UNIT 2 SOCIALIZATION AND GROWING UP IN DIVERSE CONTEXTS

Structure

2.1 INTRODUCTION

Every society tries to make a responsible member out of each child who is born into it. The society socializes each member right from infancy till the last rites when s/he leaves the world, rather the process of socialization begins even from conception. This happens because the society tries to ensure that each member's behaviour will be meaningful in terms of group norms. Thus socialization is a process which converts a living organism into a social being. It is a continuous process which flows from one generation to another. The concept of self is developed through a gradual process, which continues throughout life. The concept of self is actually an image, which one

builds with the help of others. An ordinary child whose efforts are appreciated and rewarded will get the feeling of acceptance and self worth which help shape her/his personality in the years to come.

In this Unit, we will discuss the concept of socialization and the various growing up contexts of children. This Unit also helps you understand the impact of growing up experiences upon children. The implications for teachers in understanding the various growing up experiences of children are also mentioned in this unit.

2.2   OBJECTIVES

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

● develop an understanding of the importance and types of socialization;

● become sensitive towards the process of socialization in different cultures leading to individual differences;

● identify how discrimination based on gender results in the formation of a negative self concept in girls and a positive self concept in boys;

● become aware of various rearing practices in different types of family structures in society;

● enumerate different types of issues in the growing up process; and

● discuss the implications for teachers in understanding the growing up experiences of children.

2.3   CONCEPT OF SOCIALIZATION

The word 'socialization' refers to the process of interaction through which the child imbibes the beliefs, values, attitudes and habits of the social group in which s/he has been born. From society's view point, socialization is the process through which society transmits its culture from generation to generation and thrives. From the individual's view point, the process of socialization involves learning of social behaviour and development of self. S/he learns to act according to the social expectations.

Let's have a look at some of the basic features of socialization

2.3.1   Features of Socialization

1.   Instills basic discipline

Socialization inculcates basic discipline in an individual. An individual, in an attempt to gain social approval, learns to control her/his impulses.

2.   Controls Behaviour

From birth till death, an individual learns to conform to society's norms and maintain social order. These rules and procedures become part of an individual's life and control her/his behaviour as per the norms of society.

3.   Unanimity among agents of socialization aids in its process

Conflict between different agencies of socialization like home, school, peer and media will result in dilemmas among the ideas, examples and skills transmitted from one agency to another. This will result in slower and ineffective socialization of the individual.

4. Formal and non-formal socialization

Formal socialization happens through direct instruction from educational institutions and non formal socialization happens through agencies like home. Family is of course the primary and the most important source of education where children learn their language, customs, cultures and values.

5. A continuous process

Socialization is a continuous life long process and does not stop even when a child becomes an adult.

In the next section, we will discuss about the importance of socialization.

2.3.2 Importance of Socialization

Socialization is essential both to individuals and to the societies in which they live. It explains how individuals are intertwined to societies. A society perpetuates on its own based on the way how culture was taught to the new members. Socialization is an important part in child rearing. In Unit 5 of Block 2, you will study the importance of attachment relationship between a child and her/his parents. A secure attachment is central to the development of positive social relationships in the future. We all know that parents are the first teachers of what social relationships are like. In the process of socialization, parents, peers, and others in the child's world help the growing child in learning how to interact in proper manner according to the rules and norms of their society. For most children, schools continue and reinforce the socialization started by the family. By placing children among a variety of students in the classroom and listening to instruction of various teachers, schools teach the art of flexibility.

The newborn child, during the course of the socialization, learns the culture, skills, language, manual dexterity, which enable her/him to become a responsible, participating member of the society. The main goal of socialization is to promote the child's acceptance and internalization of social norms. Though the self begins to take shape in childhood, it is during adolescence, that self-concept and personal identity assume more importance. Adolescence is a period of widespread anticipatory socialization. By observing the different roles played by individuals in media, adolescents start internalizing the outlook, expectations, and role pattern of them. Thus, acquisition of the appropriate roles that an individual is expected to play is another important aspect of socialization. As males, females, parents, husbands, wives, sons, daughters, neighbours, students, and teachers – individuals learn to play various roles as per the norms of the society. But it must be remembered that human being is not the product of socialization alone. Heredity also plays an important part. S/he generally possesses the inherited potential that can make her/him a person under conditions of maturation and conditioning. In the next section you come to know about various types of socialization.

2.3.3 Types of Socialization

There are various types of socialization which happen at various stages of a child's development and affect his/her thoughts, feelings and actions as s/he develops into a mature adult. Let's examine them one by one to know more about their influence on the child's thinking and subsequent personality development.

