



# ALAGAPPA UNIVERSITY

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(A State University Established by the Government of Tamil Nadu)

KARAIKUDI – 630 003



## Directorate of Distance Education

**MA [Child Care and Education]**

**II - Semester**

**312 21**

**CHILD IN THE EMERGING  
INDIAN SOCIETY**

**Author**

**Dr Aradhana Mani**, *Assistant Professor, Department of Elementary Education, Delhi University*

Units (1-15)

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Regd. Office: 7361, Ravindra Mansion, Ram Nagar, New Delhi 110 055

• Website: [www.vikaspublishing.com](http://www.vikaspublishing.com) • Email: [helpline@vikaspublishing.com](mailto:helpline@vikaspublishing.com)

**Work Order No. AU/DDE/DE1-291/Preparation and Printing of Course Materials/2018 Dated 19.11.2018 Copies - 500**

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## Child in the Emerging Indian Society

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## INTRODUCTION

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### NOTES

This book will discuss children in the emerging Indian society. When a child comes into the world, they are first socialized by their family. Therefore, it is important to consider what role a family plays in the development of the child. Besides the family, there are other social institutions that help to socialize a child in this world. This includes the school, religious institutions, mass media, television, and so on. We will examine all these institutions and how they affect children in the book. The book also examines different social practices, customs, and social mores of Indian society and how they influence children.

This book, *Child in the Emerging Indian Society*, is divided into 15 units. It has been designed keeping in mind the self-instruction mode (SIM) format and follows a simple pattern, wherein each unit of the book begins with the Introduction followed by the Objectives for the topic. The content is then presented in a simple and easy-to-understand manner, and is interspersed with Check Your Progress questions to reinforce the student's understanding of the topic. A list of Self-Assessment Questions and Exercises is also provided at the end of each unit. The Summary and Key Words further act as useful tools for students and are meant for effective recapitulation of the text.

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**BLOCK - I**  
**CHILD AND THE STRUCTURAL ASPECT OF**  
**THE INDIAN FAMILY**

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*Child and Indian  
Family Structure*

**NOTES**

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**UNIT 1 CHILD AND INDIAN**  
**FAMILY STRUCTURE**

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**Structure**

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Concept of Family
  - 1.2.1 Types of Family
- 1.3 The Family in India
- 1.4 Family Size
  - 1.4.1 One Child Family
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- 1.5 Significant Others in the Family
- 1.6 Answers to Check Your Progress
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**1.0 INTRODUCTION**

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The home is the person's primary environment from the time of birth till death. It may change during the lifespan of an individual due to various reasons like relocation, marriage, divorce, death and birth of new members. The family unit and the pattern of living that meets the needs of an individual remains relatively constant throughout life. Most people believe that the influence of the family is limited to their childhood years. They regard that parents and siblings only have a major influence but such beliefs have been disregarded. In addition, many believe that spouses and offsprings also exert a strong influence on the personality patterns of an individual and on his/her self-concept.

The term family is derived from the Latin word 'familia' which denotes a household establishment and refers to a "group of individuals living together during important phases of their lifetime and bound to each other by biological and/or social and psychological relationship". The group also includes individuals engaged in an ongoing socially sanctioned apparently sexual relationship, sufficiently precise and enduring to provide for the procreation and upbringing of children.

In this unit, you will study about the changing pattern of Indian family structure, different types of family in India, and the size of the family. The unit will also discuss about the other important members of a family.

## NOTES

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### 1.1 OBJECTIVES

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After going through this unit, you will be able to:

- Discuss the concept of family
- Analyse the structural aspect of the Indian family
- Discuss the various types of families
- Explain the concept of family size
- Describe the role of significant others in the family

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### 1.2 CONCEPT OF FAMILY

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A family may be broadly defined as a unit of two or more persons united by marriage, blood, adoption, or consensual union, in general constituting a single household, interacting and communicating with each other (Murli Desai, 1994).

In other words, a family is a socially recognised group (usually joined by blood, marriage, cohabitation, or adoption) that forms an emotional connection and serves as an important unit of society. A family is also viewed as an adult male and female living together with their offspring in a more or less permanent relationship such as marriage which has the approval of the society. These definitions point out the basics or the prerequisites of the family as a special kind of social grouping:

- (i) It involves a sexual relationship between adults of opposite sexes;
- (ii) It involves their cohabitation or living together,
- (iii) It involves at least the expectation of relative permanence of the relationship between them; and
- (iv) The relationship is culturally defined and enjoys social acceptance-it is a marriage.

Marriage and the family are not just something people become involved in on their own. Some of the ways in which they must relate to each other are to some extent decided by their society. It is a recognised fact that marriage is the basis for the family. Since reproduction and control over it has been the concern of all societies, marriage as a legal institution becomes a crucial factor in its formulation. Marriage is recognised as a special kind of relationship since it is the

one in which families are created and perpetuated, and the family is the ultimate basis of human society.

Besides promoting survival of its members, the family unit of our evolutionary ancestors performs the following vital services for the society:

- **Reproduction:** Replacing dying members
- **Economic Services:** Producing and distributing goods and services
- **Social Order:** Devising procedures for reducing conflict and maintaining order
- **Socialization:** Training the youth to become competent, participating members of society
- **Emotional support:** Helping others face emotional crisis and fostering a sense of commitment and purpose in each member

As the complexities of societies increase the demands on the families become difficult to be sustained and hence other institutions assist them with some of the functions and families become linked to a larger social structure. For e.g. the political and legal institutions assume the responsibility of ensuring societal order whereas the schools and religious institutions lend a helping hand in fulfilling the family's socialisation function. Despite of this shared responsibility the family continues to assume the primary responsibility for three important ones especially concerning reproduction, socialisation and emotional support. Sociologists identify different types of families based on how one enters into them. Right from ancient times, family, caste, and community have dominated the entire system of the Indian society. Family has been the dominating institution both in the life of the individual and in the life of the community. The family is an important informal but active agency of education. It is actually the foremost institution from which all the institutions evolved.

The family has been viewed as having the primary responsibility for the care and upbringing of children. Though there may be tremendous diversity as to what constitutes a family, the actions of family members and the environment which a family creates are believed to exert a very powerful influence on children.

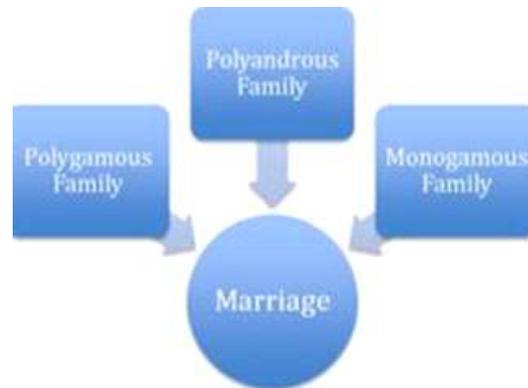
### **1.2.1 Types of Family**

The family is considered to be the most important primary group in a society. It functions as the simplest and the most elementary form of society. The family as an institution is universal. It is the most permanent and the most pervasive of all social institutions. In the West, the family is considered as an economic and social unit. In case of India, China and Japan family is considered as a cultural religious unit. Sociologists have recognized different forms or types of family which are explained hereunder:

## **NOTES**

## NOTES

1. On the basis of marriage family has been classified into three major types:

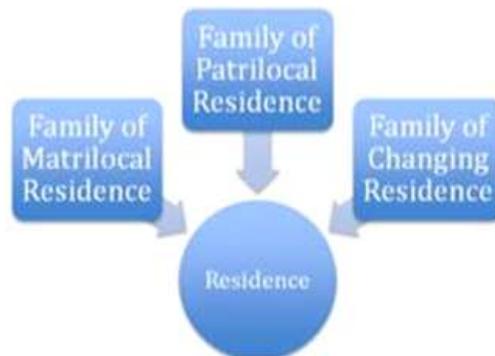


*Monogamous:* This is a type of family having a husband and wife. This is the most common type of family in Indian Society.

*Polyandrous:* This type of family refers to wife having more than one husbands.

*Polygamous:* It refers to the husband having more than one wife.

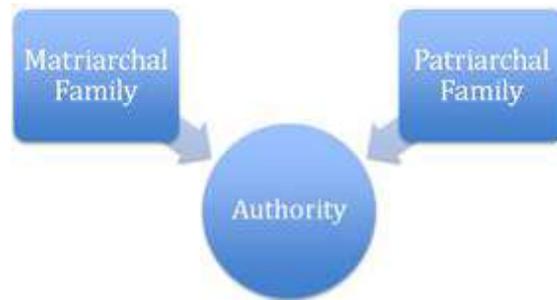
2. On the basis of nature of the residence family can be classified into three main types:



*Matrilocal:* The young married couple takes up residence at the home of the bride's parents. *Patrilocal:* In this type of family the couple takes up residence at the home of the bridegroom's parents.

Residence in most parts of India is patrilocal in that it gives to the husband and not the wife the right to choose the residence after marriage.

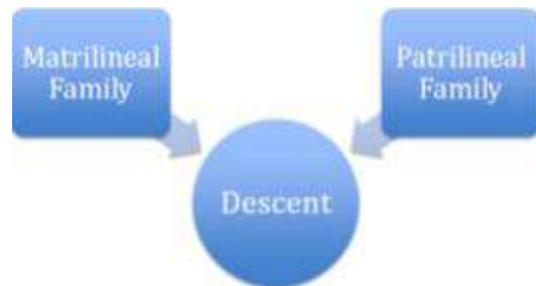
3. On the basis of the nature of authority family can be classified into two main types:



## NOTES

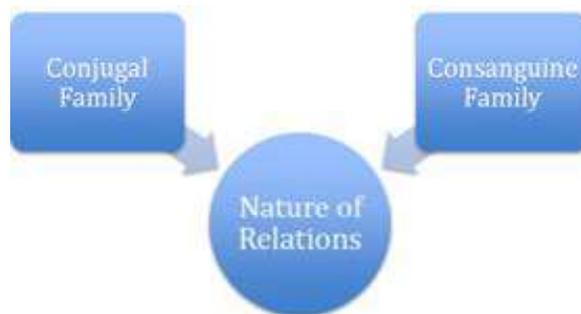
From the point of view of authority, the pattern of dominance and subordination and decision-making in the family, two different patterns are visible in different societies. These are patriarchy-or male dominant and matriarchy or female dominant. Most of the societies have the patriarchal pattern including India. However, in modern societies of today, social and cultural change has resulted in establishing a more equalitarian pattern of decision-making in which authority is shared between the conjugal pair.

4. On the basis of ancestry or descent family can be classified into two main types:



In a matrilineal society descent is traced through the female line, and in a patrilineal society through the male line. It is also common to trace descent bilaterally in some societies.

5. On the basis of nature of relations among the family members, the family can be classified into two main types:



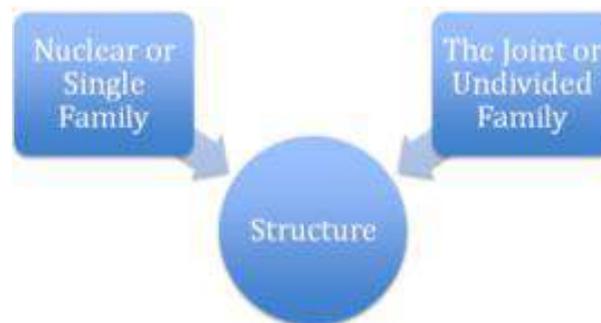
## NOTES

*Conjugal family:* It refers to a nuclear family that may consist of a married couple and their children. Conjugal means there is a marriage relationship.

*Consanguine family:* It refers to family which is related by blood.

While the conjugal family consists of parents and their children, the consanguine family is made up of both parent and the blood relatives, such as, mother, her children, her parents or father, his children, his parents etc.

6. On the basis of size or structure and generations of family can be classified into two main types:



A nuclear family consists of a married couple and their children. Some thinkers believe that socialisation of children is one of the most prominent tasks of the family.

*Joint Family:* This type of family consists of children of parents living together with their spouses and offsprings.

George Murdock (1949) lists four important functions served by the nuclear family, these functions serve to resolve four major problems of society. According to him the nuclear family along with other social institutions, serves to:

- (i) regulate sexual relations;
- (ii) accounts for economic survival;
- (iii) controls reproduction; and
- (iv) socialises children

Some thinkers believe that socialisation of children is one of the most prominent and core task of the family. Thus it is clearly evident that family, as an institution, helps solve the problem of regulating sexual behaviour, surviving economically, reproducing new members of society and socialising them to become effective members of that society and culture. Extended family on the other hand is commonly defined as the nuclear family plus all kin belonging to either side, living in the same household.

### 1.3 THE FAMILY IN INDIA

Unlike Western society, which lays emphasis on 'individualism', Indian society is 'collectivistic' in that it promotes interdependence and co-operation, with the family forming the focal point of this social structure. The Indian and Asian families are therefore, far more involved in caring of its members. In India, the society has been organized according to a definite structure since past many centuries. This kind of social pattern is chiefly based on the caste. The caste system has a varying pattern of customs and traditions, code of behaviour and certain norms which are reflected in the family too. Women status for example also varies according to the caste. The family is responsible for fulfilling the sex and parental roles which are common to all cultures. In addition it also provides economic benefits, education and recreation to all its members. It is also responsible for protecting its members from all kind of dangers and disasters whether they be natural, physical, economic or moral. It provides affection and serves as an important means for establishing social ties. The role of the Indian family has undergone rapid changes during the last five decades and the functions which the institution has been performing has been affected by economic, social as well as technological upheavals. The institution of family has undergone rapid changes as the Indian youth rebels against the bonds of caste system as a result inter-caste, inter-community, interstate marriages can be commonly seen nowadays. Economic changes have resulted in mobility and the caste system is losing its hold on the living, housing and family patterns. The family in India has always been a source of moral education to children. The older members have been trying to carry out their responsibility to acquaint the family members of the family moral code. In the Indian family the role of each member of the family is decided and formulated for instance the grandmother's role, daughter in-laws role or elder siblings role to name a few and demands recognition by each of the members. Rigidity in these roles have resulted in rigid and fixed type of social interactions within the family and outside. It has also played a key role in determining the social attitude as the younger members of the family are supposed to obey the elders in the family. The family has also influenced the vocational education of the child as the sons have been inheriting the acquired professional skills of their fathers for e.g. the affluent business families of the country. Earlier occupations like mason, tanner, sweeper, priest etc were hereditary occupations but nowadays education, technology and rapid industrialisation have brought a drastic change in the choice of profession, the younger generation is opting nowadays.

#### NOTES

#### Check Your Progress

1. Where did the term 'family' come from?
2. What are some of the important functions served by a nuclear family?

## NOTES

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### 1.4 FAMILY SIZE

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The kind of the family one grows up in or lives in is influenced by its size and composition in terms of people who live under the same roof and are interrelated in their patterns of living. Family size can be defined in various ways. It may be defined such that all individuals within a household are included. This may include parents and children, but it may also include members of the extended family (e.g., aunts, uncles, grandparents) and sometimes people who are not related by genes. The size of the family is an important determinant of personality of the child. It influences the kind of home climate prevailing in the family and the attitude of most significant members of the family towards the child. Tuckman and Regan conclude that “conditions for personal growth and development may be more favourable for some aspects in smaller families and for others in large families.”

#### 1.4.1 One Child Family

**G. Stanely Hall (1907)** wrote that “Being an only child is a disease in itself. The only child is greatly handicapped. He cannot be expected to go through life with the same capacity for adjustment as the child reared in the family with other children has.”

#### 1.4.2 Small Family, Medium Size and Large Families

Depending upon the number of Children in the family the family can be categorized into: Small, medium size and large families. Each type has its favourable and unfavourable effects on the child. For e.g. Family having two or three children is referred to as a small family. These families are characterised by economic security, parents are able to devote their attention to their children, better personal and social adjustment etc. The home environment of these families might not be pleasant as one child families but the parents have the better ability to understand their children and help them to develop as per their individual capabilities. On the other hand a large family may face challenges economically as well as educationally. It is seen especially in rural areas that large families find it very difficult to meet the basic needs of children who can be 6 to 7 in number. Sense of favouritism or preference might prevail as parents prefer to educate their male children and not females due to their poor economic conditions or are unable to educate a child after a certain age. Overall a smaller family size enhances parent-child interaction. It has been observed that parents of fewer children are more patient and less punitive. They have ample time to devote to each child’s activities, schoolwork and other special activities if their occupational demand is not much. Furthermore in small families siblings are most likely to be widely spaced which increases chances of parents being more attentive and resourceful in meeting the demands of their children. On the other hand larger families are usually well off economically. Crowded household, inadequate nutrition, stressed and uneducated or poorly educated parents are common features which seem to contribute to negative

relationship between family size and well-being of the child. While well-educated and high income parents have larger families major of the negative effects can be counteracted.

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## **1.5 SIGNIFICANT OTHERS IN THE FAMILY**

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## **NOTES**

De Melendez and Berk divide family structure into two kinds: Traditional and Non-traditional. Traditional families are two parent families with the father as the 'head' of the family and extended families which include other relatives such as grandparents, aunts, uncles and cousins. Non-traditional families can be stepfamilies, parenting grandparents, blended families, reconstituted families, single-parent families, gay and lesbian families, families headed by siblings and foster families. The family functions as a basic social as well as human unit which is necessary for child's survival. The family comprising of parents and children and significant other relatives who provide support, recreation, socialization, self-identity, affection as well as education.

### **Role of Grandparents**

It has been observed that the grandparents apart from their traditional role also assume the parental role in response to familial tragedies, such as death, divorce and abandonment. However, contemporary factors influencing family life, such as the escalating divorce rates and single parenting have catapulted grandparents into making a more significant role in family life than mere weekend visits. Nowadays grandparents are increasingly required to fulfil the parental roles when the parents are not physically able to do so due to time (busy schedules), separation from spouse or employment demands. Though some parents are meeting the requirements by sending children to boarding schools, day cares etc. The parenting style that grandparents display towards their grandchildren is largely influenced by the parenting style that they used when they raised their own children. However, society at large has changed significantly and requires a considerable change in parenting styles too. Gone are the days when the dictum "as long as you live under my roof you will do as I say!" succeeded in controlling behaviour of children especially teenagers. Traditionally, grandparents enjoy a totally different kind of relationship with their grandchildren which can be quite contrary to the relationship they had with their own children. The grandchildren often enjoy more liberties than their parents were allowed to. Some researchers believe that this could lead to difficulties in homes if grandparents are involved in the disciplining of their grandchildren in a way that differs from the disciplinary approach followed by the parents. The age of grandparents is also an important factor that affects the relationship between the grandparents and their own children and their grandchildren. Instead of enjoying their retirement years, they might feel compelled to look after and become extra involved in the lives of their grandchildren. This can become burdensome as often, grandparents no longer have the strength or energy for this task, which may influence

## NOTES

the patience level of grandparents and consequently their parenting style. Grandparents are also often unsure about their capabilities as parental figures in the lives of their grandchildren due to vast changes in lifestyle as children today are faced with many new challenges and the lifestyle also might be very different to that of their grandparents. Researches reveals that having grandparents as attachment figures for children from single-parent families holds numerous emotional benefits that persist well into adulthood. This is majorly because grandparents often act as the historians of the families and cultures, sharing skills, offering advice whenever required due to experience and cultivating hopefulness in their grandchildren, which equips them for adulthood and positive relationships.

### Role of Siblings

Siblings who are close in age relate to each other on a near equal footing than parents and children. Positive sibling ties are predictive of favourable adjustment patterns in later life. Sibling rivalry can also result when one child receives less parental affection, more disapproval, fewer material resources as he/she is likely to be resentful and display poor adjustment over time. For same sex siblings children are often subject to parental comparisons resulting in more quarrelling and antagonism.(Jenkins, Rasbash & O'Connor, 2003). When siblings get along well with each other the social competence and academic achievement of older ones can influence that of the younger ones promoting positive relationship between them.(Brody & Murry,2001 as cited in Berk Laura E (1966) , “Infants, Children and Adolescents” )

### Check Your Progress

3. What is family size.
4. What do you think are the three major responsibilities of a family?

## 1.6 ANSWERS TO CHECK YOUR PROGRESS

1. The term family is derived from the Latin word '*familia*' which denotes a household establishment and refers to a “group of individuals living together during important phases of their lifetime and bound to each other by biological and/or social and psychological relationship”.
2. A nuclear family performs the following functions:
  - regulates sexual relations;
  - accounts for economic survival;
  - controls reproduction; and
  - socialises children
3. Family size refers to number of individuals within a household for e.g. the parents and children. It may also include members of the extended family

(e.g., aunts, uncles, grandparents) and sometimes people who are not related by genes. On the basis of number of children the families are referred to as small, medium and large size families. Small families are considered to be better as compared to large families due to a variety of reasons.

4. The three major responsibilities which a family has to undertake are reproduction, socialisation and emotional support. Other responsibilities can be shared by the school, community and religious units, etc.

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### 1.7 SUMMARY

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- The term ‘family’ is derived from the Latin word ‘*familia*’ which denotes a household establishment and refers to a “group of individuals living together during important phases of their lifetime and bound to each other by biological and/or social and psychological relationship”.
- Family may be broadly defined as a unit of two or more persons united by marriage, blood, adoption, or consensual union, in general constituting a single household, interacting and communicating with each other. (*Murli Desai, 1994*)
- A family is also viewed as an adult male and female living together with their offspring in a more or less permanent relationship such as marriage which has the approval of the society.
- Marriage and the family are not just something people become involved in on their own. Some of the ways in which they must relate to each other are to some extent decided by their society.
- The family has been viewed as having the primary responsibility for the care and upbringing of children. Though there may be tremendous diversity as to what constitutes a family, the actions of family members and the environment which a family creates are believed to exert a very powerful influence on children.
- The family is considered to be the most important primary group in a society. It functions as the simplest and the most elementary form of society. The family as an institution is universal. It is the most permanent and the most pervasive of all social institutions.
- Monogamous family is a type of family having a husband and wife. This is the most common type of family in Indian Society.
- Polyandrous family is a type of family refers to wife having more than one husbands.
- Polygamous family refers to the husband having more than one wife.
- Conjugal family refers to a nuclear family that may consist of a married couple and their children. Conjugal means there is a marriage relationship.

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- Consanguine family refers to family which is related by blood.
- While the conjugal family consists of parents and their children, the consanguine family is made up of both parent and the blood relatives, such as, mother, her children, her parents or father, his children, his parents etc.
- Nuclear family consists of a married couple and their children.
- Joint Family consists of children of parents living together with their spouses and offsprings.
- Unlike the western society, which lays emphasis on 'individualism', the Indian society is 'collectivistic' in that it promotes interdependence and co-operation, with the family forming the focal point of this social structure.
- The caste system has a varying pattern of customs and traditions, code of behaviour and certain norms which are reflected in the family too.
- The family has also influenced the vocational education of the child as the sons have been inheriting the acquired professional skills of their fathers for e.g. the affluent business families of the country.
- Family size can be defined in various ways. It may be defined such that all individuals within a household are included. This may include parents and children, but it may also include members of the extended family (e.g., aunts, uncles, grandparents) and sometimes people who are not related by genes.
- Crowded household, inadequate nutrition, stressed and uneducated or poorly educated parents are common features which seem to contribute to negative relationship between family size and well-being of the child.
- Non-traditional families can be stepfamilies, parenting grandparents, blended families, reconstituted families, single-parent families, gay and lesbian families, families headed by siblings and foster families.
- Siblings who are close in age relate to each other on a near equal footing than parents and children. Positive sibling ties are predictive of favourable adjustment patterns in later life.
- Sibling rivalry can also result when one child receives less parental affection, more disapproval, fewer material resources as he/she is likely to be resentful and display poor adjustment over time.
- For same sex siblings children are often subject to parental comparisons resulting in more quarrelling and antagonism.
- Each and every member exerts some kind of influence on the development pattern of the child, so it is very crucial to be aware of the roles played by different members to promote the well being of the child.
- A family, as an institution, helps in finding solutions to problems like regulation of sexual behaviour, surviving economically, reproducing new members of society and socialising them to become effective members of that society and culture.

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## 1.8 KEY WORDS

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- **Family:** It refers to a socially recognised group usually joined by blood, marriage, cohabitation, or adoption.
- **Conjugal Family:** It refers to a nuclear family that may consist of a married couple and their children. Conjugal means there is a marriage relationship.
- **Consanguine Family:** It refers to family which is related by blood.
- **Monogamous:** It refers to a family having a husband and wife.
- **Polyandrous:** It refers to wife having more than one husband.
- **Polygamous:** It refers to the husband having more than one wife.
- **Blended Family:** It refers to a family structure formed through cohabitation or remarriage that includes parent, child, and step relatives.
- **Relocation:** It refers to the act of moving to a new place and setting up one's home or business there.

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## 1.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. Define family as stated by Murli Desai.
2. What are the prerequisites of a family?
3. What are the vital services a family unit performs for the society?
4. What do you mean by one child family?
5. Discuss the concept of family size in brief.
6. What do you think are the three major responsibilities of a family?

### Long Answer Questions

1. In India, the family is considered as a cultural and religious unit. Justify the above statement with appropriate examples.
2. According to Tuckman and Regan 'conditions for personal growth and development may be more favourable for some aspects in smaller families and for others in large families.'  
How far do you agree with the given statement? Give arguments in support of your answer.
3. Describe the role of significant others in the family.

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## 1.10 FURTHER READINGS

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### NOTES

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## **UNIT 2 DYNAMICS OF SOCIAL INTERACTION**

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### **NOTES**

#### **Structure**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Social Interaction: Concept and Dynamics
- 2.3 Stages of Socialization
- 2.4 Role of Family in Socialisation of a Child
- 2.5 Internalization
- 2.6 Answers to Check Your Progress Questions
- 2.7 Summary
- 2.8 Key Terms
- 2.9 Self Assessment Questions and Exercises
- 2.10 Further Readings

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### **2.0 INTRODUCTION**

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Unlike animals that come together either for progeny or protecting themselves from danger, a human being is a truly social animal. He is superior over lower animals due to his speech and learning ability. Although animals like insects transmit their feelings or thoughts through different types of sounds, their behaviour is generally governed by trial and error. Some animals for e.g. apes learn through observation and imitation of behaviour. Man, on the other hand, uses all three methods, but he develops the insight and employs perceptual visual learning which leads to alternative kinds of behaviour. Each one of us is surrounded by and interacts with at least one or two individuals who are close to us. Human beings live, grow and strive within the close interpersonal relationship. Many of our needs are satisfied in this social context. In the process of satisfying the needs one establishes contacts, co-operates with other people and adjusts with other members of the society. Actions which an individual performs in relation to the members of the society are called 'Social Actions and Interaction' as these actions tend to affect two or more individuals. This results in action, social actions and interaction.

In this unit, you will study about the meaning and changing aspects of social interaction, role of the family in socialisation of the child. In addition to this, the unit will also explore the topics like the stages of socialization.

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### **2.1 OBJECTIVES**

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After going through this unit, you will be able to:

- Define social interaction

- Discuss the mechanisms underlying social interaction
- Explain the different stages of socialisation
- Analyse the role of family in socialisation of a child

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### 2.2 SOCIAL INTERACTION: CONCEPT AND DYNAMICS

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Social interaction is essentially the way in which two or more people interact, stimulate or influence each other's behaviour and this social interaction is the basis for establishing lasting relationship in life.

#### **Definition of Socialisation:**

According to Lundberg, socialisation consists of the 'complex processes of interaction through which the individual learns the habits, skills, beliefs and standard of judgement that are necessary for his effective participation in social groups and communities'.

Peter Worsley explains socialisation 'as the process of transmission of culture, the process whereby men learn the rules and practices of social groups'.

H.M. Johnson defines socialisation as a 'learning that enables the learner to perform social roles'. He further says that it is a 'process by which individuals acquire the already existing culture of groups they come into'.

*Process of Socialisation:* Socialisation is a lifelong process which starts at birth and continues till death. At each distinct phase in life of a child, there are transitions to be made or crises to be overcome. It is the socialisation process that makes an individual capable of these transitions and adapt to the changing environment.

Theoretical and empirical work has shown that socialization happens during the interactions between young people and their environments (e.g., Handel, Cahill, & Elkin, 2007; LeVine, 2003; Strayer & Santos, 1996). Bronfenbrenner's ecological systems theory of human development (1979) frames the child inside a series of concentric circles that represent different contexts of socialization.

Society influences the child through the most immediate contexts in which the child is present (microsystem) – the family, siblings, peer groups, and classrooms; the contexts in which the microsystems meet (mesosystem) – e.g., parent-teacher relationships, parents' work environments, and extended family networks; the community context (exosystem) – e.g., schools, neighbourhoods, local media, local government; and the broader sociocultural context (macrosystem).

Two mechanisms underlie every social interaction, these are:

- *Social interaction requires a social contact or social relationship:* Every social situation involves social contact between at least two people without which no interaction would take place. This contact may be either direct or

indirect and can have negative or a positive impact. Positive social contact gives rise to pro-social behaviour like co-operation, organisation as simulation, adjustment, adaptation and accommodation while on the other hand Negative social contact may retract a person away from entering into social interaction and even if s/he 'has to', it results in undesirable social behaviour like unhealthy competition, aggression etc.

- *Social interaction involves communication:* Social interaction between any two individuals involves some form of communication that is verbal or non-verbal without which the social interaction cannot take place. Communication can be defined as the transmission of meanings through the use of symbols. One learns and is taught through communication.

Social interaction takes place at three levels:

- (a) Individual to individual,
- (b) Individual to groups
- (c) Group to group level.

Knowledge, status, authority and experience all are involved in the process of Social Interaction which in turn is also affected by the extent to which a person has been affected by previous experiences.

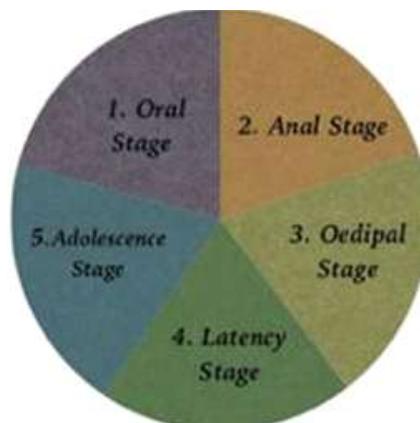
As the process of interaction repeats itself it tends to achieve uniformity and stability. In other words the pattern of interaction is established or structured. This interaction takes up a definite form and is repeated at intervals, and can also be predicted. Structured patterns are common features of school situations.

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## 2.3 STAGES OF SOCIALIZATION

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The gradual process of learning is termed as socialization. The process readies a child to participate in social roles. During the early stage of life, socialization takes place within a limited social world which gradually becomes wider and the child face up to several things and issues. Socialization consists of five stages from infancy: the oral stage, anal stage, oedipal stage, latency stage, and adolescence stage.



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**NOTES**

**1. Oral Stage**

It is a stage which begins from birth till child is of 1 year. The child needs to be fed as he/ she is helpless and dependent on others for his/her very survival. The child also needs to be protected from any kind of discomfort. During this stage, the child resorts to crying as the only way to communicate his/her needs. The chief aim of the oral stage is to establish oral dependency. The mother generally starts the process of socialization as the child is dependent on her. According to Freud this stage is referred to as the stage of 'primary identification'. It means that the child merges its identity with that of his/her mother. Crying and smiling are forms of early social behaviour.

**2. Anal Stage**

During this stage the child learns that one cannot be totally dependent on the mother for everything. The child realizes that there are some things that it must do by himself/herself. The child undergoes toilet training and acquires other skills. The child internalizes two separate roles, one's own and the other that of the mother. He/she is taught to distinguish between wrong and right actions through a system of reward and punishments.

**3. Oedipal stage**

It is at this particular stage that the child becomes a member of the family as a whole. He/She learns to identify itself with the social role ascribed to it on the basis of his/her sex. According to Freud, the boy develops the 'Oedipus Complex' and girl develops 'Electra Complex'. In this stage the child is pressurized to identify with the right sex. Boys generally identify with the father and girls with their mother.

**4. Latency Stage**

By the beginning of this stage, the child is supposed to have learnt to be independent in the daily chores at home. He/she learns the social norms. This stage has been referred to as the 'gang stage' by some sociologists since there is greater participation in group activities and group loyalties are considered important. There is greater revolt against adult authority and domination.

**5. Adolescence Stage**

This stage starts with the onset of puberty & continues through the teenage years. This is a stage of transition from childhood to maturity during which new patterns of behaviour are learnt to meet the demands of the peer group and of the adult society. The adolescent undergoes a number of physiological changes. Both boys and girls try to break free from parental control. The adolescent feels more attracted to members of the opposite sex but there are parental restrictions on sexual activity. Adolescents are generally interested in various recreational activities like TV, sports, dance, music, being online networking on facebook, Instagram etc. In modern

societies adolescents are encouraged to take their own decisions with regard to education, occupation and their marriage partners. They are also expected to accept greater responsibilities.

Adolescents thus learn new roles, behaviour pattern and internalise new social norms. Hence in the modern society the transition from the adolescent stage to the adult stage is more difficult as compared to traditional societies. The process of socialisation from oral stage to adolescence is referred to as 'primary socialisation'.

George Herbert Mead had another idea about the steps involved in the process of socialization. He pointed out that an essential part of the socialization process is learning the process of role taking. It is through this process of role taking that we become aware of the behaviours associated with certain statuses and begin to act them out. Mead considered this as the most fundamental aspect of socialization. Children learn the symbolic meaning behind behaviours and eventually begin to inculcate the same as they get older. According to Mead this takes place in three stages:

- (a) *The Imitation Stage:* This is when children learn to ape/mimic the behaviours of those around them. They smile at you when you smile at them. They might wave back at you if they see you wave. At this stage, children are usually not aware of the meaning behind the behaviours but more than likely are aware that parents feel happy when they mimic them.
- (b) *The Play Stage:* This is the stage when children become aware of patterns of behaviours exhibited by their significant others. Children who play "house," for instance, know that their mother behaves in a different way than their father. For instance the Mother cooks, and the Father disciplines the children. They might even be aware of the behaviour of a younger or older sibling at this stage.
- (c) *The Game Stage:* This is the final stage of socialization and continues throughout our lives. During this stage, children not only learn the role of their significant others, but of the generalized other. Mead referred to the "generalized other" as all of the roles in society. He used the term "game stage" because he noticed that when children begin to play sports, they become aware of the different positions each person has to play. They must anticipate what each player will do when a play occurs. In other words, they have to take the role of more than one person at a time. They also learn to engage in taking the role with their coach. Usually, this is learned when they make a mistake and the coach lets them in on it. Normally, when children begin to play sports, they do not understand the generalized other. They might pay more attention to their family who is watching from the sidelines. But usually they will catch on by the end of the season. This process will continue throughout their lives as they transition in and out of different roles in society.

## NOTES

**NOTES**

**Check Your Progress**

1. What is social interaction?
2. How does the society influence the child?
3. List the stages of socialisation as suggested by Mead.
4. What are the three levels at which social interaction takes place?

**2.4 ROLE OF FAMILY IN SOCIALIZATION  
OF A CHILD**

Socialization can be conceived as a succession of processes occurring at various stages of development of an individual with the family being the first and foremost enduring agency of socialization. The young child's relationship with her/his family is one of the most important, fateful and determining influences on the child. The family is regarded as the 'cradle of social virtues'. It is within the family that the child's orientation to core values like cooperation, tolerance, self-sacrifice, love and affection occur. The way a child establishes her/his relationships for better or worse with the rest of the world later in life is shaped, to a great extent, by her/his primary socialization in the family.

Mothers and fathers, siblings and grandparents, plus members of an extended family, all teach a child what he or she needs to know. For example, they show the child how to use objects (such as clothes, computers, eating utensils, books, bikes); how to relate to others (some as 'family,' others as 'friends,' still others as 'strangers' or 'teachers' or 'neighbours'); and how the world works (what is 'real' and what is 'imagined'). According to Bourdieu, we inherit habitus from our families. 'Habitus' refers to a set of dispositions that mark us as part of our social class: manners, speech patterns, vocabulary and articulation styles, bodily behaviour and postures. Or 'habitus' determines to a very large extent our preference for a particular interaction. Family as a key agency of socialization in all human societies, transforms a young infant into a member of human community and serves as the first medium for transmitting culture to children. It is the family only which is responsible for providing the affection, protection and socialization which are the basic sources for a child during the crucial years. It is also the time when the child learns the basic behavioural patterns, habits, attitudes, customs and conventions while interacting with the family members. The family instills in him/her desirable social attitudes and mould them in a manner that is in consonance with the family status, reputation and psyche. It is the family only that determines, to a great extent, a child's race, language, religion, class, and political affiliation, all of which influence the child's self-concept.

As a social institution, the family has to perform numerous functions. Functioning of the family has been seem to have irreplaceable importance in the

process of socialization of an individual as orientation of the child to initial human behaviour patterns and initial interpersonal relationships is gotten from the family only. The process of socialization remains informal at this level. Some sociologists refer to family as a mini society that acts as a transmission belt between the individual and the society. You may have observed how the child rearing practices differ from family to family. Each and every child is unique and is uniquely inducted to the culture of the family to which he/she belongs. But there is a common consensus that warmth in parent-child relationship contributes to positive development outcomes. A nurturing relationship, where parents are sensitive to the needs of their children and stimulate their curiosity, can contribute in a positive way in socializing them.

