

*Presented by- Jayeta Bhanja and
Prerana Paul
Semester- V
Department of Psychology
Surendranath College*





Table of contents-1



01 Introduction



02 Functions of family



03 Family as Social System



04 Bio-ecological Model

+



Presented by JAYETA
BHANJA



01

Introduction

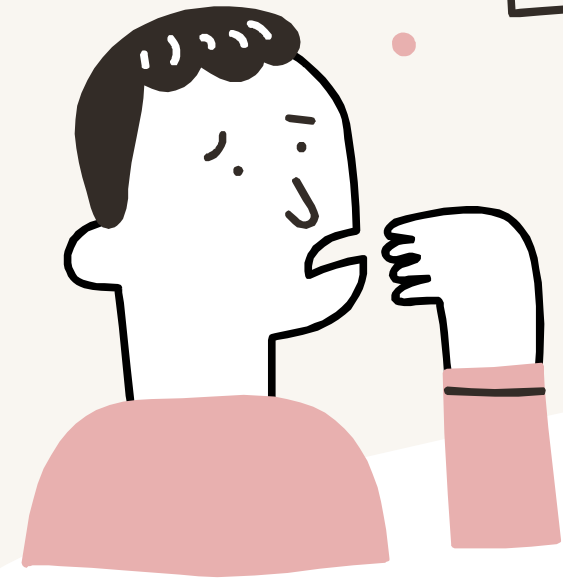
- Family is the child's first and long-lasting context for development.
- Families are pervasive and parenting is universally important in children's lives.
- The attachments children form with family serve as models for future work and personal relationships.
- Within family, children experience their first social conflict.

+



02

Functions of Family



Features of the topic

The family unit of our evolutionary ancestors performed the following vital services for society-



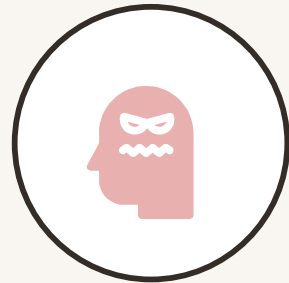
Reproduction

Regenerating new family members to reinstate strength of family.



Economic Services

Producing and distributing goods and services



Socialization
Training to be competent and participating.



Social Order

Devising procedures for reducing conflict and maintaining order.



Emotional support

Helping to be empathetic and fostering a sense of commitment and purpose.