- *Primary Socialization*: It is the first socialization by means of which children are trained to be satisfactory members of their society. For example, if the

father respects his parents, the child learns to respect him and other elderly members of the society.

- *Secondary Socialization:* It is the socialization in which a person learns to be acceptable in a smaller group which is part of a larger group. The values, attitudes and beliefs are learnt from the group. For example, a class X student wants to become a doctor in future after attending career counselling class.

- *Developmental Socialization:* In this type of socialization, focus is more on developing social skills pertaining to the culture and one's stage of development. For example, a shy senior high school student starts to take part in 'thought for the day programme' in order to develop her/his verbal communication.

- *Anticipatory Socialization:* This type of socialization refers to the process wherein a person practices or accepts the values and norms of a group where s/he anticipates joining in the future. For example, teacher trainees learning how to become teachers.

- *Resocialization***:** This type of socialization involves rejecting previous behaviour patterns and accepting new ones so the individual can shift from one part of his life to another. Resocialization is said to be happening throughout human life cycle. For example, when a person changes her/his job, s/he tends to pick up the culture of her/his new job.

Check Your Progress 1

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Explain with some examples how socialization affects our attitudes.

....

....

....

....

ii) Is socialization a daily process? Elaborate.

....

....

....

....

2.4 SOCIALIZATION PRACTICES IN DIFFERENT CULTURES

You know that various cultures, and subcultures, differ with respect to the specific behaviours that are considered as appropriate in society. Members of the society learn those social rules, as well as how far the code may be stretched. In this context, socialization may be defined as the learning of skills and knowledge required for effective participation in the society. Cultural socialization refers to the manner by which parents address ethnic and racial issues within the family, mainly how parents transfer and communicate the cultural values, beliefs, customs, and behaviours to

the child. It also depends on the internalization of cultural norms and values and acquisition of skills by the child to be a functional member in a multicultural society. One of the most important factors that shape the personality of an individual is the process of socialization s/he undergoes through accepting or rejecting values, beliefs and attitudes. Socialization is a continuous process of acquiring norms, values and behaviours. This process begins when we grow up, when the influences around us shape our behaviour as to what is acceptable and what is taboo within our culture. For example, a young man from Texas might be instructed in the culturally proper way to greet someone. First you remove your hat, then you look them in the eye, extend out your right hand and say 'Hello, ma'am, it's nice to meet you.' Now let's say that years later this cowboy gets a job in Japan, where they avoid eye contact and physical contact in their greetings. He will have to go through the process of socialization to adapt to this new environment.

Mode of greeting is different in various parts of our country. A child born in a Sikh family will learn to say " Sat Shri Akal", in a Hindu family s/he will join his/her hands and say,"Namaste" and in a Muslim family s/he will say "Aadaab or As-salamu alaykum". Our food habits, dressing styles, celebration of various festivals all are determined by our socialization process.

Check Your Progress 2

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Explain with some examples how socialization process happens in different cultures.

....

....

....

....

ii) Why do people in different cultures have different social norms?

....

....

....

....

2.5 GROWING UP IN VARIOUS CONTEXTS

There are various kinds of diversities which children face while growing up and which have a direct bearing on their personality development. There are various kinds of developmental risks to children which happen as a result of growing up in different types of diversities. Of course, there are certain benefits too. It is the role of society to ensure that children do not face much cognitive, behavioural, motivational and linguistic deficits.

Diversity Conceptualized as at Risk

Children from migrant families are more at risk for developing delinquency, aggression, hyperactivity, attention deficits and poor academic performance. They also face

discrimination based on caste, class, race, creed or colour. Experiences of such exclusions at various societal levels constitute insults to children's healthy emotional, social, physical and emotional development. Segregation, which includes residential, economic, linguistic, social, and psychological—not only places the child at risk, but also spreads mistrust among populations of diverse cultural backgrounds.

Consider the following case:

Case 1: *10 year old Rohit, a migrant child wants to play in the park with his peers. Although his peers will not involve him directly in their game of cricket yet will use him as an extra who will run to get the ball for them whenever it goes out of the field. Rohit feels hurt at this segregation but is not able to do much about it.*

Diversity conceptualized as an asset

Researches have shown that there are some positive influences of migrant families on children's development like strong ethnic values, strong feelings of family cohesion, giving high value to education to enhance social status. Instilling of these values through the middle childhood to the next level ensures that the children will develop strong feelings of need for achievement.