As you are aware, either from your own experience as a child or your role in helping to raise one, socialization involves teaching and learning about an unending array of objects and ideas.

The family is considered to be important as an agency of education or socialisation due to the following reasons:

1. It is the institution in which each individual is born and reared. It is one of the most significant or primary group- the groups which are the first in influencing individual and in shaping the child's attitude and behaviour patterns.
2. It is the only institution which is the most essential agency for child-rearing, socialization and for introducing the child to the culture of its society. It influences not only the personality of the child but also helps in shaping his / her basic character. Thus the family provides the most intimate face to face association and interaction which is more educative than any other interaction.
3. It not only satisfies the physical and emotional needs of the child but also influences the learning activities of children. It stimulates or retards them.
4. The family also has a virtual monopoly of the child's time and opportunity for serving his needs.
5. The family provides a great opportunity for establishing the required rapport because of affection between various members of the family and the possibility of suggestions being given and practised.

The child's upbringing by the family members contributes to a large extent in developing respect for the elders, tolerance, and adaptability to situations. On the other hand, if socialization in the family happens in the backdrop of mistrust, autocracy and conflicts, children growing up in such family would develop anti-social behaviour. However, it may be noted that many other factors like size of the family, socioeconomic background, occupation of parents, over parenting, parental neglect, and parental pressure all can affect socialization of children. The behaviour that is encouraged or discouraged by adults of the family and the type of discipline that they impose upon the children also has an impact on child's orientation to life.

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## 2.5 INTERNALIZATION

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### NOTES

In Parsons' words, a norm is:

A verbal description of a concrete course of action, ... , regarded as desirable, combined with an injunction to make certain future actions conform to this course. (1937: 75)

Norms play a very crucial role in individual choice by shaping individual needs and preferences—they serve as criteria for selection from alternatives. Such criteria are shared by a given community and embody a common value system in the society. People may choose what they prefer, but what they prefer in turn confirms to social expectations: norms bear an influence on behaviour because, through a process of socialization that starts in infancy, they become part of one's motives for action. Conformity to standing norms is a stable, acquired disposition that does not depend upon the consequences of conforming. Such lasting dispositions are formed by long-term interactions with significant others (e.g., one's parents): through repeated socialization, individuals come to learn and internalize the common values which are embodied in the norms. Internalization is conceived as the process by which people develop a psychological need or motive to conform to a set of shared norms. When norms are internalized norm-abiding behaviour will be perceived as good or appropriate, and people will typically feel guilt or shame at the prospect of defying those norms.

Vygotsky investigated the role of culture and interpersonal communication in the development of the child. He held the belief that development of higher mental function was a result of social interaction of individuals. It was through these interactions that the child came to learn the habits of mind of his/her culture, which affected the knowledge construction. 'Every function in the child's cultural development appears twice: first between people (interpsychological) and then inside the child (intrapsychological).' Vygotsky, 1978. The specific knowledge gained by children as a result of these interactions also represented the shared knowledge of a culture. This process is called 'Internalization'.

(Santrock, 2004)

### Check Your Progress

5. Why the family is considered as the 'cradle of social virtues'?
6. What role does a norm play in individual choice?
7. What is internalization?

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## **2.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS**

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1. Social interaction is essentially the way in which two or more people interact, stimulate or influence each other's behaviour and this social interaction is the basis for establishing lasting relationship in life.
2. The society influences the child through the most immediate contexts in which the child is present (microsystem) – the family, siblings, peer groups, and classrooms; the contexts in which the microsystems meet (mesosystem) for e.g., parent-teacher relationships, parents' work environments, and extended family networks; the community context (exosystem) – e.g., schools, neighbourhoods, local media, local government; and the broader sociocultural context (macrosystem).
3. The three stages of socialisation as suggested by Mead are: Imitation stage, game stage and the play stage.
4. The three levels at which social interaction takes place are:
  - (a) Individual to individual
  - (b) Individual to groups
  - (c) Group to group level
5. The family is regarded as the 'cradle of social virtues' as the relationship of a young child with his/her family is one of the most important determining influences on the child. It is within the family that the child's orientation to core values like cooperation, tolerance, self-sacrifice, love and affection occur.
6. Norms play a very crucial role in individual choice by shaping individual needs and preferences—they serve as criteria for selection from alternatives.
7. Internalization is conceived as the process by which people develop a psychological need or motive to conform to a set of shared norms. When norms are internalized norm-abiding behaviour will be perceived as good or appropriate, and people will typically feel guilt or shame at the prospect of defying those norms.

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## **2.7 SUMMARY**

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- Social Interaction is essentially the way in which two or more people interact, stimulate or influence each other's behaviour and this social interaction is the basis for establishing lasting relationship in life.
- According to Lundberg, socialisation consists of the 'complex processes of interaction through which the individual learns the habits, skills, beliefs and

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standard of judgement that are necessary for his effective participation in social groups and communities’.

- Socialisation is a lifelong process which starts at birth and continues till death. At each distinct phase in life of a child, there are transitions to be made or crises to be overcome. It is the socialisation process that makes an individual capable of these transitions and adapt to the changing environment.
- Society influences the child through the most immediate contexts in which the child is present (microsystem) – the family, siblings, peer groups, and classrooms; the contexts in which the microsystems meet (mesosystem) – e.g., parent-teacher relationships, parents’ work environments, and extended family networks; the community context (exosystem) – e.g., schools, neighbourhoods, local media, local government; and the broader sociocultural context (macrosystem).
- Social interaction takes place at three levels:
  - o Individual to individual
  - o Individual to groups
  - o Group to group level
- Knowledge, status, authority and experience all are involved in the process of Social Interaction.
- The oral stage of socialization begins from birth till child is of 1 year. The child needs to be fed as he/ she is helpless and dependent on others for his/ her very survival. During this stage, the child resorts to crying as the only way to communicate his/her needs. The chief aim of the oral stage is to establish oral dependency.
- During Anal stage, the child learns that one cannot be totally dependent on the mother for everything. The child realizes that there are some things that it must do by himself/herself.
- In the oedipal stage, the child becomes a member of the family as a whole. He/ She learns to identify itself with the social role ascribed to it on the basis of his/her sex. According to Freud, the boy develops the ‘Oedipus Complex’ and girl develops ‘Electra Complex’.
- The latency stage has been referred to as the ‘gang stage’ by some sociologists since there is greater participation in group activities and group loyalties are considered important. There is greater revolt against adult authority and domination.
- Adolescence Stage starts with the onset of puberty & continues through the teenage years. This is a stage of transition from childhood to maturity during which new patterns of behaviour are learnt to meet the demands of the peer group and of the adult society.

- Adolescents are generally interested in various recreational activities like TV, sports, dance, music, being online networking on facebook, Instagram etc. In modern societies adolescents are encouraged to take their own decisions with regard to education, occupation and their marriage partners. They are also expected to accept greater responsibilities.
- George Herbert Mead pointed out that an essential part of the socialization process is learning the process of role taking. It is through this process of role taking that we become aware of the behaviours associated with certain statuses and begin to act them out.
- Mead considered this as the most fundamental aspect of socialization. Children learn the symbolic meaning behind behaviours and eventually begin to inculcate the same as they get older. According to Mead this takes place in three stages: the imitation stage, the play stage, and the game stage.
- According to Bourdieu, we inherit habitus from our families. 'Habitus' refers to a set of dispositions that mark us as part of our social class: manners, speech patterns, vocabulary and articulation styles, bodily behaviour and postures.
- Family as a key agency of socialization in all human societies, transforms a young infant into a member of human community and serves as the first medium for transmitting culture to children.
- As a social institution, the family has to perform numerous functions. Functioning of the family has been seem to have irreplaceable importance in the process of socialization of an individual as orientation of the child to initial human behaviour patterns and initial interpersonal relationships is gotten from the family only.
- The child's upbringing by the family members contributes to a large extent in developing respect for the elders, tolerance, and adaptability to situations. On the other hand, if socialization in the family happens in the backdrop of mistrust, autocracy and conflicts, children growing up in such family would develop anti-social behaviour.
- Internalization is conceived as the process by which people develop a psychological need or motive to conform to a set of shared norms. When norms are internalized norm-abiding behaviour will be perceived as good or appropriate, and people will typically feel guilt or shame at the prospect of defying those norms.

## NOTES

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## 2.8 KEY TERMS

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- **Social Interaction:** It refers to the way in which two or more people interact, stimulate or influence each other's behaviour.

## NOTES

- **Socialisation:** It refers to a lifelong process which starts at birth and continues till death. the process of It refers to transmission of culture, the process whereby men learn the rules and practices of social group.
- **Internalization:** The process by which people tend to develop a psychological need to conform to a set of shared norms.

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## 2.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. Define socialization as defined by H.M. Johnson and Lundberg.
2. What are the two mechanisms that underlie every social interaction?
3. Briefly discuss the oral, anal and oedipal stage of socialization.
4. Write short notes on:
  - (a) Imitation stage
  - (b) Game stage
5. Why is a family considered as an important agency of education or socialisation?

### Long Answer Questions

1. Explain the mechanisms of socialisation.
2. Discuss the crucial role of the family in socialization of a child.
3. Comment upon the role of online networking like Facebook, Twitter and Instagram on adolescent development.

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## 2.10 FURTHER READINGS

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- Berk Laura E. 1966. *Infants, Children and Adolescents*. Singapore: Allyn and Bacon.
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## UNIT 3 CHILDHOOD AND SOCIAL ROLE

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### NOTES

#### Structure

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Role Expectations of a Child
- 3.3 Sex Stereotyping of Role
- 3.4 Concept of Childhood
  - 3.4.1 Changing Concept of Childhood: Impact of Western Values
- 3.5 Perspectives of Childhood: Western Values
  - 3.5.1 Anthropological Perspective of Childhood
  - 3.5.2 Sociological Perspective of Childhood
  - 3.5.3 Historical Perspective of Childhood
- 3.6 Answers to Check Your Progress Questions
- 3.7 Summary
- 3.8 Key Words
- 3.9 Self Assessment Questions and Exercises
- 3.10 Further Readings

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### 3.0 INTRODUCTION

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You have already learnt about the crucial role socialization plays in our lives; it prepares and boosts individuals to participate in a social group by teaching them the shared norms, values, beliefs and behaviours of a group. There are three primary objectives of socialization: development of conscience, preparing people to perform certain social roles and promoting shared sources of meaning and value. In this unit, you will study about the role expectation from a child as a member of a social group. The unit goes on discussing the concept of sex stereotyping and what role parents play on the same. Additionally, you will also learn about the actual and changing concept of childhood and the growing impact of western values.

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### 3.1 OBJECTIVES

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After going through this unit, you will be able to:

- Explain the role expectations from a child as a member of a social group
- Understand sex stereotyping and role
- Discuss the concept of childhood from varied perspectives
- Analyse the changing concept of childhood with respect to western values

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### 3.2 ROLE EXPECTATIONS OF A CHILD

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#### NOTES

The social group expects each individual who is a part of a group to adapt to certain standards. He/she is judged according to his/her ability to meet up to these expectations, decides whether to accept or reject him/her, and if accepted to decide the level of acceptance. Since what a child learns depends upon his/her development level, it is the social group which sets the developmental tasks, or learning experiences, which the child is expected to master at an age when most of the children are capable of mastering them.

In general, every social group expects its members to do two things:

- To learn to be “socialized”
- To learn to adopt an approved social role.

In the process of becoming a socialised a person has to learn what the social group considers “proper performance” behaviour. The child has to conform to these expectations and modify his/her behaviour accordingly. A child has to learn not to talk about subjects/topics which are considered to be taboo and not to look pleased happy when a person is hurt, is beaten up in a game or is sad.

A social role is a pattern of customary behaviour which is defined by the members of the group and expected from each and every person who is a member of a group whether a father, mother, grandparent, son, daughter, friend, colleague, leader etc. Similarly the child is also expected to conform to social roles as a son/daughter, students, friend etc. which he/she tends to learn with time. He/she internalises it and later on these roles become self-expectations and also social expectations.

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### 3.3 SEX STEREOTYPING OF ROLE

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Gender typing refers to any association of objects, activities, roles, or traits with one sex or the other in ways that conform to cultural stereotypes (Blakemore, Berenbaum, & Liben, 2009).

During the elementary school years, the child is expected to learn to get along with his age mates/ classmates and to play an appropriate sex role; during the period of adolescence, he/she is expected to learn to get along with members of the opposite sex, as well as with other members of the same sex and to behave in a socially responsible way and when he/she grows up and attains adulthood he/she is expected to emancipate himself/herself from his/her parents to achieve emotional and economic independence and to become socially responsible.

**Role of Parents:** Beginning at birth, parents have different expectations from their sons and daughters. Many parents prefer that their children play with ‘gender-appropriate’ toys (Blakemore & Hill, 2008). And they tend to describe

achievement, competition, and control of emotion as important for sons and warmth, polite behaviour, and closely supervised activities as important for daughters (Brody, 1999; Turner & Gervai, 1995).

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Actual parenting practices reflect these beliefs. Parents buy for their sons toys that stress action and competition (cars, tools, footballs) and for their daughters toys that emphasize nurturance, cooperation, and physical attractiveness (dolls, tea sets, kid jewellery) (Leaper, 1994; Leaper & Friedman, 2007).

## NOTES

Furthermore, parents provide children with indirect cues about gender stereotypes through the language they use. Parents as well as the teachers know exactly what the children are expected to do and how in different periods in their whole lifespan. So training the child for these roles is a relatively easy task. Due to changes in patterns of living and impact of technology the approved sex roles have changed drastically.

Block has defined a gender role more specifically as ‘a constellation of qualities an individual understands to characterise males and females in his/her culture. These qualities include activities, role relations, social position, personality characteristics and a host of abilities and behaviours.’

Ward amplifies on the above definition by saying ‘A culturally defined sex role reflects those behaviours and attitudes that are generally agreed upon within a culture as being either masculine or feminine.’

Sex roles are based on the traditional belief that that the two sexes differ from each other and so any child should learn to play role keeping with the differences.

Stereotypes also develop about sex roles. Once formed the stereotypes act as parameters or standards by which an individual child is judged by the members of his/her social group whether it may be his/her play group or his/her class group or any other group which he/she is a member of. These stereotypes judge a child as sex appropriate or inappropriate.

Stereotypes are evident early in life as children interact with their environment in various ways (Gender Bias in the Classroom, 2009; Kane, 2009; Greary, 1998). While there may be some modification and adjustment of stereotypes as children grow, fundamentally the impact of stereotypes remains permanent in the lives of people, as they interact with others and make various decisions in life (The Development of Gender, 2001).

When shown pairs of gender-stereotype toys ( for eg. motor cars and dolls), even an 18 month year old child looks longer at the one stereotyped for its gender. (Serbin et.al.2001)

The babyhood play materials and activities are different for the two sexes . They are referred to as boys toys and girls toys.

**NOTES**

An example of sex stereotyping: Pre-school children associate many toys, articles of clothing, tools, household items, games, occupations and even colours (for e.g. 'pink' for girls and 'blue' for boys). These actions fall in line with the beliefs associated not only the play preferences of a child but also his/her personality.

In adolescence the common stereotypes is that boys perform better than girls in Science and Mathematics.

As a result of Sex stereotyping, the outcomes are restriction in educational achievement, as well as job prospects. More than this, the very norms used for the promotion of gender inequality are further strengthened.

**Check Your Progress**

1. What are the two things every social group expects its members to do?
2. What do you understand by social role?
3. What do you mean by 'sex roles'?
4. Give any two examples of the stereotype held by people with regard to gender/sex roles.

**3.4 CONCEPT OF CHILDHOOD**

Children and childhood are quite familiar terms to us. We all have been through the age when we were addressed as 'children' and have experienced the phase called 'childhood'. The word childhood means the state of being a child. Till the end of the twentieth century the idea of childhood as a separate social category had been paid very little attention. According to cultural norms and expectations, the definition of childhood also varies.

As adults, we look at children in the same manner and not as unique individuals who have different and varied experiences, interests, styles of learning, and knowledge. They are often forced to be the way we want them to be, which deeply influences children's development.

**3.4.1 Changing Concept of Childhood: Impact of Western Values**

Childhood is understood in very different ways in different contexts. Childhood is a social and cultural construction, not merely a stage in physical and psychological development. Childhood is neither timeless nor universal. It is not determined only by age, or by biological and psychological factors. Rather childhood is understood in reference to particular cultural and social contexts and to particular periods in history.

The concept also varies from place to place and has undergone a drastic change since ages. Childhood in Mexico is not the same as childhood in Madras

or Madrid: childhood at the beginning of the 21st century in India is not the same as it was two hundred years ago. In the more developed countries of the north, for example, childhood is now seen as an extended period of economic dependency and protected innocence during which play and schooling are seen as core components: but this may be far removed from childhood in many other cultures, where work (whether paid, or work within the household) must take precedence over both schooling and play. In many countries of the south, the child-rearing environment is characterised by large families and high infant mortality: great emphasis on parents' efforts to ensure the physical survival of their children means that parents must devote much of their time to economic and domestic activity, with many 'parenting' tasks which are often delegated to other people like older children. Western notions of childhood often place an emphasis on children's vulnerability and innocence, but again in other contexts this may be much less appropriate.

Many of the child-rearing practices are also reflective of particular cultural contexts: in some contexts in Asia, mothers may be quite protective of their children, seeking to keep their infants quiet and contented, and as they grow up there may be an expectation of compliance and conformity, and an acceptance of adult authority: on the other hand many American parents may encourage open, expressive, autonomous and assertive behaviour and permit a pre-school child to take physical risks that would be unacceptable to many Asian mothers.

In both instances there may be marked ways in which girls receive a different treatment than boys. In some contexts, being a boy, or a girl, may be more significant than the mere fact of being a child. Different societies might have contrasting ideas about both children's vulnerabilities and their capacities, about how they best learn, about what is good for them and what is bad for them. Within a given context, childhood is often highly differentiated not only according to gender, but also according to social class or caste. Approaches to discipline and punishment will also vary vastly between cultures: severe corporal punishment may be the norm in some societies but be regarded as abusive in others. Clearly, for families who seek refuge in countries where norms are very different from those to which they are used, a considerable potential for conflict and confusion has been observed.

According to the 'Aristotelian conception', childhood is an essentially prospective state. On such a view, the value of what a child produces cannot be expected to be good in itself, but only good for helping the child to develop into a good adult. Perhaps some child art is a counterexample to this expectation. Negative features of childhood may be traced either to aspects of childhood that cannot be changed or to contingent social arrangements that may leave children vulnerable to abuse or neglect at the hands of their intimate caregivers, without much opportunity for recourse.

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## 3.5 PERSPECTIVES OF CHILDHOOD: WESTERN VALUES

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### NOTES

Let us begin by discussing the anthropological perspective of childhood.

#### 3.5.1 Anthropological Perspective of Childhood

While studying the anthropological viewpoint, we can see that there are no chronological limits of childhood or biological boundaries. From anthropological viewpoint, childhood can be perceived from five different angles. Firstly, children are socialised to learn and perpetuate a set of norms, traditions and customs. According to this view, we may regard children as small adults in the making, moulded and guided by parents and adults in a community to sustain the culture of a society. Secondly, children's personalities are understood as natural reactions of the anxieties and cultural aspects in which they grow and develop. The stress is on how the cultural patterns are internalised and in turn are reproduced in society. Thirdly, childhood socialisation is a process by which norms, attitudes, ways of thinking and values of society are acquired by children to enter the next stage of development. This view suggests that child rearing practices are guided by the geography, history and ecology of a community, which, in turn, shapes the personality of a child. Fourthly, childhood is viewed in terms of 'developmental niche'. The 'developmental niche' stands for the framework for examining the cultural structuring of the micro-environment of the child. It also tries to explain the environment in terms of child's viewpoint and to understand the process of development and acquisition of culture. The child is seen as bringing its own temperament, as well as species-specific potentials, to the developmental niche provided by its culture.

The developmental niche is divided into three components as given below:

- (i) the physical and social settings in which the child lives (for example, type of house or living space the child has)
- (ii) the customs of child care and child rearing (for example, scheduling of activities such as sending children to play schools or showing them TV programmes)
- (iii) the psychology of the caretakers (for example, do the care takers believe that a regular sleep schedule is necessary for healthy development).

#### 3.5.2 Sociological Perspective of Childhood

We have understood that there exists a variety and diversity in experiences of children across times and societies. Further, there are different conceptions about child and childhood across time, societies and contexts. These are so different that it is difficult to have one idea for child or 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 by a uniform and narrow vision of society, which may

have a deep implication on lives of children. This particular way of looking at children seems to be adults' construction of childhood. We may agree with Mayall's (1991) argument that 'children's lives are lived through childhoods constructed for them by adults' understanding of childhood and what children are and should be'.

### **Childhood as a Social Construction**

A social construction is defined as 'a theoretical perspective that explores the ways in which "reality" is negotiated in everyday life through people's interactions and through sets of discourses'. It emphasises on culture and context in understanding what happens in society and in constructing a knowledge based on those understandings. When we examine the idea of social construction, we have to highlight the following points:

- All ways of understanding are culturally and historically relative
- Our knowledge about the world is constructed through our daily interactions; and
- There are a variety of possible constructions of the world.

One may notice that when developmental psychologists differentiate children from adults on the basis of ability in a range of domains, social constructionists argue that childhood has more to do with people's definition of the concept ; thus making childhood a social construction. Our attitude towards childhood is mostly influenced by the dominant belief systems of our society, and so it may vary across time and culture. We may only begin to understand our views of childhood if we take account of our own Concept of Childhood and Adolescence and our own position in a particular social, political and cultural context. The constructed nature of childhood becomes more evident when we contrast the concepts of childhood that prevailed at different historical periods or in different cultures.

### **3.5.3 Historical Perspective of Childhood**

In an attempt to understand the meaning of child in different societies, it is better to overview the history of the idea of childhood. If one analyses history, one will realize that meaning and description of children varies across time periods in history.

A French historian named Philippe Aries, analysed how children were depicted in history. Using works of art, letters, and many other sources he explored how the meaning of childhood evolved from medieval times onwards to the present. Read the following box. Philippe Aries wrote that childhood is a very new concept. It did not exist at all in the medieval period. He found that there were no children depicted in paintings of that era. There were only young babies or adults. All those who were not babies were painted in adult dresses, with adult body language, and adult-like expressions. Most young people were apprenticed, became workers in the fields and entered the adult roles at a very early age. Even 'people' around seven years of age were seen as little adults, and not as children.

## **NOTES**

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The medieval cultures lacked the concept of childhood. Childhood is a later historical creation. It came into existence among the rich people (upper class) in the 16th and 17th centuries. It further developed in the 18th century among the upper class. And it finally emerged on the scene in the 20th century in both the upper and lower classes. Once the institution of childhood began to emerge, the situation of the young person began to change in society. First they were named children. A theory of innocence of the child emerged. Children were to be protected from adult reality. The facts of birth, death, sex, tragedy and adult world events were hidden from the child. Children were increasingly segregated by age.

-Philippe Aries (1962), *Centuries of Childhood*

Another thinker, John Holt, wrote about young people and their place, or lack of place, in modern society. He talked about the institution of modern childhood, the attitude, customs and laws that defined and located children in modern life and determined, to a large degree, what their lives were like, and how we, their elders treated them. He further talked about many ways in which modern childhood seemed to him be bad for most of those who lived within it and how it should and might have changed.

-John Holt (1974), *Escape from Childhood*

**Check Your Progress**

5. What does the word 'childhood' mean?
6. What is the anthropological perspective of childhood?
7. Define social construction.
8. What is 'developmental niche'?

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**3.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS**

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1. The two things that every social group expect its members to do are:
  - To learn to be 'socialized'
  - To learn to adopt an approved social role.
2. A social role is a pattern of customary behaviour which is defined by the members of the group and expected from each and every person who is a member of a group whether a father, mother, grandparent, son, daughter, friend, colleague, leader etc.
3. Sex roles are a constellation of qualities an individual understands to characterise males and females in his culture.

4. In adolescence the common stereotypes is that boys perform better than girls in Science and Mathematics. Association of sexes with different colours for e.g. blue dress for boys and pink for girls.
5. The word ‘childhood’ means the state of being a child. It is a social and cultural construction, not merely a stage in physical and psychological development.
6. From anthropological viewpoint, childhood can be perceived from different angles. According to this view, we may regard children as small adults in the making, moulded and guided by parents and adults in a community to sustain the culture of a society.
7. A social construction is defined as ‘a theoretical perspective that explores the ways in which “reality” is negotiated in everyday life through people’s interactions and through sets of discourses’.
8. The ‘developmental niche’ stands for examining the cultural structuring of the micro-environment of the child. It also tries to explain the environment in terms of child’s viewpoint and to understand the process of development and acquisition of culture.

## NOTES

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### 3.7 SUMMARY

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- The social group expects each individual who is a part of a group to adapt to certain standards. He/she is judged according to his/her ability to meet up to these expectations, decides whether to accept or reject him/her, and if accepted to decide the level of acceptance.
- In general, every social group expects its members to do two things: to learn to be socialized and to learn to adopt an approved social role.
- A social role is a pattern of customary behaviour which is defined by the members of the group and expected from each and every person who is a member of a group whether a father, mother, grandparent, son, daughter, friend, colleague, leader etc.
- Gender typing refers to any association of objects, activities, roles, or traits with one sex or the other in ways that conform to cultural stereotypes.
- Beginning at birth, parents have different expectations from their sons and daughters. Many parents prefer that their children play with ‘gender-appropriate’ toys. And they tend to describe achievement, competition, and control of emotion as important for sons and warmth, polite behaviour, and closely supervised activities as important for daughters.
- Sex roles are based on the traditional belief that that the two sexes differ from each other and so any child should learn to play role keeping with the differences.

## NOTES

- While there may be some modification and adjustment of stereotypes as children grow, fundamentally the impact of stereotypes remains permanent in the lives of people, as they interact with others and make various decisions in life.
- The word childhood means the state of being a child. Till the end of the twentieth century the idea of childhood as a separate social category had been paid very little attention.
- Childhood is a social and cultural construction, not merely a stage in physical and psychological development. Childhood is neither timeless nor universal. It is not determined only by age, or by biological and psychological factors. Rather childhood is understood in reference to particular cultural and social contexts and to particular periods in history.
- In the more developed countries of the north, for example, childhood is now seen as an extended period of economic dependency and protected innocence during which play and schooling are seen as core components.
- Western notions of childhood often place an emphasis on children's vulnerability and innocence, but again in other contexts this may be much less appropriate.
- From anthropological viewpoint, childhood can be perceived from five different angles. Firstly, children are socialised to learn and perpetuate a set of norms, traditions and customs.
- The child rearing practices are guided by the geography, history and ecology of a community, which, in turn, shapes the personality of a child. Fourthly, childhood is viewed in terms of 'developmental niche'. The 'developmental niche' stands for the framework for examining the cultural structuring of the micro-environment of the child.
- A social construction is defined as 'a theoretical perspective that explores the ways in which 'reality' is negotiated in everyday life through people's interactions and through sets of discourses'. It emphasises on culture and context in understanding what happens in society and in constructing a knowledge based on those understandings.
- The constructed nature of childhood becomes more evident when we contrast the concepts of childhood that prevailed at different historical periods or in different cultures.
- A French historian named Philippe Aries, analysed how children were depicted in history. Childhood is a later historical creation. It came into existence among the rich people (upper class) in the 16th and 17th centuries. It further developed in the 18th century among the upper class. And it finally emerged on the scene in the 20th century in both the upper and lower classes.

- Another thinker, John Holt, wrote about young people and their place, or lack of place, in modern society. He talked about the institution of modern childhood, the attitude, customs and laws that defined and located children in modern life and determined, to a large degree, what their lives were like, and how we, their elders treated them.

*Childhood and Social Role*

## NOTES

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### 3.8 KEY WORDS

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- **Social Construction:** It refers to a theoretical perspective that explores the growth of jointly constructed understandings of the world that form the basis for shared assumptions about reality.
- **Stereotypes:** It refers to the parameters or standards by which an individual is judged by the members of his/her social group.
- **Sex Roles:** It refers to the role or behaviour learned by a person as appropriate to their sex, determined by the prevailing cultural norms.
- **Developmental Niche:** It refers to a theoretical framework for understanding and analysing how culture shapes child development.

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### 3.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. What role do parents play in a child's sex stereotyping?
2. Briefly discuss the changing concept of childhood and the impact of western values on it.
3. List the different perspectives of childhood.
4. What are the three components of developmental niche?

#### Long Answer Questions

1. Discuss the concept of childhood from the sociological perspective.
2. How do the anthropological and historical perspectives of the concept of childhood differ from each other? Discuss.

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### 3.10 FURTHER READINGS

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## UNIT 4 AGENCIES OF CHILD'S SOCIALIZATION

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### NOTES

#### Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Social Agencies of Child Development
  - 4.2.1 Family
  - 4.2.2 Peer Group
  - 4.2.3 School
  - 4.2.4 Neighbourhood
  - 4.2.5 Mass Media
- 4.3 Concept of Parenting
- 4.4 Stages of Parenthood
- 4.5 Event of Birth in the Family and Adjustment Problems
- 4.6 Answers to Check Your Progress Questions
- 4.7 Summary
- 4.8 Key Words
- 4.9 Self Assessment Questions and Exercises
- 4.10 Further Readings

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### 4.0 INTRODUCTION

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Society has developed a number of specialised institutions to carry on the function of education of a child. These agencies affect the socialisation of a child. Some are formal for e.g. schools, temples, gurudwaras, maktabs and madrasas, organized recreation centres etc. Some are informal like the family, the play group and the community. These help in transmission of knowledge informally and aid in the development of the child.

In this unit, you will study about the different social agencies which provide the initial experiences of socialization to a child and also influence child's development. The unit also aims to explore the concept of parenting and analyse the different stages of parenthood. In addition to this, the unit will also examine the developmental roles and adjustment problems usually faced by the parents.

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### 4.1 OBJECTIVES

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After going through this unit, you will be able to:

- Discuss the different social agencies which affect child development
- Explain the concept of parenting
- Analyse the different stages of parenthood

- Critically analyse the developmental roles and adjustment problems of parents

## NOTES

### 4.2 SOCIAL AGENCIES OF CHILD DEVELOPMENT

In general, it may be said that the entire society is the agency which influences the development of a child and that each person with whom the child comes into contact with and interacts acts as an agent of socialisation. Socialisation is found in all interactions but the most influential interaction occur in particular groups which are referred to as 'social agencies of child development'.

The obvious beginning of the process for the new-born child is his/her immediate family group, but this is soon extended to many other groups such as the schools, the peer groups (friends circle), neighbourhood and the mass media.

#### 4.2.1 Family

Of all the conditions that influence child development, relationship between the individual and members of the family unquestionably rank first. In contrast to home, the school is considered the second most important agency. It is mostly considered that the home influence is limited only to the childhood years but these beliefs have been totally disapproved. There is ample evidence that family influences are important determinants of what the person's concept of self would be not only in childhood but also in his/her adult life.

#### Why do family influences predominate?

**Time spent at home:** Family influences are predominant on the development of a child's personality when major part of his/her time is spent with the family members. The amount of time spent with a particular person affects his/her attitudes, values as well as on the behaviour of the individual and also towards the attitude one has towards oneself.

**Control over behaviour:** Family members have more control over a person's behaviour in comparison to significant others in the life of an individual. However during adolescence this control seems to diminish and the peer group becomes more predominant.

**Emotionally toned relationships:** The attachment with family members exert a strong influence on a person's concept of self. However this influence declines when other determinants like peer group/love relationships become more influential during adolescent years. even if a family relationship is broken by death of a family member, its influence on the individual may be seen for e.g. in the attitude of a boy who idolises his dead father and on growing up reproduces the behaviour and attitude of his father in his own life.

**Early Social Experiences:** During the early years when the foundations of the personality pattern are being laid, the primary social experiences of a child take place in the home.

As stated by Glasner, 'Personality is formed in the first instance within the womb of family relationships.' It is from these relationships that the child acquires his attitude, values and social behaviour.

According to Warnath 'The home thus appears indeed to be a seat of learning for the development of social skills, and also for the desire to participate in activities with other individuals.'

#### **4.2.2 Peer Group**

Peer group is constituted by members who have some common characteristics such as age (same stage of development and maturity) or sex, etc. It includes playmates, family members, neighbours or companions in day care centres/classmates at school etc. Peers may also have interests and social position in common and hold close social proximity to the child. For young adolescents, acceptance by peers is the most important aspect of socialization. Therefore they display willingness to conform to the peer group and foster loyalty. Peer group influence may be traced from the time a child is three or so when he/she begins to mingle with people outside the immediate family. For e.g. when the child starts going to the play school. From such an early age, children begin to form meaningful relationships with their peers, who seem to exert influence on them. Since they mostly belong to the same age group, their interaction is free from any kind of inhibitions i.e. they speak their heart out honestly without thinking of its consequences. This type of constant and unrestrained socialization with the peer group helps an individual acquire very important lessons and aids in the socio-emotional development. By becoming part of a peer group, children start to break away from their parents' authority and learn to make friends and take their own decisions. If you happen to watch children at play you may observe how the children incorporate various strategies like negotiation, dominance, leadership, cooperation, compromise, etc. without any directions from elders. Peer-socialization equips them with the ability to understand the nuances of group interaction and helps in guiding their actions. Peer influence is so great at times that some children begin to challenge the dominant power of parents and family members. It overshadows the parental influence as the child reaches the adolescent stage. When children realize that the standards of their peer group are not similar to the standards upheld by the family members they tend to feel disillusioned. In rapidly changing societies it is often found that parents complain that their children are becoming more and more rebellious. This is true because the child begin to refuse to accept parental authority blindly.

Peer and peer-oriented activities do become more important to the individual during the stage of adolescence. Though family continues to be the centre of teenager's social activities, she/he turns to the peer group for affection, sympathy and understanding. In their search for identity (finding the answers to the question, 'who am I?'), it is the peer group that acts as an important and crucial source of support.

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The period of adolescence also marks the onset of puberty and awareness of sexuality and sexual relations in life. Peer group socialization becomes linked to those important milestones. The curiosity about sex and sexuality is natural at this stage and adolescents tend to consult their peer group without any hesitation. At this stage the gender role socialization which was initiated in the family tends to get reinforced. The adolescents tend to seek comfort in their peer group members for social and emotional support. Values upheld by the peer group act as major determinants of personality, self-concept and attitude of an individual.

### 4.2.3 School

Development is considered to be a critical issue in the education process. The school holds a core place in the developmental process set forth of the child. It is the longest, organised and sustained extra-familial context for children. From the time they first enter the school until they complete their schooling, children spend more time in schools other than any place outside their homes. Consequently, educational institutions play a key role in not only promoting children's acquisition of knowledge but also shaping the ways in which they learn to regulate retention, emotion and behaviour.

The school organises various academic and non-academic activities for the cognitive, social as well as emotional development of children. We can see significant differences in the cognitive development of the students across schools. The possible reason behind this may be the way in which the prescribed content is communicated. Children studying in some schools exhibit high level of understanding of content with its practical implications, on the other hand some are very good in theoretical part of their syllabus. Teacher is the most powerful component of the developmental process of the students. Efforts in the school are also directed towards providing character education and moral education. In some Indian schools direct teaching is also imparted using religious books. The school teachers play a major role in the development of a child. The motivational and emotional support of the teacher not only influences students' satisfaction but also it elevates the motivation, overall achievement and self-concept of the child. Children feel more comfortable in the class, where their emotions are satisfied. The impact of the supportive behaviour of the teacher strengthens the relationship between the students and teacher. Teachers who are trusting, caring and respectful of students provide the socio-emotional support that children need to approach, engage and persist on academic learning tasks and to develop positive achievement related to self-perception and values.

The school also functions as a formal organisation. The organisational factors affect children's intellectual, socio-emotional and behavioural development. School climate plays the most significant role in the developmental process. For example, positive reinforcement in the form of appreciation in the assembly, rank/grade obtained on the progress report cards, curriculum offered for various ability levels, and competition may enhance the developmental process of the students. Parents'

involvement in the form of monitoring academic activities and homework, providing assistance with homework, engaging children in educational enrichment activities outside school, and active participation in classroom activities and school activities, create positive linkages with the school environment. Moreover, the school also establishes linkages with society and community by conducting projects and services for them.

#### **4.2.4 Neighbourhood**

A neighbourhood can be said to be a local social unit where there is constant interaction among people living close to each other or people of the same locality. In such kind of spatial units, face to face interactions are more frequent. Neighbourhood is the local social units where children grow up. There is diversity in the people in the neighbourhood who might differ with respect to caste, class, religion or occupation. By interacting with such diverse set of people, the child is exposed to various customs and practices; various occupations that people pursue; the skills required for such occupations and also the qualities possessed by those members for e.g. the child residing in housing societies of metropolitan cities often participates in different functions organized by his society and is a frequent member of various get-togethers. This has an impact on his social behaviour. The growing child may also imbibe values of discipline and orderly behaviour. Children are majorly affected by the kind and quality of interactions they have. If the child is surrounded by people who are warm and cooperative, the value definitely gets transmitted to him/her. On the other hand if the locality is full of aggressive, violent and mean people, it is possible that such children may learn anti-social behaviour.

