ALAGAPPA UNIVERSITY

Directorate of Distance Education

Diploma in Montessori Education

II - Semester

516 23

FAMILY AND CHILD LIFE EDUCATION

Unit I Family and Family Life Education

Family Life Education: Definition, aims and objectives, value education; value transformation; value oriented education; Family as a custodian of Transmitter of values; social functions of family.

Unit II Family Relationship and Child Life

Mothering; Fathering; love oriented Discipline; Child rights to Healthy Parental Attitude; Parental Responsibility; Social functions of the family; Education toward Justice; Guidelines for parents and teachers to maintain relationship with child .

Unit III Child Development and Sensorial Activities

Exploration of world around child through senses; Child development - Physical and Mental Exercises; Discrimination of contrast; Child's capacity to define the Quality - Colour, Weight, Shape, Texture, sound, etc.

Unit IV Adolescent and Personality Development

Adolescence: meaning of life; Goal of life; Personality development; Emotions and activities of Adolescents; behaviour pattern of Adolescents; Role of Teachers and Parents in shaping and guiding Adolescence.

Unit V Child Care and Responsible Parent hood

Stage of child development; Responsible parenthood; Working mother and child care; Child Diet and Diet for Adolescent to maintain Health in a family.

Unit VI Child - Skill Based Education

Skill based Education; Teaching of life skill particularly, Interpersonal relationship, Personality, Social Adjustability, etc. Responsibilities of Teachers and Parents in developing skills among children .

UNIT – I FAMILY AND FAMILY LIFE EDUCATION

Structure

1.0 INTRODUCTION

Family plays a significant role in the Indian culture. For generations, India has had a prevailing tradition of the joint family system. It is a system under which extended members of a family – parents, children, children's spouses and their off spring, etc… - live together. Usually the eldest male member is the head in the joint Indian family system. He makes all important decisions and rules and other family members abide by them.

India has a long tradition of closely bonded family system. Today, however, some people argue that[Modern] family as an institution is facing crisis. Let us take a more optimistic view. Families cannot be isolated from the impact of rapid social and technological changes, yet, they have ably demonstrated to turn difficulties into challenges by offering support and security to each of its members in a fast changing society.Each family is identified with a unique sense of shared family traditions, shared experiences and continuity of behavioral patterns through generations. We believe that nurturing this quality of family contact andinteraction becomes even more important in a time like today when many people feel lonely and, rootless. Technological progress often contributes to development but sometimes it generates a sense of depersonalization anddeprivation from one's own identity. That is why family life education is essential and relevant in the present day context.

1.1 OBJECTIVES

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

1. Discuss about the family life Education.
2. Explain the value education.
3. Describe the value oriented education
4. Discuss the social functions of family.

1.2 FAMILY LIFE EDUCATION

Every society over time has evolved its own ways of preparing its younger members for adulthood, primary through an educational process. Traditionally, most elements of family life education have been informal, taking place within the home, at place of worship, artwork and in day to day contacts with other people. IN childhood, many values related to family life education have been imparted through stories from folk tales, epics, religious scriptures, etc. The hidden rationale behind these is to enable children to imbibe the right values for family life or to inculcate these values in them so that these act as guidelines for the rest of their lives. In tribal communities, initiation ceremonies are performed which symbolize the entry of a child into adulthood. Thereafter, the child can have access to the knowledge and privileges that are permitted only to adults. On a similar note, in Southern India and many

Other parts of India, a ceremony conducted at the age puberty introduces a girl to all the intricacies relatedto family life education. So, through the process of socialization, by observing people's behavior and through their own experience, children and adolescents become familiar with the norms, customs and values of their own society. These experiences provide the guidelines for their own behavior. In the present context, families in many parts of the world are finding the task of helping young people to prepare for adult life increasingly difficult. Often it is found that they have as little awareness as their children about the problems they are facing. It is here that the role of schools and of voluntary organizations becomes important. These institutions replace traditional form of education and offer guidance to people to enable them to adjust to changes. The development of organized programs of Family Life Education is one way of showing their willingness to work together with families, to assist young people in their transition from childhood to adulthood. Very often it is observed that family life education is treated synonymous with sex education. In reality, however, family life education is a much broader concept. Sex education is only one of the components of family life education which

also covers economic aspects, social aspects like marriage, responsible besides aspects of sexual health. We will discuss all these things in detail under section like sex education, family life study is different from

Family life education.

Definition

Various international organizations and eminent persons working in the area of family life educationhave tried to define it in various ways. Some of the definitions are given below:

1. "Family life education refers to those educational concepts and experiences that influence attitudestowards family living, personal relationships and sexual development"

2. "One comprehensive and attractive approach perceives family life education as catering for individual needs leading to personal growth and enabling the individual to function as a responsiblemember of the family and society" (A curriculum on family education for youth organization preparedby Malaysia Federation of Family Planning Association, 1985).

3. Family life education includes a study of self-awareness, understanding of others, of sexuality,marriage and parenthood. The knowledge gained and skills developed will contribute to the individual's ability to cope both with social change and with relationships in society as a citizen, spouseand parent

Aims

- To impart correct factual knowledge, skills, abilities and understanding regarding sex and reproduction to the individuals according to their age.

- To develop wholesome positive attitude towards sexual behavior compatible with the demand of their society.

- To help individuals and families learn what is known about human growth, development, and behavior in the family setting throughout the life cycle.

- To develop the potentials of individuals in their current and future family roles.

- To impart training for home making and for successful participation in family life.

- To inculcate into young couples that each partner in marriage should satisfy the physical and emotional needs of the other and also help in each other's growth and development.

- To teach partners to accept each other's for what they are and not to demand something from each other which neither of them would give to.

Objectives of Family Life Education

Family life education is concerned with assisting prospective candidates for learning the process of livingin the family, continuing family life to the next generation and sustaining the social, cultural, religious and traditional practices and values. The major objectives of family life education are:

1. To develop knowledge regarding the concept of family, its roles and functions: Every individual (bothyoung and old) should have proper knowledge and understanding of the concept of family, its rolesand functions. This knowledge will help an individual to recognize the various tasks that need to beundertaken for the well-being and maintenance of the family.

2. Family life education aims at developing the ability to deal with family relationship and responsibilityof family life education helps in establishing and maintaining satisfying relationships with membersof the family, with friends and with others whom they come into contact with in the context of familylife.

3. Family life education aims at developing lifeskills to cope with different situations: Family life education develops the knowledge, values and skills necessary for adult life, marriage, parenthood andparticipation in the social life of a community. It also helps in communicating effectively with othersand in making wise decisions about all matters related to family life, personal relationships anddealing with various members of the community.

4. Family life education aims at helping in understanding and coping with changes in one'sown life and changes in the society: Family life education helps an individual to understand and cope with changes in the adolescent life and cope with the society in which one lives. Changes in society are occurring all the time and particularly the breaking down of traditional social structures and the changing roles of men and women due to marriage, education, employment undertaken by women and such like phenomena.

5. Family life education aims at developing knowledge about physiological processes in one's own bodyespecially the process of human conception and birth. It also creates an awareness regarding theconsequences of adolescent pregnancies and parenting and of alternatives to pregnancies andcontraception.

6. Family life education seeks to create responsible and useful young citizens. The ultimate aim of family

1.3 VALUE EDUCATION

Values education is a process of teaching and learning about the ideals that a society deems important (Department of Education, Science and Training 2005; Lovat & Toomey 2007; Robb 2008). While this learning can take a number of forms, the underlying aim is for students not only to understand the values, but also to reflect them in their attitudes and behaviour, and contribute to society through good citizenship and ethical practice.

In other parts of the world moral education, character education, ethics and philosophy have attempted to do similar things. Character education, for example, has been a growing movement in the USA. Dovre (2007) described six character education programs in US schools that aimed to teach important values, such as friendship, fairness and social justice, and influence student attitudes and behaviour. A recent study by Marvul (2012) reported how character education and moral education were combined to teach students values such as respect, responsibility and trustworthiness, in order to improve student attitudes to school.

Trends Challenging Values

Global society has been facing tremendous threats on its value system from certain groups, events anddevelopmental initiatives which has far reaching impact. It is a matter of pride that by and large the Indiandemocracy has managed to withstand such threats and preserve its rich values and culture and traditionalpractices. This huge democracy of over one thousandmillion people is proving to be a model and hope for therest of the world as far as preservation of value systemis concerned. More and more women are gettingeducated, taking up jobs, and involving in the politicaland socio-economic development of the country.Certainly the women empowerment process also hasbrought about lot of positive and negative trends in thecountry. Yet the overwhelming majority continue toremain steadfast in their lifestyle and preserve thefamily values, moral values and religious practices.

1.4 VALUE TRANSFORMATION

The family is considered to be a social system, a social group that logically passes through its own development regarding the changes of social conditions. The family´s effect reflects - either directly or indirectly – the state and possibilities of the society though least of all social institutions it underlies the direct guidance of the society. The life of families does not

change often or fast. It is based on customs and habits, it is subordinated to values and norms which are accepted in a certain society, and it tends to make self-reproduction rather than transformation.

The institution of the family is considered to be maybe the most stable creation of our civilization.

It has significantly changed since the end of the First World War and is still developing as critical studies of the family show. It does not change marginally but in its most essential nature. Despite the changes that have influenced the family during its history we may say that the family in the whole Europe is not in its crises but it is being modified. These modifications reflect social changes and changes within the field of value structures.

The contemporary society influences the family in a significant way. Thanks to the rapid and intense development of the science and technology as well as consumer life, the family is transforming into a post-modern one with new aspects, nevertheless with the full ongoing responsibility for upbringing children. The family is influenced to a great extent by the post-modern society´s tolerance, openness but also loss of some values and their relativity. In the post-modern world, it is "a reflection to the society which cannot solve its crucial issues and does not satisfy the human´s needs despite its high economic development, high level of information and communication technologies, wealth and consumption" (Kudlacova, B., 2007, p. 166). That is why it is natural that the family gains such a status in which its perspectives are not very clear and often get into a conflict and disagreement with various opinions and the reality.

A post-modern family is typical for its frequent break-downs, liberation of mutual relationships (as a result of partners´ irresponsibility) and doubting over the importance of the marriage and family. However, despite the mentioned facts we agree with the opinion that it is not a family crisis but it is more its process of adaptation – often in very difficult and complicated conditions. It is shown in the ability of the family to resist various types of pressure from the outside world. The majority of people still keep in mind that the family gives us a chance for happiness and a place to be ourselves in spite of all the changes.