For example, many families who migrated from UP, Bihar and Southern states to the Northern parts of the country especially in Delhi have imbibed culture of the two states. Their children also enjoy the benefits of dual cultural upbringing which was once thought of as a liability on children and have the potentials to hamper their proper social emotional growth. In fact, studies show that bilingualism promotes cognitive growth and enhances coping skills in a person. Such children coming from these diverse backgrounds, merging with a new culture, actually are able to connect with people of different diverse backgrounds, which lead to their more personal and professional growth in future.

Check Your Progress 3

Notes : (a)   Write your answers in the space given below.

(b)   Compare your answers with the one given at the end of the unit.

i)   What are the various issues concerning growing up in different contexts?

....

....

....

....

2.5.1   Growing up in various types of family structures

Growing up in different types of family structures can be looked at from various dimensions like traditional families, non traditional families, low income families and affluent families. The family structures and child rearing practices play an important role in the socialization of the individual and her/his future personality is shaped accordingly.

The diversity of family structures in the present day world is definitely greater today than at any other point of time in its history. Infants are born into family types and structures, which were not even existing as many as fifty years ago. There are many

new family types, which did not exist earlier, like, the children born through reproductive technologies, remarriage of divorcees, single mothers who never married. Adding to the confusion, single lesbian women and single gay men, married lesbian couples and married gay couples are also rearing children. Then there are substantial numbers of children who live only with grandparents and have never seen their biological parents.

The types of family structures can be generally divided into two- i) traditional family and ii) non-traditional family. In the next section, we discuss about the growing up experiences of children in such families.

2.5.1.1 Traditional family

You know that in traditional families, there were two heterosexual parents who were married to one another and biologically related to the children they were rearing. Fathers in such families were expected to be working, while mothers stayed at home and were busy with child care and household upkeep. Sometimes both father and mother are working. And this pattern of traditional family is the norm against which all other family rearing environment is measured. As per Freud's psychoanalytic theory, children not raised in homes with both biological parents are at risk for psychosocial problems. But in the present day world, diversity of family structure is a growing reality. Now let us discuss about non- traditional family.

2.5.1.2 Non-traditional family

Family that extends beyond the concept of traditional family is considered as non-traditional family. Today, great diversities are displayed in family forms such as single parent families, divorcing families, grandparents led families, cohabiting households, commuter families, families created by gay, lesbian, bisexual, and transgender. Each of these has separate consequences for children. Though there are different forms of traditional families, we will discuss some forms of non-traditional families in subsequent paragraphs.

Single parent family

Single parent family is a family structure in which parents raise their children without a partner either due to divorce, death of a spouse or never been married but to have a child alone. Single parent in such family has to play the roles of both father and mother to her/his child. All of the tasks that would otherwise be shared by two parents must be accomplished by one which often led to stress. A single parent faces stress from many sources that include financial problems, strained relationships, the demands of parenting, and lack of time to care themselves. One particular concern raised in these situations is called emotional parentification, in which children become more concerned by mediating between their parents (Martin et.al., 2004). Children in such families have to take more responsibility in managing the household activities such as looking after siblings, cleaning house, shopping, etc.

According to Amato (2006) children growing in single parenting due to divorce display not only behavioural problems at home but also strained relations with peers, low self-esteem, academic problems, and adjustment difficulties at school. If the custodial parent can continue to be warm, authoritative, and consistent, there is less chance of children to become depressed.

Commuter families

In commuter families, one parent is at home and takes care of household responsibilities and the other parent comes home for short periods such as at week

ends or on holidays. The success of commuter families depends on the ability of spouses to adjust each other. Children should also be convinced about the reason of one parent staying away. Through phones and e-mails the parent can inquire the whereabouts and academic achievement of his/her child.

Cohabitation

Cohabitation means living together before marriage. The number of children growing up in cohabiting households is increasing now-a-days. There is less stability in family structure of cohabitation when compared with nuclear families and single-parenting families. Two types of concerns arise on base of cohabitation-i) instability in partner relationships and ii) mounting financial problems.Children in cohabitation households are negatively impacted on cognitive, behavioural and health outcomes (Waldfogel et,al. 2010).

Children living in non-traditional families have to face social challenges. Sometimes they feel strange in growing up in such families when compared with traditional families. Parents should help children to understand that it is not family structure that matters but the bond created among themselves. It is necessary for parents and teachers to develop strong bond with their children so that they feel secure. From the above discussions, you come to know that family practices reflect and transmit the culture and values of society. Parents do not develop their own parenting practices but it is due to the process of socialization.

2.5.1.3 Family structure based on income

The impact of family diversity on human development needs to be considered with particular focus on process of socialization. Many researches have been conducted around the study of single parent families , step families and dual career two parent families and results have consistently revealed that family resources, processes and relationships are more important predictors of successful socializations than are assessment of family structures .