At the same time the residents of the same locality seek to realise common values share common traditions, folk ways and customs, socialise youth, and help in maintenance of effective social control. So, the neighbourhood in which a child grows up also impacts his/her development as an individual and the kind of person he/she turns out to be when he/she grows up into an adult.

#### **4.2.5 Mass Media**

The mass media comprises both of print media such as books, newspapers, magazines etc., and also non-print media such as internet, television, and movies. The major goal is to reach out to the masses or large number of people without establishing any kind of personal contact between senders and receivers. It permeates into all aspects of society, be it political, linguistic, cultural or spiritual.

Media is all pervasive; its functioning is very subtle and has been observed to have both positive and negative influences.

In today's scenario our environment is supersaturated with various types of media giving rise to many debates and discussions- as to whether the content of television programs and video games make children more aggressive? or Does such exposure make them less sensitive? Is television turning children into introverts? Is intense media exposure detrimental to academic success? In finding answers to

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these questions we have to be very careful not to go over board by exaggerating upon its advantages or to criticise it for its harmful nature. The influence of the media is increasing day by day on all young people, especially on primary school age students. If we think of the positive impact, imagination and creativity are experiencing a great expansion, especially in elementary school children, who express themselves through drawings, stories, games etc., which is also the result of our current educational system in which the educators employ various ICT tools in the form of smart boards, educational videos, documentaries, digital games and so forth while teaching. This has helped to foster these capabilities, giving children the opportunity to express themselves in every possible ways. Child curiosity towards the environment is manifested in his/her social attitude towards parents, teachers, friends (e.g. playing with children with the same age, and intellectual interest in books, TV, movies etc.

Its negative influences can also be observed in the form of anti-social behaviour, especially violence, and we cannot deny the fact that children obtain considerable political and social information from the internet, television, satellite channels etc. Effects of the mass media have been found to have far reaching consequences such as influencing the health-related behaviours of children and adolescents, many of whom are not yet mature enough to distinguish fantasy from reality, particularly when it is presented as “real life.” This is particularly crucial for very young children who developmentally think concretely and are unable to distinguish fantasy from reality. Furthermore excess time spent with media decreased the amount of time available for pursuing other more healthy activities such as sports, physical activity, community service, cultural pursuits, and family time. Educational games provided stress relief, increased attentiveness, school performance, and may increase supportive relationships (Hastings et al., 2009). Recreational games were associated with poor school performance and attention, increased aggressiveness, and externalised behaviours (Hastings et al., 2009). A strong correlation existed between violent video games and aggressive behaviour. Hastings et al. (2009) also reported that both positive and negative health outcomes more strongly correlated as the time spent in media activity increases.

### **Electronic Media**

In a developing country like ours, television and computers have become very important agencies of socialisation in children. Use of Internet and cell phones is very common among people all over the world. Now children are getting exposed to a world beyond their homes and community to the global community and are being socialised in such a way that they fit into a global world.

Social sites such as Facebook, Twitter, Instagram, etc. have opened up a new world altogether and have exposed the child's mind to different cultures which the earlier generation wasn't even aware of. The child nowadays can easily access such sites not only through mass media on the computers but also through smartphones, iPads etc.

## Social Networking

Social networking implies the use of internet-based social media programmes in order to establish connections with one's family members, friends, classmates, clients or customers. It provides a platform for people to share their common interests, likes and dislikes and also to build social contacts. This is facilitated nowadays by emails and the Internet.

The Central Bureau of Investigation has also raised a warning against the presence of pornography on internet which is subsequently leading to degeneration of social values among the adolescents too. Despite all the negative influences, global units like mass media, electronic media and virtual communities continue to contribute to the socialisation process.

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### Check Your Progress

1. Name two social agencies that primarily influence the development of a child.
2. Why does a family play a major role in shaping up the child's personality?
3. How did Glasner explained 'Personality'?
4. What do you understand by peer group?

## 4.3 CONCEPT OF PARENTING

The word 'Parenting' is derived from the Latin verb *parere* which means 'to bring forth, develop or educate'. 'Parenting' may be defined as 'purposive activities aimed at ensuring the survival and development of children'. Parenting is a major responsibility in an adult's life.

According to Bornstein (1991) 'particular and continuing task of parents and other caregivers is to enculturate children . . . to prepare them for socially accepted physical, economic, and psychological situations that are characteristic of the culture in which they are to survive and thrive.'

All children are attached with their parents, but how parents interact with their young children, including the extent to which they respond appropriately and consistently to their children's needs, particularly in times of distress, influences whether the attachment relationship that develops is secure or insecure. Young children who are securely attached to their parents are provided a solid foundation for healthy development, including the establishment of strong peer relationships and the ability to empathize with others. On the contrary, young children who do not become securely attached with a primary caregiver (e.g., as a result of maltreatment or separation) may develop insecure behaviour in childhood and potentially suffer other adverse outcomes over the life course, such as mental health disorders and disruption in other social and emotional domains (Ainsworth and Bell, 1970; Bowlby, 2008; Schore, 2005).

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## 4.4 STAGES OF PARENTHOOD

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Parenting is a complex process in which parents and children influence each other. So, knowing the best way to support the children as they develop can sometimes be challenging for the parents. But if the parents recognise the fact that they are constantly growing and changing as parents as their children grow and change can help them permit themselves not to expect perfection.

There are six stages of parenthood which are illustrated hereunder:

	Age of Child	Main Tasks and Goals
<b>Stage 1:</b> The Image-Making Stage	Planning for a child; Pregnancy	Consider what it means to be a parent and plan for changes to accommodate a child.
<b>Stage 2:</b> The Nurturing Stage	Infancy	Develop an attachment relationship with child and adapt to the new baby.
<b>Stage 3:</b> The Authority Stage	Toddler and preschool	Parents create rules and figure out how to effectively guide their children's behaviour.
<b>Stage 4:</b> The Interpretive Stage	Middle childhood	Parents help their children interpret their experiences with the social world beyond the family.
<b>Stage 5:</b> The Interdependent Stage	Adolescence	Parents regenerate their relationship with their adolescent children to allow for shared power in decision-making.
<b>Stage 6:</b> The Departure Stage	Early adulthood	Parents evaluate their successes and failures as parents.

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## 4.5 EVENT OF BIRTH IN THE FAMILY AND ADJUSTMENT PROBLEMS

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The transition to parenthood brings about major changes in the roles of men and women, their responsibilities, and identities. Parents' well-being is fragile during this transition period, as many mothers and fathers, even those considered to be "low risk," experience it as a stressful time (Cowan & Cowan, 2000). Birth of a child can bring a great deal of love, warmth, and laughter at home. It also brings extra work and added financial responsibilities. During the phase of a woman's pregnancy both father and mother usually begin to anticipate and prepare for the changes the arrival of a child will bring into their lives. Husbands may feel a surge in their masculinity brought into their lives by the arrival of the child. They may become more caring and begin helping and sheltering their wives more. In fact, pregnancy may usher in the first idea in the man that he is the guardian and defender of his wife and family. Women may feel either more or less feminine as they carry children. Some women find difficulty in adjusting to the bodily changes and are worried about the loss of their figures and the inconveniences of their stage of pregnancy becomes bothersome. While some women take great pride in their protruding figures and enjoy the legitimized reduction in the daily household activities.

After the birth of the child, the family relationships change to include the new member in the family. There will be mother-father, mother-child, father-child, and, if there are other children, all the new child-child combinations. From this changing pattern of relationships jealousies ensue. The problems that existed in maintaining love and marital morale before the child's arrival often become aggravated. Sex between partners gets temporarily restricted while the mother heals. Changes in lifestyle of both the parents take place to provide baby care. The parents also have the new financial responsibility to fulfil as the extra money which once served as a basis for leisure activities is now diverted into baby necessities. In many families the infant's arrival marks a diminution of or end to the mother's wage-earning activities. Both the parents tend to feel exhausted and might suffer from lack of sleep due to baby care activities at night. This may adversely affect both/either of the parent's performance at workplace and other household activities. Feelings of inadequacy are also frequent.

Adjustment of couples to parenthood is multifaceted and includes both general well-being and more specific dimensions related to their new roles as parents. There is a distinction between parenting (e.g., sensitivity, warmth, involvement) and parents' individual adjustment as a related, but distinct element of men and women's development in early parenthood.

Arrival of the child sometimes seems to improve marriage relations due to newly established bond which both the parents feel for the child. It sometimes happens that couples find it difficult to communicate their problems and needs to each other and seek help of friends and other family members to lessen their burden and in any difficulties they encounter. Couples on a downswing find their marital adjustment problems magnified.

#### Check Your Progress

5. Define parenting.
6. List the different stages of parenthood.
7. What changes are parents feel in the transition to parenthood?

### 4.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The two social agencies that primarily influence the child's development are: family and school.
2. The family of a child plays a major role in shaping up the child's personality because the major portion of his/her time is spent with the family members and the amount of time spent with a particular person affects his/her attitudes, values as well as on the behaviour of the individual.

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3. According to Glasner, 'Personality is formed in the first instance within the womb of family relationships.' It is from these relationships that the child acquires his attitude, values and social behaviour.
4. Peer group is constituted by members who have some common characteristics such as age (same stage of development and maturity) or sex, etc. It includes playmates, family members, neighbours or companions in day care centres/classmates at school etc.
5. Parenting' may be defined as 'purposive activities aimed at ensuring the survival and development of children'.
6. The different stages of parenthood are: image making, nurturing, authority, interpretive, independent and departure stage.
7. The transition to parenthood brings about major changes in the life of parents. The birth of a child can bring a great deal of love, warmth, and laughter at home. Also, it brings extra work and added financial responsibilities.

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## 4.7 SUMMARY

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- The entire society is the agency which influences the development of a child and that each person with whom the child comes into contact with and interacts acts as an agent of socialisation.
- Socialisation is found in all interactions but the most influential interaction occur in particular groups which are referred to as 'Social agencies of Child Development'.
- Family is considered as the first most important agency that influences the child development, relationship between the individual and members of the family unquestionably rank first. In contrast to home, the school is considered the second most important agency.
- According to Glasner, 'Personality is formed in the first instance within the womb of family relationships.' It is from these relationships that the child acquires his attitude, values and social behaviour.
- Peer group is constituted by members who have some common characteristics such as age (same stage of development and maturity) or sex, etc. It includes playmates, family members, neighbours or companions in day care centres/classmates at school etc.
- By becoming part of a peer group, children start to break away from their parents' authority and learn to make friends and take their own decisions.
- The schools holds a core place in the developmental process set forth of the child. It is the longest, organised and sustained extra-familial context for children. From the time they first enter the school until they complete their

schooling, children spend more time in schools other than any place outside their homes.

- The school organises various academic and non-academic activities for the cognitive, social as well as emotional development of children.
- Neighbourhood can be said to be a local social unit where there is constant interaction among people living close to each other or people of the same locality. In such kind of spatial units, face to face interactions are more frequent. Neighbourhood is the local social units where children grow up.
- The mass media comprises both of print media such as books, newspapers, magazines etc., and also non-print media such as internet, television, and movies. The major goal is to reach out to the masses or large number of people without establishing any kind of personal contact between senders and receivers.
- Social sites such as Facebook, Twitter, Instagram, etc. have opened up a new world altogether and have exposed the child's mind to different cultures which the earlier generation wasn't even aware of.
- Social networking implies the use of internet-based social media programmes in order to establish connections with one's family members, friends, classmates, clients or customers. It provides a platform for people to share their common interests, likes and dislikes and also to build social contacts. This is facilitated nowadays by emails and the Internet.
- The word 'Parenting' is derived from the Latin verb parere which means 'to bring forth, develop or educate'. 'Parenting' may be defined as 'purposive activities aimed at ensuring the survival and development of children'. Parenting is a major responsibility in an adult's life.
- Parenting is a complex process in which parents and children influence each other. There are six stages of parenthood namely the image-making stage, the nurturing stage, the authority stage, the interpretive stage, the interdependent stage, and the departure stage.
- The transition to parenthood brings about major changes in the roles of men and women, their responsibilities, and identities. Parents' well-being is fragile during this transition period, as many mothers and fathers, even those considered to be "low risk," experience it as a stressful time (Cowan & Cowan, 2000).
- Birth of a child can bring a great deal of love, warmth, and laughter at home. It also brings extra work and added financial responsibilities.
- Adjustment of couples to parenthood is multifaceted and includes both general well-being and more specific dimensions related to their new roles as parents.

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### 4.8 KEY WORDS

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- **Parenting:** It refers to purposive activities aimed at ensuring the survival and development of children.
- **Peer Group:** It refers to the group members who have some common characteristics such as age (same stage of development and maturity) or sex, etc. It includes playmates, family members, neighbours or companions in day care centres/classmates at school etc.
- **Mass Media:** It comprises both of print media such as books, newspapers, magazines, etc, and also non-print media such as internet, television, and movies.
- **Social Networking:** implies the use of internet based social media programmes in order to establish connections with one's family members, friends, classmates, clients or customers.

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### 4.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. How do peer groups affect the child's development?
2. What role does a school play in the social development of a child?
3. How does a child's neighbourhood influence his/her social development?
4. List the positive influences of mass media in children.
5. What contribution does electronic media and social networking play to the socialisation process?

#### Long Answer Questions

1. What are the social agencies of child's development? Discuss.
2. Explain the six stages of parenthood.
3. Discuss the major changes in the roles of parents and adjustment problems which are brought about by the birth of the child.
4. Comment upon the effects of mass media including electronic media and social networking in child development.

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### 4.10 FURTHER READINGS

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*Agencies of Child's  
Socialization*

## NOTES

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**BLOCK - II**  
**PATTERNS OF PARENTING**

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**UNIT 5 PARENTING STYLES AND  
PARENT-CHILD  
RELATIONSHIPS**

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**Structure**

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Patterns of Parenting: Nature of Parent-Child Interactions
- 5.3 Types of Parenting Styles
  - 5.3.1 Authoritative Parenting (Democratic Parenting)
  - 5.3.2 Authoritarian (Autocratic Parenting)
  - 5.3.3 Permissive Parenting (Indulgent Parenting)
  - 5.3.4 Uninvolved Parenting (Neglectful Parenting)
- 5.4 Parent-Child Relationship
- 5.5 Role of Interaction with the Child
- 5.6 Answers to Check Your Progress Questions
- 5.7 Summary
- 5.8 Key Words
- 5.9 Self Assessment Questions and Exercises
- 5.10 Further Readings

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**5.0 INTRODUCTION**

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You have already learnt that human beings are social animals and they live in groups. The family is one such group which is of prime importance. In a family, mature members shape the behaviour of immature members so as to raise them as competent and capable human beings. This process is referred to as socialisation. The early home experiences and the attitude of parents are recognised as important determinants of child's personality. The family has the prime responsibility of care and upbringing of children. The family influences the child's socialisation process profoundly. It influences the child's attitude towards education and school. It also influences development of his/her intellectual ability too.

Psychologists (e.g., Bark, 1991) believe that socialization pressures begin seriously during the second year of life when children first display an ability to comply with parental directives. As soon as parents place greater emphasis on socialization towards the end of the period of infancy, there is a considerable variation as to how they go about the task. This variation in parental behaviour

may give rise to differences in children's behaviour. In general terms, the adequacy of young children to be independent and assume social responsibilities will largely depend upon how families bring up their children. Defective child rearing practices, for example, are said to be among the major causes of the development of various deviant behaviour in individuals.

Research indicates that in families in which children are encouraged and given the opportunity to ask questions, discuss matters with their parents and express their opinions, not just excel in their cognitive skills, but also appear to be more assertive, independent, and socially adequate and responsible in comparison to children from traditional families where absolute obedience and conformity to rules and standards had been viewed as virtue (Baumrind & Black, 1967). Furthermore, whatever social experiences that the child has at the earlier part of his/her life, are in general, said to play a crucial role in laying down the necessary foundation for the child's future independence and social development.

This unit is primarily dedicated towards the different patterns of parenting and types of parenting styles. Besides, you will also study about parent child relationship and also about the interactions between parents and their children.

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### **5.1 OBJECTIVES**

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After going through this unit, you will be able to:

- Understand different patterns of parenting
- Discuss the four types of parenting styles
- Analyse the consequences of different styles of parenting
- Discuss the nature of parent-child relationship
- Explain the importance of parent-child interaction on child's development

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### **5.2 PATTERNS OF PARENTING: NATURE OF PARENT-CHILD INTERACTIONS**

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It is commonly believed that the child grows into the direction initiated by parents through their adopted practices and behaviour. So it is necessary to differentiate and understand the different types of home environment and how it influences learning in the growing human being. The home environment is essentially moulded and characterized by the child-rearing practices adopted by parents. It is not like that every family in all the places uses a single method of child rearing. However, there are certain child-rearing practices, which provide a congenial environment for appropriate growth, and learning in the children. In such an environment, the child-rearing practices help the growing child to develop a sense of confidence and then to acquire sense of autonomy and independence. This helps the child in

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learning by allowing him/ her to incorporate new knowledge and skills in an expanding intellectual framework.

To sum up, the type of home environment, which is mainly determined by the child rearing practices, is generally understood by the methods the parents handle the child with respect through different dimensions like nurturing, protecting, training, disciplining, teaching and giving opportunities to develop and achieve to the best of their ability. These early experiences of rearing, training and learning in childhood have their effects not only in shaping the present state of the child but also on his or her future development and learning.

Self G, (2012) postulates that the process of raising a child since birth till adulthood is referred to as parenting. Parenting also refers to carrying out the responsibilities of raising and relating to children in such a manner that the child is well-prepared to realize his/her full potential as a human being.

Parenting styles also known as child rearing style are combinations of parenting behaviors that occur over a wide range of situations, creating an enduring child rearing climate (Berk, 2009).

In precis, parenting refers to take care or support a child from birth to adulthood and the process involves the physical, emotional, social and intellectual capabilities. It is a state of being a parent either biological/ non-biological or playing the role of a parent. Since time immemorial, parenting requires interpersonal skills and makes emotional demands (Santrock, 2006). According to Santrock most parents learn practices from their own parents wherein accepting a few of them while discarding others. The argument is further forwarded that when parenting methods are passed on from one generation to the next, both desirable and undesirable practices are perpetuated. This may also consist of cultural values which more often than not passed from one parent to the other of the next generation. Parenting styles have been representing standard strategies which parents have been using in child rearing practices since centuries. There were numerous different theories and opinions on the best ways to rear children as well as differing levels of time and efforts that parents are willing to invest in child rearing (Santrock,2006).

Parental investment begins before birth. Many parents create their own style from a combination of factors and these may undergo evolution overtime as the children develop their own personalities and move through life stages. Parenting style is affected by both the parents and the children's temperaments and is largely based on the influence of one's own parent's and parenting practices from their own parents.

John Lockes (1693) and Jean Jacques Rousseau (1762) shared that the child's interaction with the world is largely dependent on the consistent parenting and rearing like cultivating plants.

Baumrind (1971) proposed a theory of parenting which states that the manner in which parents resolve their child's needs for nurturance and drawing the limits

has a major impact on the degree of social competence achieved and behavioural adjustment of their children. Many of the skills children acquire in life are basically dependent on their interactions with their caregivers and the broader social environment. The quality of parenting a child is considered the strongest potentiality modifiable risk factor that has seen to contribute to the development of behavioural and emotional problems in children. Parent-child interactions have seen to affect many different areas of development and behaviour. The kind of experiences, pleasant or unpleasant, that the child goes through at early stage set the tone and tenor for later development. The developing infant, the child, the adolescent, and the adult continuously attempt to build on early experiences as he/she grows up into an independent individual. The effects of the quality of home environment has a lasting influence on the development of an individual. The availability or absence of a specific environmental condition or early deprivation significantly affects the stimulation of the neurological system of an individual critically conditioning response patterns in later life. Parenting requires interpersonal skills and makes emotional demands on the person partaking parenthood (Santrock, 2006). Most researchers argue that the majority of parents display one of four different parenting styles.

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### 5.3 TYPES OF PARENTING STYLES

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A parenting style is a set of strategies that parents employ in their child rearing process. The parenting practices should be supportive and encouraging because the way parents interact with their child will influence him/her for the rest of their life. As per the researches, there are four types of parenting styles namely authoritative, authoritarian, permissive, and uninvolved.

#### 5.3.1 Authoritative Parenting (Democratic Parenting)

Authoritative parenting is said to be the most successful approach as such parents have high acceptance and involvement with appropriate permissiveness to their children (Berk, 2009). The authoritative parent attempts to direct the child's activities in a rational, issue-oriented manner. He/she encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his/her objections when he/she refuses to conform. (Baumrind, 1966) Parents who communicate with their children and promote a democratic environment in family, their children tend to have a more positive and friendly behavior towards others (Baumrind, 1966). Recent findings from researches show that positive effects of authoritative parenting are amplified when both parents engage in an authoritative parenting style.

Authoritative parents express warmth and affection, listen patiently to the child's point of view, and encourage participation in family decision making. In sum, this kind of child rearing creates a rational and democratic ambience at home that recognises and respects the rights of both parents and children. Children growing in such families are generally lively and happy, self-confident in exploring

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and mastering new tasks, and self-controlled in their ability to resist engaging in disruptive activities. These children also generally display less traditional gender role behaviour. They exhibit higher self-esteem, social and moral maturity, greater involvement in school learning and better academic achievement.

Nurturant parents who are secure in the standards they hold for their children provide a model of caring, concern as well as confident, assertive behaviour. These parents make their children know that they are competent individuals who can do things successfully. Since democratic parents continually try to adapt themselves to children's growing competence, their practices change with age.

### **5.3.2 Authoritarian (Autocratic Parenting)**

Cherry, (2012) states that authoritarian parenting style expects the child to adhere or follow the strict rules established by the parents. It is believed that the rules set by the parents need to be followed without questioning and asking for explanations. Once their children cannot reach their expectations, authoritarian parents resort to force and punishment (Berk, 2009). Authoritarian parents are usually cold and rejecting (Berk, 2009). Unlike authoritative parents, this type of parents are less sensitive to their children's needs. They set many rules to their children but with no explanation. Once their children cannot reach their expectations, authoritarian parents resort to force and punishment (Berk, 2009). Children of authoritarian parents are more likely to be anxious, unhappy, and low in self-esteem and self-reliance. When frustrated, they tend to react with hostility and, like their parents, use force to get their way. (Berk, 2009).

The authoritarian style is clearly biased in favour of parents' needs; children's expression and independence are suppressed. As a result when such children interact with their peers, they tend to react with hostility whenever their views are not accepted and feel frustrated. In adolescence, young people with authoritarian parents continue to be less adjusted than those exposed to a democratic style.

### **5.3.3 Permissive Parenting (Indulgent Parenting)**

Permissive parents are warm and accepting but uninvolved (Berk, 2009). They rarely demand their children to fulfil any household responsibility and permit their children to regulate their own activities (Baumrind, 1966). It is apparently nurturant and accepting, but it avoids making demands or imposing controls of any kind. Instead of gradually granting autonomy, parents grant their children the freedom to take their own decisions at an age when they are not yet capable of doing so. For e.g. their children can have their meals and go to bed whenever they wish and can watch as much television as they want.' (Berk, 2009). They are allowed to interrupt and annoy others without any parental restraint. These children tend to grow up as immature learners and generally face difficulty in controlling their impulses. They may even grow to be disobedient and rebellious whenever a demand is made on them by the parents to carry out tasks that are conflicting with their momentary desires and comforts. For most of them hard work and persistent attention to

learning tasks may prove to be an extremely difficult thing to practice. They are also overly demanding and highly dependent on adults. Particularly in adolescence, continued parental indulgence is likely to lead to poor self-control and less focused attention towards the learning tasks in the school and may result in gradual loss of interest in learning as a whole.

So, as a result, children of permissive parents are likely to be impulsive, disobedient, and rebellious. They are also overly demanding and dependent on adults, and they exhibit less persistence on tasks, low school achievement, and exhibit anti-social behaviour.

### **5.3.4 Uninvolved Parenting (Neglectful Parenting)**

Uninvolved parents are emotionally detached and withdrawn, and they have few or no demands from their children (Berk, 2009). Children experiencing such kind of parenting receive neither low responsiveness nor control from their parents but detachment. Uninvolved parents often fail to monitor or supervise their child's behaviour and are neither supportive nor encourage their child's self-regulatory behaviour. At its extreme, uninvolved or neglectful parenting can be considered as a form of child maltreatment called Neglect. Researchers have found a relationship between neglectful parenting style and delinquent acts ranging from vandalism and petty theft to assault and rape in later life. Therefore, children under this parenting style may have many problems during their development process like anti-social behaviour and poor emotional regulation (Berk, 2009). Influence of Neglectful Parenting is dealt in detail in Unit 4.

In child-rearing practices, including use of rewards and punishment, it is important for the parent not to take out his/her frustration on children. Most parents use punishment as one of the major approaches to child rearing and to handle unacceptable behaviour and to discipline the children in case of non-compliance of rules. Unfortunately, many such parents often respond to the child on the basis of their own moods than the child's behaviour i.e., how they will react to certain behaviour will be dependent on their mood. On a day when the father is happy and in good mood, he would take the child for outings, he would play with him/her and read out stories to the child. And on the next day, if he is in a foul mood, and if the child asked to read out a story, he would be annoyed at that idea and might curtly call the child 'a pest bothering his father all the time.' After such continued experiences, the child is likely to stop asking his/her father for anything; become withdrawn and anxious about how his/her father is likely to react on any of his/her wishes. Children need consistency in their lives. With passage of time they eventually learn to live in an inconsistent world. But at home, it is important for the parents to be consistent as far as possible in responding to the child on the basis of his/her behaviour. Extreme inconsistency at home may produce uncertainty, anxiety, and may also seriously affect the child's concentration and attention towards learning tasks and hence will have a negative influence on the home climate.

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### Check Your Progress

1. List the various dimensions parents use to handle their child.
2. What do you mean by parenting?
3. Does parent-child interactions influence the child's development and behaviour?
4. What do you mean by parenting styles? Name the different types of parenting styles.

## 5.4 PARENT-CHILD RELATIONSHIP

How good or bad the relationship between the members of the family is largely dependent on the type of relationship which exists between the parent and the child. As Dunbar (1952) has stressed 'symbiosis', or the living together of two species of organisms in such a way that the union of the two is not disadvantageous but is advantageous to both. It occurs when healthy and good family relations exist between the members. The significance of family relationships determines the child's attitude and in setting the pattern of his/her behaviour.

Teagarden (1946) has pointed out that 'all manner of behaviour deviations can be, and often are, accounted for by the subtleties of home relationships.'

According to Highberger, 1955, the degree of adjustment children make outside the home is markedly influenced by the type of home climate and relationships in the family. Lack of affection in relationship especially during the early years of life, unfavourably affects the child's personality and interferes with the child's adjustments. (Bakwin, 1949 & Bowlby, 1953)

The parent-child relationship can be understood through the attachment theory proposed by John Bowlby in 1963. According to Bowlby, establishment of a strong emotional connect/bond between the parent and child is a basic component of human nature. Survival of such a relationship is ensured as the infant receives nurturance. The relationship is built and maintained by instinctive behaviour that helps in creation of sustenance and proximity between the parent and the child. The parent is supposed to be a sensitive-responsive caregiver during child rearing, one who sees the world from the child's point of view and focusses on the child's needs.

Attachment is an emotional bond with another person. Psychologist John Bowlby has described the first attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969). Bowlby held the belief that the earliest bonds formed by children with their caregivers have a tremendous impact on their development and this continues throughout their life. According to Bowlby, attachment also helps in increasing the closeness between the infant and his/her mother, thus improving the child's chances of survival.

The central theme of attachment theory is that mothers who are available and responsive to their infant's needs establish a sense of security in their child's mind. The infant knows that the caregiver is dependable as the basic demands are met which creates a sense of security in the child who in turn explores the world. Parents differ greatly with respect to their responsiveness or sensitivity and this affects the strength of the bonding or the infant's attachment with them. When parents are appropriately responsive to their children's needs, levels of trust are high and the attachment relationships that are formed are usually secure. When parents are inconsistently responsive or behave inappropriately, trust is likely to diminish and may result in insecure attachment relationships. These differences in attachment and security shape the child's initial expectation of other people and so can have an important impact on social experiences which are outside the child-parent relationships (Ainsworth et al., 1978).

Communication serves as an important component of parent-child relationship that either makes or breaks the bond between the parents and the kids. Ideally, children should be provided with opportunities to interact with their parents frequently in a variety of functional contexts (feeding, playing, discipline practices, basic care, limit setting, putting to bed, etc.). Everyday activities promote and maintain trust and confidence in the caregivers, while deepening and strengthening the attachment relationships. Children learn many of the socio emotional and cognitive behaviours through observing and imitating people who are significant to them and most importantly parents. Children often imbibe their parents' fears and biases, and they often try to act in the same way in which their parents act. It is found very often that children get angry when things do not happen the way they wanted it to happen. They learn from observing their parents that it is alright to get angry. But, this is not what their parents' motive was. It is very important that parents set an example to their children through modelling behaviour rather than preaching them what to do and what not to do. Such basic behaviours like being honest, compassionate and understanding and handling conflicts through reasoning can easily be taught through modelling.

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### **5.5 ROLE OF INTERACTION WITH THE CHILD**

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Raising children is one of the most rewarding and difficult things one is likely to do in one's life. It is necessary to understand that child-rearing is an interactive and continuous process, in which children and parents learn to grow together, and reform their relationships. The interactions between parents and their children include the parents' expression of their attitudes, values, interests, and beliefs, which in turn influence the child's own value systems as learning styles and capabilities.

In other words, the quality of social interactions with parents is crucial for the growth of all children. Through social interactions, children begin to have a sense of 'self' and to learn what parents want them to do. Social interactions for

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young children usually happen within the family, but as children grow and develop, they want to play with other children. So it is important that children's interactions with the parents are positive. Parents are their child's first teachers. When interacting with a parent, children learn social skills, such as sharing, cooperating, and respecting others' things. In addition, young children also learn to communicate and develop motor skills.

Below are some ways that one can positively interact with children on a daily basis. During this time of the year it is important for our children to have our 'presence' and not just 'presents'. Our time and positive contact with our children can be the best gift we can give. The parents can adopt the following ways to interact with their child in a positive manner:

- Praise or appreciate child's positive behaviour.
- Model positive behaviour instead of telling your child what not to do for e.g., if parents want to restrict television viewing hours they should themselves refrain from spending too much time watching TV.
- Set limits for e.g. how much of play time per day and for expectations. Unreasonable expectations of parents tend to curb the development of children and push them to live with a perpetual feeling of guilt as they cannot meet the standards set by their parents. It affects their learning process severely distorting their long term goals and styles of learning.
- Spend quality time with the children for e.g. playing with them, guiding them to do homework, going for outings etc.
- Ask open-ended questions and listen to your child by making eye contact whenever he/she has to say something. Some parents are too busy in their office work at home too that they find it difficult to spare time and take note of what the children are saying. In such cases the child tends to feel neglected.
- Don't be afraid to get down to the child's level. Spend time with him/her in leisure time activities and accept his/her point of view.
- Show patience while dealing with unacceptable behaviour.
- Avoid use of harsh punishment and aggressive behaviour. Role of aggression was studied by Pagani et.al, they found out that aggression which children display in later life is the consequence of the experience they had in early life.

A very common tendency among parents is to compare their children with others, and they fail to understand the individual differences. Parents often do not realize the harmful effect of such invidious comparison on the child, by projecting the ability or superiority of one child over another. This creates a sense of inadequacy in children finally resulting in an irrational 'fear of failure.'

Decision making and independence training are important aspects of child rearing practices. One often finds that many parents take decisions about children

without knowing the opinion of their children. This may be about trivial issues such as wearing a dress, or going out to places, or it could be the very vital decisions such as career options or selecting a life partner. This may work out in early stages of growth, but in the long run, it erodes the confidence and ability of the child to explore learning areas independently. A note of caution is required in understanding the parenting styles and their impact on the learning of children. The above observations on the impact of different parenting styles are only indicative of broad trends. Influence of parenting styles is not altogether irreversible. One may come across exceptional children who overcome the adverse impact of wrong parenting styles and unfavourable home environments. But, they are exceptions. Many children succumb to the pressures and fail in their learning endeavours for no fault of their own, but due to inappropriate practices adopted by parents. Positive impact of a conducive home environment on the child's personality as a whole and the learning process in particular is all pervasive over the life.

Positive behaviour aids in healthy emotional and social development of the child. So, the parents should be cautious while interacting with their children because their behaviour impacts their child's development which may be stunted as a result of inappropriateness or inadequacies.

#### Check Your Progress

5. What do understand by attachment?
6. What is attachment theory as proposed by John Bowlby?
7. Why are parents considered as the child's first teachers?

### 5.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The different dimensions that parents employ to handle their child are nurturing, protecting, training, disciplining, teaching and giving opportunities to develop and achieve to the best of their ability.
2. The process of raising a child since birth till adulthood is referred to as parenting. Parenting also refers to carrying out the responsibilities of raising and relating to children in such a manner that the child is well-prepared to realize his/her full potential as a human being.
3. Yes, parent-child interactions influence many different areas of development and behaviour. The kind of experiences, pleasant or unpleasant, that the child goes through at early stage set the tone and tenor for later development. The developing infant, the child, the adolescent, and the adult continuously attempt to build on early experiences as he/she grows up into an independent individual.

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4. A parenting style is a set of strategies that parents employ in their child rearing process. There are four types of parenting styles namely authoritative parenting, authoritarian parenting, permissive parenting, and uninvolved parenting.
5. Attachment is an emotional bond with another person. Psychologist John Bowlby has described the first attachment as a ‘lasting psychological connectedness between human beings’.
6. The central theme of attachment theory is that mothers who are available and responsive to their infant’s needs establish a sense of security. The infant knows that the caregiver is dependable, which creates a sense of security in the child who in turn explore the world. Parents differ greatly with respect to their responsiveness or sensitivity and this affects the security of the infant’s attachments to them. When parents are appropriately responsive to their children’s needs, levels of trust are high and the attachment relationships that are formed are usually secure. When parents are inconsistently responsive or behave inappropriately, trust diminishes and result in insecure attachment relationships.
7. Parents are considered as child’s first teachers because a child interacts with his/her parents the most and while interacting with a parent, children learn social skills, such as sharing, cooperating, and respecting others’ things. In addition, young children also learn to communicate and develop motor skills.

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## 5.7 SUMMARY

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- There are certain child-rearing practices, which provide a congenial environment for appropriate growth, and learning in the children. In such an environment, the child-rearing practices help the growing child to develop a sense of confidence and then to acquire sense of autonomy and independence.
- According to Self G, (2012) the process of raising a child since birth till adulthood is referred to as parenting. Parenting also refers to carrying out the responsibilities of raising and relating to children in such a manner that the child is well-prepared to realize his/her full potential as a human being.
- Parenting styles also known as child rearing style are combinations of parenting behaviors that occur over a wide range of situations, creating an enduring child rearing climate (Berk, 2009).
- Parenting style is affected by both the parents and the children’s temperaments and is largely based on the influence of one’s own parent’s and parenting practices from their own parents.

- A parenting style is a set of strategies that parents employ in their child rearing process. The parenting practices should be supportive and encouraging because the way parents interact with their child will influence him/her for the rest of their life. As per the researches, there are four types of parenting styles namely authoritative, authoritarian, permissive, and uninvolved.
- Authoritative parenting is said to be the most successful approach as such parents have high acceptance and involvement with appropriate permissiveness to their children (Berk, 2009). The authoritative parent attempts to direct the child's activities in a rational, issue-oriented manner.
- Authoritative parents express warmth and affection, listen patiently to the child's point of view, and encourage participation in family decision making.
- Authoritarian parenting style expects the child to adhere or follow the strict rules established by the parents. It is believed that the rules set by the parents need to be followed without questioning and asking for explanations. Once their children cannot reach their expectations, authoritarian parents resort to force and punishment.
- Permissive parents are warm and accepting but uninvolved. They rarely demand their children to fulfil any household responsibility and permit their children to regulate their own activities.
- Children of permissive parents are likely to be impulsive, disobedient, and rebellious. They are also overly demanding and dependent on adults, and they exhibit less persistence on tasks, low school achievement, and exhibit anti-social behaviour.
- Uninvolved parents are emotionally detached and withdrawn, and they have few or no demands from their children. Uninvolved parents often fail to monitor or supervise their child's behaviour and are neither supportive nor encourage their child's self-regulatory behaviour.
- The parent-child relationship can be understood through the attachment theory proposed by John Bowlby in 1963. According to Bowlby, establishment of a strong emotional connect/bond between the parent and child is a basic component of human nature. The relationship is built and maintained by instinctive behaviour that helps in creation of sustenance and proximity.
- Attachment is an emotional bond with another person. Psychologist John Bowlby has described the first attachment as a 'lasting psychological connectedness between human beings'.
- Child-rearing is an interactive and continuous process, in which children and parents learn to grow together, and reform their relationships. The interactions between parents and their children include the parents' expression

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of their attitudes, values, interests, and beliefs, which in turn influence the child's own value systems as learning styles and capabilities.