For children, the family represents a certain type of environment where they could find support, safety and security – it is the basic background for them. A child is a product of a family and it is reflected in his/her features, behaviour and values. The values that a child receives in a family will probably determine his/her behaviour in the future. Family values among the

members of a family are based on the relationship of affinity and touch mostly feelings, emotions and interests established on mutual respect of people living in a family.

1.5 VALUE ORIENTED EDUCATION

Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development, and spiritual development.

Some people think that personality is an inborn character of a child and it can never be developed or homed. However, this is not true. Personality development sessions and a good school selection can a radical change in the personality of a child.

The Importance of Personality Development

Personality development is essential to mold the child into a winning personality. It can bring lots of changes in the attitude, perception and behavior of a child. Some of its benefits are described below:

- The students become more responsible for their behavior with teachers and fellow students.
- The students become regular with their home works and class works.
- They learn to cooperate with the teachers and fellow students in every situation.
- They learn to handle every situation in class with maturity.
- The students become attentive in class.
- It helps students to take their own decision without any hesitation.
- It develops a positive mind and a good attitude.
- Value education creates a strong relationship between student and teachers.

1.6 FAMILY AS A CUSTODIAN OF TRANSMITTER OF VALUES

There are two ways that families influence values and expectations of their children: directly and indirectly. Parents directly teach their children values. This includes teaching right and wrong, religious education, teaching about interacting with people, and rules and expectations. Indirectly, parents teach and socialize their children by example. Children watch their parents interact with others, make choices and determine right and wrong for themselves, and this impacts how they develop their moral self.

Family interactions can build up or break down an individual's self-confidence. A united, communicative family, for example, can help children gain self-confidence. Children who are allowed and encouraged to pursue their own choices typically gain a greater sense of confidence and individuality. Family activities, such as camping or community service, can also instill skills that help children build self-confidence. Conversely, a family that is often critical of a child's performance may lead to reduced self-esteem.

Family life can also influence political identity. Family discussions of politics typically encourage children to become more politically engaged and attempt to seek out news sources. A focus on politics can also cause children to think more deeply and critically about current events and world issues. Children who actively engage in family political discussions are also more likely to assume their parents' political views.Family life also influences occupational identity and career choices. Families that enforce standards and encourage hard work often raise more motivated, ambitious children whereas a hostile family environment may produce less motivated children who lack the skills to succeed in a career.

Most parents will pass on their values and beliefs onto their kids and most kids will grow up having those same beliefs as their parents. For example, if a person's parents believe that school is important, then their kids will most likely take school seriously. However, if a person's parents don't care how their kid does in school, then the kid probably feels the same. The same goes with parent's opinions and judgments. If a parent has certain racist or bias views then their child will grow up having those same judgments. If you grow up thinking a certain way, it's highly doubtful that will change when you are an adult.

1.7 SOCIAL FUNCTIONS OF FAMILY

Recall that the functional perspective emphasizes that social institutions perform several important functions to help preserve social stability and otherwise keep a society working. A functional understanding of the family thus stresses the ways in which the family as a social institution helps make society possible. As such, the family performs several important functions.

First, the family is the primary unit for socializing children. As previous chapters indicated, no society is possible without adequate socialization of its young. In most societies, the family is the major unit in which socialization happens. Parents, siblings, and, if the family is

extended rather than nuclear, other relatives all help socialize children from the time they are born.

One of the most important functions of the family is the socialization of children. In most societies the family is the major unit through which socialization occurs.

Second, the family is ideally a major source of practical and emotional support for its members. It provides them food, clothing, shelter, and other essentials, and it also provides them love, comfort, help in times of emotional distress, and other types of intangible support that we all need.

Third, the family helps regulate sexual activity and sexual reproduction. All societies have norms governing with whom and how often a person should have sex. The family is the major unit for teaching these norms and the major unit through which sexual reproduction occurs. One reason for this is to ensure that infants have adequate emotional and practical care when they are born. The incest taboo that most societies have, which prohibits sex between certain relatives, helps minimize conflict within the family if sex occurred among its members and to establish social ties among different families and thus among society as a whole.

Fourth, the family provides its members with a social identity. Children are born into their parents' social class, race and ethnicity, religion, and so forth. As we have seen in earlier chapters, social identity is important for our life chances. Some children have advantages throughout life because of the social identity they acquire from their parents, while others face many obstacles because the social class or race/ethnicity into which they are born is at the bottom of the social hierarchy.

Beyond discussing the family's functions, the functional perspective on the family maintains that sudden or far-reaching changes in conventional family structure and processes threaten the family's stability and thus that of society. For example, most sociology and marriage-and-family textbooks during the 1950s maintained that the male breadwinner–female homemaker nuclear family was the best arrangement for children, as it provided for a family's economic and child-rearing needs. Any shift in this arrangement, they warned, would harm children and by extension the family as a social institution and even society itself. Textbooks no longer contain this warning, but many conservative observers continue to worry about the impact on children of working mothers and one-parent families. We return to their concerns shortly.

1.8 LET US SUM UP

Family Life Educators have knowledge based in the discipline of Family Science, and they are employed in a variety of settings and roles. They consider societal issues - economics, education, work-family issues, parenting, sexuality, gender, and more - within the context of the family. They believe that societal problems like substance abuse, domestic violence, unemployment, debt, and child abuse can be more effectively addressed from a perspective that considers individuals and families as part of larger systems.Family Life Educators empower families themselves to apply knowledge about healthy family functioning to prevent or minimize problems.

1.9 UNIT-END EXERCISES

1. Discuss about the family life Education.
2. Explain the value education.
3. Describe the value oriented education
4. Discuss the social functions of family.

1.10 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)
2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.
3. National College for School Leadership (2006) First Corporate Plan, Launch Year 2001-2002, Nottingham.
4. Carlo& Olson 1979 innovations in teaching –learning process, New Delhi: Vikas publishing house.
5. Gillies, & Robyn. M (2007) Cooperative Learning, Integrating Theory and Practice, Los Angeles: Sage Publication.

UNIT II - FAMILY RELATIONSHIP AND CHILD LIFE

Structure

2.0 Introduction

2.1 Objectives

2.2 Mothering and Fathering

2.3 Love oriented Discipline

2.4 Child rights to Healthy Parental Attitude

2.5 Parental Responsibility

2.6 Social functions of the family

2.7 Education toward Justice

2.8 Guidelines for parents and teachers to maintain relationship with child

2.9 Let us sum up

2.10 Unit-end exercises

2.11 Suggested readings

2.0 INTRODUCTION

Relationship and Bonding in Family Life Relationship and bonding are central to family life. Change in family and household composition has brought in relation to the shift in expectations of people from their relationships. Today relationship has become something active. One has to work it out. It depends on winning the trust of the other person. In fact sustainability of mainly sexual relationships and marriages in urbanized countries depends on this shift in expectations from the partner.

Relationship depends on the extend of communication and collaboration flanked by people. Emotional communication is part and parcel of sexual relationship, love flanked by spouses and flanked by parents and their children. Although much transformations have taken place in urbanized nations, the traditional Indian Society has not changed much. There is much bonding and very healthy relationship existing within families and flanked by families both in urban and rural areas. Though, one can also observe the power of the western culture or life style gaining momentum in the Indian sub-continent. The mainly significant recipe for the success and

sustainability of marriage and family life is healthy relationship and to be able to bond permanently. The ability to bond depends on the early experience of reliable love. A child who has never doubted the commitment of both the parents to each other and to himself/herself will naturally develop trust and openness.

In several parts of the world there are attempts to present sex as an action with little regard to the relationship. Such attempts offend the dignity of the human being. In fact it strikes at the heart of marital relationship. In course of time it will undermine the family and ultimately the society. Family life education is planned to help young people in exploring the meaning of human person, expressing oneself through a unique body in its intrinsically masculine and feminine form. Through one's body a person can live out to the fullest his/her highest calling: ―To love‖.

A family cannot come into subsistence without biological union that results in offspring. Only a female can conceive with the cooperation and sharing of a male. A child necessity necessarily has a father and a mother and a home to grow. This is the fact and the experience of all societies from time immemorial. This concept presents sexual union in marriage as an extraordinary act of total giving of self that has the potential to co create a new human being. A true relationship leads to a meaningful and fruitful life.

Motherhood, Fatherhood and Parenthood We know that natural law and divine nature assume the subsistence of a fixed human nature, consisting of two sexes (eunuchs are exceptions), where family is a natural and constant institution in human and social life.

2.1 OBJECTIVES

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

1. Discuss about the Mothering and Fathering.
2. Explain the Love oriented Discipline.
3. Describe the Child rights to Healthy Parental Attitude.
4. Discuss the Social functions of the family.

2.2 MOTHERING AND FATHERING

Motherhood and fatherhood are so constants and the family cannot be redefined. It exists as a norm in all societies except in cases which differ from this norm due to widowhood or single parent families as a result of divorce or separation. In fact motherhood and fatherhood exist as archetypes of human subsistence with much more than mere biological qualities. There is no

recognition of what a mother is unless one has personal experience of a _real mother 'naturally in relation to her children. Likewise fatherhood can be recognized only through lived experience in a family setting. Parenthood is dissimilar from motherhood and fatherhood. There are several child fathers and child mothers. Human being is the only living creature that lacks built-in mechanism to guide mainly characteristics of one's behaviour. One has to use relationships with others in order to develop talents, skills, and ideas. This is an essential condition for growth towards personal maturity.

Family is the first environment which helps a person to relate oneself to others with natural love and cooperation. With the entry of a person of the opposite sex into one's life, a new kind of relationship and experience is urbanized which finds fulfillment in marriage. Together they learn to leave behind the _I 'and _you 'and think of themselves as we'. A trust and understanding grow. They become more open to each other, revealing and sharing more of their inner being, feelings, values, and choices. Every person is meant to be born in a family and described upon to build a new family. Only through accepting family life and its responsibilities seriously a person can learn to reach out to others in love, respect and with a sense of service mentality.

The joys and worries of planning, conceiving and bringing up children and social tasks and duties of family, compel the couple to forget self and become more involved with others. So we may say that a responsible parenthood is the real parenthood. One has to be responsible to oneself, family, spouse, children, and the society**.**

2.3 LOVE ORIENTED DISCIPLINE

Loving discipline is an approach to parenting grounded in neuroscience and the most current research on human development. The primary principle is this: love and limits are necessary for the brain to wire up in the most complex way possible and for the development of responsible behavior, mutually satisfying relationships, and the reaching of our full potential. The goals of Loving Discipline are:

- ❖ To help your child live a happy, authentic, and meaningful life.
- ❖ To support them toward becoming self-motivated, self-directed, respectful, and responsible adults.
- ❖ To create a more harmonious, less frustrating household.
- ❖ To deepen connection, intimacy, and sweetness in your home.