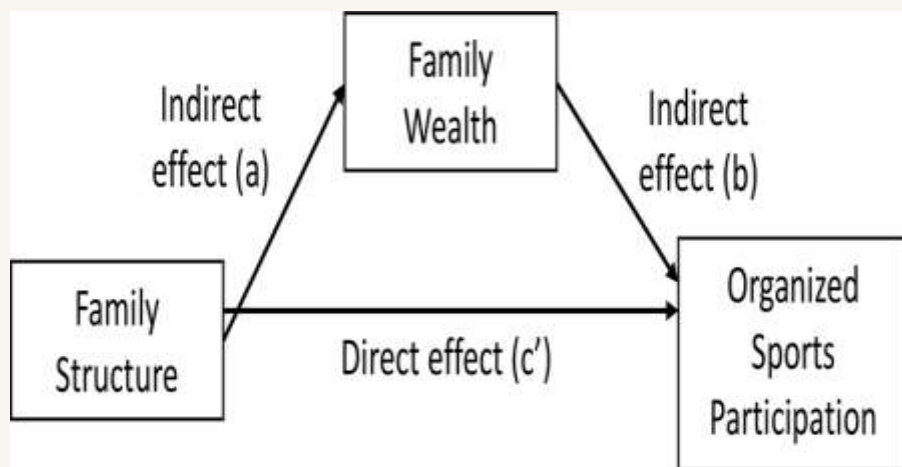
03



Family as a Social System

Family System Theory

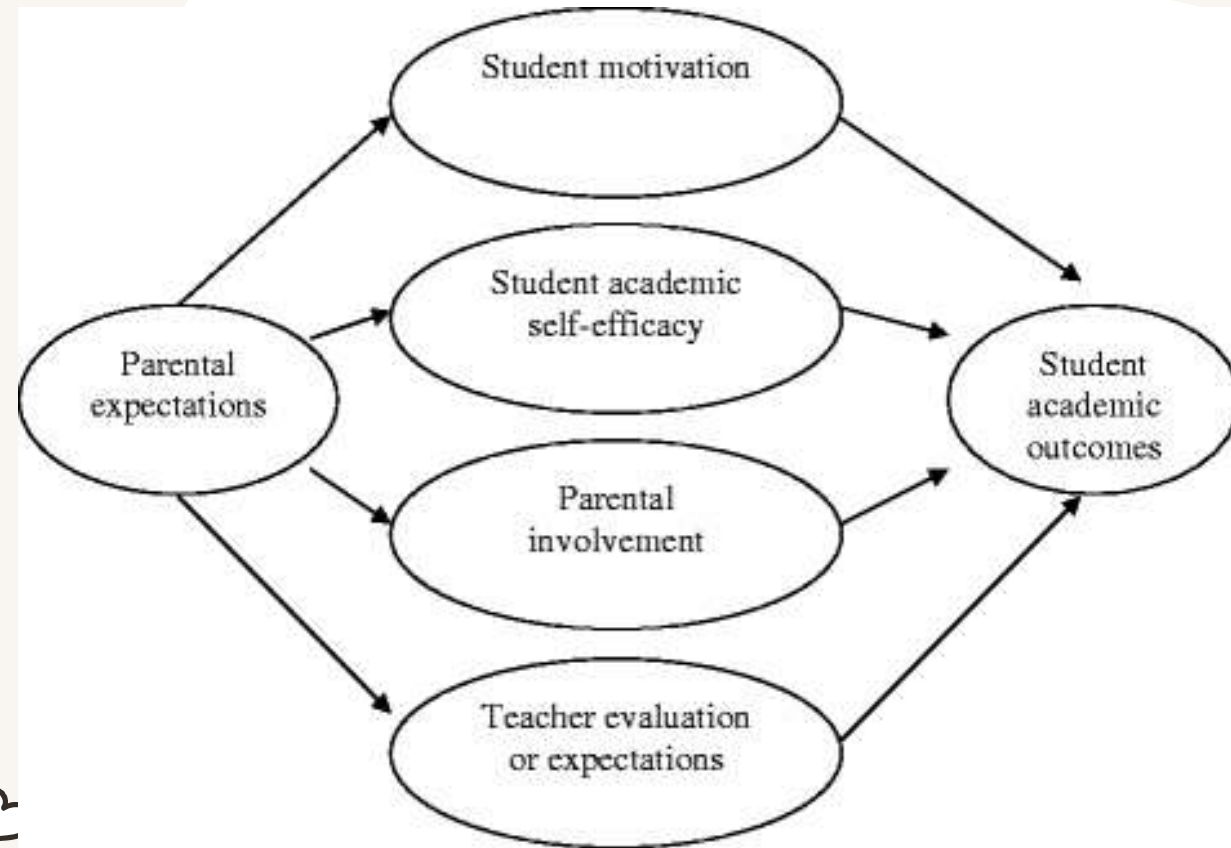
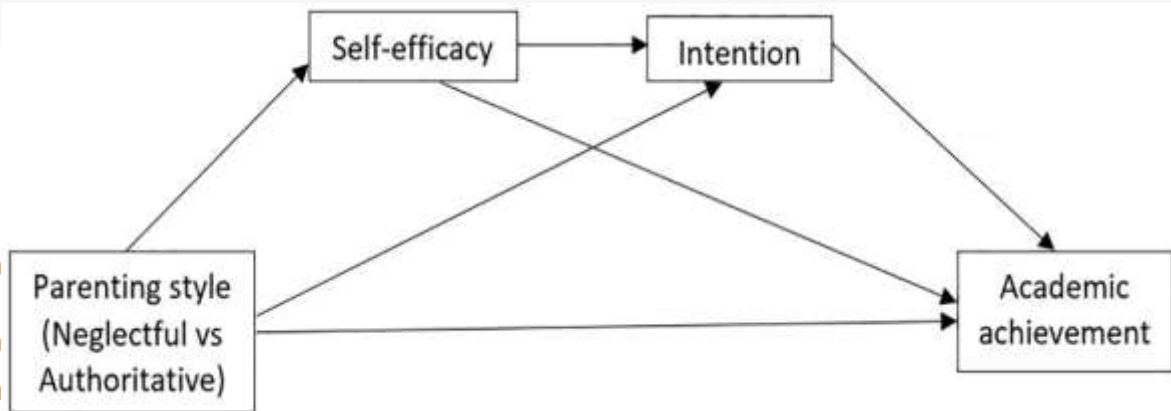
Family systems theory (Kerr and Bowen, 1988) is a theory of human behaviour that defines the family unit as a complex social system, in which members interact to influence each other's behaviour.