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### 5.8 KEY WORDS

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- **Parenting Styles:** It refers to a psychological construct representing standard strategies that parents use in their child rearing.
- **Parental Investment:** It refers to the investment that a parent makes to raise an offspring.
- **Authoritative Parenting:** It refers to a parenting style that is child-centered, wherein the parents closely interact with their children.
- **Child-Rearing:** It refers to the process of bringing up a child until he/she is old enough to take care of himself/herself.
- **Attachment Theory:** It refers to a set of concepts that explain the emergence of an emotional bond between an infant and primary caregiver and the way in which this bond affects the child's behavioural and emotional development into adulthood.

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### 5.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. How does the home environment influence an individual's personality?
2. What do you mean by parental investment?
3. Differentiate between authoritarian parenting and authoritative parenting.
4. How do children of permissive parents behave?
5. Write a short note on parent-child relationship.
6. Why do children need positive attention of their parents? Give your opinion.

#### Long Answer Questions

1. Explain the different types of parenting styles. Which kind of parenting style would/do you use for child rearing? Give reasons for your answer.
2. Which factors contribute to positive parent-child interaction? Comment upon the importance of interaction in socio-emotional development of children.
3. Discuss the ways parents adopt to interact with their child in a positive manner.

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## 5.10 FURTHER READINGS

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*Parenting Styles and  
Parent-Child Relationships*

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## UNIT 6 PARENTAL BEHAVIOUR AND CHILD DEVELOPMENT

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### Structure

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Dimensions of Parental Behaviour
- 6.3 Freud's Theory of Psycho-Sexual Development
  - 6.3.1 Attraction to Parents: Oedipus and Electra Complex in Children
- 6.4 The Neglected Child-Concept and Consequences
  - 6.4.1 Child Neglect in India
  - 6.4.2 Forms
  - 6.4.3 Measures Undertaken
  - 6.4.4 Interventions
- 6.5 After Care Homes
  - 6.5.1 Initiatives taken by the Government
- 6.6 Answers to Check Your Progress Questions
- 6.7 Summary
- 6.8 Key Words
- 6.9 Self Assessment Questions and Exercises
- 6.10 Further Readings

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### 6.0 INTRODUCTION

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The home environment and the role of early child experiences are crucial to the development of the child. The influence of parental attitude in shaping the child's personality and behaviour even as an adult has been recognised since long. Much empirical research shows that certain parenting behaviours are associated with specific internalising and externalising outcomes in children. Research indicates that the behaviour of parents influences the development and maintenance of problem behaviour among children.

In this unit, you will learn about the different dimensions of parental behaviour and its impact on the developing child. Additionally, you will also study Sigmund Freud's theory of Psycho-Sexual Development and about Oedipus and Electra complex in children. Also, this unit throws light on the characteristics and consequences of neglected child and on the functioning of after care homes.

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## 6.1 OBJECTIVES

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After going through this unit, you will be able to:

- Understand the different dimensions and aspects of parental behaviour on the developing child
- Explain the 'Oedipus' and 'Electra' Complex
- Comprehend the concept and consequences of a neglected child
- Discuss the problem of child neglect in India
- Suggest interventions to combat the problems faced by neglected children
- Recognize the initiatives taken by the Indian Government in support of the neglected child
- Describe the functioning of after care homes

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## 6.2 DIMENSIONS OF PARENTAL BEHAVIOUR

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For many years psychoanalysts have stressed the importance of early family experiences on the child's behaviour and attitude. The home environment and family processes provide a network of physical, social and intellectual forces and factors which affect the student's learning ability.

Families from different socio-economic groups create different kinds of learning environments that effect the child's achievement. The level of encouragement provided by parents and other family members, parental expectations and activities at home determine child's behaviour as well as his/her performance. Many researches have proved that parental involvement in children's activities can counteract the negative effects of low-socioeconomic background and improve child's performance at school.

Parental behaviour can be studied with regard to the following dimensions:

### (a) Behavioral Control

This involves managing childrens' behaviour and activities in an attempt to regulate their behaviour and provide them with guidance for appropriate social behavior and conduct. Research suggests that behavioural control can protect against problem behaviours. Corporal punishment and harsh parenting are results of parents' belief in gaining control over their children through these means.

### (b) Parental Monitoring

Parental monitoring refers to parental behavior that regulates and provides awareness of their offsprings' whereabouts, conduct, and companions. Parental

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monitoring is important since it reduces externalizing outcomes in children. Parental monitoring efforts differ from childhood to adolescence since parents often rely on their offspring to inform them about their location and activities when away from home; therefore, effective parental monitoring relies upon effective parent-child communication.

### **(c) Empathy**

Empathy refers to parents' tendency to lay aside their own way of experiencing and perceiving readily and preferring to sense and respond to the experiences and perceptions of children. An empathetic relationship with children help in building a feeling of trust, promotes positive development of self-concept and helps in building up self-confidence.

### **(d) Hindrance**

This refers to the obstruction of children's activities. Consistent hindrance of children's activities and denial of freedom to do as they like can make the child irritated and rebellious in nature.

### **(e) Compulsion**

Tendency of parents to force children to do things as per their wish might have negative outcome in the form of low self-esteem and poor academic performance.

### **(f) Spirit**

Existence of courage, vigour, enthusiasm and liveliness is referred to as 'spirit'. This has a positive impact on child's behaviour.

### **(g) Competition**

Parents encourage children to perform better in various activities. This helps children in improving their academic performance and engagement in other co-curricular or extra-curricular activities.

### **(h) Hostility**

Parents' tendency to get hostile and use aggressive punishment can develop a sense of fear in the child, weaken the parent-child bond and develop a lower sense of self concept.

### **(i) Rewarding**

This refers to the usage of material or symbolic reinforcers to strengthen or increase probability of behaviour. This can help in ensuring positive outcomes in the child as he/she will strive to excel in most endeavours as rewards act as a source of motivation and influence performance.

**(j) Nurturing**

Parenting behaviours such as parental warmth and support, inductive reasoning, and parent-child communication can facilitate positive adolescent adjustment. Nurturing behaviours include parental warmth, support, the use of inductive reasoning, and communication.

**(k) Parental Warmth and Support**

Warmth is the degree to which the child is loved and accepted, usually measured by items such as how often the mother or father listened carefully to their child's point of view, and helped them with something important. Researchers found parental warmth to be associated with decrease in externalizing u and increase in self-esteem.

**(l) Democratic orientation**

This views child as a unique individual with needs, desires and respect for his/her rights. The parents who allow their children freedom to express their desires and value them as individuals. Such approach help in the development of a healthy positive self-concept in the child.

**(m) Neglect**

This refers to parents' behaviour to ignore their children. Consequences of parental neglect are dealt in detail in the later part of the unit.

According to Hurlock (1974), favourable family climate includes empathy, communication, respect for others opinions, togetherness, independence, a gentle way of expressing disagreements, and compromise. Unfavourable family climate includes friction, favouritism and feeling of inadequacy, poor adjustment and lack of emotional warmth. Miller (1998) has documented how beliefs held by the parents' and other family members affect the child's development and how these in turn are related to success at school. So, it is crucial for the parents to keep a watch on their behaviour and present themselves as role models rather than forcing their views upon their child. If the children enjoy adequate freedom, respect for their individuality, parental nurturance and warmth in their relationships they are likely to develop into strong and confident individuals later in their life.

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**6.3 FREUD'S THEORY OF PSYCHO-SEXUAL DEVELOPMENT**

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Sigmund Freud is one of the important psychologists who have laid emphasis on the developmental aspects of personality and the significance of the role of the early experiences during infancy and childhood in formation of the basic character of an adult person.

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Freud was of the view that the individual passes through a series of dynamically differentiated developmental stages during his/her life span and these stages are characterized by distinct modes of functioning. The theory proposes that any mis-happenings during these stages, especially during the early childhood, play an important role in the development of psychological problems including mental disorders.

**Table 6.1** *Freudian Psycho-Sexual Stages Adapted from Life-Span Development by J.W.Santrock*

Stage	Age Group	Characteristic
Oral	Birth to 1 and 1/2 years	Infant's Pleasure centres around the mouth
Anal	1 1/2 to 3 years	Child's pleasure centred around the anal region
Phallic	3 to 6 years	Child's pleasure focuses around the genitals
Latency	6 years to puberty	Child represses the sexual interest and develops social and intellectual skills
Genital	Puberty onwards	A time of sexual reawakening; someone outside the family becomes the source of sexual pleasure

Sigmund Freud (1856-1939) through his clinical research findings became convinced that the problems of his patients were the result of early experiences they had in life. He proposed five stages of psycho-sexual development: oral, anal, phallic, latency and genital. According to Freud (1917) our adult personality is determined by the way we resolve the conflicts between sources of pleasure at each of the stages and the demands of reality.

### 6.3.1 Attraction to Parents: Opedius and Electra Complex in Children

Sigmund Freud was of the view that 3-5 year old boys develop fantasies of possessing their mother sexually and become jealous of their father. He named this the 'Opedius complex' after the Greek tragedy in which Opedius unknowingly kills his father and then marries his mother. According to Freud's Theory, this period is accompanied by castration anxiety; boys fear that their fathers will retaliate and will cut their penis. He also theorised that girls develop 'Electra complex' i.e. they develop 'penis envy' and want to take their father away from their mother. Girls develop a feeling of rejection for their mother as they blame her for their lack of penis. Freud named this complex as 'Electra' after the Greek tragedy in which a princess helps in killing her mother.

Most modern psychologists do not agree with Freud's view. Feminists critique his views as being extremely sexist and according to anthropologists these 'complexes' are not found in all cultures. Still it is not uncommon for pre-school children to have preference for the parent of opposite gender. Children also tend to feel jealous as parents show affection for each other.

### Check Your Progress

1. How can parental involvement improve child's improvement?
2. What is parental monitoring?
3. Why is it said that parents should encourage their child for competition?
4. Why does rewarding act as a source of motivation?
5. What do you mean by favourable and unfavourable family climate?
6. What are the developmental stages presented by Sigmund Freud? List them.

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## 6.4 THE NEGLECTED CHILD-CONCEPT AND CONSEQUENCES

The 1988 National Seminar on Child Abuse in India organized by the National Institute of Public Cooperation and Child Development, states that child abuse and neglect is the intentional, non-accidental injury, maltreatment of children by the parents, care-takers, employers or others including those individuals representing governmental and non-governmental bodies which may lead to temporary or permanent impairment of their physical, mental and psychosocial development, disability or death.

This definition is a very comprehensive one and covers all forms of child abuse. The abuse caused by the siblings and the family members can also be considered as child abuse. It is encouraging to know the recognition given to varied kind of injustice done to crores of children in the country.

### 6.4.1 Child Neglect in India

The problem of child neglect in India is not very well documented. Some social scientists suggest that the prevalence of physical and emotional abuse and neglect, may not be widespread due to the strong support offered by the extended family. However, with the decline in social obligation by extended family members towards children who become orphaned, the breakdown of families and the absence of support from them to single parent woman headed households has increased the problem of child neglect and child abuse. Although, there is no reliable data about the child abuse but the magnitude of the problem, its increasing visibility, especially in urban areas in the form of street children, child labour; child beggary and vagrancy, sexual abuse of children cannot be ignored. Child abuse is a complex and difficult form of family dysfunction in which abusive parents belong to a family of origin in which the use of physical punishment was given when crisis situation occurs and their usual coping strategies fail, or when their needs for support are not met by the spouse, such parents may turn to the child for gratification. The expectations and demands made on the child in such circumstances are usually not appropriate for

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his developmental stage and therefore he/she is unable to meet his/her parents' expectations and provide the needed gratification. As a result of the mounting frustration the child is then excessively punished or abused. Neglectful (or uninvolved) parents display little commitment to their role as caregivers and socialization agents beyond the minimum effort required to maintain the child as a member of the household. Often these parents are overwhelmed by many daily pressures and stresses in their lives, and they have little time and energy to spare for children. As a result, they cope with the requirements of parenting, by keeping the child at a distance and are strongly oriented toward avoiding inconvenience (Berk, 1991). In other words, neglectful parents are less affectionate and less controlling and demanding parents.

Children from neglectful parents are on the whole impulsive-aggressive, non compliant, moody, and low in self-esteem. They are more likely to have drinking problems, spend time on streets with peers likely to have drinking problems spend time on streets with peers from similar parents, and are truant, precociously sexually active with records of arrest. (Hetherington & Parke, 1986).

### 6.4.2 Forms

The following are some of the forms of child neglect:

- (i) **Physical Neglect:** Acts of omission or inadequate parenting abilities such as medical neglect, lack of cleanliness, nutritional neglect, poor housing and other living conditions, lack of supervision resulting in malnutrition, ill health and other kinds of physical and emotional damage. Physical neglect is often associated with poverty, ignorance, lack of resources, life style, tendency to favour the child, etc. This can be solved by improvement in the socio-economic conditions, health education, provisions of resources, parental counselling and guidance.
- (ii) **Benign Neglect:** Benign neglect occurs when the family resources are very scarce, the female and the disabled children are considered as a liability, and the limited family resources are utilised for the male and healthy children for the viability of the family. The community in most of the cases is aware of the problem. Though the community does not sanction such abusive behaviour, it takes no action about the same and blindly accepts the problem. This problem requires education of the people and specific programmes providing information about necessity of care of the disabled and female children.
- (iii) **Nutritional Neglect:** Act of being non-attentive towards the nutritional needs of the child. It may be due to lack of resources, ignorance or purposeful.
- (iv) **Emotional Neglect:** It is a chronic pattern of behaviour, and the child is continually terrorized or rejected. Often, parents have high development of self- image and self-esteem. Emotional abuse or neglect accompanies other forms of neglect.

- (v) **Verbal Abuse:** This occurs as a result of constant verbal battering. It causes the same kind of psychological impact as in emotional abuse or neglect.
- (vi) **Educational Neglect:** In such kind of neglect education is given a lower priority. Even in the developed countries increasing number of school-going children are working as both parents and children give less emphasis to meet the expected educational requirements in the school. It has been reported that in India 62 per cent of children in the age group of 5-9 years, 50 per cent in the age group of 10-14 years are out of school, and join hands with the family to provide support to their parents to work in the field, as maidservants in houses, small scale industries etc. to help parents earn their daily bread. Educational neglect hampers the child's advancement and personality development, and could not be ignored by society. The problem needs to be addressed.

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### 6.4.3 Measures Undertaken

The Indian Constitution has several provisions for protection, development and welfare of children.

- It protects the employment of children in any factory or mine or from any another hazardous occupation. The Child Labour Protection and Regulation Act was enacted in 1986.
- The State shall direct its policy in such a manner that children are not abused or neglected but are given opportunities and facilities to develop in a healthy manner, and their childhood is protected against exploitation and against moral and material abandonment.
- The National Policy on Education (1986) emphasized universal enrolment and universal retention of children at elementary school stage.
- Creche services to children of poor working women in unorganized sector were expanded.
- Adoption services were promoted.
- The Juvenile Justice Act was enacted in 1986, strengthening the then existing children act to deal effectively with the problem of neglected or juvenile delinquents.

### 6.4.4 Interventions

- Creating general awareness among the people about the extent and nature of the problem and its ill effects.
- Education of the general public about the causes of the problem and its prevention and control.
- Encouraging the family support system, interpersonal communication, equal distribution of resources to all the members of a family.

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- Counselling of parents and training them with regard to acceptable and workable way to discipline children so that the limits are maintained without causing the child's emotional or physical harm.
- Developing self-care services like day care facilities for normal and physically and mentally handicapped children for their care and supervision.
- Special care for the mothers, who are predisposed to hysterical or emotional illness such as the due to the pressure of having several children or family discord.
- Improving the general health status and the socio-economic status of the neglected by encouraging female literacy and prenatal training, family welfare services to prevent unwanted pregnancies, income generating activities etc.
- Training of health social welfare personnel to identify cases of child abuse/neglect and activate the implementation of the Children's Act.
- Establishing rapport with the neglected children and thorough investigation of factors responsible for the problem.
- Providing specific care to the neglected child according to the kind of trauma, provision of good physical and emotional care.
- Guiding parents to be fully involved in the care of the children.
- Individual counselling and psychotherapy of the parents and children to help them deal with specific psychosocial and physical problems.

Group therapy in the form of self-help groups can be adopted in our country for e.g. the 'parents anonymous' group in the U.S.A., which is an association of abusive mothers, and community day care centres, where battering parents and their children can interact and gain support from each other. The main goal of such group is to establish a positive parent-child relationship, and to restore parent's self-confidence by changing old habits of their child gradually. The self-help groups need to have the support of professionals.

The Government of India has set up many Juvenile/Observation/Special Homes/After Care Organisations for care and protection of neglected children. These cater to the accommodation needs, educational needs and also provide facilities for the development of the child's character and abilities and in the meantime they also provide training to the child as to how to protect himself/herself from moral dangers and exploitation.

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## 6.5 AFTER CARE HOMES

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"Aftercare home" refers to "a home that is maintained for persons, who have completed the age of eighteen years but have not completed the age of twenty-one years, and have left any institutional care to join the mainstream of the Society".

It takes into account care of neglected or uncontrollable children, women in moral danger or destitute women who are committed and detained in reformatory or protective institutions under the orders of a court. The main objective of aftercare is the full reintegration and rehabilitation of an individual in society after his/her release from an institution so as to prevent him/her from his/her relapsing into a life of crime, delinquency or dependence.

The concept of aftercare has been widened with the passage of time and now measures have been undertaken to rehabilitate persons suffering from physical or social disabilities also. The report of the Advisory Committee on Aftercare sponsored by the Central Social Welfare Board suggests that aftercare services should extend not only to ex-inmates but also to those suffering from physical or social handicaps. Thus, orphans, neglected and destitute children, deserted and helpless women and beggars, children suffering from various kind of disabilities, mental as well as physical, all should receive the benefits of both institutional as well as non-institutional care.

### **Non-institutional Approaches to Rehabilitate and Reintegrate Abused/ Neglected children in the Society**

#### **(i) Adoption**

Adoption is a process through which a child who is permanently separated from biological parents because his/her parents have died or have abandoned or surrendered her/him because a legitimate child of a new set of parents(s) referred to as adoptive parents with all the rights, privileges and responsibilities that are attached to this relationship.

#### **(ii) Foster Care**

Foster care is an arrangement whereby a child lives, usually on a temporary basis, with an extended or a family member.

#### **(iii) Sponsorship**

Sponsorship is a programme that provides supplementary support to families, to children's homes and to special homes to meet medical, nutritional, educational and other needs of the children with the purpose of improving the quality of life.

### **6.5.1 Initiatives taken by the Government**

The National Commission for Protection of Child Rights (NCPCR) was established by the Government of India in March 2007 by an Act of Parliament. The Delhi Commission for protection of child rights was initiated in July 2008. Similar bodies established at the State level have been dealing with various matters concerning child rights and protection.

Telephonic help lines (CHILDLINE 1098) and Child Welfare Committees (CWC) have been established with the primary purpose of reporting of any kind of

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child abuse/neglect happening or a child likely to be threatened or harmed, so that any kind of untoward incidence can be avoided.

**Integrated Child Protection Scheme (ICPS):** The Ministry of Women and Child Development, Government of India has launched an Integrated Child Protection Scheme (ICPS) (2009), which is expected to contribute significantly to the aim of realisation of State responsibility for creating a system that will efficiently and effectively protect children. It is meant to institutionalise essential services and strengthen structures, enhance capacity at all levels, create database and knowledge base for child protection services, strengthen child protection at the family and community level and to increase public awareness. The guiding principles include child protection as a primary responsibility of the family which is supported by community, the government and the civil society.

### **Juvenile Justice (Care and protection of Children) Act, 2015**

As per the Preamble to the Act, the Juvenile Justice Act is an Act to consolidate and amend the law relating to children alleged and found to be in conflict with law and children in need of care and protection, by catering to their basic needs through proper care, protection and treatment, social reintegration, by adopting a child friendly approach in the adjudication and disposal of matters in the best interest of children and for their rehabilitation through processes provided, and institutions and bodies established.

### **National Nutrition Policy, 1993**

National Nutrition Policy was introduced in 1993 to combat the problem of under-nutrition in children. Its major aim is to address this problem by utilising direct intervention (short term) such as : expanding the safety services for children by proper implementation of universal immunisation, oral rehydration and ICDS services; growth monitoring of infants in the age group of 0-3 years; nutrition of adolescent girls to help them to attain safe motherhood; nutrition of pregnant women to minimise incidences of low- birth weight of the child; provision of nutritious food at a very low cost; combating the problem micro- nutrient deficiency in vulnerable groups . Indirect policy interventions include long term benefits such as: food security – ensuring production of 215kg of food grains per person per year; Improving the dietary pattern of infants and women; Improvement of the purchasing power of rural and urban poor by public food distribution system; nutrition education; land reforms; prevention of food adulteration and many more.

### **Right of Children to Free and Compulsory Education Act, 2009**

Salient features of Right to Education Act include:

- Free and Compulsory education to all children of India in the age group of 6-14 years

- No child shall be detained, expelled or required to pass any board examination until completion of Elementary Education.
- Provides for 25% reservation for economically disadvantaged communities in admission in all private schools.
- Mandates improvement in quality of education.

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### Check Your Progress

7. What was stated in the 1988 National Seminar on Child Abuse in India?
8. Give a brief sketch of a child's behaviour from neglectful parents.
9. What are the different forms of child neglect?
10. What is child abuse?
11. Outline the non-institutional approaches adopted for rehabilitation of neglected children.
12. Name the policy introduced by Indian government to combat the problem of undernutrition.

## 6.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. The level of encouragement provided by parents and other family members determine child's behaviour as well as his/her performance. Many researches have proved that parental involvement in children's activities can counteract the negative effects of low-socioeconomic background and improve child's performance at school.
2. Parental monitoring refers to parental behavior that regulates and provides awareness of their offsprings' whereabouts, conduct, and companions. Parental monitoring is important since it reduces externalizing outcomes in children.
3. Parents should encourage children to perform better in various activities. This helps children in improving their academic performance and engagement in other co-curricular or extra-curricular activities.
4. Rewarding help in ensuring positive outcomes in the child as he/she will strive to excel in most endeavours as rewards act as a source of motivation and influence performance.
5. Favourable family climate includes empathy, communication, respect for others opinions, togetherness, independence, a gentle way of expressing disagreements, and compromise. Unfavourable family climate includes

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- friction, favouritism and feeling of inadequacy, poor adjustment and lack of emotional warmth.
6. Sigmund Freud, one of the significant psychologists, presented different developmental stages which are characterized by distinct modes of functioning, such as oral stage, anal stage, phallic stage, latency stage, and genital stage.
  7. The 1988 National Seminar on Child Abuse in India organized by the National Institute of Public Cooperation and Child Development, states that child abuse and neglect is the intentional, non-accidental injury, maltreatment of children by the parents, care-takers, employers or others including those individuals representing governmental and non-governmental bodies which may lead to temporary or permanent impairment of their physical, mental and psychosocial development, disability or death.
  8. Children from neglectful parents are on the whole impulsive-aggressive, non compliant, moody, and low in self-esteem. They are more likely to have drinking problems, spend time on streets with peers likely to have drinking problems spend time on streets with peers from similar parents, and are truant, precociously sexually active with records of arrest.
  9. The different forms of child neglect are: Physical Neglect, Benign Neglect, Nutritional Neglect, Emotional Neglect, Verbal Abuse and Educational Neglect.
  10. Child abuse is a complex and difficult form of family dysfunction in which abusive parents belong to a family of origin in which the use of physical punishment was given when crisis situation occurs and their usual coping strategies fail, or when their needs for support are not met by the spouse, such parents may turn to the child for gratification.
  11. Non-institutional approaches to rehabilitate and reintegrate Abused/ Neglected children in the society are:
    - (i) Adoption
    - (ii) Foster Care
    - (iii) Sponsorship
  12. The National Nutrition Policy which was introduced in 1993 by Indian government is initiated to combat the problem of undernutrition.

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## 6.7 SUMMARY

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- Much empirical research shows that certain parenting behaviours are associated with specific internalising and externalising outcomes in children. Research indicates that the behaviour of parents influences the development and maintenance of problem behaviour among children.

- The level of encouragement provided by parents and other family members, parental expectations and activities at home determine child's behaviour as well as his/her performance. Many researches have proved that parental involvement in children's activities can counteract the negative effects of low-socioeconomic background and improve child's performance at school.
- Parental behaviour can be studied with regard to the dimensions like behavioural control, parental monitoring, empathy, hindrance, compulsion, spirit, competition, hostility, rewarding, nurturing, parental warmth and support, democratic orientation, neglect.
- According to Hurlock (1974), favourable family climate includes empathy, communication, respect for others opinions, togetherness, independence, a gentle way of expressing disagreements, and compromise. Unfavourable family climate includes friction, favouritism and feeling of inadequacy, poor adjustment and lack of emotional warmth.
- Sigmund Freud is one of the important psychologists who have laid emphasis on the developmental aspects of personality and the significance of the role of the early experiences during infancy and childhood in formation of the basic character of an adult person.
- Sigmund Freud proposed five stages of psycho-sexual development: oral, anal, phallic, latency and genital. According to Freud (1917) our adult personality is determined by the way we resolve the conflicts between sources of pleasure at each of the stages and the demands of reality.
- Sigmund Freud was of the view that 3-5 year old boys develop fantasies of possessing their mother sexually and become jealous of their father. He named this the 'Oedipus complex'. He also theorised that girls develop 'Electra complex' i.e. they develop 'penis envy' and want to take their father away from their mother.
- The 1988 National Seminar on Child Abuse in India organized by the National Institute of Public Cooperation and Child Development, states that child abuse and neglect is the intentional, non-accidental injury, maltreatment of children by the parents, care-takers, employers or others including those individuals representing governmental and non-governmental bodies which may lead to temporary or permanent impairment of their physical, mental and psychosocial development, disability or death.
- Child abuse is a complex and difficult form of family dysfunction in which abusive parents belong to a family of origin in which the use of physical punishment was given when crisis situation occurs and their usual coping strategies fail, or when their needs for support are not met by the spouse, such parents may turn to the child for gratification.
- Children from neglectful parents are on the whole impulsive-aggressive, non compliant, moody, and low in self-esteem. They are more likely to

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have drinking problems, spend time on streets with peers likely to have drinking problems spend time on streets with peers from similar parents, and are truant, precociously sexually active with records of arrest. (Hetherington & Parke, 1986).

- Different forms of child neglect are physical neglect, benign neglect, nutritional neglect, emotional neglect, verbal abuse, and educational neglect.
- The Government of India has set up many Juvenile/Observation/Special Homes/After Care Organisations for care and protection of neglected children. These cater to the accommodation needs, educational needs and also provide facilities for the development of the child's character and abilities and in the meantime they also provide training to the child as to how to protect himself/herself from moral dangers and exploitation.
- "Aftercare home" refers to "a home that is maintained for persons, who have completed the age of eighteen years but have not completed the age of twenty-one years, and have left any institutional care to join the mainstream of the Society".
- The National Commission for Protection of Child Rights (NCPCR) was established by the Government of India in March 2007 by an Act of Parliament. The Delhi Commission for protection of child rights was initiated in July 2008. Similar bodies established at the State level have been dealing with various matters concerning child rights and protection.
- The Ministry of Women and Child Development, Government of India has launched an Integrated Child Protection Scheme (ICPS) (2009), which is expected to contribute significantly to the aim of realisation of State responsibility for creating a system that will efficiently and effectively protect children.
- National Nutrition Policy was introduced in 1993 to combat the problem of under-nutrition in children.

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## 6.8 KEY WORDS

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- **Aftercare Home:** It refers to a home that is maintained for persons, who have completed the age of eighteen years but have not completed the age of twenty-one years.
- **Parental Behaviour:** It refers to as behaviour of parents characterised by nurturance, monitoring and discipline.
- **Child Abuse:** It is the intentional, non-accidental injury and maltreatment of children by people.

- **Verbal Battering:** It refers to a behaviour that uses fear and intimidation to gain and sustain power by use of specific words.
- **Feminists:** It refers to the people believing in feminism and trying to achieve change that helps women to get equal opportunities and treatment

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## 6.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. How does parental hindrance affect a child's behaviour?
2. What role does parental warmth and support play in child's character?
3. Why should parents be role models for their child?
4. What was Freud's view in determining adult personality?
5. What is the difference between Oedipus complex and Electra complex?
6. Write short notes on benign neglect and educational neglect.
7. What interventions should be adopted to combat the problems of neglected children?
8. List the salient features of the Right of Education Act.

### Long Answer Questions

1. Parent behaviour has a huge impact on development of the child. Justify the statement with appropriate illustrations.
2. Discuss the 'Oedipus' and 'Electra' Complex as proposed by Freud with special reference to the feminist point of view in explaining this behaviour. Do you agree with the Freudian point of view? Justify your answer.
3. Discuss the causes and consequences of child neglect in detail.
4. Analyse the different forms of child neglect.
5. Describe the several government provisions for protection and welfare of children.

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## 6.10 FURTHER READINGS

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## UNIT 7 DEPRIVATION: AN OVERVIEW

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### NOTES

#### Structure

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Deprivation: All Pervasive
  - 7.2.1 Deficient Environment
  - 7.2.2 Deprivation and its Ill-effects
- 7.3 Maternal Deprivation
  - 7.3.1 The Attachment Theory Perspective on Mother-Child Separation
- 7.4 Institutional Care of Children
- 7.5 Social Institutions
  - 7.5.1 Characteristics of Social Institutions
- 7.6 Influence of Religious Institutions: Church, Mosque, Temple, Gurudwaras
- 7.7 Answers to Check Your Progress
- 7.8 Summary
- 7.9 Key Words
- 7.10 Self Assessment Questions and Exercises
- 7.11 Further Readings

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### 7.0 INTRODUCTION

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There are very few people in the world who have not experienced any sort of deprivation or nonfulfillment of their needs at any of the stages of their life. For some people deprivation may be prolonged or recurrent while for some it might be mild, temporary and ephemeral. Deprivation can be of many kinds: it may be weaning of the child from the mother's breast or living in poverty where it is difficult to fulfil the basic needs of food, clothes and shelter. It may also be the lack of opportunities to interact with people or one may be devoid of opportunities of self-expression or lack of freedom to act according to one's beliefs and values.

Dispossessing the child to what he/she is entitled to possess by law of society or law of nature is another dimension of deprivation. It has sometimes been seen that the whole community in which a person is living is deprived. Examples of deficient environments are those of the tribals in India and Red Indians in America or the people residing in deserts or hilly areas where nature is not very kind and bountiful. People are culturally deprived too for e.g. the tribals and the scheduled castes. The social milieu of such people is not very congenial for growth of noble ideas, ideals and values. The problems of deprived individuals are enormous and they stare ferociously in the face of governments of different countries including India.

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The unit deals with the concept of deprivation, its ill effects and maternal deprivation in detail which can have far reaching consequences in the form of stunted social, intellectual, cognitive, emotional and moral development. You will also learn about some agencies which are referred to as social institution constituting an enduring system of norms, values, statuses, roles, internal clusters of people (groups), regulative principles and culture which organize behaviour toward fulfilling some basic and recurring human needs. The unit goes on discussing the influence of religious institutions like temple, mosque, gurudwara and churches which also contribute in moulding a human being, formation of attitude towards life, values upheld by an individual and the behaviour towards other people.

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### 7.1 OBJECTIVES

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After going through this unit, you will be able to:

- Understand the concept of deprivation
- Discuss the ill effects of deprivation
- Discuss the consequences of maternal deprivation
- Enumerate the reasons why some children are put in institutional care
- Enumerate the characteristics of social institutions
- Discuss the influence of religious institutions on child development

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### 7.2 DEPRIVATION: ALL PERVASIVE

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Deprivation, whether it is social or economic or of any other sort like cultural, psychological etc, poses a lot of problems before the society.

#### 7.2.1 Deficient Environment

##### **Does environment play a role in child development**

The environment of a person is considered to be deficient if he/she is not able to satisfy his/her primary and secondary needs. It also hampers the harmonious development of individuals. Deficient environment connotes the lack of adequate provisions and services at home, in school and in neighbourhood situations. The environment can be deficient in various ways depending upon the non-satisfaction of various physical, social, psychological as well as emotional needs. For e.g. a case of physically deficient environment exists if the child is not able to satisfy his/her needs of food, shelter or clothing, a case of socially deficient environment can be seen if the child has lack of opportunities for social contacts either due to geographical location and family restrictions or due to unfavourable social attitudes. Psychologically deficient environment refers to child's inability to fulfil his/her needs of security and belongingness while emotionally deficient environment refers to

the child's inability to gain acceptance, identification and love from parents and other adults to whom with he/she is in contact. Children also face intellectual and educational deficiency in their environment where there is lack of adequate stimulating objects, reading materials and enriched experiences which help children learn vocabulary, terms, build concepts, develop cognitive abilities, perceptual and verbal skills necessary for educational success.

However it has been observed that the deficit is not limited to poor children, children from affluent homes have also been seen to possess characteristics peculiar to the deprived. Apart from these the attitude of parents is another important factor which influence child development.

### 7.2.2 Deprivation and its Ill-effects

Man lives in a complex and multifaceted environment and his adjustment largely depends upon the degree of his competence in meeting his biological and psychosocial needs within the frame work of environmental facilities and constraints. Any deficiency in environmental stimulations to which a human being is exposed, causes disorganization in his/her psychological functioning. As a result of this inadequacy, a feeling of deprivation is rooted in the human mind and it hampers the development of many psychological functions which in turn negatively affect the person's achievement which otherwise could be accomplished.

Misra and Tripathi, (1980) defined the term from etymological point of view. According to them "deprivation stems from the verb 'to deprive' which means to dispossess or strip (a person or an object) and it implies a felt loss". In other words it is the state of the child who has formed a close attachment to someone (for e.g. his/her mother) but is later separated from that person. Sinha (1982) observes that deprivation stands for certain deficiencies in the environment, which are not only there but are also experienced as such by the individual.

The deprived child is handicapped in many ways. His/her intellectual, physical, social and emotional development is stunted. There is a lack of play material or modes of recreation such as television, radio etc. Lack of reading material other than bare textbooks which severely restricts his/her world of information. Lack of variety in interaction pattern with people which leads to stunted intellectual, social and language development and these handicaps are likely to affect his/her educational growth. Psychologically also he/she develops an unhealthy/ rebellious attitude towards the society. It has been observed that emotional deprivation results in poor parental bonding as the child's requirement for love and attachment is not fulfilled which has a profound effect on his/her development. Children reared in an institution are likely to suffer from many developmental problems like delayed walking, sphincter control and delayed speech. In later childhood such children are likely to display aggressiveness, selfishness, excessive thumb sucking or defective verbal reasoning. It has commonly been observed that parents who themselves were subjected to neglect, abuse or battering in their childhood practice

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the same on their children. Children tend to react differently to emotional deprivation for e.g. separation from a parent. The factors governing the child's response to a deprived situation can be both genetic as well as constitutional. The other factors are the quality of parent-child relation before the deprivation occurred, the age at which it occurred and the duration for which the child was in the deprived state. Emotional deprivation is not only confined to institutions but some children experience deprivation even when they are staying with their parents for e.g. the mother avoiding the baby due to various reasons like employment of mother, turning a deaf ear to his/her cries etc.

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### 7.3 MATERNAL DEPRIVATION

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A key feature of emotional development is attachment. By attachment we mean a strong, affectionate tie which we have with special people in our lives that leads us to experience pleasure and joy on interacting with them and to comforted by them in periods of stress. An infant's most important attachment is with his/her mother.

Bowlby was concerned with the well-being of children who experienced separations from their mothers. His early work demonstrated that separations as brief as one week in duration could have a negative impact on the quality of the relationship between mother and child (Bowlby, 1969/1982).

According to Bowlby (1969, 1988) attachment involves five phases:

1. The infant responds in the same fashion with everyone.
2. The infant begins to discriminate at the age of 5 months for eg smiling mainly at his/her mother.
3. The infant at the age of 7 months remains close to his/her mother or caregiver. He/She protests or exhibits separation anxiety if the mother leaves for any reason whatsoever.
4. By the age of 3 years, the child takes account of the caregiver's needs.
5. By the age of 5 years the child-caregiver relationship is further strengthened and the child experiences the bond even when the caregiver is away.

Bowlby's (1953) Maternal Deprivation Hypothesis proposed that a 'warm, intimate & continuous relationship with a mother (figure)' is necessary for healthy psychological/ emotional development of a child. 'Mother-love in infancy/ childhood is as important for mental health as are vitamins & proteins for physical health.'