Insights

1. **Conditional love provokes "bad behavior."** When we hold the connection with our child up in the air as a prize to be won, rather than a gift that is freely given, we provoke our child's nervous system into states of anxiety and fear. This leads to all sorts of problem behaviors, slows development of the child's pre-frontal cortex, and doubles our work load.

2. **Judgment and harshness leads to counterwill and collapse.*** When children are confronted in a judgmental and harsh way, their instinctual brain goes in one of two directions. When the counterwill gear is engaged, the child pushes back against your direction, either overtly or covertly. When the collapse gear kicks in, the child becomes overly submissive. Both of these reactions arise from feelings of shame and lead to a mentality of "victim-hood," inhibiting the development of feelings of responsibility for ones actions.

3. **Mutual enjoyment and play evoke a desire to be good.** When children are enjoyed, appreciated, and played with regularly they become deeply connected and "in love" with their parents. When a person is in love, there is a strong desire to "do right" that person and a tendency towards harmoniousness in the household.

4. **Rushed and pressured adults contribute to more meltdowns and resistance in their kids.** When the people around us are running around in a stressed out state, barking at us to "do this" and "do that," we tend to kick into either counterwill or collapse. We see this manifest as our kids dragging their feet, specifically not doing what we tell them, or throwing a fit on the kitchen floor precisely when we are late and most needing to get out the door.

5. **Saying no to a behavior does not require shaming or disconnection**. Kids make hundreds of "mis-takes" every day and it is our responsibility to help them towards safe and appropriate behavior. The most effective—and the most enjoyable—way to do this is by remaining respectful and connected to your child even as you help them learn "the way we do things around here."

6. **Coercion and control decrease compliance over time.** The more your child feels controlled by you, the more they have to "fight" for their autonomy. A system that uses primarily punishments and rewards leads to children becoming more tuned out and less

open to our guidance over time. This causes parents to have to constantly "up the ante," and the vicious circle of control becomes the main dynamic of the relationship.

7. **Truly moral behaviors spring naturally from compassion.** Laying down dogmatic rules teaches children far less then pointing out the impact of their actions. Truly moral behaviors arise organically from each person's wise and loving heart when we are taught with kindness and compassion.

8. **Tears are part of the package.** A well-lubed emotional system is necessary for full maturation, and crying is like getting an oil change. Stifling tears—either with harshness or with always giving the child their way—gums up the emotional system and reduces resilience and adaptability.

9. **Kids thrive with the right amount of structure.** When kids know what to expect— when you have lovingly built the banks of the river for their benefit—they can relax easefully into the flow. This contributes to a more restful, intimate, and smoothly-running household.

10. **More than any method, it is your state of consciousness that matters most.** When our awareness is relaxed and spacious, when our heart is open and attuned, we are an embodiment of discipline. From this place of loving confidence, behavioral problems are less prevalent, less problematic, and are seen for what they are—an opportunity for everyone to learn and grow.

2.4 CHILD RIGHTS TO HEALTHY PARENTAL ATTITUDE

Watching children grow to become successful, responsible adults is most parents dream. Out of 400 million world's child population 40% of children are in India. Recently the Right of Children to Free and Compulsory Education Act 2009 has come into force on 1st of April 2010. Every child has now aright to free and compulsory education. Many their rights to protect the children have been enforced for thebetterment of the children. Despite of the adequate legislations there are still lacunas in executing child rights

1. Every child has the right to live

The Convention on the Rights of the Child defines basic rights of children covering multiple needs and issues. India is a party to the United Nations declaration on the Rights of the Child 1959. Accordingly, it adopted a National Policy on Children in 1974. The policy reaffirmed the constitutional provisions for adequate services to children, both before and

after birth and through the period of growth to ensure their full physical, mental and social development. The Plans gives special consideration to children in difficult circumstances and aims at providing a framework, for actualization of the objectives of the Convention in the Indian context. Millions of children are not fully protected. Many of them deal with violence, abuse, neglect, exploitation, exclusion and/or discrimination every day. Such violations limit their chances of surviving, growing, developing and pursuing their dreams

2. The health of the future generation depends on what today's children consume as food, medicine and tonics and what goods they use.

A survey report by UNICEF on the state of the world's children under the title "Childhood under Threat", speaking about India, states that millions of Indian children are equally deprived of their rights to survival, health, nutrition, education and safe drinking water. It is reported that 63 per cent of them go to bed hungry and 53 per cent suffer from chronic malnutrition

3. Each country and region has tensions between children's rights and other competing values, all of which have implications for the wellbeing of children

4. This may be why Akinwumi, 2009 believes that there are various legal impediments in the practical implementation of the Act since it has been legislated in various countries as some of the provision do not agree with some cultural values

5. One such impediment may be the awareness and attitude of parents towards the existing child's rights. Olumodeji, 2008 supported the view that child welfare matters should be issues of urgent concern in any society.

6. It is yet to be known whether the efforts aimed at protecting the rights of children made by the country at both the international and domestic levels have started to have any impact. This issue could be best handled by knowing whether the parents are aware of the Child's Rights? And what kind of attitude does they possess regarding the Child's Rights? In the light of this, a research survey towards the children life.

2.5 PARENTAL RESPONSIBILITY

The Family Law Act states that birth parents, adoptive parents, those who become parents through artificial conception or surrogacy and those who satisfy presumptions of parentage are the only people to possess 'innate parental responsibility', which means they are legally authorized to exercise parental responsibility without a court order.

Although other adults, such as step-parents, may be involved in the care and support of a child, only these parents, or those recognized as parents by the court, have the ultimate authority for making decisions about a child.

Your obligations continue until your child has turned 18 and don't end with divorce or separation. The government and the court encourage both parents to share in the exercise of their parental responsibility for a child, even in the case of separation.

Your rights as a parent

As a parent you also have rights.The law allows parents to bring up their children according to their own values and beliefs. Decisions such as religion, education, discipline, and medical treatment and where the child lives will not be interfered with unless there are good reasons or the child's well-being is at risk - for example, if there is abuse, if the child is not receiving education or necessary medical treatments.

Working parents have the right to child-care services and to access information on payments and services for which they are eligible.

However, the concept of parents' rights does not include the right to have custody or contact with your children, for example after separation. In situations where parental responsibility may be altered, the law requires the best interest of the child to be the paramount consideration.

2.6 SOCIAL FUNCTIONS OF THE FAMILY

The family ideally serves several functions for society. It socializes children, provides practical and emotional support for its members, regulates sexual reproduction, and provides its members with a social identity.

Recall that the functional perspective emphasizes that social institutions perform several important functions to help preserve social stability and otherwise keep a society working. A functional understanding of the family thus stresses the ways in which the family as a social institution helps make society possible. As such, the family performs several important functions.

First, the family is the primary unit for socializing children. As previous chapters indicated, no society is possible without adequate socialization of its young. In most societies, the family is the major unit in which socialization happens. Parents, siblings, and, if the family is extended rather than nuclear, other relatives all help socialize children from the time they are born.

One of the most important functions of the family is the socialization of children. In most societies the family is the major unit through which socialization occurs.

Second, the family is ideally a major source of practical and emotional support for its members. It provides them food, clothing, shelter, and other essentials, and it also provides them love, comfort, help in times of emotional distress, and other types of intangible support that we all need.

Third, the family helps regulate sexual activity and sexual reproduction. All societies have norms governing with whom and how often a person should have sex. The family is the major unit for teaching these norms and the major unit through which sexual reproduction occurs. One reason for this is to ensure that infants have adequate emotional and practical care when they are born. The incest taboo that most societies have, which prohibits sex between certain relatives, helps minimize conflict within the family if sex occurred among its members and to establish social ties among different families and thus among society as a whole.

Fourth, the family provides its members with a social identity. Children are born into their parents' social class, race and ethnicity, religion, and so forth. As we have seen in earlier chapters, social identity is important for our life chances. Some children have advantages throughout life because of the social identity they acquire from their parents, while others face many obstacles because the social class or race/ethnicity into which they are born is at the bottom of the social hierarchy.

Beyond discussing the family's functions, the functional perspective on the family maintains that sudden or far-reaching changes in conventional family structure and processes threaten the family's stability and thus that of society. For example, most sociology and marriage-and-family textbooks during the 1950s maintained that the male breadwinner–female

homemaker nuclear family was the best arrangement for children, as it provided for a family's economic and child-rearing needs. Any shift in this arrangement, they warned, would harm children and by extension the family as a social institution and even society itself. Textbooks no longer contain this warning, but many conservative observers continue to worry about the impact on children of working mothers and one-parent families. We return to their concerns shortly.

2.7 EDUCATION TOWARD JUSTICE

Education for justice is the process of promoting a culture of lawfulness through educational activities at all levels. Education for justice aims at teaching the next generation about crime prevention, and to better understand and address problems that can undermine the rule of law. It promotes peace and encourages students to actively engage in their communities and future professions.

Education for Justice is a basic legal knowledge, in which educational activities at all levels seek to promote understanding of crime prevention, peace, justice, human rights, and problems that can undermine the rule of law. Education reportedly plays a key role in transmitting and sustaining socio-cultural norms and ensuring their continued evolution. As such, governments may seek to strengthen this promotion of a culture of lawfulness through education.

2.8 GUIDELINES FOR PARENTS AND TEACHERS TO MAINTAIN RELATIONSHIP WITH CHILD

In our busy day of juggling papers, lesson planning and managing sometimes more than a hundred students, we can easily forget the group that could lend significant support in our charge as teachers -- parents and families. Consider these tips for improving connections with this valuable group:

1. **Smile When You See Parents.** Greet them. Most parents only occasionally interact with teachers so make sure that at least 90 percent of your encounters with them are positive, warm, and friendly. The impressions left from fleeting encounters in the hallway last a long time.

2. **Learn Their Names.** If you have a self-contained class.) Learn how they like to be addressed (Mr. ____? Señora? By their first name?) and how to pronounce them correctly.

3. **Declare Your Intention.** Tell them that you want to partner with them, that you appreciate their support, and look forward to working together.

4. **Communicate Often and in Various Forms.** Provide information about what's going on in your class (weekly would be ideal): what students are learning, what they've accomplished, what you're excited about, what they're excited about, and the learning and growth you're seeing. Suggest things that they might ask their child about: "Ask them to tell you about what they learned last week about meal worms," or "Ask them to read you the haiku they wrote."