Family members mutually influence one another. The very term family system implies a network of inter-dependent relationships (Lerner et al., 2002). These system influences operate both **directly and indirectly**.

Direct Influences

+ The behaviour of one family member helps sustain a form of interaction in another that either promotes or undermines children's well-being.



Indirect Influences

The impact of family relationships on child development becomes more complicated when we consider that interaction between any two family members is affected by others present in the setting.

- According to Hart et al., 1998, children chronically exposed to angry, unresolved parental conflict show myriad problems including –
- **Internalizing difficulties** such as blaming themselves, feeling worried and fearful and trying to repair their parent's relationship (especially among girls).
 - **Externalizing difficulties** such as feeling threatened and displaying more overt and relational aggression (especially among boys).



04

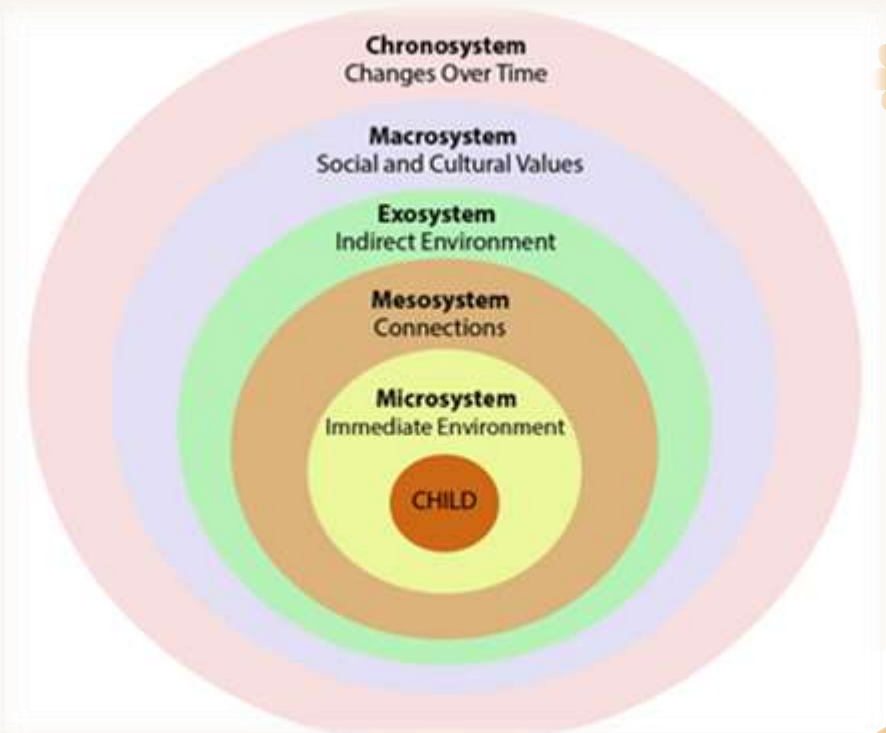


**Bioecological
Model by Urie
Bronfenbrenner**

+

What is the bioecological model?

- The bioecological model is based on the idea that the relationships children have with parents and caregivers impacts their development – and that these relationships are affected by their work, school, and community settings, which are in turn affected by broader social, cultural, and policy conditions. These many layers of relationships and environments interact with each other – ultimately influencing how children develop and become resilient. This theory of human development was originally proposed by Urie Bronfenbrenner and Stephen J. Ceci in 1994

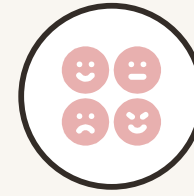


The Five Ecological Systems



The Microsystem

Direct contact with the child in their immediate environment.