Let's have a look on the impact that low income families and affluent families have in the socialization process of the child.

● **Low income family**

Children from low income families are less likely to receive adequate nutrition and appropriate health care than affluent families. Also low income families are at great risk for exposure to environmental harms, witness to community/family violence, domestic violence, and direct victim of physical abuse and neglect.

Parents with less economic resources have been found to be less confident in their parenting, show less warmth towards their children. Researches have found that parents with lesser economic resources have been more verbally and physically abusive to their children and showed lesser warmth to their children as compared to parents with greater financial resources.

● **Affluent families**

Children from affluent families are lesser at risk than children from poor families for developing sociopathic tendencies. From the above discussions it is clear that the family plays a very important role in shaping the values and goals of a person which is essential for socialization.

Check Your Progress 4

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Explain with examples, how single parent families affect socialization.

....

....

....

....

ii) How do family structures based on income affect socialization? Explain with examples.

....

....

....

....

2.5.2 Parent-Children Relationship

The child's exposure to human interaction is the family setting. S/he learns to respond to his mother and other family members. Depending upon the quality of these early interactions, s/he relates to people outside the homes with expectation or uncertainty. If the family members enjoy each other's company, spend a lot of time doing things together and have a positive attitude towards people at home and outside, the child imbibes similar attitudes.

Conversely, if the family interactions are restricted to the mundane business of day-to-day living or interaction takes place only when there is a conflicting situation, the child does not learn to look forward to interaction with others with a positive frame of mind. The influence of sensitive and responsive parenting affects the quality of parent-child relationship.

Read the following case:

> **Case 2:** *Sonia is a 10-year-old girl who is very fearful of all males. She becomes very dull in front of male teachers but is otherwise very active with her friends and other female staff. A detailed interview with her revealed that she had an abusive alcoholic father who would shout at her every time. She had become a withdrawn personality who rarely ever spoke her mind.*

> *Activity 1*
>
> Discuss with your friends about Sonia's case and suggest some ways to improve her social interaction.
>
> ....
>
> ....
>
> ....

2.5.2.1 Impact of different parenting styles on child development

Parenting style refers to the way in which parents raise their children, The way people do parenting affects their child's socio-economic growth and development. These parenting styles correspond with the type of discipline a parent generally uses with his/her children.

- **Authoritative**

Many people think that authoritative parenting is more successful approach to parenting due to its high level of involvement and balanced control. Such parents set realistic expectations and consistent patterns of interactions for their children and also provide them with a fair / natural consequence.

Natural consequences occur as a natural result of a child's behaviour with no intervention required. Eg., if a child touches a hot stove and is burnt by the heat, the burn is a natural consequence. Authoritative parents always express warmth and affection. They are patient to listen to the child's view and also give freedom adequately. They fix rules of behaviour in consultation with children, explain the reason for rules and regulations and make the children feel that it is their own decision and allow flexibility with mutual consensus.

Researches have shown that parents following authoritative style raise children who are high on self esteem, have better social skills as compared to others and become more socially mature as adults. But parenting styles vary from culture to culture and authoritative style may not be appropriate in many cultural settings.

- **Authoritarian**

In the authoritarian style, parents are strict and seek conformity and obedience with unquestionable compliance from their children. Such parents exercise a large amount of control over their children's behaviour and decisions. They will set rigid rules to follow, for their children and if they dare raise a rebellious voice, consequences can be very severe. Children growing up in such homes suffer from low self-esteem, get anxious easily and are generally withdrawn in personality. They may not engage in anti-social behaviour for fear of their parent's disapproval.

- **Permissive**

It is said that extreme of anything is not good and it is reflected in permissive parenting. Permissive parents tend to be over protective, over indulgent, warm, loving and nurturing towards their children. Children of such parents are more likely to be impulsive with a complete disregard for consequences. However, they may have high self-esteem, confident and good social skills.

- **Neglectful**

Such parents do not respond to their child's needs and are less demanding of their children. However, this could be due to their own over involvement with their work or alcoholism or depression, etc. Such parents tend to look at their children for emotional support and their children often have to do their "parenting". Children of such parents more often are fearful, anxious, socially withdrawn, perform poorly in school and are at risk for substance abuse.

Check Your Progress 5

Notes: (a) Write your answer in the space given below.

(b) Compare your answer with the one given at the end of the unit.

i) How does style of parenting shape the self concept of an individual?

....

....

....

....

2.5.3 Growing in Adverse Situations

There are varied adverse situations such as children reared in malnourished environment, in the war zone, in orphanages and even growing up as children of migrant workers. Let's examine them one by one which affects a child's social and emotional development.