5. **Make a Positive Phone Call Home.** If you have a self-contained class, call all homes within the first couple of weeks and then at regular intervals throughout the year. If you teach many students, identify those students who perhaps need a positive call home.

6. **Lead with the Good News.** Give positive praise first when calling parents or meeting with them to discuss a concern. Every kid has something good about him/her. Find it. Share it. Then share your concern. Adhere strictly to this rule.

7. **Find a Translator.** If you can't speak their language, seek a translator for at least one parent conference and/or phone call. (For obscure languages, you can sometimes find a refugee center or other public agency that can help). Reach out to those parents as well; do whatever you can to connect.

8. **Your Language is Powerful.** It communicates an awareness that there are many different kinds of families. Be careful not to assume a mother is, or isn't married, or even that if she is married, she's married to a man. Learn to ask open-ended questions and understand that sometimes parents/guardians might not want to share some information.

9. **Ask Questions about the Child.** "What kinds of things does he enjoy doing outside of school? Who are the special people in her life -- family or family friends? What do you think are her best characteristics? What was he like as a little boy?" Demonstrate an interest in knowing your student.

10. **Listen to Parents.**Really listen. They know a whole lot about their kid.

11. **Smile at the Child.**When talking to a parent in front of a child, smile and make eye contact with the student to demonstrate that you care about him/her. Recognize what he/she has done well in your class in front of the parents. Then share a concern, if you have one.

12. **Invite Parents to Share.** Distribute a survey at the beginning of the year (if parents don't read/write in English, students can interview them and relay their answers). Find out what

parents know about and what skills they have. Invite them in especially if it connects the curriculum and content. Let them share with you their cultural traditions, interests, passions, skills, knowledge.

13. **Let Parents Know How They Can Help.** Many want to help but especially as kids get older, parents aren't asked for help as often and don't know what to do. There's always some way they can help in the classroom.

14. **Be Very Specific.** Provide ways parents can support their child at home: "You can help your child with her math homework by asking her to explain how she got an answer," or "As you're reading stories at night, ask your child to make predictions. This strengthens reading comprehension."

15. **Be a Broker of Resources.** If they share a concern, be prepared to point them to a direction where they can find help. If you share a concern ("Your daughter spaces out and doesn't pay attention") be prepared to suggest what the parents can do.

16. **Explain Your Instructional Decisions.** Take the time to do this and help them learn about the education system if they're not familiar with it. Help them understand what you're doing and why.

17. **Invite Parents to Participate in Making Some Decisions.** Invite their input, give them information that will help them form an opinion, and listen to their conclusions.

18. **Thank Parents.** Both individually and publicly for their support, perhaps in your weekly newsletter. Recognize what they do to help your class and how it's impacting students.

19. **Share Every Success.** Let parents know what their child is doing well, what academic skills, social skills or knowledge he's mastered.

20. **Invite Parents to Celebrate and Break Bread Together.** Communities are strengthened when people come together in celebration. Start the year with a potluck. Share food and stories about food. We all bond over food.

2.9 LET US SUM UP

Parenting is the most fulfilling job that we will ever have, but it's not without its challenges. Modern family life can be stressful and with various pressures on families it's not always easy. Ultimately, parents want what is best for their child and a strong parent-child relationship can help lead to better outcomes for children. The Parent-Child Relationship is one that nurtures the physical, emotional and social development of the child. It is a unique bond that

every child and parent will can enjoy and nurture. This relationship lays the foundation for the child's personality, life choices and overall behaviour. It can also affect the strength of their social, physical, mental and emotional health.

2.10 UNIT-END EXERCISES

1. Discuss about the Mothering and Fathering.
2. Explain the Love oriented Discipline.
3. Describe the Child rights to Healthy Parental Attitude.
4. Discuss the Social functions of the family.

2.11 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)
2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.
3. National College for School Leadership (2006) First Corporate Plan, Launch Year 2001-2002, Nottingham.
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UNIT III - CHILD DEVELOPMENT AND SENSORIAL ACTIVITIES

Structure

3.0 INTRODUCTION

Children and even adults learn best and retain the most information when they engage their senses. Many of our favorite memories are associated with one or more of our senses: for instance, the smell of a summer night campfire or a song you memorized the lyrics to with a childhood friend. Now, when your nostrils and eardrums are stimulated with those familiar smells and sounds respectively, your brain triggers a flashback memory to those special times.Providing opportunities for children to actively use their senses as they explore their world through 'sensory play' is crucial to brain development – it helps to build nerve connections in the brain's pathways.This leads to a child's ability to complete more complex learning tasks and supports cognitive growth, language development, gross motor skills, social interaction and problem solving skills.

3.1 OBJECTIVES

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

1. Discuss about the exploration of world around child through senses.

2. Explain the child development - Physical and Mental Exercises.

3. Describe the discrimination of contrast

4. Discuss the child's capacity to define the Quality.

3.2 EXPLORATION OF WORLD AROUND CHILD THROUGH SENSES

Ten-month-old Amy sits in her highchair, little fingers kneading a bite of warm mashed sweet potato. Soon both hands are exploring the soft squishy slightly-sticky stuff. She tastes it, smears it on her face, and paints the vibrant orange color across the blank white "canvas" of the highchair tray. I watch and wonder: will my sister (Amy's mother) balk at the mess? Or, will she let the exploration continue?

Fortunately for Amy, she was not only allowed to continue, she was encouraged, even offered a second dollop of goo (something purple this time) for good measure. Though my sister has not studied the teachings of Maria Montessori, she intuitively understood her child's need to explore with her senses. According to Maria Montessori, babies experience life, learn, and develop intelligence through the use of touch, taste, smell, sight, and sound.

"The senses, being explorers of the world, open the way to knowledge. Our apparatus for educating the senses offers the child a key to guide his explorations of the world, they cast a light upon it which makes visible to him more things in greater detail than he could see in the dark, or uneducated state."~Maria Montessori, *The Absorbent Mind*
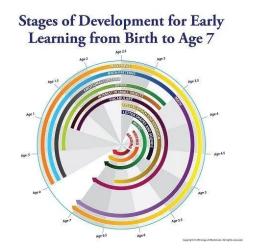
The Absorbent Mind

Also according to Montessori, sensorial learning begins at birth (maybe even sooner). Through her senses, Amy is rapidly developing her brain and soaking up huge amounts of new information as effortlessly as a sponge soaks up water. Her first few years of life are the most important years for her development: physical, mental, and emotional. Montessori called this period "The Absorbent Mind" because of the remarkable way the child literally absorbs information without effort.

"…if we compare our ability as adults to that of the child, it would require us 60 years of hard work to achieve what a child has achieved in these first three years."~Maria Montessori, *The Absorbent Mind*

Sensitive Periods

Additionally, Montessori discovered specific "sensitive periods" within this Absorbent Mind stage. A sensitive period is a developmental window of opportunity during which children learn certain concepts and abilities more easily than at any other time in their lives. Maria Montessori was the first to identify and document the developmental sensitive periods of children. Since that time (nearly 100 years ago,) study after study has substantiated her findings. Age of Montessori has created the graphic below to help illustrate some of these important concepts.

Stages of Development for Early Learning from Birth to Age 7

It is extremely important to meet the child's developmental needs during these sensitive periods; not just for the child's sake, but also for everyone else around him or her. A child whose needs are met is a happier, healthier, more content child to live with. So when you understand the child's sensitive periods and how to satisfy them, parenting becomes a much more joyful experience.

"The child's development follows a path of successive stages of independence, and our knowledge of this must guide us in our behavior towards him." ~Maria Montessori

3.3 CHILD DEVELOPMENT - PHYSICAL AND MENTAL EXERCISES

Benefits of activity for physical health

Regular physical activity helps develop your child's fundamental movement skills (i.e. physical literacy). In addition to helping maintain a healthy body weight physical activity can help build healthy bones, muscles, heart and lungs. Physical activity also helps your child keep a healthy body weight.

While all physical activity is good physical activity, movement at a moderate-to-vigorous intensity (i.e., they type of activity which causes you to breath a bit harder and sweat) is linked to even more health benefits

Aside from providing general physical benefits, regular activity can also help ease symptoms of premenstrual syndrome (i.e. PMS) in girls. This is because moderate exercise helps the body produce hormones called endorphins. These are natural painkillers that can ease cramps and back pain as well as improve mood.

Benefits of activity for brain function

Physical activity plays an important role in developing the brain and supporting essential mental functions.

Exercise leads to improved motor skills (such as hand-eye co-ordination), better thinking and problem-solving, stronger attention skills and improved learning. Not surprisingly, these all combine to benefit school performance. Even the simple act of playing outside with friends has been linked to children performing better on tests and assignments.

Benefits of physical activity for emotional and mental health

If your child has symptoms of depression or anxiety, or even just an "off" day, physical activity may be the last thing on their mind. However, physical activity can help greatly with maintaining mental wellbeing. "Feel-good" chemicals in the brain, known as endorphins, are released by the brain during physical activity and help to improve mood, energy levels and even sleep. Together, these positive effects help to improve self-confidence and resilience. Kids who get active every day are also better sleepers.

Reduced anxiety

Children who experience heightened anxiety tend to focus on anxiety-inducing things, which in turn makes them more anxious, so creating a vicious cycle. But, through physical activity, an anxious child can break the cycle by focusing on the demands of the physical activity, developing new skills and achieving a sense of accomplishment. See your doctor if your child shows any signs and symptoms of anxiety.

Improved relationships

If a child or teen is feeling lonely and unable to make friends, shared physical activities can give them a sense of belonging and companionship. A child or teen with social anxiety might find it difficult to be in a group environment, but a focus, such as a sport, may relieve some of the social pressure. Over time, the act of sharing experiences with others, developing rapport and working towards common goals can help a child focus and develop the confidence to speak up in class. It can also help foster friendships in school if the activities are school-based.

Improved body image (self-esteem, self-worth, and self-confidence)

When your child sees how fun it is to be able to dance, jump, walk, run, stretch and play they are more likely to want to continue enjoying being active throughout their life. Seeing and appreciating what their body can do, rather than how it looks, is a great way for a child to build a positive body image and self-esteem. It is important to help your child develop this awareness as early as possible and to play your part in promoting a healthy body image through your own behaviour.

The desire to look lean or muscular often becomes stronger during the pre-teen and teen years among both boys and girls. Your child is less likely to develop unhealthy habits to reach a so-called physical ideal if they have a healthy perception of what 'looking good' means, and understand that it comes from healthy, balanced habits.