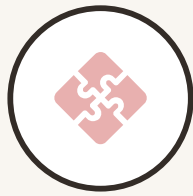
The Exosystem

Formal and informal social structures, which do not themselves contain the child



The Mesosystem

The mesosystem encompasses the interactions between the child's microsystems.



The Macrosystem

Focuses on how cultural elements affect a child's development



The Chronosystem

All of the environmental changes that occur over the lifetime

Criticism

- Paat (2013) considers how Bronfenbrenner's theory is useful when it comes to the development of immigrant children. They suggest that immigrant children's experiences in the various ecological systems are likely to be shaped by their cultural differences. An understanding of these children's ecology can aid in strengthening social work service delivery for these children.
- A limitation of the Ecological Systems Theory is that there is limited research examining the mesosystems; mainly the interactions between neighborhoods and the family of the child (Leventhal & Brooks-Gunn, 2000). Therefore, it is unclear the extent to which these systems can shape child development.
- Another limitation with Bronfenbrenner's theory is that it is difficult to empirically test the theory. The studies investigating the ecological systems may establish an effect, but they cannot establish whether the systems are the direct cause of such effects.



Table of contents-2

05

Socialization
within Family
Dimensions

06

Pattern of
Parenting

+

07 Temperament

- By Prerana Paul



05



Socialization within Family Dimensions

1. Acceptance / Responsiveness : Alludes to how much help and love that a parent shows. Tolerating and responsive guardians frequently grin at , acclaim , and empower their youngsters. They express a lot of warmth , despite the fact that they can turn out to be very basic when a youngster gets into mischief. Less tolerating and generally inert guardians rush to condemn, put down , rebuff , or disregard a kid . They seldom convey to kids that they are esteemed or adored.

2. Demandingness / Control:

Alludes to how much guideline or management guardians attempt with their kids controlling guardians put limits on their youngsters' opportunity of articulation by forcing numerous expectations, effectively screen their kids' way of behaving to guarantee that the principles are followed. Less controlling guardians are significantly less prohibitive. They set less expectations and permit kids significant opportunity to seek after their advantage and come to conclusions about their own exercises.



Types of Parenting pattern



- They are based on the work of Diana Baumrind, a developmental psychologist at the University of California at Berkeley, in the 1960s. Maccoby and Martin also contributed by refining the model in the 1980s.

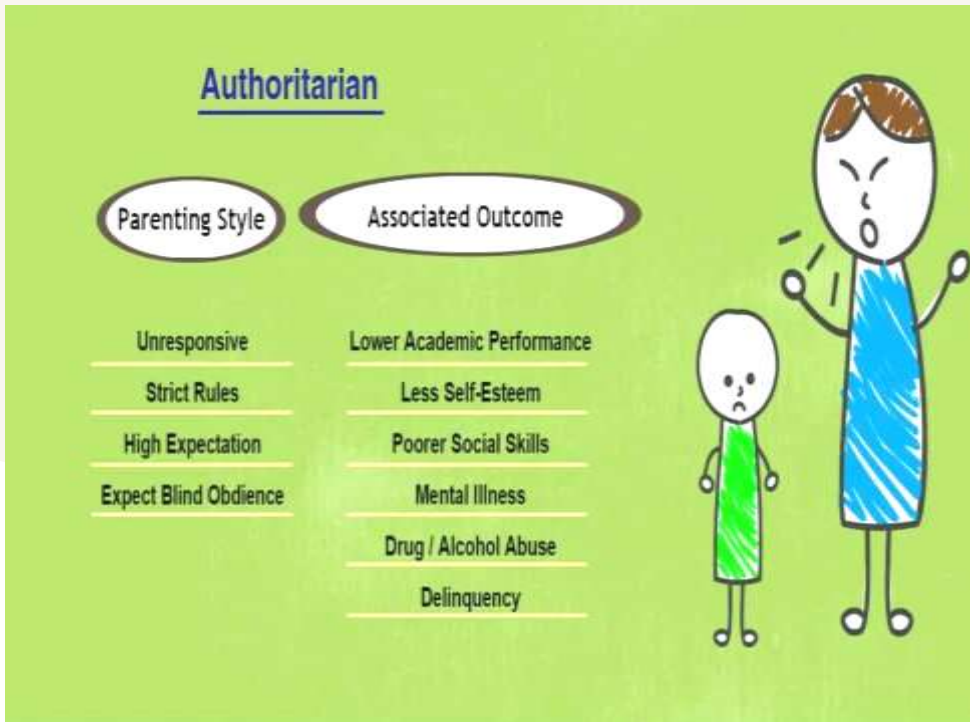


1. Authoritarian Parenting: A prohibitive example of nurturing in which grown-ups set many standards for their youngsters , anticipate severe dutifulness , and depend on power as opposed to rations to evoke consistence.