#### 7.3.1 The Attachment Theory Perspective on Mother-Child Separation

According to the attachment theory, a secure attachment is derived from a child's appraisal of availability of his/her mother (or other attachment figure). Availability implies that a mother being physically accessible to the child. Bowlby referred to this lack of accessibility as either separation or loss, depending on whether it was temporary or permanent in nature (Bowlby, 1973). Bowlby stressed the importance

of the mother's physical accessibility, but on the other hand Ainsworth pointed out two other aspects of availability that are important for infant attachment. First, the child must develop a belief that the lines of communication with his/her mother are open, and second, the child must believe that his/her mother will respond if called upon for help (Ainsworth, 1990; Kobak & Madsen, 2008).

Bowlby made two important assumptions:

Firstly he stressed that infants form only one strong attachment and that is with their mother. Secondly he argued that there is a critical period for the mother-child attachment to occur and this period ends some point between 1 to 3 years of age. After this period it becomes difficult to form a powerful attachment with the mother or the caregiver.

Consequences of maternal deprivation include following behavioural problems in the child:

- An inability to form attachment in the future
- Inability to feel remorse
- Delinquency (behavioural problems in adolescence)
- Cognitive impairment

Researches have proved that as securely attached children get older, they are better able to tolerate physical distance from their mother because they may still be able to communicate with her and because they anticipate being comforted upon reunion. Researches with clinical samples have also indicated that early separation from caregivers can have adverse effects on children's well-being (Bowlby, 1969/1982). In particular, children raised in institutions with little opportunity for interaction with warm and responsive adults have been found to show severe socio-emotional development problems.

Similarly, research on the effects of foster care has shown that maltreated children who are placed in foster care often exhibit higher levels of problem behaviour than children who were not removed from the care of their parents, particularly if the foster caregivers are unfamiliar to the child. The most commonly held explanation for these findings is that disruptions to the parent-child attachment are so unsettling to children, even those who were maltreated by their parents that they result in negative socio-emotional outcomes ranging from mild to quite severe.

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### Check Your Progress

1. What do you mean by deprivation?
2. How does the poor environment impact a child's development?
3. Define deprivation as explained by Misra and Tripathi.
4. What did Bowlby proposed in his Maternal Deprivation Hypothesis theory?

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## 7.4 INSTITUTIONAL CARE OF CHILDREN

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### NOTES

The term 'Child Care Institution' refers to children's home, open shelter, observation home, special home, place of safety, Specialised Adoption Agency and a fit facility recognized under this Act for providing care and protection to children, who are in need of such services. (Juvenile Justice Act 2016) & The Juvenile Justice (Care and Protection of Children Act, 2015).

### Reasons for Admission of Children in Institutional Care

The reasons for putting children in an institution vary from family disorganisation, single parenthood, parental unemployment, parental alcohol abuse, presence of domestic violence, inadequate physical or mental health of parents and poor economic status.

**Low Socioeconomic Status:** Poverty becomes the major factor for children being reared in institutional care and family members believe that basic needs of the child can be met through placing children in residential care. Not only family members many a times stakeholders who are not well aware of the importance of family care immediately make decision on placing children in institutional care even though institutionalization should be the last resort for the child.

**Inadequate or total loss of Parental Care or Family disintegration:** Children are placed in Institution with a major reason that the parent or the family is not equipped to provide enough care and support for wide range of situation – hdeath of any or both parent, presence of domestic violence, substance abuse by one or both parents, separated parent, physical or mental illness of parent, illegal relationship, extra marital relationship.

**Domestic Violence:** Children who are subjected or are a victim of domestic violence seek the help of institutions for care and protection.

**Substance abuse particularly alcoholism:** Alcohol abuse by parents increases the vulnerability of children to child abuse, neglect and domestic violence. Substance abuse by father or mother results in abuse and neglect of the children and thus the only option is to keep the child in institutional care.

**Children with Special Needs:** Intellectual disability, visual impairment, hearing impairment and children with HIV are considered as those who need intensive care and institution is the best mode of such kind of service. Children with special needs are perceived as a burden by the family and thus the family members resort to institutional care as means of getting away from their responsibility.

**Institution as a business:** Irrespective of the quality of care, an institution fails to lay emphasis on the best interest of the child. Investment and regular resource from government and non-government agencies serve as a driving force for them to continue and develop the institution.

It can be concluded that deprivation whether it is due to lack of material facilities, deficient environmental conditions, non-satisfaction of emotional or social needs, results in detritus effect on the cognitive and affective development of children and also is likely to engender undesirable personality traits among them for e.g.. feeling of alienation, fear from challenges, a desire to cling to the familiar, feelings of guilt and shame, limited trust in adults, tendency to respond with trigger like reactions, having low standard of conduct, negative attitude towards school, achievement and teachers and free use of violence. (Krogman, 1956)

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### 7.5 SOCIAL INSTITUTIONS

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There are many social institutions which have been deployed in the society like the community organizations, religious organizations, norms, languages, and networks—as the primary instrumental resources for survival ‘getting by’ and mobility ‘getting ahead’.

According to Nnatu (2007) a social institution is a recognized normative pattern, a system of required, concerted, co-operative and reciprocal relationships and practices whereby people concerned tend to satisfy their individual and social needs.

Schaefer and Lamm (1997) defined social institutions as ‘organized patterns of beliefs and behaviour centered on basic social needs’. The institutions are organized in response to particular needs of individuals such as replacing personnel (family), and preserving order (i.e. the government). The social institution constitutes an enduring system of norms, values, statuses, roles, internal clusters of people (groups), regulative principles and culture which organizes behaviour toward fulfilling some basic and recurring human needs. These institutions ensure perpetuation of those necessary and acceptable aspects of social life which are very essential for overall survival of society. Social institutions are a part and parcel of the culture of the people. Although, groups or associations constitute a part of the social institutions, the concept of social institutions represents both groups and processes or patterns of beliefs and practices peculiar to the group.

#### 7.5.1 Characteristics of Social Institutions

The characteristics of social institutions are as follows:

- (a) They consist of norms, values, rules regulating conduct, roles, sanctions, rewards, organized patterns of belief, clusters of people etc.
- (b) They basically focus on basic social needs and survival of society. In other words they specifically address pre-requisites of distinct parts of society.
- (c) They are well organized and are not haphazard.
- (d) They function in an established, stable and predictable manner.

## NOTES

- (e) They represent standardized patterns of behaviour and procedure which differentiates distinct segments of human social life from others.
- (f) Social institutions are relatively enduring in nature rather than being short lived or temporal.
- (g) A social system is an aggregate of a variety of social institutions.
- (h) Social institutions are similar to the parts of a human body each having their particular set of functions being related to the whole at the same time. With regard to their functioning they constitute a social corpus (social body) of formalized and integrated roles.

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### 7.6 INFLUENCE OF RELIGIOUS INSTITUTIONS: CHURCH, MOSQUE, TEMPLE, GURUDWARAS

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Emile Durkheim refers to religion as “the unified system of beliefs and practices related to sacred things.” Those who have common beliefs and practices are united into one single moral community through religion. It includes symbols, doctrines, beliefs, prescriptions, values and norms. It is considered as a collection of cultural systems, belief systems, and world views which associate humanity with spirituality and moral values.

Religion is considered by both sociologists and anthropologists to be an inseparable part of our social being. Religion shapes the collective beliefs which we hold into our collective identity. It has been observed that religious rituals like weddings, burials, birth day celebration and festivals bring people together wherein they express solidarity within their groups. Members of a community enjoy a sense of belongingness to that particular group. While on the other hand those outside the group feel alienated. Religion exposes its members to the spiritual world view and coaxes them to venture into a larger society thus aiding in the socialisation process.

The religious diversity in our country astounding and is reflected in the varying socialization processes and practices. It has been observed that children adopt the religion of their parents. Each religion has its own rites and rituals, customs, ceremonies, dress, language, beliefs, attitudes, etc. which varies from other religions. Some people hold the belief that religion is an ethnic or cultural category. Parental /Family participation in religious ceremonies is the most influential part of religious socialization—more than the influence of religious beliefs. In every family, some or the other religious practices are observed on one occasion or the other e.g. celebration of different festivals, rites performed at the church, temples or mosques. The child sees his/her parents visiting the temple and performing religious ceremonies. He/she listens to religious sermons in the Church which may determine his/her course of life and shape his/her ideas and thinking and the beliefs which he/she holds in later life. It has commonly been observed that children who are reared

in homes having conformity towards religious beliefs and traditions are more likely to have some degree of religiosity in their lives. They are also likely to raise their own children with the same religious faith and similarly make their children participate in religious ceremonies, such as baptisms and weddings.

Religion has been seen to influence children through the social and cultural institutions in which they participate.

The mosque, church, gurudwara or temple often provide children's first point of contact with the community beyond their immediate neighbours and with other wider social institutions. These institutions provide children teachings not only about religion but also important lessons regarding moral and social behaviour and their own worth as human beings. Children also tend to learn subtle messages about whether the world is a safe place to live in or as to how one can be a good human being. The children also learn as to what is expected from them as members of a particular religious group. The development of a religious identity becomes a crucial component of the wider, collective identity that binds children and adults together into a group having a sense of collective meaning and place in the world.

The major and profound influence both spirituality and religion can have on children's development and socialization provides us with the potential to reinforce protective influences and promote resilience. The beliefs, practices, social networks and resources of religion can not only strengthen children by instilling hope and by giving meaning to difficult experiences but also aid in providing emotional, physical and spiritual support in times of need.

## NOTES

### Check Your Progress

5. What do you mean by 'Child Care Institution'?
6. List a few reasons for admitting children in institutional care.
7. Why are children with special needs admitted to institutional care?
8. Define social institution.

## 7.7 ANSWERS TO CHECK YOUR PROGRESS

1. Deprivation means nonfulfillment of needs of an individual at any stage of one's life. The deprivation can be of many kinds: it may be weaning of the child from the mother's breast or living in poverty where it is difficult to fulfil the basic needs of food, clothes and shelter. Deprivation, whether it is social or economic or of any other sort like cultural, psychological etc, it poses a lot of problems before the society.
2. A child's home environment has long-term effects on the his/her development. Deficient environment connotes the lack of adequate provisions and services at home, in school and in neighbourhood situations.

## NOTES

The environment can be deficient in various ways depending upon the non-satisfaction of various physical, social, psychological as well as emotional needs.

3. Misra and Tripathi, (1980) defined the term deprivation from etymological point of view. According to them “deprivation stems from the verb ‘to deprive’ which means to dispossess or strip (a person or an object) and it implies a felt loss”. In other words it is the state of the child who has formed a close attachment to someone (for e.g. his/her mother) but is later separated from that person.
4. Bowlby’s (1953) Maternal Deprivation Hypothesis proposed that a ‘warm, intimate & continuous relationship with a mother (figure)’ is necessary for healthy psychological/ emotional development of a child. ‘Mother-love in infancy/ childhood is as important for mental health as are vitamins & proteins for physical health.’
5. The term ‘Child Care Institution’ refers to children’s home, open shelter, observation home, special home, place of safety, Specialised Adoption Agency and a fit facility recognized under this Act for providing care and protection to children, who are in need of such services.
6. The reasons for putting children in an institution vary from family disorganisation, single parenthood, parental unemployment, parental alcohol abuse, presence of domestic violence, inadequate physical or mental health of parents and poor economic status.
7. Children with special needs are perceived as a burden by the family and thus the family members resort to institutional care as means of getting away from their responsibility.
8. A social institution is a recognized normative pattern, a system of required, concerted, co-operative and reciprocal relationships and practices whereby people concerned tend to satisfy their individual and social needs.

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## 7.8 SUMMARY

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- The deprivation can be of many kinds: it may be weaning of the child from the mother’s breast or living in poverty where it is difficult to fulfil the basic needs of food, clothes and shelter. It may also be the lack of opportunities to interact with people or one may be devoid of opportunities of self-expression or lack of freedom to act according to one’s beliefs and values.
- Dispossessing the child to what he/she is entitled to possess by law of society or law of nature is another dimension of deprivation. It has sometimes been seen that the whole community in which a person is living is deprived.
- Deprivation, whether it is social or economic or of any other sort like cultural, psychological etc., it poses a lot of problems before the society.

- Deficient environment connotes the lack of adequate provisions and services at home, in school and in neighbourhood situations. The environment can be deficient in various ways depending upon the non-satisfaction of various physical, social, psychological as well as emotional needs.
- Children also face intellectual and educational deficiency in their environment where there is lack of adequate stimulating objects, reading materials and enriched experiences which help children learn vocabulary, terms, build concepts, develop cognitive abilities, perceptual and verbal skills necessary for educational success.
- According to Misra and Tripathi 'deprivation stems from the verb 'to deprive' which means to dispossess or strip (a person or an object) and it implies a felt loss'.
- The deprived child is handicapped in many ways. His/her intellectual, physical, social and emotional development is stunted. There is a lack of play material or modes of recreation such as television, radio etc.
- Children reared in an institution are likely to suffer from many developmental problems like delayed walking, sphincter control and delayed speech. In later childhood such children are likely to display aggressiveness, selfishness, excessive thumb sucking or defective verbal reasoning.
- Bowlby's (1953) Maternal Deprivation Hypothesis proposed that a 'warm, intimate & continuous relationship with a mother (figure)' is necessary for healthy psychological/emotional development of a child. 'Mother-love in infancy/childhood is as important for mental health as are vitamins & proteins for physical health.'
- According to the attachment theory, a secure attachment is derived from a child's appraisal of availability of his/her mother (or other attachment figure). Availability implies to mother being physically accessible to the child. Bowlby referred to this lack of accessibility as either separation or loss, depending on whether it was temporary or permanent in nature (Bowlby, 1973).
- The term 'Child Care Institution' refers to children's home, open shelter, observation home, special home, place of safety, Specialised Adoption Agency and a fit facility recognized under this Act for providing care and protection to children, who are in need of such services.
- The reasons for putting children in an institution vary from family disorganisation, single parenthood, parental unemployment, parental alcohol abuse, presence of domestic violence, inadequate physical or mental health of parents and poor economic status.
- There are many social institutions which have been deployed in the society like the community organizations, religious organizations, norms, languages, and networks—as the primary instrumental resources for survival 'getting by' and mobility 'getting ahead'.

## NOTES

## NOTES

- Emile Durkheim refers to Religion as “the unified system of beliefs and practices related to sacred things.” Those who have common beliefs and practices are united into one single moral community through religion. Religion is considered by both sociologists and anthropologists to be an inseparable part of our social being.
- The mosque, church, gurudwara or temple often provide children’s first point of contact with the community beyond their immediate neighbours and with other wider social institutions. These institutions provide children teachings not only about religion but also important lessons regarding moral and social behaviour and their own worth as human beings.
- The beliefs, practices, social networks and resources of religion can not only strengthen children by instilling hope and by giving meaning to difficult experiences but also aid in providing emotional, physical and spiritual support in times of need.

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## 7.9 KEY WORDS

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- **Deprivation:** It refers to a situation in which you do not have things or conditions that are usually considered necessary for a pleasant life.
- **Maternal Deprivation:** It is a term used by John Bowlby for the absence of the maternal care considered necessary for later mental health of a child.
- **Social Institutions:** It consists of a group of people who have come together for a common purpose. These *institutions* are a part of the *social* order of society and they govern behaviour and expectations of individuals.

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## 7.10 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. Write a short note on the personality of a deprived child.
2. What are the five phases of maternal attachment as proposed by Bowlby?
3. What is Bowlby’s attachment theory?
4. Briefly mention the characteristics of social institutions.
5. What role do social institutions play in reproducing social life?

### Long Answer Questions

1. Discuss the assumptions that Bowlby made in his attachment theory.
2. In light of the attachment theory discuss the consequences of Maternal deprivation.

3. Social Institutions ensure perpetuation of the necessary and acceptable aspects of social life which are very essential for overall survival of society. Justify the statement with the help of suitable illustrations.
4. How does culture and religion affect child development? Discuss.

*Deprivation: An Overview*

## NOTES

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### 7.11 FURTHER READINGS

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- Devdas, Rajammal P. and N. Jaya. 1984. *A Textbook on Child Development*. Chennai: Macmillan Publishers India Limited.

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## UNIT 8 SOCIAL WEANING

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### NOTES

#### Structure

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Concept of Weaning
- 8.3 Role of Schools in Socialization of the Developing Child
  - 8.3.1 Children in Play/Pre-school
  - 8.3.2 Benefits of Play School/Pre-school
- 8.4 Play Groups
- 8.5 Role of Mass Media and Television
- 8.6 Answers to Check Your Progress Questions
- 8.7 Summary
- 8.8 Key Words
- 8.9 Self Assessment Questions and Exercises
- 8.10 Further Readings

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### 8.0 INTRODUCTION

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Child rearing is one of the most critical responsibilities held by the adult population in any society which assists the next generation to grow and develop into competent and able human beings, as well as healthy and responsible citizens of the society. It is one of those activities that is highly influenced by the culture of the society, in which the person lives. Child-rearing practices have long-term effects on the development of the children. Child-rearing practices and child care in every society occur in accordance with the cultural norms of the society which might vary depending upon whether it's urban or rural. In most societies, however, child-rearing practices and child care share common values: the preservation of life and maintenance of health and well-being of children.

The unit describes the concept of weaning and social weaning in detail. The major role schools play in the overall development of a child has also been discussed in the unit. In addition to this, you will also learn the significance and functioning of pre-schools, playgroups and kindergartens. The unit goes on discussing the positive and negative impacts of television and mass media in the cognitive and language development of a child.

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### 8.1 OBJECTIVES

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After going through this unit, you will be able to:

- Explain the concept of weaning and social weaning
- Discuss the role of schools in child development

- Examine the importance of pre-schools, playgroups and kindergarten
- Discuss the positive and negative influences of media and television on the growing child

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### 8.2 CONCEPT OF WEANING

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Tietjen (1985) asserts “infant care and feeding practices represent the beginning of socialization. Children and mothers are very close to each other until weaning which is basic and essential for social interactions.”

Weaning is “the process by which a baby slowly gets used to eating family or adult foods and relies less and less on breast milk.”(WHO, 2002). The weaning process varies from culture to culture and is often regulated by the child’s individual needs. Healthy babies at weaning age grow and develop very fast, so great care has to be taken so that they get the right kind of food sufficiently.

Weaning can be a dangerous time for babies. In many places babies of weaning age do not grow well. During this period they often fall ill and get more infections, especially diarrhoea, than at any other time. Babies who are malnourished may get worse during the weaning period. Poor feeding by caregivers and frequent illness may hinder the growth of weaning age group children.

Great and noticeable changes in behaviour can be seen in both the baby and the parents. Babies tend to become more interested in the world around them and independent in their actions. Mothers at first spend almost all their time with their new babies. During weaning these changes due to various reasons like mothers need to get back to their usual work patterns or even take up new duties and interests. So during weaning the close ties between mothers and their babies begin to loosen gradually. Babies have to stay apart from their mothers for longer times. Mothers may need to rely on others in the family to take care of their babies as they return to their regular duties in, or outside, the home. These changes in the way children are looked after or during the weaning period may result in babies not being fed properly, or making them upset and unhappy. It has been observed that babies lose their appetite when their mothers are away. Healthy growth and development is not just to do with correct feeding. Babies also need emotional stimulation and the right kind of care. So, the period of weaning is very crucial for the development of the growing changes and utmost care should be taken to prevent any kind of neglect in child rearing which can be harmful for the growing child.

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### 8.3 ROLE OF SCHOOLS IN SOCIALIZATION OF THE DEVELOPING CHILD

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As a child grows, she/he is ushered into school where her/his contact with others also begins to widen. It is important to remember that socialization of children from infancy to adolescence occurs at a very rapid rate with family and peers

## NOTES

exerting greatest influence at the initial stage of infancy. Thereafter, it is the school which moulds the behaviour norms of the child.

School refers to a whole range of formal educational institutions. In the words of Brubacher 'school is an active, direct and formal agency of education and socialization'. The school has been conceived with the purpose of giving 'heterogeneous society commonness'. Schools provide both formal and informal contexts for the students and thus are crucial to the healthy development of the child. The formal context is the one provided in the classroom wherein the content of socialization is determined by the curriculum and the teaching-learning process. The informal context can be perceived in the inter-personal relations of students with teachers, administrators, support staff and most importantly, the peer group.

School is a miniature society where children from diverse backgrounds belonging to different families, different religions, different castes and economic status come together and take part in collective activities and learn to adjust to the society. It is in school only whatever the child has learnt hitherto through family, neighbourhood, peer group or community gets stabilized. School refers to a whole range of formal educational institutions.

School socialization is not only helpful to the growing child in gaining academic insights but also many values like the importance of punctuality, discipline, resilience, team work, cooperation, etc. Another significant role played by schools is gender socialization. Although the first lessons on gender are learnt from the family, yet it is at school that the child understands its various dimensions. The school becomes the most important agency at this stage; simultaneously he/she is introduced to the peer group in the school and neighbourhood.

The school system functions within the society and conforms to the demands of the society.

It serves the purpose of a catalyst when there is a need for reform and dynamism. At the same time it also keeps a check so that cultural values of a society do not get diluted. Children who are deprived of school education therefore will have only narrow socialization unlike their counterparts in schools who have scope for greater interaction, exposure and wider socialization.

The first kind of social interaction which child begins to have is when he enters a pre-school. A preschool, also referred to as nursery school, pre-primary school, playschool or **kindergarten**, is an educational establishment or learning space which offers early childhood education to children before they begin compulsory education at a primary school.

### 8.3.1 Children in Play/Pre-school

Admitting children to a play/pre-school is the first exercise in which children are separated from the comfort and secure zone of their parents. Therefore, the school has to be a place which is a second home to the child; a place, which has enough

material to attract and make the child feel comfortable and secure. Moreover, Childhood Education Specialists claim that young children learn best when they have an opportunity to interact with their peers, and their parents and instructors treat them kindly. They develop well in a tension free environment.

In play schools children are provided with the 'right' toys, i.e. those appropriate to their stage of development. Also their play activities are closely guided so that it becomes a learning experience.

### **Definition of Preschool Education**

Preschool education is defined as any setting imparting education to the children from 3+ to 5+ years. It is referred by any nomenclatures such as play school, anganwadi, balwadi, nursery, preparatory, pre-primary, lower kindergarten (LKG), and upper kindergarten (UKG).

### **Objectives of Preschool Education**

- To enhance the all-round development of a children's personality and development of healthy attitudes, life skills and good values.
- To lay the foundation for a healthy, productive, and satisfying life in the future by enabling the children to develop to their maximum potential through:
  - Physical well-being, health, and motor development
  - Personal, social and emotional development
  - Creative, and aesthetic development
  - Language, communication and literacy development
  - Cognitive development -environmental awareness, development of scientific temper and developing mathematical thinking and reasoning.
- To prepare the child for smooth transitions from home to schools and from pre-school to primary school.

### **Characteristics of Preschool Children**

At the preschool stage children are curious and enchanted about the world – various things, their colours, shapes, sounds, sizes and forms. But most of all they are enchanted with the people – to begin with their immediate care givers and others. This ability to connect with others and to share feelings with them lays a special basis for learning. The child's ability to experience the world gets richer and more differentiated over the years. Children start distinguishing between the colours, long and short, big or small, less and more and so on. This early learning takes place as a part of communication with adults in which language also plays a very important role. Children need to be given multiple and varied opportunities to investigate, explore, and develop an understanding of their immediate and wider environment – human, social and cultural. In the exploration of their environments,

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children are involved in various kinds of process skills such as observation, questioning, discussion, prediction, analysis, exploration, investigation, and experimentation. In this process they tend to construct, modify, and develop a broad range of scientific concepts and ideas.

### 8.3.2 Benefits of Play School/Pre-school

- Reduces Separation Anxiety
- Provides an opportunity for growth
- Prepares children for kindergarten
- Promotes social and emotional development
- Children learn to take care of themselves and others
- Develop cognitive skills, language and motor skills
- Nurturance of curiosity

### Learning through Play

**Textbooks:** A textbook is a comprehensive compilation of content in a branch of study. Textbooks are produced to meet the needs of educators, usually at educational institutions. School books are textbooks and other books used in schools. Today, many textbooks are published in both print and digital formats. The role of a good book is quite important especially in the language development and cognitive development field. At this stage, acquiring experience in any kind of literature contributes to the development of preschool children's language skill. Both listening to the book being read and discussing while looking at the illustrations not only contributes to the child's language and cognitive development, but it also enriches his/her imagination. A book which is appropriate for the development of the child, fascinates him and meets his needs, helps him understand himself and his values as well as develop respect and commitment to his/her cultural heritage. Picture books as well as online flip books are extensively being used in Pre-School nowadays in Story telling sessions and providing information about our immediate natural environment in addition to field trips, nature walks etc.

### Check Your Progress

1. What do you mean by weaning?
2. What is difference between formal and informal learning provided in schools?
3. Briefly mention the concept of preschool.
4. Mention a few benefits of play school/pre-school.

## 8.4 PLAY GROUPS

It has been seen that play groups of young children exert a considerable influence on their personality development and on their education. Play groups are found in all societies and cultures and are likely to be heterosexual up to the age of seven or eight years. These are generally informal groups without any well-defined leadership. These generally consist of children from two or more than two families who come together to play almost daily. Children of both sexes get equal chance to participate in the play activities and to assume leadership of the group. The leadership might shift from one member to the other. The activities are highly imaginative. Play groups of older children for e.g. teenagers become more organized, leadership roles become better established and membership becomes more selective. Girls and boys generally at this stage have separate groups. In the case of play groups of younger children, the activities are the basis of the organization of the group while on the other hand play groups of older children organization basically depends upon age and common interests.

Play groups have educative value too. Participation in group activities of the play group can have educational value which is enumerated below:

- Children learn values like team spirit, cooperativeness and respect towards rights and privileges of other individuals.
- Play groups provide training in leadership as well as how to cooperate and follow other people's orders.
- As the children learn to cooperate with others they also tend to develop a social attitude, group values and the ability to look beyond their own interest and develop a feeling of concern for the group activity.
- In some cases children from different social and economic backgrounds get the opportunity to play together in these groups. In this way they tend to learn about people of different backgrounds, of varying attitudes, values and behaviour.
- Play groups also prove useful in learning vocabulary and children also tend to experience inter-group opposition. This helps the children to discover their roles as members of the group and also learn how to deal with opposition.
- Some Play groups under controlled supervision can have remedial as well as therapeutic value for certain children who are timid, hostile, aggressive or withdrawn.

Play groups can have negative consequences too. A play group becomes a gang if it begins arousing disapproval and opposition from the adults of the society.

### NOTES

Parents of the children and other adults look upon the group with some hostility. There can be three kinds of gangs:

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### 8.5 ROLE OF MASS MEDIA AND TELEVISION

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Marshall McLuhan has written extensively on “Understanding Media”. He holds the belief that the new technologies are the real forces which have shaped and are shaping up the modern culture. These have brought sweeping changes ranging from social forms to human perception. McLuhan believes that electricity has interrupted the sequence of the printed page through the introduction of mosaic images on television screen. Modern media which is more electronic provides a multi-sensory environment and has also resulted in speeding up communication. The mass media is not only changing the meaning of life but is also altering the patterns of human communication and human interdependence. Through the advent of television satellite channels and internet the visual approach to learning is being replaced by total sensory involvement (visual, auditory, motor and tactile) in the process of knowledge acquisition.

The role of mass media being all pervasive; its functioning being very subtle having been both positive and negative influences. Media’s presence in children’s lives is totally ubiquitous. As screens become ever-present in human lives, especially ones that are small and portable, children and teenagers are spending more time playing digital games and browsing on internet. Modern technology has transformed the way children learn and interact with their environment. Television, which is the most dominant media affects children consumption habits, is now joined by computers, video game players, cell phones and other connected devices. The result is that children today are completely immersed in media experiences from a very young age. Regulating the impact these experiences are having on children has become very challenging, for parents and policymakers.

The parents can offset some of the harmful effects of media on children. Not only does media for e.g. television effects the behaviour of children but also the parents. It has commonly been observed that when television is on, parents tend to be less responsive, attentive and engaged with their children.

#### Television

Television can be a powerful entertainment and education tool for children if programmed properly. However, studies have shown that television, and media in general, can also have a very negative influence. Some studies indicate that it can shorten attention span, distort body image, work in conjunction with other factors to escalate obesity, create fear, and increase aggressive and anti-social behaviour if exposure is unmonitored or unlimited. During the first few years of a child’s life, parents’ role in supporting the development of key cognitive outcomes, such as

attention and language development is very crucial. (Vygotsky, 1978). Everyday activities, such as playing or interacting with others, provide children with the opportunities to gain knowledge and practice skills that contribute to their development (Bronfenbrenner, 1979). This gets reduced when children spend more time watching television.

### **Advantages of Television**

Studies have indicated that television does increase the general vocabulary of children.

*Television as a tool for learning:* Parents nowadays claim that educational videos are important for intellectual development of the child. (Garrison & Christakis, 2005).

It provides opportunities for children to learn about all kinds of things, although whether they do well on any great extent depends on the specific programs the child actually watches. Since young children lack the cognitive skills and experience necessary for learning from media, parents can scaffold children's media experience, helping them to comprehend and learn the lessons at hand. There is ample research demonstrating that co-viewing television with an adult can promote the educational value of media for preschool-age children and older. Adult co-viewers, who actively mediate children's viewing experience, can enhance the value of media by highlighting important information necessary for comprehension, drawing connections within the narrative, and elaborating on lessons. Parental coviewing has been shown to not only enhance learning, but also children's enjoyment, especially for children from lower SES (socioeconomic status) households. Parental co-viewing behaviors (e.g., TV-related talk) have the potential to be internalized and adapted by children when they view independently. That is, active parental co-viewers can model the behaviors that elicit cognitive engagement and learning from television, and over time, children can do so when they begin to view alone.

*Television can increase a child's range of interest:* as it exposes him/her to a variety of activities and topics he might not otherwise know, to science of all kinds, music, etc.

Television has probably been the most effective of all the mass media in making people aware of a wide range of human problems ranging from pollution to homelessness.

### **Disadvantages of Television**

Although television helps children to learn, it also has many negatives effect on them. Some are enumerated hereunder:

*Obesity:* Children who consistently spend more than four hours per day watching TV are more likely to be overweight. As well as encouraging an inactive lifestyle,

## **NOTES**

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television can also contribute to childhood obesity by aggressively marketing junk (cheap) food to the young audience.

*Violent behaviour:* “As television became more widely consumed over the past half-century, it also became increasingly violent, a fact that raised concerns among many social policymakers”

Kids who view violent acts are more likely to show aggressive behaviour but also develop the fear that the world is scary and that something bad will happen to them. TV characters often model risky behaviour, such as smoking and drinking, and also reinforce gender-role and racial discrimination. Most young children imitate aggressive acts which they watch on TV in their play with peers. Generally children are unable to distinguish between fact and fantasy and may view violence as an ordinary occurrence.

Everyday activities, such as playing or interacting with others, provide children with the opportunities to gain knowledge and practice skills that contribute to their development (Bronfenbrenner, 1979). This gets reduced when children spend more time watching television.

**Check Your Progress**

5. What are playgroups?
6. List any three disadvantages of watching television by children.
7. What was Marshall McLuhan’s belief on new technologies?

**8.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS**

1. ‘Weaning’ is the process by which a baby slowly gets used to eating family or adult foods and relies less and less on breast milk.
2. Schools provide both formal and informal learning to the students and thus are crucial to the healthy development of the child. The formal context is the one provided in the classroom wherein the content of socialization is determined by the curriculum and the teaching-learning process. The informal context or learning can be perceived in the inter-personal relations of students with teachers, administrators, support staff and most importantly, the peer group.
3. Preschool, also referred to as nursery school, pre-primary school, playschool or **kindergarten**, is an educational establishment or learning space which offers early childhood education to children before they begin compulsory education at a primary school.

4. Some of the benefits or advantages of pre-school are:
  - It provides an opportunity for growth
  - Prepares children for kindergarten
  - Promotes social and emotional development
  - Develop cognitive skills, language and motor skills
  - Learning through play
5. Playgroups are generally informal groups without any well-defined leadership. These generally consist of children from two or more than two families who come together play almost daily. Children of both sexes get equal chance to participate in the play activities and to assume leadership of the group. The activities are highly imaginative.
6. Some disadvantages of television are:
  - The likelihood to be obese
  - The likelihood to be violent
  - Everyday activities, such as playing or interacting with others, provide children with the opportunities to gain knowledge and practice skills that contribute to their development. This gets reduced when children spend more time watching television
7. Marshall McLuhan has written extensively on “Understanding Media”. He holds the belief that the new technologies are the real forces which have shaped and are shaping up the modern culture. These have brought sweeping changes ranging from social forms to human perception.

## NOTES

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### 8.7 SUMMARY

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- Child rearing is one of the most critical responsibilities held by the adult population in any society which assists the next generation to grow and develop into competent and able human beings, healthy and responsible citizens of the society.
- Child-rearing practices and child care in every society occur in accordance with the cultural norms of the society which might vary depending upon whether it’s urban or rural.
- Tietjen (1985) asserts “infant care and feeding practices represent the beginning of socialization. Children and mothers are very close to each other until weaning which is basic and essential for social interactions.”
- Weaning is “the process by which a baby slowly gets used to eating family or adult foods and relies less and less on breast milk.”(WHO, 2002).

## NOTES

- School refers to a whole range of formal educational institutions. In the words of Brubacher ‘*school* is an active, direct and formal agency of education and socialization’.
- School socialization is not only helpful to the growing child in gaining academic insights but also many values like the importance of punctuality, discipline, resilience, team work, cooperation, etc. Another significant role played by schools is gender socialization.
- Childhood Education Specialists claim that young children learn best when they have an opportunity to interact with their peers, and their parents and instructors treat them kindly. They develop well in a tension free environment.
- Preschool education is defined as any setting imparting education to the children from 3+ to 5+ years. It is referred by any nomenclatures such as play school, anganwadi, balwadi, nursery, preparatory, pre-primary, lower kindergarten (LKG), and upper kindergarten (UKG).
- At the preschool stage children are curious and enchanted about the world—various things, their colours, shapes, sounds, sizes and forms. But most of all they are enchanted with the people – to begin with their immediate care givers and others.
- Playgroups are generally informal groups without any well-defined leadership. These generally consist of children from two or more than two families who come together play almost daily.
- Modern media which is more electronic provides a multi-sensory environment and has also resulted in speeding up communication.
- The mass media is not only changing the meaning of life but is also altering the patterns of human communication and human interdependence. Through the advent of television satellite channels and internet the visual approach to learning is being replaced by total sensory involvement (visual, auditory, motor and tactile) in the process of knowledge acquisition.
- Modern technology has transformed the way children learn and interact with their environment. Television, which is the most dominant media affects children consumption habits, is now joined by computers, video game players, cell phones and other connected devices. The result is that children today are completely immersed in media experiences from a very young age.
- Television can be a powerful entertainment and education tool for children if programmed properly.
- Television provides opportunities for children to learn about all kinds of things, although whether they do well on any great extent depends on the specific programs the child actually watches.

- Although television helps children to learn, it also has many negatives effect on them like inactive lifestyle, obesity, violent behaviour etc.

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## 8.8 KEY WORDS

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- **Weaning:** It refers to the process by which a baby slowly gets used to eating family or adult foods and relies less on breast milk.
- **Social Weaning:** It refers to the beginning of a social detachment of the child from the mother.
- **Child Rearing:** It refers to the process of bringing up a child or children.
- **Obesity:** It refers to a medical condition that occurs when a person carries excess weight or body fat that might affect their health.
- **Balwadi:** It refers to an Indian pre-school run for economically weaker sections of the society, either by government or NGOs.

## NOTES

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## 8.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. Define preschool education.
2. Write a short note on the characteristics of preschool children.
3. What role do textbooks play in language and cognitive development of a child?
4. List the different educative values playgroups impart to children.
5. What role does mass media play in child development?

### Long Answer Questions

1. Do you agree that children should be sent to a play school before they start with formal schooling? Justify your answer.
2. Discuss the impact of mass media on the growing child with reference to its advantages and disadvantages.
3. Elaborate the advantages and disadvantages of television.

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## 8.10 FURTHER READINGS

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**BLOCK - III**  
**CHILDREN'S STYLES OF LIFE**

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*Peer Relations and  
Play Group*

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**UNIT 9 PEER RELATIONS AND  
PLAY GROUP**

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**NOTES**

**Structure**

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Group Relations
  - 9.2.1 Play and Social Development
  - 9.2.2 Period of Adolescence and Peer Relations
- 9.3 Development of Altruism
  - 9.3.1 Developmental Trends in Altruism
  - 9.3.2 Measures to Promote Altruism
- 9.4 Children's Styles of Life: Overview
- 9.5 Community and Caste
- 9.6 Answers to Check Your Progress Questions
- 9.7 Summary
- 9.8 Key Words
- 9.9 Self Assessment Questions and Exercises
- 9.10 Further Readings

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**9.0 INTRODUCTION**

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The child is introduced to the social world outside his family, mainly to play and to seek friends of his/her choice in the immediate neighbourhood. The peer group satisfies various needs of the children like acceptance, affection, approval, belongingness, fame and recognition, expression of thought and opinion, etc. It plays a key role in the social development of the child because of its emphasis on the rights of others, in acceptance of common group rules and discipline, in mutual understanding and cooperation, and in the consciousness of a sense of justice. In this unit, we will discuss peer relations, along with altruism and role of community and caste in a child's life.