2.5.3.1 Children and poverty

Fig.2.1: Children and poverty

Many researches have shown that poverty impairs children's cognitive skills and reduces their chances of advancement beyond their parents. In fact, a bad environment can worsen the life chances not only of the child but also the future of the child. Children growing up in a community with gangs, dangerous streets where violence and robbery are natural side effects, discouraging role models, confused social expectations will end up himself/herself as a psychopath or a sociopath.

Researches have shown that living in a neighbourhood where 20% or more of the residents are poor with other things being held constant, like parental education, income, health, etc – the test scores of the children are lowered. Think of the ways how the immediate environment impact upon the child's development. Noise, air, soil pollution and even traffic do affect the child's emotional, social and cognitive development. The locality they belong to, the community resources, availability of school and health services – all contribute to the child's shaping of personality and development.

Social milieu also plays its own role in shaping a child's development. It is also seen that children of two generations who lived in slum areas actually do worse than the one generation that could move out of this slum neighbourhood. And how does this happen? It is also a result of socialization. Children reared in poor neighbourhood, on an average get less education and low income jobs and were at risk for more physical, social and emotional problems. And thus they end up in poor neighbourhoods as adults, themselves. When they became parents, they commonly passed on some of their personal disadvantages to their own children which further hampered their own psycho-social behavioural pattern.

2.5.3.2 Children in the war zone

In every war/conflict, women and children are the most vulnerable members of the society who suffer the most. For children, war threatens the security of a stable home, crushes dreams of a playful innocent childhood, mars opportunities and put family members' life at stake.

Read the following cases:

> *Case 3: Ammar, a 10-year-old boy, who lives on a construction site which was left incomplete when war ravaged Syria. Like thousands of Syrian children, he does not go to school and picks litters to help his family survive. His family works from six in the morning to six in the evening and earns 600 Syrian pounds in a day which is less than 2.50 dollars.*
>
> *There is no water tap nearby so he washes once a month because the nearest tap is miles away and one has to stand in sun waiting for hours to get his/her turn. Everyday fetching water for cooking and drinking takes its toll and he faints many times a month. There are only 6 taps for 100 buildings with 50 families in each.*

> *Case 4: Nahida , a little girl of 9 years looks wistfully at a distance, " That is where we used to love. I would go to school.' My mother would sing lullabies to us. She would pack us delicious tiffins.I had lots of friends.....*"
>
> *She sighs,*
>
> *"Now my mother is dead. I couldn't trace my father and brother. We had to flee the place due to bombing. All my friends are either dead or have left for some place – I do not know where to go."*

It is pathetic but today thousands of children like Ammar and Nahida have seen their homes destroyed, family members killed and their lives plunged from comfortable lives into abject poverty. The early years of life are very vital for success and stability.

2.5.3.3 Children in orphanages

Millions of children today are living in orphanages without the love and care of a family. In "good" cases the children do receive food, clothes, education and shelter. In "worst" cases they are starved, abused, isolated and many die or become juvenile delinquents. In all cases, they never get the love, support and sense of identity that only a loving family can give.

Evidence shows that children growing up in institutional care experience various developmental delays and emotional attachment disorders. As a result they have lower intellectual, social and behavioural capabilities and are at risk for delinquent behaviours as a result of being branded as social outcasts all their lives. It is pathetic as theirs is a traumatized life of loneliness, homelessness and once they grow up it will be difficult for them to trust anyone or develop permanent relationships.

Such children love a deep sense of abandonment and naturally tend to develop strong bonds with volunteers who come to meet them for some time. Their wounds reopen after the volunteers leave after several weeks or months and when this pattern happens year after year, many children learn to protect themselves emotionally by castrating themselves from all love and hope.

2.5.3.4 Growing up as children of migrant workers

Consider the following case:

> *Case 5*: *Savitri at the age of 17 migrated from Bihar to Hissar in Haryana, as a domestic help. She was in for a big shock. First the agency fellow, who had lured her from home, abused her physically for several days along with his friends. One day she managed to run away and went to a police station. They sent her to a women shelter from where she finally got stabilized and now work as a domestic help. But the trauma is still there and her children aged 4 and 6 have never seen any school for lack of money. They just loiter on the streets while she goes for work. She has called her 12 year old sister from her hometown who does babysitting and has never been to a school either. "This is the only life I know", the sister shrugs her shoulders when asked if she would like to go to a school.*

Migrant workers face discrimination and assault everywhere in society. Whether one talks about people in the same country, migrating to another state or people migrating to another country for various reasons, discrimination and harassment is the common pattern everywhere.