Children whose parents have an authoritarian parenting style tend to:

- Have an unhappy disposition.
- Be less independent.
- Appear insecure.
- Possess low self-esteem.
- Exhibit more behavioural problems or conduct issues¹⁷.
- More temper tantrums.
- Perform worse academically.
- Have poorer social competence.
- Be more prone to internalizing behaviour and mental issues¹⁸.
- Be more likely to have drug use problems¹⁹.
- Have worse coping skills²⁰.



2. Authoritative Parenting: An adaptable, vote based way of nurturing in which warm, tolerating guardians give direction and control while permitting the youngsters in concluding how best to address difficulties and commitments.



Based on Baumrind's research on parenting styles, children of authoritative parents tend to:

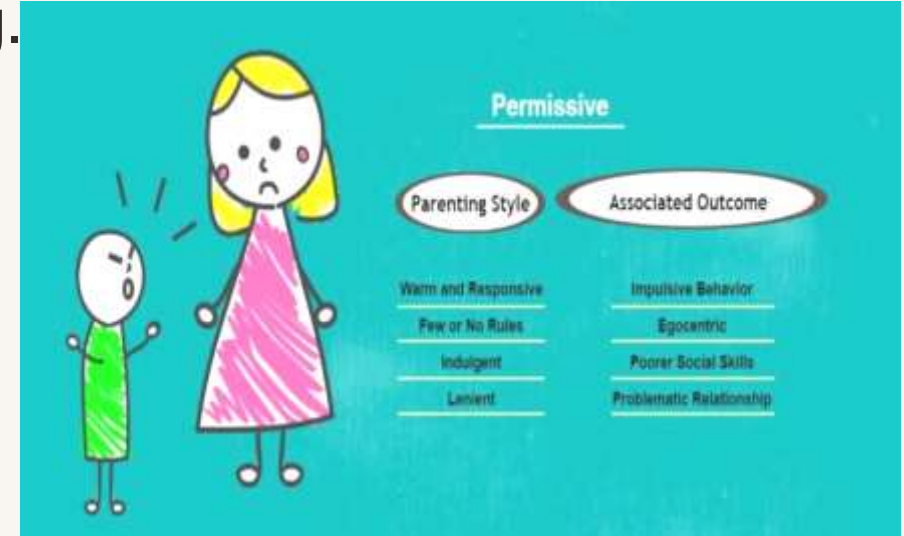
- Appear happy and content.
- Are more independent
- Are more active.
- Achieve higher academic performance.
- Develop good self-esteem.
- Interact with peers using competent social skills.
- Have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol and drug use.
- Exhibit less violent tendencies