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**9.1 OBJECTIVES**

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After going through this unit, you will be able to:

- Describe the concept of peer relations in a play group
- Understand the importance of development of altruism in children
- Discuss the role of caste and community in child development

## NOTES

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## 9.2 GROUP RELATIONS

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It has been seen that as children become increasingly self-aware and better at communicating and understanding others' thoughts and feelings, their skill at interacting with peers improves rapidly. Peers provide young children with learning experiences, which is not possible in any other way. As peers interact on an equal footing, children need to keep a conversation going, cooperate with them, and set goals in play. Children form friendly relations with their peers, which are marked by attachment and common interests.

### 9.2.1 Play and Social Development

Mildred Parten in her work, *Stages of Development of Sharing* (1932), stated that social development in young children take place in a three-step sequence. It begins with a non-social activity—being unoccupied, being an onlooker, or playing alone. Then, it shifts to parallel play, in which a child plays near other children, with similar materials, but makes no effort to influence their behaviour. At the highest level, there are two forms of true social interactions. In associative play, children engage in separate activities, but exchange toys and comment on one another's behaviour. While finally, in the cooperative play, a more advanced type of interaction takes place, children orient toward a common goal, such as acting out a make-believe scenario.

During the approximate ages of six to twelve years, children spend more time away from direct parental supervision and show increasing amount of independence and ability to take on more mature responsibilities. This stage, the late childhood is often regarded as 'gang age' because it is characterised by an interest in peer activities, an increasingly strong desire to be an accepted member of a gang, and increased feeling of discontentment, when children are not with their friends. Once children reach late childhood both the nature of the children's relationships with peers and their understanding of the relationships become more intimate and complex. Children's status within the peer group, whether they are popular or not, becomes a significant issue in the social relationships during late childhood/adolescence.

### 9.2.2 Period of Adolescence and Peer Relations

Peer relations have a key role to play in the development of adolescents as well. Adolescence is a period in human development characterised by transition. One of the most important transitions, which occur during the adolescence is the growth of peer relationships. Peer relationships provide a context not only for the acquisition and maintenance of friendships, but also for the development of key social skills, social problem solving skills, and empathy in the growing child. Peer relationships are not entirely positive, however, they may also play a role in the development of negative problems, such as poor academic performance. Biological, cognitive,

and social changes characterise the period of adolescence. All these changes affect and are affected by changes in child's social relations.

Problematic peer relations, such as peer rejection, are associated with a variety of developmental and psychological difficulties in childhood and adolescence (Rubin, Bukowski, and Parker, 1998). Rejected children are at risk of negative problems in a broad spectrum of developmental domains, including behavioural adjustment, poor academic performance, and psychological well-being (Parker and Asher, 1987). Peer relationships are often considered as a major source of emotional support that is associated with a sense of security and belongingness. Children who face rejection or isolation by peers may feel frustrated and distressed and develop negative attitudes and feelings about others and self. A number of studies have shown that peer relationships play a significant role in the development of psychological adjustment and problems such as depression (Fontaine et al., 2009).

## NOTES

### Check Your Progress

1. What are the two forms of true social interactions, at the highest level?
2. Why are peer relationships important in adolescence?

## 9.3 DEVELOPMENT OF ALTRUISM

Pro-social behaviour is any action that benefits other people such as sharing with someone less fortunate than oneself, comforting or rescuing a distressed person, cooperating with someone or helping him and her to achieve an objective, or even simply making others feel good by complementing them on their appearance or accomplishment. Altruistic behaviour has generally been defined as 'behaviour carried out to benefit another without anticipation of rewards from external sources' (Macaulay & Berkowitz, 1970). Although many theorists (like Batson, 1990) regard altruism as the quintessence of pro-social behaviour, it has proved to be difficult, even impossible, to empirically distinguish truly altruistic behaviour from external manifestations of pro-social behaviour, such as helping, sharing, comforting, and donating (Wallach & Wallach, 1991).

The motivational definition of Altruism focus on the motives or intentions that underlie any pro-social act. According to this perspective an act of kindness can be labelled as 'altruistic', if a person's primary motive or intent is to provide positive consequences for another person. In other words, the true altruist acts emerge more out of a concern for the others than for the positive outcome he or she may obtain as a result of helping, sharing or comforting anyone. However, the behavioural definition of altruism holds that an altruistic act is the one that benefits another person regardless of a person's motives. In other words, altruism and pro-social behaviour are viewed roughly as a synonymous concepts. According

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to Lawrence Kohlberg, an American psychologist altruistic behaviour in children, 'appears to accompany alterations in the basis of moral judgment'. It is possible that older children are more generous than younger ones, not only because of the greater opportunity to learn this culturally valued activity, but because they may be shifting the basis of moral judgement from a hedonistic position to one emphasising social approval or 'the good-boy morality'. However, there is no direct experimental evidence relating level of moral development to children's sharing behaviour.

### 9.3.1 Developmental Trends in Altruism

The developmental trends observable in altruism in the recent years are as follows:

- Pro-social conduct is becoming more and more common from the early elementary school years.
- No apparent difference between the conduct of boys and girls
- Capacity for pro-social response is evident by the age of two years
- The increase in the capacity for pro-social response with age reflects:
  - o A gradual internalisation of moral principles
  - o Increased understanding of other people's perspectives (particularly those who are not known well)
- Children within the same age vary in how pro-social/altruistic they are. These differences are reflective of:
  - o The outcomes of the socialisation experience (for example, the kind of behaviour modelled and reinforced, amount of exposure to explanations fostering different perspective, concern for others, etc.)
- Altruism/pro-social behaviour varies with the context and the child's interpretation of the situation (for example, emergency or everyday need)
- Motivational factors at that moment, in that context (for example, cost versus benefits of altruistic behaviour influence expression of pro-social behaviour.)

### 9.3.2 Measures to Promote Altruism

Altruism is not something, which develops naturally in a child. Parents and teachers play a key role in the development of altruism in a child. Altruism can be promoted through:

- Cultural emphasis on altruism and endorsement of a norm of social responsibility
- Verbal (but not tangible) reinforcement of altruistic behaviour
- Structure activities in order to encourage cooperation and sharing
- Model (as well as preach) altruism
- Encourage children to think of themselves as helpful or nice

Children who are assigned responsibilities, such as taking care of younger siblings, tend to be more altruistic. Altruism can be increased by direct material or verbal reinforcement by a warm and charitable person, who the child likes and respects. Children who are encouraged to play cooperative games with group goals, may become more cooperative and also more likely to engage in other altruistic behaviours such as sharing. Parents who ‘practice what they preach’ tend to produce altruistic children. Persuading a child to think of themselves as generous, helpful, kind, nice, and so on can increase altruism. Empathy training can increase altruism and altruistic behaviour, even in very young children. Empathy training involves encouraging the child to experience the other person’s distress.

## NOTES

### Check Your Progress

3. Define altruistic behaviour.
4. What could be the reason for older children being more generous than the younger ones?

## 9.4 CHILDREN’S STYLES OF LIFE: OVERVIEW

In the latter half of the 20th century, urbanisation and the growth of cities have been the most prominent developmental factors influencing child rearing practices and patterns of human relationships. The child’s style of life is dependent on whether the child is living in a city, town, or village. Rural societies tend to incorporate nature’s concerns in their worldview, while urban societies often overlook the environmental issues. It has always been challenge for the people in urban centres to reconstruct the links between nature and nurture. However, cities also create and nurture their own culture with different ways of living and patterns of relationships. The urban culture brings with it new dynamics and creates problems arising from population density and spatial proximity. To make life in cities liveable, spaces have to be created for cultural expressions such as music, theatre, and art. The availability of such spaces is critical for the intellectual development and learning of a growing child.

According to some people the quality of life in urban areas is considered superior, though some others hold an exactly opposite view. Though each have their own benefits, but we totally agree that there are differences in living styles and opportunities. The main advantages and disadvantages probably derive from the fact that there is greater concentration of power and opportunities in urban areas, which might not be true for the children residing in rural areas. On the other hand, children in rural areas may have more direct experience and connection with nature. There are important and notable differences in the experiences and opportunities available to particular groups of people within each community.

In urban areas, characterised by multi-story buildings, there is hardly any open space for children to play. The opportunity for children for physical exercise

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and interaction with the same age group has become limited to activity centres, community parks, day cares, etc. If the living conditions of home are favourable, children have a better chance for growth and learning and are able to develop to their full potential. However, if the living conditions are poor, children suffer from a variety of diseases and deficiencies, which have an adverse effect on their health and psychomotor skills.

A common myth is that rural children are less intelligent than urban children. We agree that children in rural areas have fewer opportunities for interaction and exposure to intellectual challenges in schooling. However, it is also true that children in rural areas tend to develop insight into life's deeper processes through non-formal and direct involvement. The contextual variations bear an influence in the way the children develop their thinking and information processing capabilities. This also indirectly influences their styles and habits of learning, both in formal and informal contexts.

Apart from rural and urban communities, the Indian society also has Tribal communities. Some communities have their own cultural histories making them unique in a variety of ways. These settings also influence the learning of children. This is particularly significant in the context of modern school-based learning as these communities invariably have indigenous non-formal socialisation and educational process for knowledge and skill-building among the youngsters. Through centuries of living close to the nature, people from tribal communities have acquired detailed and personalised knowledge of their environment and its natural resources. They possess a unique understanding of the functioning of the eco-system, the properties of plants and animals, and the techniques for using and managing these systems. Their children grow to learn about these knowledge systems in an informal manner. Similar to their close connection to the nature and environment, their social relationships and interaction patterns are also unique. Unfortunately, as pointed out by many observers, the uniform structure and transaction of curriculum adopted in formal schools offer no space or opportunity for the children from such unique background to utilise and build on the knowledge and skills that they bring with them. It is of critical importance to establish relevance of the school-based formal learning in the context of their lives. The lack of connectivity may lead to a sharp division between home and school and negatively influence the interest of children in school learning.

### Check Your Progress

5. What is the basic difference between rural and urban societies?
6. Do you think that rural children are less intelligent than urban children? Why or why not?

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## 9.5 COMMUNITY AND CASTE

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A 'community' refers to a large group of individuals living together for a long time in a locality having common goals, way of life, norms, etc. The influence of community on a child's development varies depending on the location, cultural aspects, physical makeup of the region, the social networks established by its inhabitants, and the ways media and technology are integrated into children's lives. India is a diverse country. Although there are great differences among communities, there are also many commonalities that suggest the need for similar educational experiences and opportunities should be provided at different stages of development.

As the gap between the rich and poor grows wider, new strategies are needed to overcome the social, economic, and environmental barriers, which hinder the proper development of a child. Most researchers agree that children growing up in affluent communities or with strong parental support have a greater chance of success at school than those in poor ones. Every home is to some extent or the other, a microcosm of the community in which it is located. The traditions, customs, norms of relationships, and inter-personal interactions prevalent in the community significantly influence the child rearing practices and the interaction patterns between parents and children at home.

Caste is a system of social stratification, which lies at the very root of social structure of most social groups in India. By social structure, we mean the persistent pattern of social interaction existing within and among social groups. These patterns of interaction are guided by the normative system of the society. Sociologists have defined caste or 'jati' (as locally referred to) as a 'hereditary, endogamous, group which is usually localised. It has a traditional association with an occupation, and a particular position in the local hierarchy of castes'. The role of caste system in a child's development is dealt in detail in the Unit XIII.

### Check Your Progress

7. Which aspects of a community influence a child's development?
8. How is caste defined by sociologists?

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## 9.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The two forms of true social interactions, at the highest level are associative play and cooperative play.
2. Peer relationships are important in adolescence as they provide a context not only for the acquisition and maintenance of friendships, but also for the

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## NOTES

development of key social skills, social problem solving skills, and empathy in the growing child.

3. Altruistic behaviour has generally been defined as 'behaviour carried out to benefit another without anticipation of rewards from external sources'.
4. The reason for older children being more generous than the younger ones could not only be because of the greater opportunity to learn this culturally valued activity, but because they may be shifting the basis of moral judgement from a hedonistic position to one emphasising social approval or 'the good-boy morality'
5. The basic difference between rural and urban societies is that rural societies tend to incorporate nature's concerns in their worldview, while urban societies often overlook the environmental issues.
6. We agree that children in rural areas have fewer opportunities for interaction and exposure to intellectual challenges in schooling. However, it is also true that children in rural areas tend to develop insight into life's deeper processes through non-formal and direct involvement.
7. The aspects of a community, which influence a child's development are location, cultural aspects, physical makeup of the region, the social networks established by its inhabitants, and the ways media and technology are integrated into children's lives.
8. Sociologists have defined the caste or 'jati' (as locally referred to) as a hereditary, endogamous, group which is usually localised. It has a traditional association with an occupation, and a particular position in the local hierarchy of castes.

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## 9.7 SUMMARY

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- The peer group satisfies various needs of the children like acceptance, affection, approval, belongingness, fame and recognition, expression of thought and opinion, etc.
- It has been seen that as children become increasingly self-aware and better at communicating and understanding others' thoughts and feelings, their skill at interacting with peers improves rapidly.
- Pro-social behaviour is any action that benefits other people such as sharing with someone less fortunate than oneself, comforting or rescuing a distressed person, cooperating with someone or helping him and her to achieve an objective, etc.
- In the latter half of the 20th century, urbanisation and the growth of cities have been the most prominent developmental factors influencing child rearing practices and patterns of human relationships. The child's style of life is dependent on whether the child is living in a city, town, or village.

- A 'community' refers to a large group of individuals living together for a long time in a locality having common goals, way of life, norms, etc.
- Caste is a system of social stratification, which lies at the very root of social structure of most social groups in India. By social structure, we mean the persistent pattern of social interaction existing within and among social groups.

## NOTES

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### 9.8 KEY WORDS

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- **Psychomotor Skills:** These are physical skills such as movement, coordination, manipulation, dexterity, grace, strength, speed—actions which demonstrate the fine or gross motor skills, such as use of precision instruments or tools, and walking.
- **Tribal Society:** The community living in hills, forests, or well-demarcated areas.
- **Social Structure:** The persistent pattern of social interaction existing within and among social groups.

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### 9.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. How would you define gang age?
2. What is the difference between motivational and behavioural definition of altruism?

#### Long Answer Questions

1. Discuss the development trends in altruism and measures to promote altruism.
2. Describe the difference in the growth of children in rural, urban, and tribal societies.

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# UNIT 10 SOCIAL PRACTICES, CUSTOMS, RITUALS AND CHILD CARE

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*Social Practices, Customs,  
Rituals and Child Care*

## NOTES

### Structure

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Role of Social Practices and Customs in Child Care
  - 10.2.1 Concept of Childhood
- 10.3 Sex Determination
- 10.4 Answers to Check Your Progress Questions
- 10.5 Summary
- 10.6 Key Words
- 10.7 Self Assessment Questions and Exercises
- 10.8 Further Readings

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## 10.0 INTRODUCTION

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Numerous social constituents like the family, society, community, culture, etc., largely influence a child's growth. It is therefore necessary to deal with these factors, while understanding how the child grows. These sources are imperceptible and yet both unavoidable and effective. The discourse in the socio-cultural context of India means dealing with the traditional and modern outlook, mythological and historical viewpoint, and collective and individual aspect. Culture cultivates more synergetic roles for parents. Amidst cultural orientation, parents play a key role in helping their children become honourable and contributing members of the society.

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## 10.1 OBJECTIVES

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After going through this unit, you will be able to:

- Analyse the influence of social practices, customs and rituals on child care
- Understand the concept of childhood from varied perspectives
- Discuss the causes and consequences of sex determination

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## 10.2 ROLE OF SOCIAL PRACTICES AND CUSTOMS IN CHILD CARE

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The developmental psychologists differentiate children from adults on the basis of ability in a range of domains, but social constructionists argue that childhood has

## NOTES

more to do with how people define it thus, making childhood a social construction. Our attitude towards childhood is influenced by the dominant belief systems of the society in which we live and so it may vary across time and culture. Nurturing and guiding children, engaging in problem solving, and modelling by 'setting examples' of culturally acceptable ways of living, and finding solution to problems are all part of the society that we live in. This is done by adhering to the beliefs, values, and appropriate conduct accepted in their culture. Cultural context is the core to the parenting styles, parent-parent, and parent-child interactions (Swick, 1986). According to Swick, 'parenting is carried on amidst many cultural signals, not all of which are consistent with each other or necessarily 'good' for children. Parenting context often dictates how these style issues are dealt with in the life span'. Cultural difference in values and beliefs influence cognitive perceptions, psychological evolution, mental development, and logical reasoning. Foss (1996) had made a poignant remark that 'parenting patterns frequently are evaluated by the standards of the country of residence even if there are conflicts between the two sets of standards'.

### 10.2.1 Concept of Childhood

As we have already discussed in the previous Unit III, till the very end of the twentieth century, the idea of childhood as a separate social category had been paid very little attention. The definition of childhood varies, according to the cultural norms and expectations. As adults, we look at children being similar and not as unique individuals, who have different and varied experiences, interests, styles of learning, and knowledge. They are often forced to be the way we want them to be, which deeply influences children's development. Childhood can be perceived through anthropological, sociological, cultural, and historical viewpoints.

#### Cultural perspective of childhood

Variations in our images of childhood can be noticed not only by going back over time but also by travelling through the different cultures in the world. In different cultures, it is noticed that there is a variation in children's social position and roles. These variations are observed between rural and urban areas, among different communities, and among different countries. Let us analyse some examples as to see how children are reared in various cultures.

#### *Box 10.1 Example of mother-child relationship*

Observe an Indian mother with her baby on her lap. The mother does her best to foster emotional tie by cuddling, smiling, singing and talking, and thus ensure that she is very much the focus of the baby's attention. While looking at Kaluli mothers and their babies, we will get a different picture. The Kaluli people are a small society living in the tropical rainforests of Papua New Guinea (close to Australia), and there mother-baby interaction takes a very different form. Mothers hold their babies outwards so that they can see others who are part of their social group. Mothers rarely talk directly to their babies; instead, other people talk to

the baby. Why is it so? As Kaluli people are living in one large long house with no internal walls, the mother-child bond is less significant and children are prepared to be aware of the social community as a whole. Hence they adopted the practice of facing the child outward and not towards the mother.

*Social Practices, Customs,  
Rituals and Child Care*

(*Source:* Schaffer, H. Rudolph. 2004. *Introducing Child Psychology*. United Kingdom: Blackwell Publishing Ltd.)

## NOTES

### **Box 10.2** *An example of mother-child play session in two societies*

In the course of childhood, a mother in western society tries to develop independent nature among children by providing situations to explore on their own. On the contrary, a Japanese mother socializes the child to become dependent on other members of the group. For example, during play sessions while confronted by a car, a western mother might say: 'This is a car. It has nice wheels. You can play with it.' A Japanese mother would say: 'Hello Chan, It's a vroom vroom. I give it to you. Now give it to me. Yes. Thank you.' What difference do you observe between these two mother-child play sessions? The mother in western society gives much importance to teach the child the name of the object and its properties whereas in the second case, the mother wants to teach the child the cultural norms for polite speech and to focus on interpersonal aspects. Another point you can observe is that in western society, mothers join their children in play to foster their cognitive and educational skills whereas in Japanese society, play is merely a means of involving a child in social rituals that will develop mother-child relationship.

(*Source:* Schaffer, H. Rudolph. 2004. *Introducing Child Psychology*. United Kingdom: Blackwell Publishing Ltd.)

From the above examples, one can easily conclude that child rearing practices play a crucial role in shaping the personality of children. Even today, variations can be seen in our images of childhood, when we compare different parts of the world with different cultural traditions. What is considered normal in one society, may not be acceptable in another. These differences are due to the rearing practices as to how children are talked to, held, or played with. Thus, we may say that each society sets out to produce children with characteristics that are in consonance with its own values. The social and cultural contexts in which children grow up exert influences in making sense of the social concept of childhood. Childhood has been seen to differ across time, place, and culture.

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## 10.3 SEX DETERMINATION

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India has an alarming gender imbalance. Population experts have revealed that female foeticide is being practiced at an alarming rate and in huge numbers, even though selective abortions have been banned in the country. The low number of females was found in prosperous urban and prospering rural areas, proving that this phenomenon is being practiced by educated and prosperous families. Long before medical abortion became available, unwanted girls were killed after birth

*Self-Instructional  
Material*

## NOTES

or not given enough food and medicine to survive. But modern technology has changed that. As a consequence, infanticide has given way to foeticide.

Sex determination tests became a huge business shortly after their introduction in India in the 1970s. Sex-selective abortion was very rare before the late 20th century because it was difficult to determine the sex of the foetus before birth, but the technology of ultrasound has made such selection easier. These practices are especially prevalent in those places, where cultural norms value male children over female children. According to 2001 government census, there are 795 women for every 1000 men in Punjab, India's rural heartland. Generally, the sex ratios in the north-western states orient towards males, whereas ratios in the south-eastern states are more favourable to females. Maharashtra is one of the most progressive states in the country in health, literacy, urbanisation, and socio-economic indicators but the declining trend of child sex ratio can be seen, there as well.

If we try to understand the rationale behind sex selection, there won't be any doubt in deciphering the dynamics of sex ratio in India. Desire of sons in order to make familial propagation, security for the elderly, labour provision, and performance of ancestral rites are the reasons for favouring male child over females. Parents may wish for a male child, because in many cultures only a male will carry on the family name. The practice of female deselection in India could be attributed to socioeconomic reason as well. There is a belief held by certain people in India that female children are inherently less worthy because they leave home and family when they marry. Upon marriage, the daughter-in-law is an addition and asset to the family providing additional assistance in household work and brings an economic reward through dowry, while on the other hand when daughters get married off, they cause an economic penalty due to dowry charges.

### **Potential consequences of sex selective abortion**

Such rampant practice of sex determination can have drastic consequences for any country. These consequences are already being observed in the form of:

- Increase in the violence against women and denial of basic right to them
- Increase in the sex-related crimes
- Adverse impact on the reproductive health of women because of repeated pregnancies and abortions
- Adverse impact on the mental health of women as they are the one, who are usually blamed for their inability to produce son.

### **Check Your Progress**

1. What are the effects of cultural difference in values and beliefs?
2. What are the different viewpoints to perceive childhood?
3. When was the sex determination test first introduced in India?

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## 10.4 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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*Social Practices, Customs,  
Rituals and Child Care*

1. Cultural difference in values and beliefs influences cognitive perceptions, psychological evolution, mental development, and logical reasoning.
2. The different viewpoints to perceive childhood are anthropological, sociological, cultural, and historical viewpoints.
3. The sex determination test was first introduced in India in the 1970s.

### NOTES

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## 10.5 SUMMARY

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- The developmental psychologists differentiate children from adults on the basis of ability in a range of domains, but social constructionists argue that childhood has more to do with how people define it thus, making childhood a social construction.
- Our attitude towards childhood is influenced by the dominant belief systems of the society in which we live and so it may vary across time and culture.
- Till the very end of the twentieth century, the idea of childhood as a separate social category had been paid very little attention.
- Variations in our images of childhood can be noticed not only by going back over time but also by travelling through the different cultures in the world. In different cultures, it is noticed that there is a variation in children's social position and roles.
- India has an alarming gender imbalance. Population experts have revealed that female foeticide is being practiced at an alarming rate and in huge numbers, even though selective abortions have been banned in the country.

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## 10.6 KEY WORDS

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- **Anthropological Perspective:** It means understanding humankind in terms of the dynamic interrelationships among all aspects of human existence.
- **Sociological Perspective:** A perspective on human behaviour and its connection to society as a whole.
- **Sex Selective Abortion:** It means the termination of pregnancy on account of preference for a particular sex.

*Self-Instructional  
Material*

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## 10.7 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### NOTES

#### Short Answer Questions

1. What are the potential consequences of sex selective abortion?
2. Give an example of different child-rearing technique in various cultures.

#### Long Answer Questions

1. 'The cultural difference in values and beliefs influence cognitive perceptions, psychological evolution, mental development, and logical reasoning.' Explain the statement with the help of relevant examples.
2. Discuss the practice of sex determination as observed in India.

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# UNIT 11 FEMALE INFANTICIDE AND FOETICIDE

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*Female Infanticide  
and Foeticide*

## NOTES

### Structure

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Practice of Female Infanticide and Foeticide
  - 11.2.1 Forms of Infanticide
- 11.3 Infant and Child Mortality: Causes and Consequences
- 11.4 Child Care Programmes
  - 11.4.1 Schemes by the Central and State Governments
- 11.5 Answers to Check Your Progress Questions
- 11.6 Summary
- 11.7 Key Words
- 11.8 Self Assessment Questions and Exercises
- 11.9 Further Readings

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## 11.0 INTRODUCTION

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Women are murdered all over the world. But in India the most brutal form of killing females takes place regularly, even before the female child has the opportunity to be born. Female foeticide, the selective abortion of female foetuses, has far reaching and tragic consequences. Females are not only facing inequality in culture, but are even being denied the right to be born. Why do so many families selectively abort their baby daughters? Aborting female foetuses is both practical and socially acceptable in India. Although the practice of female infanticide is being practised since long in India, foeticide is a relatively new practice, emerging concurrently with the advent of technological advancements in prenatal sex determination on a large scale in the 1990s.

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## 11.1 OBJECTIVES

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After going through this unit, you will be able to:

- Analyse the issue of female foeticide and infanticide
- Understand the consequences of female foeticide and infanticide
- Discuss the steps taken by central and state Government to prevent female foeticide and infanticide

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## **11.2 PRACTICE OF FEMALE INFANTICIDE AND FOETICIDE**

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### **NOTES**

In 1994, India not only banned misuse of ultrasound and other medical techniques of sex determination, but also condemned the practice as a criminal offence. In spite of this, foeticide is still being practised due to constant and enormous social pressures to give birth to a male child. It has been reported that obstetricians invest in mobile clinics, which have the facility of ultrasound; these mobile clinics can be taken to remote rural areas, where preference for male offspring is often high, resulting in female foeticide. Nowadays, kits from U.S are available through which women can determine the sex of their child within the confines of their own home. Abortion is so lucrative that some doctors do not wish to get it curtailed and hence, it is still practiced in a huge number. Medical groups also hold the argument that the technology used to monitor foetal health such as ultrasound and amniocentesis, cannot be put under such tight scrutiny.

According to UNICEF, while pre-natal diagnostic testing legislation has been passed in India, the enforcement is lagging, with only one conviction to date. According to the British Medical Journal the Lancet (9 January, 2006), over 10 million female foetuses (1 in every 25) have been aborted in India since 1994. The journal also reported that pre-natal sex selection in India causes the loss of 500,000 girls per year. Female foeticide can be considered as a mass crime, which is being facilitated by the medical community. The initiatives of NGOs should be encouraged as they have done wonderful work at the grass root level and have been successful in saving many lives. The issue of girl infanticide, or killing (murder) of children for the sole reason that they are female, is of utmost concern in contemporary society worldwide. This violation of a girl's basic right to life requires urgent attention as well as action. In India, female infanticide has been practiced since thousands of years, but with increased availability of sex determination techniques such as amniocentesis, ultrasound, and trans-vaginal probes, sex-selective abortion has become common in most of the India's big cities.

### **11.2.1 Forms of Infanticide**

The crude measures adopted for eliminating girl babies after birth include poisoning, throat splitting, starvation, smothering, and drowning, which illustrate the insignificance accorded to these young female lives. Cases of brutal treatment of mothers and new born girls have often been reported in the country, if a daughter is born instead of a desired son. Eighty to ninety percent of the victims of this crime are girls of higher birth order (when there are more than two in a family). The girls who are able to survive become prone to neglect as parents do not fail to hide their contempt for these girls. Most of the killings of the infant girls are reported to be committed by senior women in the family. Studies have shown that utter neglect or abandonment of the girl child during the first few years of life leaves a

lasting mark and often results in the death of the child. Due to culture, tradition, religious beliefs, and social attitudes, a girl becomes vulnerable in their own family and community.

*Female Infanticide  
and Foeticide*

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### 11.3 INFANT AND CHILD MORTALITY: CAUSES AND CONSEQUENCES

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#### NOTES

The root causes of this evil are complex and reflective of diverse political, economic, social, cultural, and religious practices, none of which justify such a violation of human rights. These factors are discussed below:

- I. Cultural and religious factors:** The Indian culture is profoundly patriarchal and a feudal society, where women are neither seen nor heard. Women who are unable to deliver sons are still to a large extent rejected by their husbands, in-laws, and by the community as a whole. In the Hindu religion, the son is responsible for lighting his parents' pyre, in order for them to reach nirvana, which a girl child/children in the family supposedly cannot do.
- II. Social, political, and economic factors:** The following social, political, and economic factors are especially responsible:
  - (a) Status:** Having a boy helps a father achieve a better status in the society, whereas having a baby girl is seen as a curse.
  - (b) Inheritance:** A daughter inheriting the family property is still a social taboo as by doing the land is lost by her father's lineage.
  - (c) Dowry:** Not only is the girl child considered inferior to boys, but also a liability, as a bride's dowry can totally cripple a poor family. Nevertheless, in some of the richest states like Haryana (India), sex-selective abortions are very common and also performed by a well-educated families. There are many evidences, which prove that although the dowry has been banned in India in 1961 and the caste tradition has been abolished, all these customs still prevail and are deeply rooted in the psyche of our society.

Over the next twenty years in India there will be a 12 to 15 percent excess of young men leading to an obvious bride shortage. This can ultimately give rise to:

- A substantial increase in aggression, rape, and other forms of violence towards women.
- Drug and alcohol abuse
- Situation, in which the men of the family would be compelled to share the same wife
- Women trafficking and women being viewed as commodities

UNICEF has warned that the:

... alarming decline in the child sex-ratio is likely to result in more girls being married at a younger age, more girls dropping out of education, increased mortality as a result of early child bearing and an associate increase in acts of violence against girls and women such as rape, abduction, trafficking and forced polyandry.

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### 11.4 CHILD CARE PROGRAMMES

There are many initiatives taken by the Indian government to curtail such rampant abuse of human rights. Indian government has passed numerous laws to alleviate female foeticide.

*Table 11.1 Legislations to Curtail Female Foeticide*

OTHER LEGISLATION	YEAR PASSED	GOALS
Dowry Prohibition Act	1961	Prohibits families from taking dowry, punishable with imprisonment
Hindu Marriage Act	1955	Rules around marriage and divorce for Hindus
Hindu Adoption and Maintenance Act	1956	Deals with the legal process of adopting children and the legal obligation to provide 'maintenance' for other family members
Immoral Traffic Prevention Act	1986	Stops sex trafficking and exploitation
Equal Remuneration Act	1976	Prevents monetary discrimination between men and women in the workforce
Female Infanticide Act	1870	Prevents female infanticide (Act passed in British India)
Ban on ultrasound testing	1996	Bans prenatal sex determination

In the year 1994, the use of ultrasound and the medical techniques for sex determination were banned and was also condemned as a criminal offence. In an attempt to curb female foeticide, the Indian government enacted the Pre-Natal Diagnostic Techniques (PNDT) Act of 1994, which prohibits sex selection and regulates prenatal diagnostic techniques to prevent their misuse. The Act came into force in 1996. To implement the provisions of the Act, the help of the media units like AIR, Doordarshan, Song and Drama Division, Directorate of Field Publicity, Press Information Bureau, Films Division and DAVP was sought. Workshops and seminars have been organised through voluntary organisations at state, regional, district, and also at the block level for creating awareness against this social evil. Many poor families with girls in India are given financial incentives.

#### 11.4.1 Schemes by the Central and State Governments

Many measures have been taken to eradicate the evil of female foeticide and infanticide.

**Table 11.2 Schemes by the Government**

*Female Infanticide  
and Foeticide*

Program	Year Passed	Central or State Government	Benefits
Balika Samridhhi Yojana	1997	Central Government	Cash transfer to mother based on child's educational conditions and partaking in income generating activities
Dhan Laxmi Scheme	2008	Central Government	Cash transfer to family after meeting conditions (immunisation, education, insurance)
Kanya Jagriti Jyoti Scheme	1996	Punjab	Cash transfer to two girl children in a family after meeting conditions (immunisation, education, insurance)
Beti Bachao, Beti Padhao Yojana	2015	Central Government	Cash transfer based on educational attainment
National Plan of Action	1992	Central Government	For the survival, protection, and development of girl children. Goals include ending female foeticide, reducing gender disparity, and giving girls better access to resources
Devirupak	2002	Haryana	Cash transfer to couple accepting terminal method of family planning (vasectomy, tubectomy) after birth of 1st or 2nd child
Delhi Ladli Scheme	2008	Delhi	Cash transfer based on educational attainment for first 2 daughters
Apni Beti Apna Dhan	1994	Haryana	Cash transfer, if daughter reaches the age of 18, without being married
Girl Child Protection Scheme	2005	Andhra Pradesh	Cash transfer based on age and educational attainment. Family also has to partake in family planning
Beti Hai Anmol Scheme	2010	Himachal Pradesh	Interest earned on bank account in daughter's name and cash scholarships for each year of school
Bhagya Laxmi Scheme	2007	Karnataka	Cash transfer based on age and educational attainment. Cash provided to families for natural death, health insurance, and scholarships
Mukhyamantri Kanya Suraksha Yojna and Mukhyamantri Kanya Vivah Yojna	2008	Bihar	Cash transfer to poor families with two daughters

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Indra Gandhi Balika Suraksha Yojana	2007	Himachal Pradesh	Cash transfer based on age attainment
Ladli Laxami Yojna	2006	Madhya Pradesh, Jharkhand	Cash transfer based on educational attainment
Rakshak Yojana	2005	Punjab	Monthly cash transfer for families with two girls
Mukhyamantri Kanyadan Yojna	2017	Madhya Pradesh	Cash transfer for marriage assistance if the family waits, until the legal age to marry off their daughter
Sukanya Samriddhi Account	2018	Central government	Interest earned on bank account opened for daughter after she turns 21

The year 2006 was declared as the year of the girl child. An innovative incentive programme was introduced called 'Ladli' or the 'adored one', carrying an incentive of ₹ 5000 per year for five years on the birth of a second daughter in a family. The state government of Madhya Pradesh launched the Beti Bachao Abhiyan on 6th October 2011, while the state government of Gujarat (2005) launched the same as an intensive awareness crusade to save the girl child, after the census of 2001. The Chief Minister started the awareness campaign and addressed an audience of more than 5,000 Anganwadi (Child Care) workers. They were extensively explained the ills of sex determination techniques. These Anganwadi workers further counselled the communities that they belonged to.

More recently, the Ministry of Women and Child Development has introduced a scheme, Beti Bachao, Beti Padhao Yojana (save girl child, educate girl child scheme) on January 22, 2015. The major objective of this scheme is to prevent gender biased sex-selective elimination, ensure survival and protection of girl child, while also ensuring the education of the girl child.

### Check Your Progress

1. When did India ban the techniques of sex determination?
2. What is the argument of medical groups in favour of ultrasound and amniocentesis?
3. What is the Pre-Natal Diagnostic Techniques (PNDT) Act?

## 11.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. India banned the techniques of sex determination in 1994.
2. Medical groups hold the argument that the technology such as ultrasound and amniocentesis, cannot be put under such tight scrutiny as they are used to monitor foetal health.

3. Pre-Natal Diagnostic Techniques (PNDT) Act of 1994 prohibits sex selection and regulates prenatal diagnostic techniques to prevent their misuse.

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## 11.6 SUMMARY

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- Women are murdered all over the world. But in India the most brutal form of killing females takes place regularly, even before the female child has the opportunity to be born.
- Female foeticide, the selective abortion of female foetuses, has far reaching and tragic consequences. The root causes of this evil are complex and reflective of diverse political, economic, social, cultural, and religious practices, none of which justify such a violation of human rights.
- Over the next twenty years in India there will be a 12 to 15 percent excess of young men leading to an obvious bride shortage, which can have drastic consequences.
- The central and state government have realized the graveness of the problem and have adopted measures in the form of several initiatives and schemes which have the major purpose of saving the girl child.

## NOTES

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## 11.7 KEY WORDS

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- **Obstetricians:** A physician or surgeon qualified to practise in obstetrics, which is the field of study concentrated on pregnancy, childbirth, and the postpartum period.
- **Amniocentesis:** A process in which amniotic fluid is sampled using a hollow needle inserted into the uterus, to screen for abnormalities in the developing foetus.
- **Anganwadi:** A type of rural child care centre in India, started by the Indian government in 1975 as part of the Integrated Child Development Services program to combat child hunger and malnutrition.

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## 11.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. Write a short note on the forms of infanticide.
2. What are the objectives of 'Ladli' and the Beti Bachao Abhiyan?