2.5.3.5 Growing up with disability

For the disabled children, the experience of transition from childhood to adolescence will be different from that of non-disabled peers. Disabled children in their childhood feel more isolated from peer influences, less likely to engage in risky behaviours, and have smaller social networks. It is the duty of care takers and teachers to make the growing up experience of disabled children as a learning experience for the child. The stereotype attitude that disabled children cannot do anything on their own is a wrong notion. They can do anything like others, but in a different way.

Check Your Progress 6

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Discuss how child's personality gets affected while living in orphanages.

....

....

....

....

ii) Discuss the effects of trauma faced by children living in war zones.

....

....

....

....

2.5.4 Growing up as a girl

Jawaharlal Nehru, leader of India's Independence movement, and India's first Prime Minister once said, "You can tell the condition of a Nation by looking at the status of

its Women." So what is the status of the women in India, today? Well, overall, things are changing for women and they have a voice in everyday life, in the business world as well as in politics too. But the fact remains that India is still a male dominated society and women are seen as subordinate, inferior to men. The qualities which a girl is expected to imbibe are to be patient, giving and soft spoken. However, the situation varies from place to place and in various habitations.

Let's examine the state of a girl child growing up in various habitations.

2.5.4.1 Growing up in cities and rural areas

In cities, girls are getting access to education with more or less equal opportunities. They are seen working in various walks of life as teachers, receptionists, nurses, doctors, engineers, corporate etc. Yet they face social discrimination in terms of sexual harassment/ eve teasing , dowry issues and "women social role" issues. The responsibility of the household tasks is still hers along with rearing of children even if she is earning equal to her husband . Her parents may not be welcome in her marital home and related social issues.

According to the report 'Human Development in South Asia 2000 – The Gender Question", women in South Asia face severe discrimination and disparities in economic opportunities, legal status and protection, education, health care and political governance. In developing countries the lack of educational opportunities for girls from the marginalized masses has become a major issue in public policy discourse in recent years. The literacy rate for women worldwide is 71.4 % compared with 82.7% for men. Of the 960 million illiterate adults, two thirds are women.

In most of the feudal set-ups of rural India, girls are married early for fear of sexual harassment. The early marriage of girls is a matter of social prestige in many communities. Social fear of girls getting alienated from their environment is yet another factor for low literacy level among girls.

2.5.4.2 Growing up in a tribal community

Gender inequality continues to remain a serious problem in India. The literacy rate of females among the scheduled castes and scheduled tribes is below national average. Their mobility is limited due to socio cultural constraints and normally they engaged in low paid, high labour intensive and unskilled jobs.

In most tribal hamlets, girls are expected to get accustomed to the role played by their mothers, hence they start participating in work quite early. The Government and a lot of NGO's are working to improve the conditions of girls. For example, in Odisha, People's Rural Education Movement (PREM) has helped the setting up of residential hostels so that the tribal girls are able to attend schools. A lot of tribal girls who were otherwise not able to go to school earlier are now doing so. Many are now studying in English medium schools which are further an achievement for them.

2.5.4.3 Growing up in slum area

In slum areas, the situation for girls is still more complex as due to the role identity and the socialization processes, they do not find themselves in the negotiation terms. The life situations where the personality of these girls gets shaped are most often devoid of human rights aspects and hence they "live" life but do not grow and bloom.

From their pressing background when these girls go to schools, they do not find relief. Besides the physical isolation, the discriminatory practices like asking them to sweep, clean the room, make tea for teachers, set pre-conceived notions that girls

have low intelligence or that they can learn only by scolding and beatings. Many NGO's in the slum areas are working towards the education of girls and their families in the country but clearly that is not enough. The community has to come forward and change its mindset. In addition to financial constraints, a variety of cultural factors influence gender inequalities in school enrollment.

Check Your Progress 7

Notes: (a) Write your answers in the space given below.

(b) Compare your answers with the one given at the end of the unit.

i) Explain with some examples how socialization affects our attitudes towards girl child.

....

....

....

....

ii) Do girls face gender bias in slum areas? Elaborate.

....

....

....

....

2.6 IMPLICATIONS FOR TEACHERS IN UNDERSTANDING THE GROWING UP EXPERIENCES OF CHILDREN

Socio-emotional skills are required by the teachers to teach social emotional competency like gratitude, empathy and compassion to students. Often socio cultural aspects of society are deeply rooted in the conscious and unconscious minds of the people. They get translated into action, interests and behaviour of the people. Thus issues of caste, class and gender are socially, historically and culturally rooted in our society. Teacher, as a change agent can help sensitize his/her students to these aspects which are at the root of all inequalities, biases and discriminations in society.