3.4 DISCRIMINATION OF CONTRAST

The Sensorial Materials: Tactile Discrimination

While we may not immediately think of it, a child's tactile discernment is essential to how that child understands and experiences the world. The sense of touch allows children to appreciate the qualities of different objects, from their shape to the materials from which they're made, their texture, their temperature, their weight. And unlike visual or auditory discrimination, tactile discrimination has to happen up close. Children must touch and move and act upon objects to be able to develop their ability to classify by touch.

While children absorb significant information through their sense of touch, we sometimes overlook it as an area for specific intervention. The Montessori Sensorial materials, however, include multiple opportunities for children to experience tactile stimuli. And because this is a sense that develops more acutely with practice, the hands-on nature of Montessori manipulatives

means that, even when children are focusing on other concepts, they are nonetheless refining their tactile skills.

In addition to all the lessons that allow children to build their motor skills, including the expansive opportunities for practice in Practical Life, the Sensorial area includes lessons explicitly focused on tactile discrimination. The Touch Tablets allow children to compare, contrast and grade small distinctions in increasingly rough surfaces. The Fabric Squares allow children to compare the hands of different fabrics. The Geometric Solids and Geometric Cabinet allow children to expand their progress through what development specialists call "The Hierarchy of Tactile Skills." This sequence proceeds from real objects to photo representations of those objects, to graphic representations of those objects, to two dimensional drawings, thick lined drawings, and finally to thin lined drawings. Work with the Mystery Bag expands this practice.

Children are enchanted by the fascinating changes they can discern in the tips of their fingers. These are materials often offered with a quiet sense of wonder and, while you may not find the difference between corduroy and silk to be that big a deal, children in early childhood are often delighted by these lessons. The Montessori classroom gives them ample opportunity to practice and uninterrupted time to explore as they develop their sense of touch and refine this critical tool for discovering and mastering their environment.

3.5 CHILD'S CAPACITY TO DEFINE THE QUALITY - COLOR, WEIGHT, SHAPE, TEXTURE, SOUND, ETC.

The Child

Dr. Montessori believed that every educator should "follow the child", recognizing the evolutionary needs and characteristics of each age, and building a favorable environment, both physical and spiritual, to respond to these needs. Children's development emerges as a need to adapt to his/her environment: the child needs to give a meaning to the world that surrounds him/her, and he/she constructs him/herself in relation to this world.

Maria Montessori observed that the child goes from infancy to adulthood through 4 evolutionary periods called "Planes of Development". Each period presents characteristics that are radically diferent from the other periods, but each of them constitutes the foundation of the following period. In her book, The Absorbent Mind, Montessori explained that: "In the same way, the caterpillar and the butterfly are two creatures very different to look at and in the way

they behave, yet the beauty of the butterfly comes from its life in the larval form, and not through any efforts it may make to imitate another butterfly. We serve the future by protecting the present. The more fully the needs of one period are met, the greater will be the success of the next."

The first plane of development that starts at birth and continues until the child is 6 years old is characterized by children's "Absorbent Mind", which takes and absorbs every aspect, good and bad, from the environment that surrounds him/her, its language and its culture. In the second plane, from 6 to 12 years old, the child possesses a "rational mind" to emplore the world with imagination and abstract thinking. In the third plane, from 12 to 18 years old, the teenager has a "humanistic mind" which desires to understand humanity and to contribute to society. In the last plane of development, from 18 to 24 years old, the adult explores the world with a "specialist mind", finding his/her place in it.

3.6 LET US SUM UP

Sensory activities facilitate exploration and naturally encourage children to use scientific processes while they play, create, investigate and explore. The sensory activities allow children to refine their thresholds for different sensory information helping their brain to create stronger connections to process and respond to sensory information. As the child develops trust and understanding of this texture it helps build positive pathways in the brain to say it is safe to engage with this food. Sensory play literally helps shape what children to believe to be positive and safe in the brain. Ultimately, shaping the choices children make and impacting behavior.

3.7 UNIT-END EXERCISES

- Discuss about the exploration of world around child through senses.
- Explain the child development - Physical and Mental Exercises.
- Describe the discrimination of contrast
- Discuss the child's capacity to define the Quality.

3.8 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)

2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.

3. National College for School Leadership (2006) First Corporate Plan, Launch Year 2001-2002, Nottingham.

4. Carlo& Olson 1979 innovations in teaching –learning process, New Delhi: Vikas publishing house.

5. Gillies, & Robyn. M (2007) Cooperative Learning, Integrating Theory and Practice, Los Angeles: Sage Publication.

UNIT IV - ADOLESCENT AND PERSONALITY DEVELOPMENT

Structure

4.0 Introduction

4.1 Objectives

4.2 Adolescence: meaning of life

4.3 Goal of life

4.4 Personality development

4.5 Emotions and activities of Adolescents

4.6 Behaviour pattern of Adolescents

4.7 Role of Teachers and Parents in shaping

4.8 Guiding Adolescence

4.9 Let Us Sum Up

4.10 Unit-End Exercises

4.11 Suggested Readings

4.0 INTRODUCTION

Personality development is not only about changes in traits but also about changes in other layers of the self, such as the identity layer. Forming one's identity is thought to be the key developmental task of adolescence, but profound changes in personality traits also occur in this period. In this article, I summarize research on these processes, including research on adolescent personality trait development from a variable-centered and a typological point of view. With

regard to identity formation, I also describe contemporary models to measure identity formation and address the importance of examining identity formation on a day-to-day level.

4.1 OBJECTIVES

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

- Discuss about the adolescence: meaning of life
- Explain the personality development
- Describe the role of teachers and parents in shaping
- Discuss the guiding adolescence.
- Explain the behaviourpattern of Adolescents.

4.2 ADOLESCENCE: MEANING OF LIFE

Adolescence is one of the most fascinating and complex transitions in the life span: a time of accelerated growth and change, second only to infancy; a time of expanding horizons, self-discovery, and emerging independence; a time of metamorphosis from childhood to adulthood. Its beginning is associated with biological, physical, behavioral, and social transformations that roughly correspond to the move from elementary school to middle or junior high school. The events of this crucial formative phase can shape an individual's life course—and, by extension, an entire society.

Puberty is often used to define the onset of early adolescence. Triggered by preprogrammed events in the brain, the pituitary gland products hormones that in turn stimulate the secretion of sex hormones. These hormones have powerful effects on many tissues of the body, including the brain, and lead to significant changes in social, emotional, and sexual behavior. Although the biology of puberty has remained essentially the same for many generations, the social context in which these biological events occur has changed dramatically. Institutionalization, urbanization, technological advances, geographic mobility, and cultural diversity have radically transformed the world, and the interaction between biology and this new environment has fundamentally altered the circumstances of growing up as an adolescent in the United States.

Over the past two decades, the research base in the field of adolescent development has undergone a growth spurt, and knowledge has expanded significantly. New studies have allowed more complex views of the multiple dimensions of adolescence, fresh insights into the process

and timing of puberty, and new perspectives on the behaviors associated with the second decade of life. At the same time, the field's underlying theoretical assumptions have changed and matured.

For much of this century, scientists and scholars tended to assume that the changes associated with adolescence were almost entirely dictated by biological influences. It has been viewed as a time of storm and stress, best contained or passed through as quickly as possible. Adolescence, a 1904 book by G. Stanley Hall, typified this standpoint. It was Hall who popularized the notion that adolescence is inevitably a time of psychological and emotional turmoil. Half a century later, psychoanalytic writers including Anna Freud accepted and augmented Hall's emphasis on turmoil. Even today, "raging hormones" continue to be a popular explanation for the lability, aggression, and sexual activity associated with adolescence. Intense conflict between adolescents and their parents is often considered an unavoidable consequence of adolescence. However, this assumption has not been supported by scientific evidence. The assumption that turmoil and conflict are inevitable consequences of the teenage years may even have prevented some adolescents from receiving the support and services they needed.

4.3 GOAL OF LIFE

Life goals are the big things to work for and accomplish such as getting married and having a family, starting your own business, becoming a big-time executive, or traveling the globe. Life goals are essentially everything you want to do in life before passing on. They're the stuff people remember you by when you are no longer around.

Why are goals so important? Setting goals gives you purpose, and they help you to guide your life. Think of life goals as your North Star. They'll guide you where you want to go, but it's still on you to choose the path to get there.

Now that you've got a better understanding of what life goals are, let's talk about how to set and start working towards them.

1. Brainstorming your life goals

Find a quiet place to sit and work on this section for 5-10 minutes. If you find yourself hitting a roadblock, try getting up and going for a walk, or perhaps taking a shower. Some of my most inspirational thinking has come from my time spent in the shower.

- Think about everything in your life that is really important to you.

- Think about the couple of things you've really been pondering lately or your biggest struggle in life.
- There are plenty of areas of your life you can set life goals in: careers, family, friends, other relationships, schooling, spirituality, traveling, fun, charity, money, health, and many more. These are just some to get your brain churning.
- Write down anything and everything that comes to mind - all of the things you'd like to accomplish and those that sound fun or exhilarating to you.

2. Setting your life goals

The things you come up with during this exercise, by no means, have to be your definitive life goals for the rest of your life. As I said before, people change and so does what's important to them. Just try to focus on the things that are important to you currently.

- Look at what you've written down from your brainstorming session.
- Narrow that list down to the things you absolutely couldn't live without doing - those are your life goals.
- Next try to clarify each of your goals with a specific target and a clearly defined outcome. You should be able to picture what your life will be like when you achieve the goal.
- Pat yourself on the back for identifying what's truly important to you.

3. Building a plan to achieve them

Once your goals are defined, the next step is creating a plan to get there. Many life coaches recommend using the Simpleology system devised by Mark Joyner. It's called backward planning and is a method used by the US military.

To summarize, think about the last step needed to accomplish just one of your goals. If climbing Mount Everest was on your list, then literally your last footstep onto the summit should be what comes to mind.

Before that, you'll need to come up with a team to do it with, a conditioning regimen to prepare yourself, travel plans, and much more. Work all the way backwards until you land on the first step that you need to take. It should be something actionable and achievable in the very near-term.

If you've done the exercise correctly and wrote everything down along the way, you'll have a step-by-step plan for exactly what's needed to accomplish your goal.

4. Getting after it

Once you've planned out each one of your life goals, you may feel slightly intimidated, and that's okay. After all, these are your life's biggest accomplishments to-be. The best way to start checking them off your list is to work on them one at a time.

Choose just one of the things you'd like to accomplish, preferably the one that's most important to you right now, and put your plan into action. Start adding the steps you drew out in the previous exercise onto your calendar and deciding when you're going to take each step.