### Long Answer Questions

1. Discuss the causes and consequences of infant and child mortality.

2. Describe the laws and schemes by the government to prevent female foeticide.

## NOTES

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### 11.9 FURTHER READINGS

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**BLOCK - IV**  
**GOVERNMENT SCHEMES OF TAMIL NADU**  
**FOR THE GIRL CHILD**

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*Government Schemes in  
Tamil Nadu*

**NOTES**

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**UNIT 12 GOVERNMENT SCHEMES**  
**IN TAMIL NADU**

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**Structure**

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Measures by the Government of Tamil Nadu
  - 12.2.1 Cradle Baby Scheme
- 12.3 Fertility Decline and Sex Ratio
- 12.4 Late Marriages: Causes and Consequences
- 12.5 Infant Mortality Rate (IMR)
- 12.6 Answers to Check Your Progress Questions
- 12.7 Summary
- 12.8 Key Words
- 12.9 Self Assessment Questions and Exercises
- 12.10 Further Readings

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**12.0 INTRODUCTION**

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Tamil Nadu is a region, where female foeticide has become an endemic. In such an environment, it has become imperative for the government to take steps to curb such rampant abuse of women. For this many reason, the Department of Social Welfare, Tamil Nadu is implementing various schemes including social welfare schemes, programmes, and scholarships for women's empowerment; this includes anganwadi workers, women health volunteers, the women living in the rural and tribal areas, ex-servicemen, physically handicapped, nursing women, lactating mothers, widows/destitute, old women, women self-help group (SHG), women entrepreneurs and adolescent girls.

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**12.1 OBJECTIVES**

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After going through this unit, you will be able to:

- Discuss the measures adopted by the government of Tamil Nadu to save the girl child
- Analyse the cause and consequences of late marriages
- Explain the infant mortality rate and the measures to lower it

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## 12.2 MEASURES BY THE GOVERNMENT OF TAMIL NADU

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### NOTES

The Tamil Nadu government has implemented many developmental programmes and schemes for the benefit of the girl child. The schemes have been initiated because of the following reasons:

- To encourage women education and thus, empowerment
- To promote development and empowerment, gender equality, and gender justice for women
- To ensure women's social, economic and political empowerment, fulfillment of their rights, promoting their participation and leadership
- To protect women from domestic violence
- For child development, empowerment, and protection
- For maintenance of child sex ratio and child care

The government thus, introduced various schemes, which are discussed in the following sections.

### **Kasturba Gandhi Balika Vidyalaya Residential Schools**

Kasturba Gandhi Balika Vidyalaya Residential Schools are being set up at upper primary level for girls belonging predominantly to the SC, ST, OBC, and minority communities. The girls in the age group of 10 to 14, who are not going to schools are identified and enrolled in these schools. Five full time teachers, one for each subject and a few part-time teachers are appointed. Supporting staff members to run the hostel are also appointed. In these schools free uniforms, cosmetics, nutritious food, note books, and textbooks are provided. A stipend amount of Rs.50/- per child per month is deposited in the post office. Facility of insurance coverage is also provided for the girls during their stay in the residential school. Regular medical check-up is done and recorded. The place is fully equipped with classrooms and residential facilities, TLM, TLE, kitchen equipment, furniture, library books, etc.

### **Chief Minister's Girl Protection Scheme**

Chief Minister's Girl Protection Scheme was launched in 1992. Its objectives include:

- To provide timely and enhanced financial assistance to the girl child
- To promote education of the girl child
- To eradicate female infanticide
- To discourage the preference for the male child
- To promote small family norm

In order to get the benefit of this scheme, a family should have one girl child and no male child in the family. The age of the girl child should be less than 3 years at the time of enrolment in the scheme. Annual income of the family should not exceed INR 72,000 per annum. Either of the parents should have undergone sterilisation within 35 years of age. As a benefit, an initial amount of INR 22,200 or INR 50,000 (born on or after 01/08/2011) as fixed deposit will be deposited in Tamil Nadu Power Finance Corporation.

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### **National Programme for Education of Girls at Elementary Level (NPEGEL)**

The Ministry of Women and Child Development, Tamil Nadu introduced the programme NPEGEL at national level to:

- Enhance girl's education over and above the investments for girl's education through normal SSA interventions.
- Set up and develop a 'model school' in every cluster with more intense community mobilisation and supervision of girls' enrolment in these schools
- Promote gender sensitisation among teachers, development of gender-sensitive learning materials, and provide need-based incentives like escorts, stationery, workbooks, and uniforms
- Provide for focussed intervention of the government, to reach the 'Hardest to Reach' girls, especially those not attending schools.

The Target of this programme are girl children belonging to SC/ST categories from educationally backward blocks. The benefits of this scheme include a one-time grant amounting to INR 30,000 given for teaching learning equipment, library, sports, vocational training, etc.

#### **12.2.1 Cradle Baby Scheme**

The objectives of Cradle Baby Scheme are:

- To eliminate the incidence of female infanticide
- To create awareness regarding equality of males and females among people
- To provide social empowerment to girl children

The eligibility criteria and conditions, which need to be fulfilled include cradles should be placed in the reception centres, District social welfare board offices, District Collectorates, Hospitals, Primary Health Centres, Orphanages, and Children Homes to receive unwanted babies. These surrendered/abandoned children should be then transferred to Government recognised institutions/centres for adoption by eligible couples.

The differently-abled children, who fail to get adopted are handed over to specialised agencies for care and protection. NGOs/citizens are encouraged to

## NOTES

bring abandoned babies in the centres. The District social welfare officer and extension officers (Social welfare) organise camps, seminars, and conferences to create awareness about female infanticide. The cost incurred in setting up the Cradle baby centres comes down to INR 47.45 lakh and each centre has a superintendent, an assistant nurse, an assistant, and other workers. The centre also maintains adequate stock of milk powder, medicines, and clothes. Beneficiaries are the deserted, abandoned and surrendered babies.

To eradicate female infanticide and to save the girl child from the clutches of death, 'Cradle Baby Scheme' was first introduced in Salem District during the year 1992. In the year 2001, the scheme was extended to other districts like Madurai, Theni, Dindigul, and Dharmapuri, where the practice of female infanticide was prevalent. This unique scheme has so far saved 5011 (Male-959, Female-4052) children from the clutches of death. The 2011 census had revealed an alarming decrease in the child sex ratio in the districts of Cuddalore, Ariyalur, Perambalur, Villupuram and Thiruvannamalai, which was attributed to various socio-economic reasons. Taking cognizance of this and to prevent this, Cradle baby Scheme was extended to these districts as well.

The children rescued under the Cradle Baby Scheme have been rehabilitated with an alternate family under adoption programmes. This innovative Cradle Baby Scheme has won accolades not only in India but in other countries as well. The positive effect of the Cradle Baby Scheme is evident in Tamil Nadu with the rise of the child sex ratio, which rose from 942/1000 in 2001 to 943/1000 in 2011. Since this scheme mainly focuses on education of girl children, the rate of girl child literacy, which was 64.55% in 2001, has attained exponential growth of 73.44% in 2011.

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### 12.3 FERTILITY DECLINE AND SEX RATIO

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The sex ratio is the ratio of males to females in a population. Sex ratio is one of the best indicators to understand the status of women in a particular society. Sex ratio indicates the socio-economic conditions prevailing in an area. One of the major reasons for declining sex ratio is infanticide and female foeticide. In a significant article by Amartya Sen (1990), entitled 'More than 100 million Women are Missing', the increasing gender imbalance was brought to focus. Many studies have indicated how the decline in fertility has also affected gender bias and further declined the sex ratios. As per the Census 2011, the top five states/Union territories, which have the highest sex ratio are Kerala, followed by Puducherry, Tamil Nadu, Andhra Pradesh, and Chattisgarh. While the five states with the lowest sex ratio are Daman and Diu, Dadra and Nagar Haveli, Chandigarh, NCT of Delhi, and Andaman and Nicobar Islands.

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## 12.4 LATE MARRIAGES: CAUSES AND CONSEQUENCES

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Marriage is an important social institution in India. It is a socially supported union involving two or more individuals, in what is regarded as a stable, enduring arrangement based at least in part on a sexual bond of some kind. According to Robert H. Lowie, an Austrian-born American anthropologist, 'Marriage is a relatively permanent bond between permissible mates.' Alfred McClung Lee, an American sociologist, had written that 'Marriage is the public joining together, under socially specified regulations of a man and women as husband and wife.' Depending on the type of society, marriage may require religious and/or civil sanction, although some couples may come to be considered married simply by living together for a particular period of time (common law marriage).

Marriage ceremonies, rules, and roles have been observed to differ from one society to another, but at the same time, it is considered as cultural and universal, which means that it is present as a social institution in all cultures. An increasing number of people, especially the ones, who are college educated, are finding their own spouses. While age of marriage has risen slowly largely through decline in child marriages, mean age of marriage remains low. Historically, most Indian marriages have been arranged by the couple's parents and extended family. India has long been associated with the institution of arranged marriages, where parents exert a strong influence over the choice of partner for their son or daughter.

According to Rathor (2003), inter-caste marriage has been on the rise, especially among certain socio-economic groups such as the urban youth. Mixed marriages have been increasing due to modernisation and socio-economic development. Various socio-economic differences are seen among inter-class marriages, which has affected the pattern of marriages (Singh, Goli & Sekher, 2013). The age of female for marriage had risen from 16.1 years in 1961 to 19.3 in 1991. It is important to point out on the basis of growing evidence that age of marriage has not been low for all communities in India. For instance, among many of the hill tribes in India, the average age of marriage has been above 15 years for girls. Also, among the Christians, Parsis, and some educated sections living in urban areas, the age of marriage has been above the minimum age prescribed by the law.

There are numerous factors that have helped in raising the age of marriage among certain sections of the population. Research (CSWI 1974: 82) suggests that in urban areas and for the well to do families in rural areas, education and the need for employment of boys have raised the age of marriage. The higher age of marriage is characterised by greater chances of marrying outside one's own caste and blood relation, and higher likelihood of marrying within the same economic status. In states, where the literacy rate is high, age of marriage is also much higher

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than in those states, where literacy level is low. While, it is encouraging to note that education has helped in raising the age of marriage, it has however led to some unintended consequences. Education combined with increasing demands for dowry, have led to a rise in the age of marriage. Educated girls seek educated boys and the price (dowry) of an educated groom in the 'marriage market' is high. Since most marriages in India are arranged, parents arrange a marriage, only when their dowry demands are met. Thus, the marriages of the girls get postponed and age of marriage increases.

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### 12.5 INFANT MORTALITY RATE (IMR)

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Infant mortality is the death of young children under the age of 1. This death toll is measured by the infant mortality rate (IMR), which is the number of deaths of children under one year of age per 1000 live births. The under-five mortality rate is also an important statistic, considering that the infant mortality rate focuses only on children under one year of age.

One of the major reasons of Infant Mortality Rate (IMR) is premature birth. Other leading causes of infant mortality are birth asphyxia, pneumonia, congenital malformations, diarrhoea, malaria, measles, and malnutrition. Of the many factors, which contribute to infant mortality, the mother's level of education, environmental conditions, and political and medical infrastructure, are the most important. Improvement of basic facilities like sanitation, access to clean drinking water, immunisation against infectious diseases, and other public health measures can help reduce high rates of infant mortality.

#### Check Your Progress

1. Mention any three objectives of the Chief Minister's Girl Protection Scheme.
2. What are the benefits of NPEGEL?
3. How does Alfred Mc Clung Lee define marriage?
4. As per the Census 2011, which state has the highest sex ratio?
5. How can infant mortality be reduced?

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### 12.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

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1. The objectives of the Chief Minister's Girl Protection Scheme are as follows:
  - (a) To provide timely and enhanced financial assistance to the girl child
  - (b) To promote education of the girl child
  - (c) To eradicate female infanticide

2. The benefits of NPEGEL include a one-time grant amounting to INR 30,000 given for teaching learning equipment, library, sports, vocational training, etc.
3. Alfred Mc Clung Lee defines the marriage as ‘the public joining together, under socially specified regulations of a man and women as husband and wife’.
4. As per the Census 2011, Kerala has the highest sex ratio.
5. Infant mortality can be reduced by making improvement in basic facilities like sanitation, access to clean drinking water, immunisation against infectious diseases, and other public health measures.

## NOTES

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### 12.7 SUMMARY

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- The unit focuses on various schemes, which have been implemented by the government of Tamil Nadu to support the girl child.
- Some of the schemes are Chief Minister’s girl protection scheme, Cradle Baby scheme, National Programme for Education of Girls at Elementary Level (NPEGEL), etc.
- The status of women in our society is reflected in the sex ratio, which has declined rapidly. The Indian society has also undergone a change with regards to the age of marriage, which is happening quite late because of a variety of factors.
- A rise in the incidences of inter-caste marriages is due to girls and boys attaining higher educational level.
- Another problem, which needs attention is the growing infant mortality rate, which needs to be controlled by adopting suitable measures.

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### 12.8 KEY WORDS

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- **Infant Mortality:** It refers to the death of young children under the age of 1.
- **Congenital Malformations:** Also known as congenital disorders or birth defects, they are conditions or defects that affect the baby from birth.

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### 12.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. What are the reasons for Tamil Nadu to initiate schemes related to the girl child?

2. Write a short note on Kasturba Gandhi Balika Vidyalaya Residential Schools.

### Long Answer Questions

### NOTES

1. Discuss the cradle baby scheme in detail.
2. Critically analyse the reasons behind the late marriages happening nowadays in Indian society.

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### 12.10 FURTHER READINGS

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Rathor, A. 2003. *Slum dwellers: Curse on Development*. New Delhi: Sarup & Sons.

Singh, D., S. Goli, T. V. Sekher, 'Exploring the myth of mixed marriages in India: First time evidences from a large scale survey'. *Journal of Comparative Family Studies*. 44(2): 193-206, 2013.

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CSWI (Committee on the Status of Women in India) 1974. *Towards Equality*. New Delhi: Department of Social Welfare, Government of India.

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## UNIT 13 INDIAN SOCIETY

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### Structure

- 13.0 Introduction
- 13.1 Objectives
- 13.2 Indian Society and its Characteristics
- 13.3 Social Groups
  - 13.3.1 Classification of Social Groups
- 13.4 Indian Social System: Village as a Unit of Society
  - 13.4.1 Changes in Life of Village Communities
- 13.5 Caste System
  - 13.5.1 Basic Features of the Caste System
- 13.6 Joint Family System
- 13.7 Answers to Check Your Progress Questions
- 13.8 Summary
- 13.9 Key Words
- 13.10 Self Assessment Questions and Exercises
- 13.11 Further Readings

### NOTES

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### 13.0 INTRODUCTION

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India is a vast country and its society has highly evolved over time. Indian society has undergone many changes, it has assimilated many cultures, and has been influenced by many foreign societies. Indian society basically comprises individuals belonging to different castes, creeds, races, ethnicities, religious groups, and socio-economic backgrounds. In Indian society individuals practice their own traditions, cultures, and norms.

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### 13.1 OBJECTIVES

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After going through this unit, you will be able to:

- Explain the characteristics of Indian society
- Understand the concept of social groups
- Discuss village community as a unit of Indian society
- Analyse the caste system and joint families in India

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### 13.2 INDIAN SOCIETY AND ITS CHARACTERISTICS

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The distribution of Indian society is based on urban, rural, and tribal areas. India is a diverse country with people having diverse characteristics, based on region,

language, religion, and so forth. However, there are many common aspects of Indian society that create a link between the individuals belonging to these diverse backgrounds. These characteristics of Indian society are as follows:

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- (a) **Institutionalisation:** Indian society is institutionalised in nature in the form of well-developed systems like family, marriage, Gotra, and caste system.
- (b) **Multi-class:** Indian society is a multi-class society as several classes exist in India. This classification is based on one's birth as well as one's achievements.
- (c) **Patriarchal system:** Indian society is a largely patriarchal society, where men enjoy a greater status than women. The father is the head of the family. Some Tribal societies in India are exceptions, which are matrilineal in nature.
- (d) **Multi-ethnic society:** Indian society is multi-ethnic in nature due to the various racial groups co-existing in India.
- (e) **Multi-religious society:** Although the Indian society is dominated by people following Hinduism, other religions such as Islam, Buddhism, Jainism, Sikhism, Christianity, Bahai, and Parsi are also being followed by Indian people.
- (f) **Multi-Lingual society:** There exist more than 1600 languages in India. Major languages are Hindi, Telugu, Tamil, Kannada, Malayalam, Bengali, Odia, Assamese, etc.
- (g) **Assimilative society:** Indian society is assimilatory in nature in the sense that throughout its history, it has absorbed many elements from foreign cultures. As a result, the socio-cultural life in India is continuously evolving.
- (h) **Co-existence of traditionalism and modernity:** Traditionalism is the upholding or maintenance of traditions and its values, especially so as to resist change. Whereas on the other hand, modernity refers to the questioning or rejection of tradition, the prioritisation of individualism, freedom and formal equality, faith in inevitable social, scientific and technological progress and human perfectibility, rationalisation and professionalisation. Both the ways of thinking coexists in India. Due to the educational and technological advances, modern thinking among Indians has increased. However, the family life to a large extent is still based on traditional values and beliefs.
- (i) **Balance between spiritualism and materialism:** The main focus of spiritualism is to promote an individual's personal connection with God. While, materialism is a tendency to consider material possessions and physical comfort as more important than spiritual values. India is considered as the spiritual centre of the world. There have been many great Bhakti saints in India, who promoted spiritualism. However, materialistic tendencies among Indians have also increased.
- (j) **Balance between individualism and collectivism:** Individualism is a moral, political, or social outlook that lays stress on human independence

and on the importance of individual's self-reliance and liberty, whereas collectivism is the practice of giving priority to a group over each individual comprising it. There exists a fine balance between individualism and collectivism in Indian society.

- (k) **Elements of stress and strain:** Due to the rapidly growing Indian population, unfulfilled aspirations of younger generations lead to stress, which is further giving rise to communal conflicts, criminal activities, etc.
- (l) **Blood and kinship ties:** Blood relations and kinship ties enjoy a place of major significance in the Indian society.
- (m) **Unity and diversity:** This is the most prominent and inherent feature of Indian society. Diversity in India exists at various levels and in different forms. However, beneath this diversity, there is fundamental unity in social institutions and practices.

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### 13.3 SOCIAL GROUPS

The word, group, denotes persons or things belonging to a class forming a whole. In social science, it refers to human beings, who are always involved in several forms of interaction. Man is a social animal, who never lives in isolation. Hence, the groups found in a human society are called social groups. A social group is not merely a simple collection or aggregate of individuals, but one which exhibits some degree of social cohesion. It, therefore, is a collection of human beings who are brought together because of social relationships having some degree of reciprocity and some measure of mutual awareness. The distribution of the population in social groups, its size, type, characteristics etc are important features of the structure of society. According to Robert Morrison MacIver, a sociologist, 'By group, we mean any collection of human beings who are brought into social relationship with one another.' According to Thomas Burton Bottomore, a British Marxist sociologist, 'A social group is an aggregate of individuals in which (i) definite relations exist between the individuals comprising it, and (ii) each individual is conscious of the group itself and its symbols.'

Social groups are different from social classes but are similar to social categories as members are aware that they share something in common and are interacting with one another. There is a 'we' feeling among the members of a social group, which helps them to develop a sense of collectivism. A feeling of unity brings the group members close to one another. With common needs and ends, their behaviour becomes common. Certain norms and rules of behaviour help the group to remain organised and the members are expected to respect and follow these norms. Specific styles of interaction, language, and symbols help members to communicate. Discipline within the group is strictly maintained and those who are unable to follow the group discipline are punished. Every human being is a member of one or more than one group like family, peer group, a club, neighbourhood, etc. Group activities always follow some kind of rules and norms

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shared by every member. Members of a group are aware of their activities and they share a common consciousness regarding their joint interaction. Sometimes the purpose for which a group was formed also gets altered and new changes are brought into the group to allow flexibility. The size of a group is also subjected to changes due to circumstances. When a group is formed for specific purposes, it becomes an association.

### 13.3.1 Classification of Social Groups

A society is made up of various types of groups, which may be similar or different from each other. The classification of these groups can be done on the basis of the following features:

- Social interaction
- Degree of quality of interaction
- Degree of intimacy of contact
- Range of group interests
- Duration of interest
- Degree of organisation
- Size

Charles Horton Cooley, an American sociologist, classified groups into primary, secondary, and tertiary on the basis of the degree of intimacy of contact, which is one of the most widely utilised concepts of sociological groups.

#### Primary group

The primary group is the core of all social organisations. It is a small group, in which a small number of persons come into direct contact with one another. They meet face to face for the purpose of seeking mutual help, companionship, and discussion of common questions. In the words of C.H. Cooley, 'By primary I mean those characterised by intimate face-to-face association and co-operation. These are primary in several senses but chiefly in that they are fundamental in framing the social nature and ideals of the individual.' He goes on to say that the development of this common group identity lead the members of the primary group to naturally identify themselves as 'we or us'. The essential features of a primary group are intimate feelings and close identification. Intimacy of relationship depends upon the following factors:

- (a) **Physical proximity:** For relations of the people to be close, it is necessary that their contacts should also be close. Talking to each other makes exchange of ideas and opinions easy.
- (b) **Small size:** Relationship can become intimate only in a small groups. In small groups, members can know one another personally and develop a group character and intimacy more quickly.

- (c) **Stability:** To promote intimacy of relationships, the primary group should have stability to some extent.
- (d) **Similarity of background:** Each member in a primary group should have something to give and take, in other words, have something or the other in common.
- (e) **Limited self-interest:** Though members join the group with the motive of satisfying their own interest, yet they should subordinate their interests to the central interests of the group. They must come together with a spirit of cooperative participation. The common interest should be dominant in the minds of the group members.
- (f) **Intensity of shared interests:** In a primary group, the common interest is shared by every member and by being shared by all, the interest acquires a new importance and an added value.

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### Secondary group

A secondary group is one, which is large in size and where human contacts tend to become superficial and undefined. The relations of the members are limited in scope and form as a result of trial and error and are vested with self-interest and calculations on the part of its members. A member exerts only an indirect influence over the other member. He/she knows only a very few of the other members and functions as one among the almost countless members. His/her co-operation with his/her fellow workers is indirect and they seldom comes face-to-face with them. They communicate with them only by indirect means such as the written word.

According to Ogburn, 'The groups which provide experience lacking in intimacy are called secondary groups.' The main characteristics of secondary groups are:

- (a) **Formal and impersonal relations:** The members do not exercise influence over the others. There is no face-to-face interaction and the relations are just casual.
- (b) **Large in size:** Secondary groups may spread all over the world.
- (c) **Option of membership:** The membership of secondary groups is not closed or compulsory.
- (d) **Active and inactive members:** Due to absence of intimate relations, some members might become inactive, while others remain active.
- (e) **Indirect relations:** The members are scattered throughout the length and breadth of the country or the world and therefore, communicate with each other through indirect means.
- (f) **Formal rules:** A secondary group is regulated by formal rules set by a formal authority, where a clear cut division of labour is made.
- (g) **Status of individuals:** In a secondary group, the status of the members depends upon their own roles.

**(h) Goal-oriented:** The major purpose of a secondary group is to fulfil a specific function.

### **Tertiary group**

#### **NOTES**

Any group accepted as a model or guide for shaping one's attitude, behaviour, and evaluation is called a tertiary group. It is also known as 'reference group'. For members of a particular group another group is a tertiary group because of any of the following circumstances:

- When members of the first group aspire for membership in the secondary group, the secondary group becomes the tertiary group.
- When members of the first group strive to be like members of the second group.
- When the members of the first group tend to derive some satisfaction from being unlike the members of the second group in some respect and even strive to maintain the difference between themselves and the members of the second group.
- When, without necessarily striving to be like or unlike or to belong to the secondary group, the members of the first group appraise their own group or themselves by using the secondary group or its members as a standard for comparison.

To sum up 'Groups' are the units of society and every human being is a member of one or more than one group. In order to understand a particular society, it is therefore necessary to study the behaviour of the groups present in it. Their behaviour reflects the structure of the society that they live in. The extent or degree of closeness and the frequency with which the members interact among themselves will determine the type of group that they belong to.

#### **Check Your Progress**

1. What makes India a diverse country?
2. How does Robert Morrison MacIver define a social group?
3. How did Charles Horton Cooley classify groups into primary, secondary, and tertiary?

### **13.4 INDIAN SOCIAL SYSTEM: VILLAGE AS A UNIT OF SOCIETY**

The German scholar, Max Weber, had stated that India had always been a country of villages. About 70% of the Indian population lives in villages and similarly the occupation of Indians has predominantly been an agriculture. Thus, village is an important unit of Indian society. Some of the definitions of a village are:

- (a) **Anthony Giddens:** A village is a unit of compact settlement varying in size, smaller than a town.
- (b) **Charles Metcalfe:** The village communities are little republics, having nearly everything they can want within themselves and almost independent of any foreign relations. . . .Dynasty after dynasty tumbles, communities remain the same.
- (c) **R. Desai:** The village is a unit of rural society. It is the theatre wherein the quantum of rural life unfolds itself and functions.

Some of the important characteristics of a village are:

- (a) **Respect towards elders:** It occupies an important place. The villagers respect the judgement and obey orders of elders and the panchayat.
- (b) **Size:** It is small in size. There are a few households and a small number of people.
- (c) **Environment:** It has natural set-up. Animals, birds, rivers, ponds, and other natural things are cherished in villages. This natural environment aids in adopting a natural lifestyle, which is simple.
- (d) **Population density:** It refers to the number of people living per square mile or kilometre area. They have a large cultivatable area but less number of inhabitants. Therefore, the village communities have a low population density.
- (e) **Low mobility:** Physical and social mobility can be seen but it is limited to villages only. Not much of economic mobility can be seen.
- (f) **Simplicity and faith in religion:** Villagers lead a simple life and are far away from the evils of modernisation. They have strong faith in god and lead a peaceful life.

In addition to the above conspicuous characteristics, the village communities have 'Intense Primary relations'. The family is responsible for looking after the needs of its members in all aspects of their life. It is the family only, which introduces the new members to the customs, conventions, and culture of the society. In fact, the villagers are so closely knit that the entire village behaves like a family. The villagers have a limited contact with the outside world resulting in them being biased, inward-looking, and aggressively opposed to violent change. The village communities also play an important role in 'Preservation of Cultural Heritage'.

#### 13.4.1 Changes in Life of Village Communities

Change is the law of nature. Villagers are no more what they were earlier that is, a few decades ago. The villages in India are passing through a transition phase wherein relations, bonds, and ties are losing their significance. Though the rural communities residing in the villages are less susceptible to change than the urban communities, the changes nevertheless can be noticed in the following ways:

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- (a) **Caste system:** The British rule in India gave a serious blow to the caste system in the villages. The economic policy and the laws of the British rulers induced the removal of the various caste restrictions on food, dress, mode of living, and other matters.
- (b) **Family system:** The joint family system is no longer a peculiar characteristic of the village communities. The family system has lately undergone changes with introduction of nuclear families in the family system. The family members no longer have control on the diet, dress, marriage beliefs, etc. The family is no longer an economic unit and the education of girl child in villages has led to upliftment of womenfolk.
- (c) **Marriage system:** The institution of marriage has also undergone a drastic change. Although inter-caste marriages are rare and parents continue to take decisions regarding the choice of a suitable mate for their sons and daughters yet boys and girls are now being consulted in this regard. Education, economic status, occupation, etc. are given preference over the old family status of the parents.
- (d) **Better standard of living:** Better housing, well-furnished, and electrified households can be observed in villages now. Mud houses are being replaced by concrete cement houses.
- (e) **Economic system:** The economic conditions have improved as the youths from villages are seeking occupation in cities and bringing modern agricultural technology, which has led to advancement and increase in crop yield. The rural co-operative societies have helped the villagers in procuring fertilisers, improved seed variety, and also credit for the purchase. The per capita income of the villagers have also increased as they are getting a better price for their products.
- (f) **Political system:** The development of panchayat system has contributed to the growth of political consciousness among the villagers. Media like television, radio, satellite channels, and telecommunication facilities have added to the political knowledge of the villagers.
- (g) **Modern means of transport and communication:** Development of better transport facilities in the form of construction of roads and extension of railway lines has provide better opportunities to the villagers to move around and establish better connection with urban centres. The advent of satellite channels and telecommunication services in addition to previously existing television and radio facilities have served as a powerful agent of social change.
- (h) **Education:** Education acts as a catalyst to change. It broadens a person's outlook and makes him/her open to change. Establishment of more schools in rural areas have given a boost to education of rural children especially, girls. The educated villagers are now migrating towards cities in search of employment. Besides, agricultural institutes and social welfare institutes have also been set up in some villages.

**Check Your Progress**

4. Mention any two characteristics of a village.
5. How do village communities have 'Intense Primary relations'?

**NOTES****13.5 CASTE SYSTEM**

Castes are status groups. They are rigid and stratified social classes. Indian social life is based on the caste system. People usually marry within their caste or sub-caste. Members of a caste trace their origin from a common ancestor, which may be historical, mythical, or divine. The properties of that particular ancestor are worthy of being remembered by people and these are well known to such an extent that a mere mention of that name is enough to recognise the group to which a person belongs.

Sociologically, social classes, castes, and social minorities can be considered as subcultures within the framework of a large sub-culture. A caste position is a status position into which one is born and from which one can achieve social mobility upwards or downwards. A sub-caste is considered as a smaller unit within a caste. In the village setting, only one sub-caste are usually found that living there. A larger number of sub-castes in the village indicates their late arrival there. Thus, for all practical purposes a sub-caste is representative of the caste in the village. In the wider setting of a region, however, we may find many sub-castes. One example from Maharashtra is of Kumbhar (potters). There are several groups among them; those who tap the clay, those who use the large wheel, those who use the small wheel, etc.

**13.5.1 Basic Features of the Caste System**

The Varna refers to the four fold division of castes-Brahmin, Kshatriya, Vaish, and Shudra. Jati refers to the numerous sub-castes of each Varna. Some hold the belief that Jati arose from the organisation of the society into hereditary guilds and occupational groups. Membership to a particular caste is determined by birth and as long as a person obeys the rules, regarded as essential to a particular caste, no worldly success or failure ends his membership. Fewer rules are regarded as essential nowadays due to change in beliefs brought about due to modernisation. In the Indian scenario, each caste has its own hereditary occupation. Agriculture is open to all castes. It has been observed that hereditary trade, crafts, or skills are carried on according to the caste system only in the rural areas. Many castes have standing panchayats or caste councils, which take decisions pertaining to the interest of caste and undertake programmes designed to improve the general condition of the caste members.

In the caste-based society as a whole, each group is assigned a particular place on the social ladder. This arrangement is reflective of the hierarchy of castes,

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and in that sense, as other writers like Kingsley Davis pointed out, the caste system represents the extreme degree of 'institutionalised inequality' in the world. In the Indian society, at the top of the caste ladder are the Brahmin, who are divided into sub-castes differing greatly from one another in their customs, food habits, rules, and social standing, whereas at the bottom of the social ladder is a group of caste, officially known as the Scheduled Castes. Of these the most depressed are the untouchables. These people have been subjected to a number of civil and religious disabilities, which are now legally prohibited, but still being practiced in some places. In olden times, the untouchables were not allowed to enter temples, pass through certain streets, enter certain parts of the villages, or drink water from the common village well. Gandhiji had made a dramatic bid for the temple entry rights of the untouchables in the 1930s. In 1932, he undertook a fast unto death on an issue involving the treatment of untouchables as an integral part of Hindus and Indian society.

Following the recommendations of Gandhiji and the Indian National Congress the Indian constitution of 1950, abolished untouchability and forbade its practice in any form (Article 17). The article prohibits discrimination in schools, restaurants, religious places, social gatherings, railways, buses, and all other public places. An Untouchability Offences Act passed in 1955 lays penalties for discrimination.

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### 13.6 JOINT FAMILY SYSTEM

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As we have already discussed in the preceding unit, the family is the most important social unit in the Indian society. The family has indeed contributed to the stability of Indian society and culture. In the present scenario, the Indian family is subjected to the effects of changes that have been taking place in the economic, political, social, and cultural milieus of the society. In the economic sphere, the patterns of production, distribution, and consumption have changed drastically. The process of industrialisation and the consequent urbanisation and commercialisation have had drastic impacts on the family as a social unit. Migration to urban areas, growth of slums, change from caste oriented and hereditary occupations to new patterns of employment offered by a technological revolution, the cut-throat competition for economic survival, and many other economic changes have left a huge mark on the family system.

Briefly speaking, these changes in the socio-economic-political-cultural milieu of our society have made way for changes in the structures, functions, roles, relationships, and values of the family. In the context of the changes in the economic system, more and more members of the family are moving away from the larger family circle and have started living as individuals or members of a nuclear unit in urban areas. The patterns or loyalties, obligations, and expectations have also changed to a great extent. The joint family has been one of the salient features of the Indian society since centuries. But the twentieth century brought a tremendous

changes in the family system. In the Indian villages, the size of the joint family has substantially reduced or is now founded in its fragmented form.

Some have split into several nuclear families, while others have converted into extended or stem families. The extended family is in fact, a transitory phase between joint and nuclear family system. Findings from the available data suggest that the joint family is on its way out in rural areas too. A joint family in the native village is the source of nuclear families in towns. These days in most cases, two brothers tend to form two independent households even within the same city owing to the rising spirit of individualism, regardless of similarity in occupation and even when the ancestral property is not formally divided at their native place. The emergence of financially independent, career-oriented men and women, who are capable of taking their own decisions and crave for a sense of individual achievement, has greatly contributed to the disintegration of joint family. Disintegration of joint family has also led to closer bonds and intimacy between spouses, but the reverse is also true in certain cases.

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### Check Your Progress

6. Why did Gandhiji undertake a fast in 1932?
7. Differentiate between sub-caste and Varna.
8. Which factors have left a huge mark on the family system?

## 13.7 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. People having diverse characteristics, based on region, language, religion, and so forth make India a diverse country.
2. According to Robert Morrison MacIver, a sociologist, 'By group, we mean any collection of human beings who are brought into social relationship with one another.'
3. Charles Horton Cooley classified groups into primary, secondary, and tertiary on the basis of the degree of intimacy of contact.
4. The characteristics of a village are:
  - (a) Size: It is small in size. There are a few households and a small number of people.
  - (b) Environment: It has natural set-up. Animals, birds, rivers, ponds, and other natural things are cherished in villages. This natural environment aids in adopting a natural lifestyle, which is simple.
5. Village communities have 'Intense Primary relations'. The family is responsible for looking after the needs of its members in all aspects of their life. It is the family only, which introduces the new members to the customs,

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conventions, and culture of the society. In fact, the villagers are so closely knit that the entire village behaves like a family.

6. Gandhiji undertook a fast in 1932 for better treatment of untouchables as an integral part of Hindus and Indian society.
7. Sub caste refers to a smaller unit within a caste for example, kumbhars (potters) of Maharashtra. Varna refers to the four fold division into castes: Brahmins, Kshatriyas, Vaish, and Shudra.
8. Migration to urban areas, growth of slums, change from caste oriented and hereditary occupations to new patterns of employment offered by a technological revolution, the cut-throat competition for economic survival, and many other economic changes have left a huge mark on the family system.

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## 13.8 SUMMARY

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- Indian society has undergone many changes, it has assimilated many cultures and has been influenced by many foreign societies. Thus, India is a diverse country with people having diverse characteristics, based on region, language, religion, and so forth. However, there are many common aspects of the Indian society that create a link between the individuals belonging to these diverse backgrounds.
- The word, group, denotes persons or things belonging to a class forming a whole. In social science, it refers to human beings, who are always involved in several forms of interaction. Man is a social animal, who never lives in isolation. Hence, the groups found in a human society are called social groups.
- The German scholar, Max Weber, had stated that India had always been a country of villages. About 70% of the Indian population lives in villages and similarly the occupation of Indians has predominantly been an agriculture.
- The changes in the socio-economic-political-cultural milieu of our society has made way for changes in the structures, functions, roles, relationships, and values of the family.
- Changes in beliefs and effects of modernisation and development has also resulted in disintegration of the Joint Family system which was dominant since long.

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## 13.9 KEY WORDS

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- **Gotra:** People who are descendants in an unbroken male line from a common male ancestor or patriline.

- **Population Density:** The number of people living per square mile or kilometre area.

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### 13.10 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### NOTES

#### Short Answer Questions

1. Write a short note on social groups.
2. On basis of which features, the classification of the social groups can be done?
3. What are some of the definitions of a village?

#### Long Answer Questions

1. Discuss the characteristics of Indian society in detail.
2. Describe the primary, secondary, and tertiary group as classified by Charles Horton Cooley.
3. Explain the changes in the life of village communities.