Teacher as a source of socio-cultural change

Teachers can and must play the role of a change in society. As a learned person, much more aware of the current developments and changing faces of the modern society, a teacher has the responsibility of linking the local world with the global. Teacher as an agent of social change can not only interpret but often convey the new ideas, beliefs, values of the outside world to the world of the child and in rural areas, to the local community.

Caste as a phenomenon of social stratification has a long history in India and has social, cultural, economic and political implications. Our education system historically had evolved through the period of traditional "Gurukul" system where only the Brahmins and Kshatriyas could receive education. Education has always been the prerogative of the upper castes and classes. It was only during the later period of colonial rule in India that the need for education for all came to be recognized.

However, it was only after independence in 1947 that a concerted effort was made by the Govt. of India to bring about "democratization" of education. Reservation of seats in educational institutions was made. All the welfare policies of the Government were meant to bring about social mobility and change in society. To help the lower caste and other backward classes several commissions were constituted. Purposes of these were to bring about social change and remove extreme inequalities in societies. Kaka Kalekar Commission (1953), Mandal Commission (1989) were a few instances of these efforts.

In the education system, just as in society at large, the issue of gender inequality has gained recognition. It has been observed that sex difference between male and female has a sociological aspect. It is the socially determined differences rather than biological difference between sexes wherein lies are the root of gender discrimination in societies. Two major avenues through which gender discrimination is conveyed are the gender distribution of school personnel and the treatment of females and males in textbooks and other instructional materials. Both students as well as teachers bring similarly biased gender role expectations to learning interactions and behaviours which conform to these are reinforced and rewarded. Being assertive, active, individualistic, autonomous and self confident places males at advantage in schools. They are more initiating, persistent and effective in classroom activities.

Females who are taught to be socially subservient, dependent and accommodating are less likely to be as assertive, confident and persistent in their interactions with their classroom teachers and with their male peers.

In this context, teachers should be sensitized as to how they differentiate their performance expectations, communication styles and evaluative feedback systems according to the gender of the students, how it affects their academic efforts and achievements and how they can be changed to be more gender equitable. Praise and constructive criticism are specific remedies to bring about these changes.

The need of the hour is to train teachers and sensitize them towards **gender equality** so that they are able to analyze the various aspects of educational systems for gender bias and to make changes in areas where gender equity is desired. Teacher is the most important person in the educational system who can bring about social change to diminish traditional sex role concepts.

Updating pedagogy

Teachers also need to update the pedagogy they are using in the classroom.

Culturally relevant pedagogy is a pedagogy that makes modifications in instructional strategies to account for diversity. **Reciprocal teaching** and **cooperative learning** are two of the most effective strategies to engage students in culturally relevant learning. **Reciprocal teaching** occurs when students take turns leading the class discussion. This method invites students to use their cultural viewpoints to express the instructional material in their own words.

Cooperative learning is effective when group collaboration as well as individual responsibility is utilized for the completion of assignments. The outcome of cooperative learning goes beyond the completion of the task and is also teaching students to know and praise their own and each other's cultures.

However, culturally relevant teaching will only be effective if the teacher understands how non-verbal cues are seen by their students. In some cultures, it is considered rude, disrespectful and even confrontational for a student to make eye contact with

authority figures. In other cultures, it is actually forbidden to shake hands with a stranger of the opposite gender.

As a change agent, the teachers can make a dent into the socialization processes that very often promote masculine and feminine roles tailor made for boys and girls. This can happen only if the teachers are convinced, conscious and concerned about bringing an attitudinal change in the attitude of boys and girls from primary years so that there is gender harmony in all transactions within and outside the schooling processes.

Check Your Progress 8

Notes: (a) Write your answer in the space given below.

(b) Compare your answer with the one given at the end of the unit.

i) Discuss the role of teachers in impacting social change.

....

....

....

....

2.7 LET US SUM UP

Socialization is a very important aspect of every individual wherein s/he learns to play different roles. Roles are learned expectations prescribed for standardized forms of behaviour. Gender roles are learnt in the family, from parents, older siblings, and other members who provide role models appropriate to the gender of a person. Learning is reinforced at appropriated points. Child rearing practices have a marked effect on the development of the self concept. Schools, formal and non formal, its curriculum and teachers have a major role to play in developing materials and learning experiences that would foster a spirit of equality and harmony between girls and boys in their early years and prepare them for equal partnership and shared roles for a common future. Traditional family socializations stifle the natural curiosity and communication skills making them diffident, submissive, often meek and mute by the time they enroll in school. The need of the hour is to develop sensitivity in teachers so that they are able to smartly transact the curriculum in the classroom by encouraging activities and creating situations for girls and boys to express themselves freely and develop self confidence and mutual trust.