4.4 PERSONALITY DEVELOPMENT

Personality development encompasses the dynamic construction and deconstruction of integrative characteristics that distinguish an individual in terms of interpersonal behavioral traits. Indeed, personality development is ever-changing and subject to contextual factors and life-altering experiences. Personality development is also dimensional in description and subjective in nature. That is, personality development can be seen as a continuum varying in degrees of intensity and change. It is subjective in nature because its conceptualization is rooted in social norms of expected behavior, self-expression, and personal growth.

The dominant viewpoint in personality psychology indicates that personality emerges early and continues to develop across one's lifespan. Adult personality traits are believed to have a basis in infant temperament, meaning that individual differences in disposition and behavior appear early in life, potentially before language of conscious self-representation develop. The Five Factor Model of personality maps onto the dimensions of childhood temperament. This suggests that individual differences in levels of the corresponding personality traits (neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness) are present from young ages.

4.5 EMOTIONS AND ACTIVITIES OF ADOLESCENTS

Social influence is one of the factors associated with practice of physical activity in adolescents, and is characterized by the influence exerted by parents, friends, teachers, and relatives, among other groups, on physical activity. This influence may occur either directly - through social support, and indirectly -through behavior modeling.

The practice of physical activity and social support from parents and friends represent forms of social influence most often studied in adolescents.The modeling of human behavior is one of the constructs of the theory of social learning and assumes that human behavior is

acquired and modified from the observation of the behavior of and learning experiences from socially important people.In this sense, it is understood that the physical activity of parents and friends would act as a model for the practice of adolescents. Thus, adolescents with physically active parents and/or friends are more likely to be more active. However, study results are still inconclusive in this regard.

The physical activity of these two groups can also indirectly influence the physical activity of adolescents through social support. There is evidence that more physically active parents and friends offer more social support, and that social support is positively associated with physical activity among adolescents. Parents and friends may influence the adolescents' participation in physical activities by providing different types of social support (by encouraging, stimulating, practicing together, providing transportation for the adolescents to the practice sites). Social support can also exert an indirect influence, increasing the perception of self-efficacy. Higher levels of self-efficacy have been observed among adolescents who received more social support from parents and friends.This construct has been consistently associated with higher levels of physical activity among adolescents.However, few studies have assessed these associations simultaneously.

Therefore, identifying the mechanisms by which parents and friends can influence the physical activity of adolescents is important for the construction of more effective interventions to increase physical activity levels in this group.This study assessed direct and indirect associations of physical activity and social support of parents and friends with the level of physical activity among adolescents.

4.6 BEHAVIOUR PATTERN OF ADOLESCENTS

During adolescence, you'll notice changes in the way your child interacts with family, friends and peers. Every child's social and emotional development is different. Your child's development is shaped by your child's unique combination of genes, brain development, environment, experiences with family and friends, and community and culture.

Adolescence is the period of psychological and social transition between childhood and adulthood (gender-specific, manhood, or womanhood). In common usage in western, English language countries, "adolescent" and "teenager" may be considered synonyms (though it should be noted that the term 'teenager' is an artifact of the English counting system, not something that

occurs in most languages), though the exact endpoints of each category don't always coincide depending on the definition of "adolescent" being used.

4.7 ROLE OF TEACHERS AND PARENTS IN SHAPING

A parent is a child's first teacher. Children learn a lot from watching their parents and imitate their actions and behaviour. Parents have a strong influence on their children, as they are their first role model. Parents play a crucial role in the learning and development of children. By good parenting skills children can be nurtured into positive, confident and healthy beings. As parents have the greatest impact on their children, it is very important to encourage and mould them into beautiful personalities. Some of the steps parents can take to shape their children are:

Spend quality time with your children

It is important for parents to take time from their busy schedules and spend some quality time with their children, as it helps to build a bond with them and win their trust. Spending time with children on a daily basis helps them feel loved and secure. This in turn helps them develop into confident individuals.

Avoid labelling children

Parents need to be very cautious about the words they use when correcting their children. When parents label their children for certain behaviour, it leads them to believe in those words and it hinders any scope for correction. Children believe they are what they are branded as and accept defeat even before trying. This may lead to development of low self-esteem and lack of confidence. Hence it is very important to correct children in a positive manner, encouraging them to improve themselves.

Pay attention to children

Children crave for the attention of their parents. When parents pay attention to their children when they express themselves, it gives them confidence and boldness to hold conversations with others. They also learn to become good listeners in the future.

Do not be over critical

It is every parents' desire for their children to do well and excel in life. Sometimes, the expectation of parents are too high that children fall short of meeting their standards. When children fail to meet their expectations, parents get disappointed and criticize them for their failure. Excess of criticism from parents can be harmful to the child's morale, as they may get

dejected and feel like a failure. Therefore parents correct their children in a positive manner and acknowledge the efforts put in by them. This will motivate children to do better next time.

Role of teachers in shaping their children:

Teachers have a great role in shaping in the lives of their students. As children spend 9 to 10 hours in school, 5 or 6 days in a week, teachers become the most influential people in their students' lives. They are like a beacon of light, who guide their students through the different stages of their lives. Students also look up to their teachers and try to imbibe their behavior.

Therefore, teachers should realise the importance of their role and carry out their responsibilities with diligence.

Here we will discuss a few steps that a teacher needs to implement in shaping a child's personality.

Teachers can help better the performance of students

Teachers can make a difference in the performance of their students by being sensitive to their needs and helping them overcome their weaknesses. This helps the students gain confidence and do well. Teacher can also give extra attention to slow learners and motivate them to work hard.

Teachers can motivate interest in a subject

Many a times, student loves or dislikes a subject because of the teacher. Teachers need to come with creative ways to help their students learn a subject.

Teachers can identify talents in students

As teachers spend a lot of time with their students, they are able to identify their talents. Teachers can encourage students to nurture their talents and develop them.

Teachers can become a student's councilor

When teachers make efforts to build bonds with their students and be approachable to them, they gain the confidence of their students. This will encourage students to confide in their teachers and get the right advice. It is not always easy to confide in parents. Children need other elderly wise people whom they can look up to. Especially now, where students are prone to depression and suicide, teachers need to be more sensitive to their students.

4.8 GUIDING ADOLESCENCE

Guidance and counselling in the modern age have become escalated needs because of a multiplicity of problems that the individual faces in important domains of life. The terms

guidance and counselling are used interchangeably. Guidance is a broader term which includes counselling as one of its services. It means help or advice to deal with the complex problems linked with your work, education, personal relationship and making into easier ones. Guidance is regarded as a conceptualized programme of activities that offers a gateway out to the existing problems in the present era of complex scientific and technological developments. The aim of guidance and counselling is to assist behaviour change, enhance coping skills, promote decision making, improve the relationship and to facilitate users' potential.

Guidance and counselling help to recognize and understand about one's talents and abilities, help to develop an optimistic outlook for removal of undesirable traits, it aids to develop resourcefulness and self-direction in adapting to changes in society. Guidance and counselling earn recognition through their services rendered in enhancing human happiness by being healthier, more productive, attain valuable lesson and also eliminate later stage problems. The major aim of guidance and counselling services is to encourage students' academic, social, emotional and personal development. These are thus, an integral component of education as well. Guidance and counselling have become very imperative for young children and schools have a massive role in fetching out the best in children, as at today's time young minds need guidance to polish their personality and also help to attend to the physical, social, psychological, educational and vocational needs of the school students who go a long way to remove impediments of learning.

4.9 LET US SUM UP

Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships, and acquire attributes and abilities that will be important for enjoying the adolescent years and assuming adult roles. All societies recognize that there is a difference between being a child and becoming an adult. How this transition from childhood to adulthood is defined and recognized differs between cultures and over time. In the past it has often been relatively rapid, and in some societies it still is. In many countries, however, this is changing.

4.10 UNIT-END EXERCISES

- Discuss about the adolescence: meaning of life
- Explain the personality development
- Describe the role of teachers and parents in shaping

- Discuss the guiding adolescence.
- Explain the behaviour pattern of Adolescents.

4.11 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)

2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.

3. National College for School Leadership (2006) First Corporate Plan, Launch Year 2001-2002, Nottingham.

4. Carlo& Olson 1979 innovations in teaching –learning process, New Delhi: Vikas publishing house.

5. Gillies, & Robyn. M (2007) Cooperative Learning, Integrating Theory and Practice, Los Angeles: Sage Publication.

UNIT V - CHILD CARE AND RESPONSIBLE PARENT HOOD

Structure

5.0 Introduction

5.1 Objectives

5.2 Stage of child development

5.3 Responsible parenthood

5.4 Working mother and child care

5.5 Child Diet

5.6 Diet for Adolescent to maintain Health in a family

5.7 Let Us Sum Up

5.8 Unit-End Exercises

5.9 Suggested Readings

5.0 INTRODUCTION

Responsible parenthood concerns the consideration of the factors or conditions, which have a bearing on family size. When considering physical, economic, psychological and

sociological factors, couples are responsible to God, to themselves, to their families and to society, in that order. Natural Family Planning assists couples in making generous and responsible decisions regarding family size.

5.1 OBJECTIVES

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

- Discuss about the stage of child development
- Explain the responsible parenthood
- Describe the working mother and child care
- Discuss the diet for Adolescent to maintain Health in a family

5.2 STAGE OF CHILD DEVELOPMENT

Developmental milestones cover a range of behaviors and transformations in a child's faculties and personalities. Social norms and institutions, customs, and laws also influence these stages.There are three broad stages of development: early childhood, middle childhood, and adolescence. They are defined by the primary tasks of development in each stage.

Early Childhood (Birth to Eight Years)

Growth and development are most obvious during the first year, when a helpless newborn dramatically transforms into a moving, "talking, walking" whirlwind with a mind of her own. During this first year, parents likely will be marking development through development of obvious skills.

- In the first year, expect some socio-emotional development, when attachment formation becomes critical, especially with caregivers. Life functioning, personality, and relationships are shaped by the quality or lack of emotional attachment formed early in life.
- By 3 years a child doubles her height and quadruples her weight. She has mastered sitting, walking, toilet training, using a spoon, scribbling, and sufficient hand-eye coordination for play. She should be able to speak and understand between 300 and 1,000 words.
- Between 3-5 years – the preschool years – a child is growing rapidly and beginning to develop gross- and fine-motor skills. Physical growth slows and body proportions and motor skills become more refined. By five, her vocabulary

will have grown to about 1,500 words, and she should be speaking in sentences of 5-7 words.

These early physical childhood skills are accompanied by social and emotional development, where your child will look to her parents and caregivers, as well as the environment around her, for approval and response.