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### 13.11 FURTHER READINGS

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## UNIT 14 CULTURE AND URBANISATION

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### NOTES

#### Structure

- 14.0 Introduction
- 14.1 Objectives
- 14.2 Plurality of Culture
- 14.3 Concept of Unity in Diversity
  - 14.3.1 Forms of Diversity in India
- 14.4 Urban Life
  - 14.4.1 Employment Pressure
  - 14.4.2 Housing
- 14.5 Migration: Causes and Consequences
  - 14.5.1 Challenges Faced by Migrants
- 14.6 Answers to Check Your Progress Questions
- 14.7 Summary
- 14.8 Key Words
- 14.9 Self Assessment Questions and Exercises
- 14.10 Further Readings

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### 14.0 INTRODUCTION

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It is observed that in our country, we find people following different religions, belonging to different castes, creeds, races, and above all, following different ways of living, having their own cultures and ethnic identities. Man is capable of building culture and transmitting it from one generation to another. This can be referred to as culture or as E.B. Tylor (1871) puts it, 'that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society'. In this unit, we will discuss the importance of the plurality of this very culture, along with characteristics of urban society and consequences of migration and employment pressure.

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### 14.1 OBJECTIVES

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After going through this unit, you will be able to:

- Understand the concept of plurality of culture
- Explain the characteristics of urban society and the consequences of migration
- Discuss the problem of employment pressure

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## 14.2 PLURALITY OF CULTURE

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It is observed that in our country we find people following different religions, belonging to different castes, creeds, races, and above all, following different ways of living, having their own cultures and ethnic identities. Such a country is said to be culturally plural. Cultural pluralism is a pattern or a system in which people of different faiths, religions, castes and creeds can all work and live together, all the while retaining their own faith and identity and sharing the common bond of being, either by birth or choice. Plural culture means the co-existence of several sub-cultures within a given society on equal terms. In such a pluralistic culture, the validity of various sub-cultures is recognised. The people living in different sub-cultures follow different ways of life, live differently and their thinking is dependent on the cultural patterns adopted by them. Thus, cultural pluralism is seen to give rise to the concept of cultural diversity. We can differentiate one group from the other on the basis of cultural differences. Each group may be characterised by their own language, historical legacy or ancestry, religion, style of dress, etc.

The cultural characteristics of plural groups are socially transmitted from one generation to another rather than being learnt in one generation alone. If we look at the structure of plural groups presenting one culture, we can see that though they could be small or large in size, but all of them display a sense of solidarity among themselves. Generally, the membership to such plural groups is closed, i.e., it can be acquired through birth and only members of that particular group can use its resources, but all the groups live on equal terms and none of them are considered superior in a moral sense. Also, no group has the right to force anyone to follow or adopt its way of life.

Each group falling under a plural sub-culture is characterised by having a collective opinion and shares a responsibility, which is distinct and separate from the desires and intentions of other groups. Members of each group have some common beliefs, common rights, and common duties towards the group and it makes all possible efforts to maintain and integrate it. Plurality of culture can also be observed in rural and urban areas. India has tribal, rural, and urban populations. It presents a diversity of cultures and people in terms of language, religion, caste, food, dress, and way of life. They are constituents of sub-cultures of a larger society that is the Indian society. This diversity is observed in urban areas as well, but it is not as clearly defined and demarcated and apparent as it is in tribal and rural areas. Urban areas present a complex and variety of sub-cultures.

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## 14.3 CONCEPT OF UNITY IN DIVERSITY

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When we speak of diversity, we refer to differences. It means collective differences, that is, differences which demarcate one group of people from another. These

### NOTES

## NOTES

differences may be biological, religious, linguistic, racial, etc. The point which is to be noted is that diversity refers to collective differences. The term 'diversity' is opposite of 'uniformity'. Uniformity refers to similarity of some sort that characterises people. 'Uni' refers to one; 'form' refers to the common ways. So if there is something common to all the people, we can say that they show uniformity. When a group of people share a similar characteristic, whether it is language or religion or anything else, it shows uniformity in that respect.

On the contrary when we have groups of people hailing from different races, religions, and cultures, they represent diversity. Thus, diversity refers to variety. For all practical purposes, it means variety of groups and cultures. We have such variety existing in abundance in India. We have here a variety of races, religions, languages, castes, and cultures. That's why India is known for its socio-cultural diversity. Unity on the other hand means integration. It is a social-psychological condition. It connotes a sense of oneness. It stands for the bonds holding the members of a society together. The sources of diversity in India may be traced through a variety of ways, the most obvious being the ethnic origins, religions, castes, tribes, languages, social customs, cultural and sub-cultural beliefs, political philosophies and ideologies, geographical variations, etc.

### 14.3.1 Forms of Diversity in India

As mentioned earlier, diversity in India exists due to different race, religions, castes, tribes, languages, social customs, cultural and sub-cultural beliefs, etc. These differences are discussed in the following sections.

#### Racial diversity

There are people belonging to a variety of races in India. A race is a group of people with a set of distinctive physical features such as skin colour, type of nose, form of hair, etc. Herbert Risley, a British ethnographer and colonial administrator, had classified the people of India into seven racial types. These are

- Turko-Iranian
- Indo-Aryan
- Scytho-Dravidian
- Aryo-Dravidian
- Mongolo-Dravidian
- Mongoloid
- Dravidian

These seven racial types can be reduced to three basic types - the Indo-Aryan, the Mongolian, and the Dravidian. According to him, the last two types would account for the racial composition of tribal India. He was the supervisor of the census operations held in India in 1891 and it was the data from this census, which founded the basis for this classification. Since, it was based mainly on

language-types rather than physical characteristics, Risley's classification got subjected to criticism.

Similarly, B.S. Guha (1952) identified six racial types:

- The Negrito, for example, tribes in south India
- The Proto Australoid, for example, Ho of Singhbhum, Bihar and the Bhil of the Vindhya ranges.
- The Mongoloid, for example, tribes of north-east
- The Mediterranean
- The Western Brachycephals, for example, Bania caste of Gujarat and Kayasths of West Bengal
- The Nordic, for example, Kho of Chitral, the Red Kaffirs, and the Khatash.

## NOTES

### Linguistic diversity

This is another form of diversity, which is clearly evident in India. India is one of the unique countries in the world that has the legacy of diversity of languages. The Constitution of India has recognised 22 official languages. Multilingualism is the way of life in India as people in different parts of the country speak more than one language from their birth and also learn additional languages during their life time. The twenty two languages, Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kashmiri, Kannada, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Santhali, Sindhi, Tamil, Telugu, and Urdu are included in the eighth Schedule of the constitution. Among these three languages, Sanskrit, Tamil and Kannada, have been recognised as the classical language, with special status and recognition by the Government of India. The classical languages have written and oral history of more than 1000 years. In comparison to these, English is a very young language as it has the history of only 300 years. This linguistic diversity notwithstanding, we have always had a sort of link language to maintain uniformity, though it has varied from age to age. In ancient times it was Sanskrit, in medieval age it was Arabic or Persian, while in modern times, we have Hindi and English as official languages.

### Ethnic and religious diversity

India is a fascinating country, where people of many different communities and religions live together in unity. Indian Population is polygenetic and is an amazing amalgamation of various races and cultures. India is a land of multiple religions. Followers of various faiths, particularly of Hinduism, Islam, Christianity, Sikhism, Buddhism, Jainism, Zoroastrianism, among others are found here. According to the census of 1981, Hindus comprise of 82.64 percent of the total population. Next comes Islam, which is practised by 11.35 percent, followed by Christianity having a following of 2.43 percent, Sikhism followed by 1.96 percent, Buddhism by 0.71 percent, and Jainism by 0.48 percent. The religions with lesser following are Judaism, Zoroastrianism, and Bahaism.

## NOTES

While Hinduism saw a slight reduction in the percentage of followers by the year 1991, strength of most of the other religions increased by very narrow margin. According to the 1991 census Hinduism has 82.41 percent followers from the total population, 11.67 percent of people follow Islam, and 2.32 percent follow Christianity. Sikhism, Buddhism, and Jainism are followed by 1.99, 0.77, and 0.41 percent respectively, while 0.43 percent follow other religions. (Census of India 1995, Series 1, Paper 1 on Religion).

Hindus and Muslims are found in almost all parts of India, the remaining minority religions are concentrated at particular places, for example, Christians have their strongholds in the three southern states of Kerala, Tamil Nadu, and Andhra Pradesh and in the north-eastern states like Nagaland and Meghalaya. Sikhs are concentrated largely in Punjab, Buddhists in Maharashtra, and Jains are found spread over Maharashtra, Rajasthan, and Gujarat, but are also found in most urban centres throughout the country.

### Caste Diversity

India, as we already discussed in the preceding unit is a country of castes. The term caste is generally used in two senses: in the sense of Varna and in the sense of Jati. Varna refers to a segment of the four-fold division of Hindu society based on functional criterion. The four Varna are Brahman, Kshatriya, Vaishya and Shudra with their specialised functions as learning, defence, trade and, Manual service. The Varna hierarchy is accepted all over India. On the other hand, Jati refers to a hereditary endogamous status group practising a specific traditional occupation. There are more than 3,000 jati(s) in India. These are hierarchically and differently graded in different regions.

It should also be noted that the practice of caste system is not confined to Hindus alone. We find castes among the Muslim, Christian, Sikhs, as well as other communities. You may have heard of the hierarchy of Shaikh, Sayyed, Mughal, and Pathan among the Muslims. Furthermore, there are castes like teli (oil pressure man), dhobi (washerman), darjee (tailor), etc. among the Muslims.

### Check Your Progress

1. What is cultural pluralism?
2. List the racial types of Indians according to Herbert Risley.
3. What are the different castes or hierarchy among the Muslims?

## 14.4 URBAN LIFE

Urbanisation has to a vast extent affected the transformation of Indian society. Slightly more than 26 percent of the country's population is urban. The Indian population residing in urban areas according to the 1901 Census, was 11.4%.

This count increased to 28.53% according to 2001 Census and crossed 30% as per 2011 Census, standing at 31.16%. According to the World Bank, the number increased to 34% in 2017. The urban society includes the towns, cities, and metros having a specific way of life. An urban society is densely populated and people are engaged in different kinds of occupations contrary to the rural society, in which people are mostly engaged with agriculture, domestication of animals, etc. and have a distinct ecology and culture. These cities are characterised by man-made environment, social mobility, formal social control, etc. Anonymity is a feature of urban societies as people do not know each other in the city as well as they do in villages.

## NOTES

Most Indian cities are very densely populated. New Delhi, for example, had 6,352 people per square kilometre in 1991. Rapid rise in urban population, in India, is leading to many problems like increasing slums, decrease in standard of living in urban areas, and environmental damage. This has greatly increased housing issues as with overcrowded cities, many people are forced to live in unsafe conditions, such as illegal buildings. Water lines, roads, and electricity are lacking in quality, resulting in a decline of living standards. It is also contributing to the issues presented by pollution. Urban life is characterised by congestion, noise, traffic jams, air pollution, and major shortage of key necessities. Every major city of India is facing the same proliferating problems of grossly inadequate housing, transportation, sewerage, electric power, water supplies, schools, and hospitals. Slums and pavement dwellers seem to be multiplying constantly. An increasing number of trucks, buses, cars, three-wheelers, motorcycles, etc. are adding to the pollution level in the cities. Accident rates in the country are high (India's fatality rate from road accidents, the most common cause of accidental death, is said to be twenty times higher than that of United States). In 1984, the citizens of Bhopal suffered the nightmare of India's largest industrial accident, when poisonous gas leaking from a Union Carbide plant killed and injured thousands of city dwellers. Uncontrolled pollutants from factories all over India are damaging the urban environment in which millions of people live.

We can also observe urban inequities in India. We can see a large difference in the socio-economic status of people living in urban areas. The fine homes often a walled compound with a garden, servants' quarters, and garage and gleaming automobiles-of the super wealthy stand in stark contrast to the mud huts of the barefoot poor. We can find people sleeping on roadside pavements, railway stations, parks, etc. who do not even have a place of shelter. There are slum settlements, in which, living conditions are extremely difficult, and slum dwellers fear the constant threat of having their homes bulldozed in municipal 'slum clearance' efforts in the urban setting the rich and poor live much more different lives than the rural one. At the same time, when it comes to caste, there is no strict barrier among castes as casual interaction and physical contact among people of all castes constantly take place at public places such as in buses, trains, and movie theatres, public parks, etc.

## NOTES

Urbanisation has denied basic civic amenities like pure drinking water, underground drainage, electric supply, hospitals and dispensaries, well-built and well-run schools and colleges, and *pucca* roads to a large section of the people. The mere absence of these amenities gives rise to several social problems like delinquency, crime, prostitution, mental illness, alcoholism, drug addiction, etc. The problem of urbanisation can be tackled effectively by making the economy of the villages and small cities fully viable. The economy can be revitalised, if the government undertakes a massive rural development programme. As a result surplus rural manpower would be absorbed in the villages and the village economy shall become self-sufficient and autonomous. Then, old cities should be made cleaner and better for poor people's habitation by demolishing slums or *Jhuggis* and constructing neat and spacious houses for the poor at subsidised rents. Expansion of buildings should be horizontal and well-spread over. All the basic civic amenities should be religiously provided and ensured. Thirdly, the Government should keep a check on any new industries cropping up in already congested big industrialised cities. Industries, Government offices, and headquarters should be diffused and decentralised and shifted at smaller centres, if possible. The power to create a healthy environment lies in the hands of a man himself. What is required is a re-adjustment of social and moral values.

### 14.4.1 Employment Pressure

Finding employment in the urban setting can be extremely challenging, and, whenever possible people seek support from networks of relatives and friends, who help them seek jobs. Millions of Indians are unemployed or underemployed. Some of the positive effects of rural to urban migration occur in the agrarian communities from which migrants came. Family members left at home, usually the elderly and young, are eased out of financial pressures as their relatives strive to provide higher standards of living for their dependants. Their quality of life improves due to the money that the migrant sends back.

### 14.4.2 Housing

Housing in India varies from palaces of erstwhile maharajas to modern apartment buildings in big cities to tiny huts in far-flung villages in India. There has been tremendous growth in India's housing sector as incomes have risen. 'A majority of Indians have per capita space equivalent to or less than a 10 feet x 10 feet room for their living, sleeping, cooking, washing, and toilet needs.' About 44 percent of rural households have access to electricity. Although cities have better facilities than villages, no city in India provides full-day water supply except for the major metropolitan cities. States such as Gujarat, Madhya Pradesh, and others provides continuous power supply. Some 400 million Indians do not even have an access to a proper toilet. The situation is even worse in slums across Indian cities.

The national and state governments are running programs, some funded by the World Bank, to improve conditions. Bharat Nirman programme is targeting at clean drinking water and the Jawaharlal Nehru Urban Renewal Mission is targeting

at building public toilets and sewage systems. The private sector, including companies such as Tata, have started to enter the low-income residential projects. In 2013, the Government of India and National Housing Bank borrowed US \$100 million to fund their Low Income Housing Finance project. This money will be loaned to low income residents, who wish to purchase or renovate a home. Some cities like Mumbai has wide disparities in housing between the affluent, middle-income, and low-income segments of the population. Delhi has witnessed rapid suburban growth over the past decade. South Delhi, Gurgaon, and Noida have added thousands of apartment buildings, affordable homes, shopping centres, and highways.

The state of Tamil Nadu continues to be a rapidly urbanising state for the past 20 years. According to the 1991 Census, only 34.15% of the total population of Tamil Nadu was classified as urban, whereas in 2011, it has increased to 48.45%. At present, Tamil Nadu tops the list of urbanised states with 50% of the population in urban areas and will remain the most urbanised state for the next 15 years and by 2026 about 75% of the population of Tamil Nadu will be living in cities. This urbanisation has necessitated improved quality housing towards a better standard of living for the people in the state. State governments are taking measures to meet and improve the housing needs. For example, The Tamil Nadu Housing Board (TNHB) is a government organisation in Tamil Nadu, India, which was established in the year 1961 to cope with the increasing demand in housing sector. The board is under the control of the Department of Housing and Urban Development. Tamil Nadu Housing Board and Tamil Nadu Slum Clearance Board are mandated to provide housing units for various sections of society at an affordable cost.

#### Check Your Progress

4. What was the Census of urban population in India from the years 1901 to 2017?
5. What are the problems caused by lack of basic amenities in the urban setting?
6. What percentage of rural households have access to electricity?

### 14.5 MIGRATION: CAUSES AND CONSEQUENCES

Migration is a way to move from one place to another in order to live and work. Movement of people from their homes to another place for one reason or another is called migration. Migration from rural areas to urban areas has increased in the past few years in India. Migration in India is primarily of two types:

- Long term migration resulting in the relocation of an individual or household
- Short term migration involving a back and forth movement between a source and destination. Most of the short term migration is undertaken by socially-

#### NOTES

economically deprived groups such as scheduled castes and scheduled tribes having negligible educational attainment, limited assets, and those facing deficit of resources.

## NOTES

As discussed earlier, employment opportunities are the most common reason due to which people migrate. Apart from this, lack of opportunities, better education, construction of dams, globalisation, natural disaster (flood and drought), and sometimes crop failure forces villagers to migrate to cities. Due to the lack of educational facilities in rural areas some people migrate to the urban areas for higher education. Many of them settle down in the cities for earning a livelihood after completing their education. In 2011 census, it was reported that about 1.77 percent people migrated for education.

### 14.5.1 Challenges Faced by Migrants

Migration also results in increase of slum areas in cities, which further leads to increase in many problems such as unhygienic conditions, crime, pollution, etc. Sometimes migrants are exploited. Most of the times the migrants are not skilled or educated and thus, they are usually employed as daily wagers (workers who are paid at the end of each day for their services). Daily wagers do not get adequate money for the survival of their families, which leads to lack of food, sanitation, hygiene, a proper place to live, etc. The mere absence of these amenities gives rise to several social problems like delinquency, crime, prostitution, mental illness, alcoholism, drug addiction, etc. Many migrants are completely illiterate and uneducated and therefore, they are not only unfit for most jobs, but also lack basic knowledge and life skills. Poverty hampers their ability to lead a normal and healthy life. Children growing up in poverty, lack access to proper nutrition, education, and suffer from health problems.

Any person migrating from rural to urban areas or to a new country faces multiple challenges ranging from cultural adaptation and language barriers to homesickness and loneliness. Along with these general challenges, foreign labour migrants often face unacceptable treatment from their employers. For instance, some labour migrants are paid below their contract wage. They may be forced to work long hours and denied regular time off. The problems faced by migrants in the foreign countries ranges from contract violation, non-payment of salary to long working hours and poor working condition. The poor and harsh living conditions coupled with difficult and risky working conditions, lack of information, and lack of medical health support leads to several health problems. India received migrants from different cultural groups causing cultural diversity, but sometimes migration creates social vacuum and sense of dejection among individuals and people fall into the trap of crimes and drug abuse (Khullar, 2014). Millions of people migrated from their far-off villages to the big metropolitan cities of Kolkata, Mumbai, Delhi, etc. The appalling living conditions like slums, lack of safe water, absence of sanitation, overcrowding with increasing incidences of crime, insecurity for women,

sexual abuse and exposure to frequent epidemics, and AIDS are the immediate outcome of this population shift.

**Check Your Progress**

7. What is short term migration?
8. What percent of people migrated for education in 2011?

**NOTES**

**14.6 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS**

1. Cultural pluralism is a pattern or a system, in which people of different faiths, religions, castes and creeds can all work and live together, all the while retaining their own faith and identity and sharing the common bond of being, either by birth or choice.
2. Herbert Risley had classified the people of India into seven racial types:
  - (a) Turko-Iranian
  - (b) Indo-Aryan
  - (c) Scytho-Dravidian
  - (d) Aryo-Dravidian
  - (e) Mongolo-Dravidian
  - (f) Mongoloid
  - (g) Dravidian
3. The different castes or hierarchy among the Muslims include Shaikh, Sayyed, Mughal, and Pathan and castes like teli (oil pressure man), dhobi (washerman), darjee (tailor), etc.
4. The Indian population residing in urban areas according to 1901 census, was 11.4%. This count increased to 28.53% according to 2001 census and crossed 30% as per 2011 census, standing at 31.16%. According to the World Bank, the number increased to 34% in 2017.
5. The lack of basic amenities in the urban setting gives rise to several social problems like delinquency, crime, prostitution, mental illness, alcoholism, drug addiction, etc.
6. About 44 percent of rural households have access to electricity.
7. Short term migration involves a back and forth movement between a source and destination. Most of the short term migration is undertaken by socially-economically deprived groups such as scheduled castes and scheduled tribes having negligible educational attainment, limited assets, and those facing deficit of resources.
8. About 1.77 percent of people migrated for education in 2011.

## NOTES

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### 14.7 SUMMARY

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- It is observed that in our country we find people following different religions, belonging to different castes, creeds, races, and above all, following different ways of living, having their own cultures and ethnic identities.
- Unity means integration. It is a social-psychological condition. It connotes a sense of oneness. It stands for the bonds holding the members of a society together.
- Urbanisation has to a vast extent affected the transformation of Indian society. Slightly more than 26 percent of the country's population is urban.
- Housing in India varies from palaces of erstwhile maharajas to modern apartment buildings in big cities to tiny huts in far-flung villages in India. There has been tremendous growth in India's housing sector as incomes have risen.
- Migration is a way to move from one place to another in order to live and work. Movement of people from their homes to another place for one reason or another is called migration. Migration from rural areas to urban areas has increased in the past few years in India.

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### 14.8 KEY WORDS

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- **Polygenetic:** It means something relating to polygenesis, having more than one origin or source.
- **Zoroastrianism:** The ancient pre-Islamic religion of Iran that survives there in isolated areas and, more prosperously, in India, where the descendants of Zoroastrian Iranian (Persian) immigrants are known as Parsis or Parsees.
- **Endogamous:** The practice of marrying within a specific social group, caste or ethnic group, rejecting those from others as unsuitable for marriage or other close personal relationships.

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### 14.9 SELF ASSESSMENT QUESTIONS AND EXERCISES

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#### Short Answer Questions

1. Write a short note on the concept of unity in diversity.
2. How is the housing problem being tackled by Indian governments?
3. What are the characteristic features of urbanisation?

### Long Answer Questions

1. Discuss the different forms of diversity in India.
2. Evaluate the problems caused by increase in urban population.
3. Discuss migration and the challenges faced by migrants.

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### 14.10 FURTHER READINGS

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### NOTES

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## **UNIT 15 IMPACT OF WESTERN VALUES AND PREJUDICE**

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### **NOTES**

#### **Structure**

- 15.0 Introduction
- 15.1 Objectives
- 15.2 Western Values and Ideas
  - 15.2.1 State of Tamil Nadu: Impact of Western Values and Ideas
- 15.3 Religion and Education in Child's Development
  - 15.3.1 Ethnic and Racial Groups
- 15.4 Concept of Prejudice
  - 15.4.1 Types of Prejudice
  - 15.4.2 Education and Eradication of Class and Race Prejudices: Importance in the Context of Child Development
- 15.5 Answers to Check Your Progress Questions
- 15.6 Summary
- 15.7 Key Words
- 15.8 Self Assessment Questions and Exercises
- 15.9 Further Readings

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### **15.0 INTRODUCTION**

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Nowadays, with rapid globalisation, the cultural exchange between the countries has been tremendous. In such a climate, confusion regarding one's own identity, validity of one's own culture and religion, and racial or class prejudice against one another has been on the rise. All these issues are of concern as they are affecting the development of children. This unit discusses the impact of these very issues on the attitudes of children. It also describes methods through which the different kinds of prejudices can be fought.

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### **15.1 OBJECTIVES**

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After going through this unit, you will be able to:

- Understand the effects of Western values and ideas on the developing child
- Explain the effects of religion and education on child development
- Discuss the different types of prejudices with the role of education and other measures in reduction of these prejudices

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## **15.2 WESTERN VALUES AND IDEAS**

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India is a multi-cultural society similar to that of U.S.A., Canada, and France. In these nations, the cultural trends are always dynamic, but the cultural ethos remains the same. Indian culture, which is one of the oldest and richest cultures, is now a days facing a serious threat as western culture is gaining stronghold in India and gradually wiping the age old traditional beliefs and practices, which were characteristics of the Indian culture. It has already left a deep mark on metropolitan cities and now slowly heading towards other parts of the country. Westernisation has greatly affected our traditions, customs, family, and our respect and love for others. This impacts the development of a child adversely as he/she imbibes the values upheld by the society through various social interactions with different agencies. The concept of joint families system is on a downward spiral and everyone has become indifferent with respect to others, with nucleated families on the rise. The observations and experiences the child has with respect to family relationships mould his understanding about them and he/she adopts a similar pattern when he/she grows up. For example, as a result of urban culture and a fast paced life, nobody now bothers about others and only cares about themselves, which is totally contradictory to our Indian culture. Slowly, all our values for which India took pride in are vanishing, which is reflected by the ideas and values, children of the present generation hold.

### **NOTES**

#### **15.2.1 State of Tamil Nadu: Impact of Western Values and Ideas**

The process of social transformation in Tamil Nadu during the nineteenth century has gone through transition with respect to various aspects of society like the structure, culture, institution, ideology, etc. The objectives of social transformation in India, as envisaged ideologically, could be characterised as ‘revolutionary’ in content and ‘evolutionary’ in strategy. Rapid propagation of Western ideas during the nineteenth century inculcated a sense of pride in educated Tamils, eventually leading to the birth of Tamil Nationalism, which inspired both the Indian Independence movement as well as the Dravidian movement. The Tamil press, comprising of periodicals, journals, magazines, and newspapers is an institution, which has stimulated progress in every phase of social, political, and public life. It has quickened thought, moulded opinion, and modernised the thinking and freshened the outlook of Tamilians.

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## **15.3 RELIGION AND EDUCATION IN CHILD’S DEVELOPMENT**

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Emile Durkheim, a French sociologist, had defined religion ‘as the unified system of beliefs and practices related to sacred things’. Those who have common beliefs and practices are united into one single moral community through the religious unit.

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Both anthropologists and sociologists consider religion as an inseparable part of our social being. Religion is responsible in shaping one's collective belief into collective identity. Religious rituals like weddings, burials, birth day celebration, and festivals bring people together, where they express solidarity with each other. Members of a particular religious group enjoy a sense of belongingness while those who are outside the group feel alienated during such events and occasions. As one of the potential agents of socialisation, religion exposes the child to the spiritual world view and coaxes her/him to venture into a larger society.

The diversity in our country with respect to religion is astounding as we have already discussed in unit XIII. Socialisation processes and practices differ from religion to religion. In most cases, children adopt the religion of their parents. Each religion follows its own rites and rituals, customs, ceremonies, dress, language, beliefs, attitudes, etc., which might vary from those of other religions. Within the sub-systems too notable differences exist. These ideological differences are transmitted to the members of the different sects through the process of socialisation. Although lately the external symbols like the dress or language have become more or less uniform, yet there are differences in the process.

Religion inspires an individual to serve for the welfare of her/his community and society. Since the spiritual thread of religion is closely interwoven with an individual's life pattern, much of his/her behaviour is controlled by it. For example, children learn various moral principles and values, which they have to adhere to in everyday interaction. A sense of fear is injected in their minds, according to which, if they do not follow the laid down rules and principles, they will have to face the consequences or punishment. Religion underlines the qualities of piety, truth, solidarity, and harmony among human beings. Unfortunately, many wars have been fought in the name of religion. Though the underlying message of all religions is belief in one supreme power, yet narrow minded and anti-social elements indulge in unethical and socially irresponsible activities bringing untold miseries to human beings. As social beings, it is our supreme duty to respect the value of each religion, each member's preference for particular religious ideologies and, at the same time, celebrate secularism.

Just like religion, education also cannot be divorced from its social setting because those engaged in education are also the ones, who carry with them the symbols and orientations that identify them as members belonging to distinct sections of the society. Children bring with them a certain culture. They have learnt certain patterns of speech, moral values, habits, and orientations from their family and neighbourhood. Children do not drop their accent or style of dress soon after entering a school. These are often subtle yet deeply ingrained. Social background is relevant to the analysis of the relationship between education and socialisation of a child because it orients a child to enter into certain patterns of association or to have certain responses to the school. Social background, however, is not the only factor, which aids social development; peer relationships are equally important.

Children develop a set of relations among themselves and their teachers in school. Factors that contribute to the manner, in which, these relations develop are the division of school into classes, extra-curricular activities in school, grading of pupils between and within classes, the attitudes of teachers, the values emphasised by the administrators (the principal and the headmaster, the teachers), and the social background of pupils. These factors place a pupil in a set of social relations that establish him/her in a particular role in the school. It may encourage a child to succeed in accordance with the set goals of the school. This position may also contribute to a child's failure. Any educational organisation that ranks and discriminates between students is likely to raise 'self-fulfilling prophecy'.

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### 15.3.1 Ethnic and Racial Groups

An ethnic group or an ethnicity is a category of people, who identify with each other based on similarities such as common ancestry, language, history, society, culture, or nation. Ethnicity is usually an inherited status based on the society, in which one lives. On the other hand, as we have already discussed in the previous unit, a racial group refers to a group of individuals, who shares certain distinctive physical characteristics, such as facial structure or skin colour. Racial characteristics are thought to be biologically inherited unlike ethnic characteristics, which are cultural. Sociologists use the concept of race to elaborate on how people think of and treat other groups of people, as people very commonly classify each other according to race (for example, as black or as Asian).

#### Check Your Progress

1. Which other countries have a multicultural society like that of India?
2. Define religion according to Emile Durkheim.
3. What is the essential difference between race and ethnic groups?

## 15.4 CONCEPT OF PREJUDICE

Social psychologists have tried to define prejudice from various viewpoints. Some psychologists define prejudice as 'a preconceived irrational judgement', while others define it as 'an expression of dislike against members of some religion, race or group'. However, majority of psychologists agree upon the definition given by Secord and Backman (1964) that is, 'Prejudice is an attitude that predisposes a person to think, perceive, feel and act in favourable and unfavourable ways towards a group or its individual members.' According to Baron and Byrne (1999), 'Prejudice is generally a negative attitude towards the members of some social, ethnic or religious group.' Prejudice, whether it be negative or positive, is decidedly an attitude and has all the three components of attitude i.e. affective, cognitive, and behavioural.

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### 15.4.1 Types of Prejudice

Prejudices can be categorised into different kinds on the basis of social conditions of the individual. Sociologist and Psychologists have differentiated the following main types of prejudices:

- (a) **Racial prejudice:** This is aimed at members of another race. For example, the black people have been subjected to racial prejudice at the hands of whites. Similarly, Jews were a target of prejudice by Nazis in Germany. Hitler even went on to the mass extermination through genocide.
- (b) **Sex prejudice:** Since centuries women have been the target of prejudice. They have been considered as weak, dependent, and intellectually less gifted than men.
- (c) **Caste prejudice:** Indian social structure is the best example of such prejudice. Our society is divided into numerous castes and each caste is believed to have specific characteristics, according to which they are discriminated against.
- (d) **Class prejudice:** Indian society has a biased or discriminatory attitude due to distinctions made between social or economic classes.
- (e) **Language prejudice:** This is often evident, when we go to different parts of India, particularly in South India. People despise Hindi, in spite of knowing that it is our national language. They prefer to speak English, but not Hindi even if they know Hindi. In fact the organisation of states in India has been on linguistic basis only.
- (f) **Religious prejudice:** This has been a burning problem in India since pre-independence days. Creation of Pakistan happened only because of religious differences. In religious prejudice, individual holds positive attitude toward his/her own religion and unfavourable attitude towards other religions. As a result misunderstandings and misconceptions about people of other religions crop up.

Some other prejudices are political prejudice, communal prejudice, etc.

### 15.4.2 Education and Eradication of Class and Race Prejudices: Importance in the Context of Child Development

Social psychologists have emphasised that appropriate education has a crucial role to play in the reduction of prejudice, particularly racial prejudice. For this both informal and formal education are important. As far as informal education is concerned, parents ought to be cautious to not say or do things before children, which knowingly or unknowingly promote prejudice. As for formal education, its syllabus and curriculum should be designed in such a way that it promotes harmony between different sections of society. It should aim at developing children with

healthy minds. It has been found that higher and better formal education leads to decreased prejudice and increased liberalism.

Recently, psychologists have devised a new method called cultural assimilator. In this method a group of prejudiced people are explained about traditions, norms, beliefs, and value system of people of other communities and races, so that they can appreciate those communities and races in the light of recent information that they have received. A number of social psychologists have successfully used this method. Other methods for reducing prejudice are enumerated below:

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**I. Intergroup Contact:** Gordon Willard Allport was the first psychologist to realise the importance of intergroup contact between prejudiced person and the target person as a means to reduce prejudice. Such interactional situations provided the two parties an opportunity to know each other from close quarters and understand each other, thereby reducing misunderstandings and misconceptions. However, for intergroup contact to be effective certain conditions have to be met. Intergroup contact is an effective method of eradicating prejudice only in those conditions where both the parties have equal status. This can be used as an effective method in societies and social groups, where people from different races are members. For this technique to be effective, contact between the prejudiced person and target person ought to be intimate and not superficial. Intimate and honest contact between the concerned parties motivates the person to change their perception and recognise members of target group more as humans than as stereotypes.

Intergroup contact method is more successful in situations, where the success of both parties depends upon each other that is, when a common goal has to be achieved. In such a situation, both the parties are forced to understand each other in a better manner.

**II. Anti-prejudice propaganda:** Mass media contributes in reducing prejudice. In one of the studies it was found that films and documentaries aimed at reducing prejudice have been successful in eradicating class and racial prejudice up to 60 percent. Some other psychologists have reported that anti-prejudice propaganda is more effective than formal education.

**III. Incongruent role:** It has been found that when a person is made to play a role contrary to his/her prejudice, it leads to reduction in their prejudice with time. It happens because playing such a role creates a state of dissonance in the individual. This dissonance gives rise to tension compelling the individual to change their prejudice and restore a balance between their behaviour and attitude. The person can't change their behaviour as it is public but they can change their prejudice, which is personal. For example, if a person, who has a prejudice against a particular community, is entrusted the task of

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welfare of that community, he/she is left with no alternative, but to change their prejudice because changing the role doesn't lie in his/her hands.

**IV. Social legislation:** This is another method aimed at reduction of prejudice. The government of different countries have adopted and enacted several legislations, which prohibit expression of prejudice in any form. Any public manifestation of prejudice is unlawful and is liable to punishment. For example, our constitution states that any state shall not make any discrimination on the basis of caste, creed, sex, and religion of the individual and no person shall be allowed to do so. As a result of this today, we don't mind a *harijan* sitting beside us and offering prayer in the temple. Government even encourages people for inter-caste marriages. Persons belonging to deprived communities or castes have been provided reservation in jobs/seats in higher educational institutions.

**V. Personality change techniques:** For effective prejudice reduction, a person must have a balanced personality and an open mind. However, in cases where prejudice is an integral part of personality, it becomes imperative to seek help of therapeutic treatment. A number of psychotherapies can prove helpful in growth of such persons. For example, Play therapy is an important tool for detecting prejudice at early stage and to bring reformation in personality of children.

### Check Your Progress

4. What are the three components of prejudice as an attitude?
5. What do you mean by cultural assimilator?

## 15.5 ANSWERS TO CHECK YOUR PROGRESS QUESTIONS

1. U.S.A., Canada, and France have a multicultural society like that of India.
2. Emile Durkheim had defined religion 'as the unified system of beliefs and practices related to sacred things'.
3. The essential difference between race and ethnic groups is that racial characteristics are thought to be biologically inherited, while ethnic characteristics are culturally inherited.
4. The three components of prejudice as an attitude are affective, cognitive, and behavioural.
5. Cultural assimilator is a method, in which, a group of prejudiced people are explained about traditions, norms, beliefs, and value system of people of other communities and races, so that they can appreciate those communities and races in the light of recent information that they have received

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## 15.6 SUMMARY

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- Indian culture, which is one of the oldest and richest cultures, is now a days facing a serious threat as western culture is gaining stronghold in India and gradually wiping the age old traditional beliefs and practices, which were characteristics of the Indian culture.
- Those who have common beliefs and practices are united into one single moral community through the religious unit. Both anthropologists and sociologists consider religion as an inseparable part of our social being. Religion is responsible in shaping one's collective belief into collective identity.
- Social psychologists have tried to define prejudice from various viewpoints. Some psychologists define prejudice as 'a preconceived irrational judgement', while others define it as 'an expression of dislike against members of some religion, race or group'.
- Social psychologists have emphasised that appropriate education has a crucial role to play in the reduction of prejudice, particularly racial prejudice. For this both informal and formal education are important.

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## 15.7 KEY WORDS

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- **Dissonance:** In psychology, cognitive dissonance is the mental discomfort experienced by a person, who holds two or more contradictory beliefs, ideas, or values.
- **Harijan:** It is a term popularised by Indian political leader, Mohandas Gandhi, for referring communities traditionally considered as 'Untouchable'.

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## 15.8 SELF ASSESSMENT QUESTIONS AND EXERCISES

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### Short Answer Questions

1. What has been the impact of Western values and ideas on Tamil Nadu?
2. What is the role of inter group contact in reducing prejudice?
3. What is the difference between formal and informal education with respect to prejudice?

### Long Answer Questions

1. Describe the role of religion in a child's development.
2. Enumerate the types of prejudices prevailing in the Indian Society. Discuss each with appropriate examples.
3. Discuss the various methods for reducing prejudice.

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## 15.9 FURTHER READINGS

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### NOTES

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