The child whose IQ range is in between 75 to 90 is termed as dull. According to M. Earton Hall the term dull is applied educationally to those in whom the rate of intellectual development is slow in comparison to other children of their age. The dull children are also known as slow learners. They are slow in learning but they are educable, requiring special methods suited to their capacities. They find difficulty in adjusting themselves to ordinary school teaching.

b. Physically differently abled:

An individual who is affiliated with a physical impairment that in any way limits child's participation in normal activities, may be referred to as physically differently able. The physical impairment may be either innate or acquired mild or permanent. These children

are dependent upon another person in order to overcome their difficulties. It leads the child to suffer from motional conflicts, mental tensions and frustrations. It requires great insight on the part of the teacher of these children to avoid adverse social and psychological repercussions on the children.

Type of physical differently abledness:

i. Auditory :

The hearing disability deprives the children of learning language. When any impairment occurs in hearing ability of the child, he fails to acquire information and knowledge of the outer world and happiness within the immediate physical environment.

ii. Visual:

There are two types of visual disability –

- Total blindness
- Partial blindness

The blind could be considered as those who have no vision or those who have central visual acuity 20/200 or less in better eye with corrective glasses.

iii. Speech:

Speech disability may be defective articulation, disorders of voice and difficulty in actual speaking. It is also associated with defective hearing, poor intelligence or mental retardation. In some cases of emotional disturbance, the child may become apparently mute or dumb or may not talk to certain people, sometimes members of his family and sometimes teachers and classmates.

iv. Orthopaedic:

The orthopaedic disability may be having motor disability or neurological defects. The disability may result from poliomyelitis, tuberculosis, epilepsy and such a health conditions as cardiac disorders, asthma, nephritis, hepatitis and diabetes. These conditions make the children crippled in functioning.

7.3 Underachiever:

Due to the authoritarianism by parents and teachers and poor use of time and energy the gifted children suffer a lot. These children having high intellectual ability do not show well in their school lessons. Sometimes their progress in various fields hamper than the average. These children are known as underachievers.

Causes of Underachievement:

1. The underachiever shows a sense of irresponsibility.
2. It is due to lack of dominance, persuasiveness and self-confidence.
3. He is weak in controlling his ego.
4. Underachiever loses interest in other people.
5. Underachiever does not show interest in clearness and definiteness of academic and occupational choice.
6. He is found with neurotic tendencies.
7. He does not give weight age to the value of time and money.
8. He cannot face the impossible demands by parents.
9. He is apathetic and withdraws view of life.
10. Due to lack of inspiration and guidance.

REFERENCES AND SUGGESTED READINGS:

1. Bases of Educational psychology by K. K. Bhatia
Kalyani Publishers New Delhi
2. Text Book of Educational Psychology by Dr N Barik, New Age Publications, Tara Bhavan, Stoney Road, Chandanichowk, Cuttak – 753002, Orissa
3. Educational Psychology by S. S. Mathur, VinodPustakMandir, Agra – 2
4. Child Psychology By R. C. Misra, APH Publishing Corporation, 4435 – 36/7 Ansari Road, Darya Ganj New Delhi 110002.
5. Educational Psychology and Guidance by R N Sharma, Surjeet Publications 7k Kolhapur Road, Kamla Nagar Delhi -110007
6. IGNOU D. El. Ed. Study Mateial, IGNOUSE Expert Committee Ignou, New Delhi
7. IGNOU M. A. Study Materials, IGNOU New Delhi
8. Psychological Foundations of Education, Med. Study Materials, Directorate of Distance Education, M. D. University, Rohtak