2.8 UNIT- END EXERCISES

1. What is the importance of family in the life of a child?

2. Discuss how a teacher can act as an agent of social change.

2.9 ANSWERS TO CHECK YOUR PROGRESS

1. i) Socialization affects our attitudes in many ways because we grow up seeing those norms around us. We just tend to follow them blindly as these norms get ingrained in our upbringing. For example, a person from Bihar will have his staple diet as daal and rice. But a person from Punjab is not comfortable with his meals / rice if he does not get a Roti made out of wheat flour.

ii) Yes, socialization is a daily process as we tend to imbibe what is happening around us emotionally, socially, culturally and politically.

2. i) Socialization process happens in different cultures in various ways. A lady from Bengal wears sari in a different way than a lady from Madhya Pradesh or Tamil Nadu.

   ii) People in different cultures have different social norms because of the different socio cultural milieu in which they live.

3. There are various issues concerning growing up in different contexts like migrating from one place to another. Children in this case have to perforce learn different cultural norms and tend to imbibe such diversity consciously and unconsciously. This may leave some children scarred mentally or some may learn to be more flexible and adaptable in their approach.

4. i) Single parent families affect the socialization process immensely both directly and indirectly. Some single parent may take the parenting process very seriously and my become more possessive while others may not be able to spend quality time with their children for want of resources.

   ii) Children from poor families may face neglect and aggression on the part of their parents. They may ill afford spending quality time with their children and could be a victim of domestic violence, whereas children from affluent families, in general will have better chances of growing up as balanced personalites.

5. i) If the parents are democratic , the child may develop more flexible attributes in his personality as compared to children of strict, authoritarian parents who may feel something lacking in themselves all the time.

6. i) Living in orphanages scars a child for life emotionally and socially. They tend to be rebellious in their approach, are not able to trust anyone easily and have more breakups in their family life as well.

   ii) Children living in war zone tend to be more stressed out, introverted and face problems of insomnia or nightmares. Their life remains traumatized and their self concept gets shattered very easily.

7. i) Little children imitate what they see their elders doing. Even when they are playing "house-house" during childhood, they will enact the role of father as coming from office, scolding children and his wife. He is served hot tea while watching television. And when he gets the news of a girl child being born in the family he throws his tea, starts howling because a girl child is born. This entire behavioural pattern is part of their socialization process which the children enact even while playing.

   ii) Yes, girls face gender bias in slum areas. Their brothers are sent to school while they help the mother with household work. Their brothers may hit them while playing but they are not supposed to react. They are given lesser food as compared to the males in the family, served last and then are supposed to wash the utensils. They also face physical abuse more often.

8. i) Write your own answer. Refer to section 2.6.

2.10 REFERENCES AND SUGGESTED READINGS

Amato, P.R. (2006). Marital discord, divorce, and children's well-being: Results from a 20-year longitudinal study of two generations. In A. Clarke-Stewart & J. Dunn (Eds.). *Families count: Effect on child and adolescent development*. New York: Cambridge University Press.

Finch, A. (2002) The language clinic: the teacher as an agent of change. Retrieved from www.finchpark.com/arts/clinic.pdf on 11/02/2016.

Govinda, R. (Ed). (2002). *Indian education report – A profile of basic education*, NIEPA, New Delhi. Oxford University Press.

Grusec, Joan E., and Paul D. Hastings. (2007). *Handbook of Socialization: Theory and Research*. New York: Guilford.

Hill, D. & Cole, M. (Ed.). (2001). *Schooling and equality – fact, concept and policy*. London : Kogan page.

Kumar, K(1987). *Social character of learning*, New Delhi : Sage publications.

Martin, M.T., Emery, R.E., & Peris, T.S. (2004). Single-parent families-Risk, resilience and change. In M. Coleman & L.H. Ganong (Eds.). *Handbook of contemporary families* (pp.282-301). Thousand Oaks, CA:Sage.

Patterson, C.J., & Hastings, P. D. (2007). Socialization in the context of family diversity. In J.E. Grusec & P.D. Hastings (Eds.), *Handbook of socialization: Theory and research*. New York: Guilford.

Udduck, J (1994). *Developing a gender policy in secondary schools*. Philadelphia: Open University Press.

Waldfogel,J., Craigie, T. A., and Gunn, J.B. (2010). Fragile Families and Child Wellbeing. Future Child, 20(2): 87–112. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/Articles/ PMC3074431 on 12/02/2016.