Middle Childhood (Eight to Twelve Years)

By eight, your child should be are able to understand some basic abstract concepts, including time and money. Her cognitive skills, personality, motivation, and interpersonal relationships will undergo refinement. You will be amazed watching her social circle grow and become more complex – with both children and those senior to her. The primary developmental task of middle childhood is integration – development within the individual and the social context.

Adolescence (Twelve to Eighteen Years)

Adolescence is a time of diverse, confusing, even frightening changes due to significant physical, emotional and cognitive growth, new situations, responsibilities, and people. Frequent mood swings, depression, and other psychological disorders are common. Though usually attributed to hormones, your child will react to the challenges and struggles; expect fluctuating or inconsistent behaviors that will even out with time and maturity.

During adolescence, expect your teen to experience accelerated periods of growth (while they are eating you out of house and home). Height can increase up to 4 inches and weight 8-10 pounds per year, although for some "late bloomers" a huge increase in height and weight can happen within a year – especially with boys.

Adolescence is an important period for cognitive development, marking a transition in ways of thinking and reasoning about problems and ideas. Your teen will gain the ability to solve more abstract and hypothetical problems, but it is also a significant step toward independence and emotional development. Adolescents often rely on their peers, rather than family, for direction and emotional support.

5.3 RESPONSIBLE PARENTHOOD

A responsible parenthood is simply defined as the "will" and ability of parents to respect and do the needs and aspirations of the family and children. It is the ability of a parent to detect

the need, happiness and desire of the children and helping them to become responsible and reasonable children.

Responsible parenting and civic virtues are closely linked. It is from responsible parents that we most often learn social values such as kindness, honesty, altruism, etc. Responsible parents also teach practical things about how to exist in society. Parents' values and parenting style can shape children fundamentally as people. It is evident, then, that if we want to ensure that our society is a just and tolerant one, governed by moral principles, then we must all strive to be good and responsible parents.

Qualities of responsible parenthood:

- Marriage should be done at the right age as right age at marriage helps to start a new life and new family in a right time.
- The size of a family should be decided by both parents together.
- Being responsible parents also refers to becoming parents at the right age where both of them are physically and mentally mature to start a family.
- Proper spacing between the births of children is also necessary for health of a mother and child. This also assures that every child receives the attention and care they deserve.

5.4 WORKING MOTHER AND CHILD CARE

Earlier, with the joint family system, raising a child was no difficult feat at all as there were multiple caregivers for a child apart from the mother. Aunts, uncles, grandparents – everyone helped in the upbringing of the children in the family. Nuclear families have, however, mushroomed and increased all over the country, leaving working parents with almost no family member to leave their child with. This style of parenting came with its own positives and a few downfalls as well. It leads to greater maturity levels and experience that the parents can share with their children while reducing a considerable time that they could have spent with them.

Parents are the first teachers in a child's life and play a pivotal role in shaping their adult lives. With the advent of the family-style where both the parents are at work, this parent-child relationship has also faced a positive and negative impact. There is more disposable income for the parents to spend on the child but less time to engage effectively with their children.

5.5 CHILD DIET

Nutrition for kids is based on the same principles as nutrition for adults. Everyone needs the same types of nutrients — such as vitamins, minerals, carbohydrates, protein and fat. Children, however, need different amounts of specific nutrients at different ages.

Consider these nutrient-dense foods:

Protein. Choose seafood, lean meat and poultry, eggs, beans, peas, soy products, and unsalted nuts and seeds.

Fruits. Encourage your child to eat a variety of fresh, canned, frozen or dried fruits — rather than fruit juice. If your child drinks juice, make sure it's 100 percent juice without added sugars and limit his or her servings. Look for canned fruit that says it's light or packed in its own juice, meaning it's low in added sugar. Keep in mind that one-quarter cup of dried fruit counts as one cup-equivalent of fruit. When consumed in excess, dried fruits can contribute extra calories.

Vegetables. Serve a variety of fresh, canned, frozen or dried vegetables. Aim to provide a variety of vegetables, including dark green, red and orange, beans and peas, starchy and others, each week. When selecting canned or frozen vegetables, look for options lower in sodium.

Grains. Choose whole grains, such as whole-wheat bread, oatmeal, popcorn, quinoa, or brown or wild rice. Limit refined grains such as white bread, pasta and rice.

Dairy. Encourage your child to eat and drink fat-free or low-fat dairy products, such as milk, yogurt, cheese or fortified soy beverages.

5.6 DIET FOR ADOLESCENT TO MAINTAIN HEALTH IN A FAMILY

Eating healthy is an important part of a healthy lifestyle and is something that should be taught at a young age. The following are some general guidelines for helping your adolescent eat healthy. It is important to discuss your adolescent's diet with his or her health care provider before making any dietary changes or placing your adolescent on a diet. Discuss the following healthy eating recommendations with your adolescent to ensure he or she is following a healthy eating plan:

➢ Eat 3 meals a day, with healthy snacks.

➢ Increase fiber in the diet and decrease the use of salt.

➢ Drink water. Try to avoid drinks that are high in sugar. Fruit juice can have a lot of calories, so limit your adolescent's intake. Whole fruit is always a better choice.

➢ Eat balanced meals.

- When cooking for your adolescent, try to bake or broil instead of fry.
- Make sure your adolescent watches (and decreases, if necessary) his or her sugar intake.
- Eat fruit or vegetables for a snack.
- Decrease the use of butter and heavy gravies.
- Eat more chicken and fish. Limit red meat intake, and choose lean cuts when possible.

Healthy eating during adolescence

Healthy eating during adolescence is important as body changes during this time affect an individual's nutritional and dietary needs. Adolescents are becoming more independent and making many food decisions on their own. Many adolescents experience a growth spurt and an increase in appetite and need healthy foods to meet their growth needs. Adolescents tend to eat more meals away from home than younger children. They are also heavily influenced by their peers. Meal convenience is important to many adolescents and they may be eating too much of the wrong types of food, like soft drinks, fast-food, or processed foods.

Also, a common concern of many adolescents is dieting. Girls may feel pressure from peers to be thin and to limit what they eat. Both boys and girls may diet to "make weight" for a particular sporting or social event.

The following are some helpful considerations as you prepare meals for your adolescent:

- Arrange for teens to find out about nutrition for themselves by providing teen-oriented magazines or books with food articles and by encouraging them and supporting their interest in health, cooking, or nutrition.
- Take their suggestions, when possible, regarding foods to prepare at home.
- Experiment with foods outside your own culture.
- Have several nutritious snack foods readily available. Often, teenagers will eat whatever is convenient.
- If thereare foods that you do not want your teens to eat, avoid bringing them into the home.

5.7 LET US SUM UP

Mothers are trusted by God, because souls are entrusted in their care. To realize this is to realize the crucial role that mothers play in the lives of their children. But motherhood comes

with this great responsibility.Balance the costs of groceries, school activities, and clothes as well as the utilities and other household expenses. Health Care Provider: As previously noted, mother's kiss skinned knees. They also check their children's fevers, cook them chicken noodle soup, make them comfortable, and many other "doctoring" duties.

5.8 UNIT-END EXERCISES

1. Discuss about the stage of child development
2. Explain the responsible parenthood
3. Describe the working mother and child care
4. Discuss the diet for Adolescent to maintain Health in a family

5.9 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)
2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.
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UNIT VI CHILD - SKILL BASED EDUCATION

Structure

6.0 Introduction

6.1 Objectives

6.2 Skill based Education

6.3 Teaching of life skill particularly

6.4 Interpersonal relationship

6.5 Personality

6.6 Social Adjustability

6.7 Responsibilities of Teachers and Parents in developing skills among children

6.8 Let Us Sum Up

6.9 Unit-End Exercises

6.0 INTRODUCTION

Skills-based learning is where we teach students a specific skill. This not only allows us to teach a student how to achieve the correct answer in the practice that we use, but it also helps students to achieve the correct answer in every instance they see the same skill. It aims towards building the skills of the student who has already acquired knowledge through classroom lectures and encourage them to experiment and apply those concepts to strengthen the learning process. In a skill-based classroom, teachers focus on imparting education through planning and practice. To help students to retain concepts, instructors plan, discuss ideas and provide constructive feedback so that students can reflect on the skills gained in the classroom.

6.1 OBJECTIVES

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

5. Discuss about the Skill based Education
6. Explain the Teaching of life skill particularly
7. Describe the Interpersonal relationship
8. Discuss the Social Adjustability
9. Explain the Personality

6.2 SKILL BASED EDUCATION

It is basically a set of abilities that are either directly learned or imbibed through the experiences in life. These skills are the capabilities that aid individuals in effectively tackling different kinds of issues and problems that they come across. In the 21st-century world, with its ever-changing job scenario and digital advancements, the need to learn and develop skill-based aptitude has increased. This means that humdrum routine of the classroom, textbooks, and lectures is not going to help make the cut anymore.

Skill-based learning is about planning, implementing and analyzing skills gained through knowledge-based learning method. Students are motivated to think logically, analyses concepts and apply their insights. The idea behind this innovative and most in-demand learning method is to develop learners into independent thinkers and prepare them for the challenges in the future. Here are the reasons to implement the idea of skill-based education.

- Sparks creativity – Helps students in learning how to be independent and approach problems in a creative way. It gives a way to move beyond traditional methods and think innovatively.

- Develops critical thinking – Enables students to hone analytical and critical thinking skills in all the courses. It is a way to avoid rote learning and focus more on synthesising, evaluating, and applying facts and ideas on your work. The sessions on entrepreneurship help students to anticipate problems and devise solutions accordingly.

- Enhances collaborative problem solving – Students learn how to work in a constructive manner to solve problems in a collaborative manner. Skill-based learning helps in drawing enhancing strengths and important skills to achieve their goals. While organizing an event or a field-based activity, students work as a team to deliver the desired results.

- Builds effective written and oral communication – Building effective communication skills whether it is oral or written should be an integral part of the curriculum. Engaging students in articulate discussion, active listening and presentation skills help in exercising their communication skills.

- Hones leadership – Another advantage of introducing skill-based learning in classrooms is to develop effective leadership skills in students and help them see beyond their self-interests. Through activities and events, students build skills that help them to listen, organize and inspire the team.

6.3 TEACHING OF LIFE SKILL PARTICULARLY

The term 'Life Skills' refers to the skills you need to make the most out of life. Any skill that is useful in your life can be considered a life skill. Tying your shoe laces, swimming, driving a car and using a computer are, for most people, useful life skills. Broadly speaking, the term 'life skills' is usually used for any of the skills needed to deal well and effectively with the challenges of life.

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

They include creativity, critical thinking, problem-solving, decision-making, the ability to communicate and collaborate, along with personal and social responsibility that contribute to

good citizenship – all essential skills for success in the 21st century, both for healthy societies and for successful and employable individuals.

Life skills touch upon issues that are:

➢ real: they actually affect people's lives

➢ topical

➢ sometimes sensitive: they can affect people on a personal level, especially when family or friends are involved

➢ often controversial: people disagree and hold strong opinions about them

➢ Ultimately moral: they relate to what people think is right or wrong, good or bad, important or unimportant in society.

Democracies need active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the political process. Democracies depend upon citizens who, among other things, are:

➢ aware of their rights and responsibilities as citizens

➢ informed about social and political issues

➢ concerned about the welfare of others

➢ able to clearly articulate their opinions and arguments

➢ capable of having an influence on the world

➢ active in their communities

➢ Responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt. While certain life skills may be acquired through our everyday experience in the home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

If citizens are to become genuinely involved in public affairs, then a more systematic approach towards citizenship education is essential.

6.4 INTERPERSONAL RELATIONSHIP

An interpersonal relationship is an association between two or more people that may range from fleeting to enduring. This association may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can

vary from family or kinship relations, friendship, marriage, relations with associates, work, clubs, neighborhoods, and places of worship. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole. A relationship is normally viewed as a connection between individuals, such as a romantic or intimate relationship, or a parent–child relationship. Individuals can also have relationships with groups of people, such as the relation between a pastor and his congregation, an uncle and a family, or a mayor and a town. Finally, groups or even nations may have relations with each other. When in a healthy relationship, happiness is shown and the relationship is now a priority.

Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives, and form new relationships with others.

A number of theories have been formed to understand interpersonal relationships. There is merit to looking at relationships from the perspective of each of these theories. To believe exclusively in one theory and disregard the other theories would limit our understanding of social relationships.

Why Do We Establish Relationships?

From the moment of birth, human beings depend on others to satisfy their basic needs. Through this, children come to associate close personal contact with the satisfaction of basic needs.Later in life, we continue to seek personal contact for the same reason, even though we know we are capable of fling our own needs without relying on others for survival. Also, being around others becomes a habit and the basic physical needs of infancy expand to include emotional and social needs as well. These can include the needs for praise, respect, affection, love, achievement, and so on. It is these needs which are acquired through social learning that motivate us as humans to seek relationships with people who can satisfy our needs throughout our lives.

Benefits of Satisfying Relationships

Good relationships require management, effort, and attention, but the investment pays off in many ways. Special bonds with other people are important for both mental and physical health. Research supports the idea that if we have strong, caring relationships with others, we are

more likely to be healthy and live longer. Satisfying relationships with family and friends promote career success and we feel more protected as well as happy. Poor relations, on the other hand, may promote depression, drug abuse, weight problems, and other mental health problems.

Qualities of Good & Bad Relationships

Some qualities of a good relationship may be evident from the moment we meet a person. Other traits develop along with the relationship, giving the relationship strength and stability. These are some of the common characteristics of a good relationship:

- ➢ **Rapport:** where you feel comfortable or at ease with the other person. This can be automatic or it could take time to develop.
- ➢ **Empathy:** refers to the ability to see the world through another person's eyes, understanding his/her feelings and actions.
- ➢ **Trust:** means that you can depend on the other person. When you trust another person you expect acceptance and support from him/her.
- ➢ **Respect:** involves accepting and appreciating the other person for who he/she is.
- ➢ **Mental Expectations:** are seen as relationships grow; partners should have the same mutual expectations for it. The relationship should be headed toward the same purpose or goals for both people.
- ➢ **Flexibility:** good relationships are flexible and can adapt to change. Circumstances change and you can't always carry through on plans you have made together. You sometimes have to make compromises and reassess your goals.
- ➢ **Uniqueness:** the relationship stands out or is in some way special or different.
- ➢ **Irreplaceability:** each interpersonal relationship is as unique as the people in them and can never be recreated.
- ➢ **Interdependence:** the other person's life concerns effects you.
- ➢ **Self-Disclosure:** in an interpersonal relationship people share and entrust private information about themselves
- ➢ **Honesty & Accountability**: communicating openly and truthfully, admitting mistakes or being wrong, and accepting responsibility for one's self.

6.5 PERSONALITY

Personality refers to individual differences in characteristic patterns of thinking, feeling and behaving. The study of personality focuses on two broad areas: One is understanding individual differences in particular personality characteristics, such as sociability or irritability.

The word personality itself stems from the Latin word persona, which refers to a theatrical mask worn by performers in order to either project different roles or disguise their identities.

At its most basic, personality is the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. It is believed that personality arises from within the individual and remains fairly consistent throughout life.

Characteristics of Personality

So what exactly makes up a personality? Traits and patterns of thought and emotion play important roles as well as the following fundamental characteristics of personality:

➢ **Consistency:** There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.

➢ **Psychological and physiological:** Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

➢ **Behaviors and actions:** Personality not only influences how we move and respond in our environment, but it also causes us to act in certain ways.

➢ **Multiple expressions:** Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

6.6 SOCIAL ADJUSTABILITY

In psychology, adjustment refers to the behavioral process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. For example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment.

Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, anhedonia, difficulty concentrating, sleeping problems and reckless behavior.

When evaluating adjustment it can be considered in two ways: adjustment as an achievement and adjustment as a process.

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process. It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment.

Psychologists often make use of the term adjustment to describe various types of social and interpersonal relations in society. Therefore, adjustment can be referred to as the reaction to the demands and pressures of a social setting imposed upon the individual. Social adjustment is an attempt made by an individual to address the standards, values and desires of a society so as to be accepted. It is often referred as a psychological method. It involves dealing with new standards and values. In the scientific language used in psychology, 'getting along with the members of society as best as one can' is termed as adjustment.

Social skills refers to specific set of abilities including cognition, verbal and non-verbal behavior that are required for effective social performance. On the other hand, social competence, is referred as overall ability of the patient to impact favorably on his/her social setting. Lastly, social adjustment is said to be the actual meeting of instrumental and affiliate desires that is regarded as the natural consequence of social competency.

Social functioning has repeatedly been found to be poorer in schizophrenia than in patients with other psychiatric problems and such functioning is a major predictor of the course and outcome of the condition (Philips, 1953, Kay and Lindenmayer, 1987). Patients with schizophrenia have pronounced deficits in social skills (Argyle, 1981; Boswell and Murray, 1981). Social dysfunction is an important feature in this disorder that has vital implications for the development, course and outcome of the illness. (Couture, Penn and Roberts, 2006). It be believed that decrement in social functioning represents an area that is different from the positive and negative symptoms (Lenzenweger and Dworkin, 1996; Lenzenweger, Dworkin and Wethington, 1991). These social deficits occur in the initial stages of the illness and anti-psychotic treatments are more effective on the positive symptoms than social deterioration. Moreover, it is the social deficits themselves that usually worsen the course of the illness and may lead to a relapse.

6.7 RESPONSIBILITIES OF TEACHERS AND PARENTS IN DEVELOPING SKILLS AMONG CHILDREN

During such a situation, teachers and parents in particular play an important role to identify a child's skills and interests. They can provide proper guidance to students and can assist them in realizing their dreams.

Teachers and parents can act as motivators and can nurture the children. They can prepare them for a bright career and to face challenges of the future. Inculcating certain important habits like reading and writing from an early stage can help them to get attuned with the competitive world. These days, it is very difficult for parents to devote time to their children. As a result, they depend on teachers, schools, and coaching institutions for their child's education.

Demystifying the Confusion related to Career Pathway

Many students face the dilemma of which course to opt for after completion of their graduation. They are confused whether to go for MBA or M Tech, or to opt for a job. A student studying in the 12th standard is very concerned about what stream to choose for graduation among various options like engineering, medicine, science, art, humanities, and so on. Many students undergoing professional courses are unsure about their career prospects.

Teachers can offer good career-related advice to the students by consulting with professionals and other specialists. Moreover, parents and teachers should make sure that students don't get influenced by socioeconomic factors like poverty, influence of neighbors, peers, and so on.

Importance of Parents as a Guiding Light

A parent is the sculptor of child's behavior, attitude, thinking, and character. They are the ones who have regular interactions with the child and understand their ambitions, dreams, and aspirations. Parents should identify at an early stage what the child's interest areas are. A child might be interested in diverse fields like automobiles, film making, or geography. Accordingly, the parent should encourage them to read books or watch videos or similar content related to the subject matter of their interest.

Parents should not pressurize their children to study all the time. They should treat them with care and should give them life lessons of dedication, hard work, sympathy, and team work. Children should not be influenced with continuous pampering. Parents should praise their

children's achievements and should act as a guiding force to their academic growth. They should work towards exploring their child's hidden talents and nurture them. Children should be taught about dreaming and visualizing their future goals and to accomplish them with hard work and proper planning.

Parents should encourage their children to read English newspapers, and should discuss on topics related to current affairs and news stories. This will generate the child's interest in reading newspapers and will also strengthen their hold on the language. Children have different types of interest and hobbies like painting, music, sports, and so on. Parents should discover their child's hidden talents and provide them the scope and window to explore themselves. Due to influence of society, friends, and family, many parents neglect the fact that there is tremendous scope and career opportunities in various areas like art, music, drama, and so on.

Parents should interact with other individuals who are currently pursuing a course, or are pursuing the career their children are also interested in. They should introduce these individuals to their children for better idea and understanding. This will assist children to have a clear picture of the course/job and career prospects.

6.8 LET US SUM UP

Skill-based education is considered to be a vocational skill that is obtained through short-term training or courses not part of the formal education sector and which provides employment in informal sectors. Skills can be acquired by doing, and the best way to master something is through regular practice or trial and error. Skill-based learning aims to build upon knowledge by developing practical expertise in a particular area.

6.9 UNIT-END EXERCISES

1. Discuss about the Skill based Education
2. Explain the Teaching of life skill particularly
3. Describe the Interpersonal relationship
4. Discuss the Social Adjustability
5. Explain the Personality

6.10 SUGGESTED READINGS

1. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, $18)

2. S.K. Mangal& Uma Manga (l2012) Essentials of Educational Management, PHI Learning, Private Limited, New Delhi-110001.

3. National College for School Leadership (2006) First Corporate Plan, Launch Year 2001-2002, Nottingham.

4. Carlo& Olson 1979 innovations in teaching –learning process, New Delhi: Vikas publishing house.

5. Gillies, & Robyn. M (2007) Cooperative Learning, Integrating Theory and Practice, Los Angeles: Sage Publication.