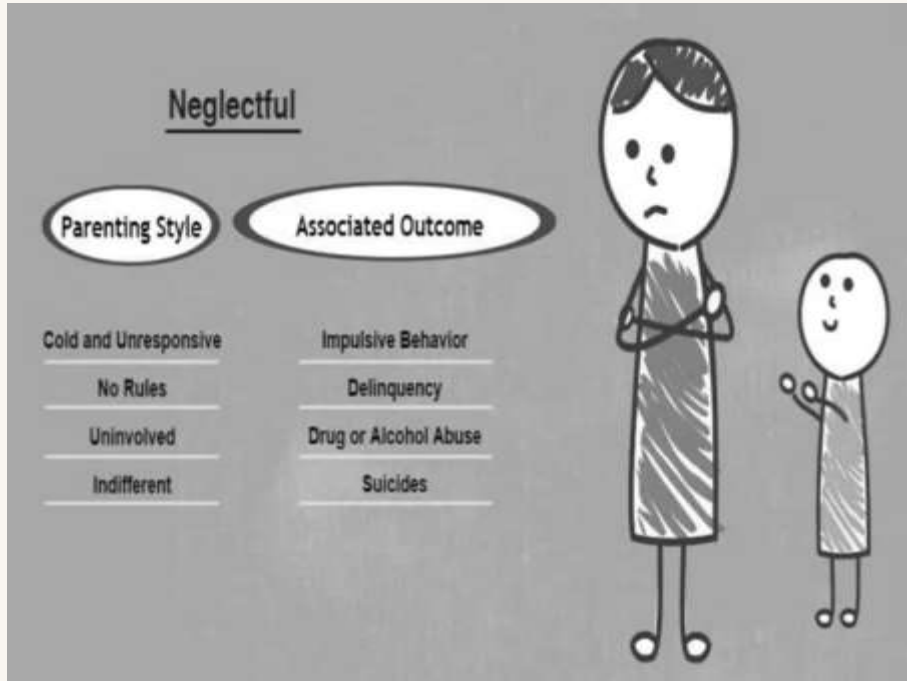


3. Permissive Parenting : An example of nurturing in which in any case tolerating grown-ups set not many expectations of their kids and seldom endeavour to control their way of behaving.

Children of permissive parents tend to have the worst outcomes :

- Cannot follow rules.
- Have worse self-control.
- Possess egocentric tendencies.
- Encounter more problems in relationships and
- social interactions.

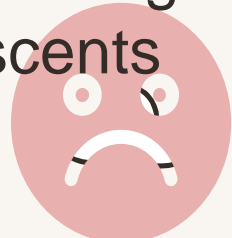




4. Uninvolved Parenting: An example of nurturing that is both standoffish and over tolerant , as though guardians neither thought often about their kids nor about what they might turn into.

Children of neglectful parents:

- They are more impulsive.
- Cannot self-regulate emotion.
- Encounter more delinquent behaviour and addiction problems.
- Have more mental issues — e.g. suicidal behaviour in adolescents



TEMPERAMENT



Another important aspect of emotional development, temperament, has to do with babies' general emotional and social state. Temperament refers to babies' innate personality; the general pattern of how babies will react to and interact with their environment which is present from birth.

In general there are two model of temperament:

1. Thomas and Chess Model.
2. Rothbart Model






Thomas and Chess model



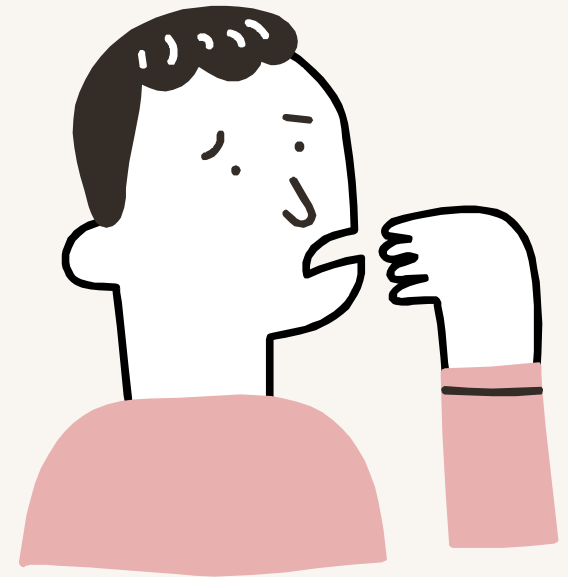
According to Thomas and Chess, there are three general types of temperaments in children: easy, slow-to-warm, and difficult. Easy children are generally happy, active children from birth and adjust easily to new situations and environments. Slow-to-warm children are generally mellow, less active babies from birth, and can have some difficulty adjusting to new situations. Difficult children have irregular habits and biological routines (e.g., eating, sleeping), have difficulty adjusting to new situations, and often express negative moods very intensely. As the category name suggests, these children are the most difficult for caregivers to satisfy and to maintain the energy and joy to care for on a daily basis.



□ Thomas and chess found that temperament influenced by nine traits


:

1. Activity Level
2. Rhythmicity
3. Distractibility
4. Approach/withdrawal
5. Adaptability
6. Attention span and persistence
7. Intensity of reaction
8. Threshold of responsiveness
9. Quality of mood






Mary K. Rothbart Model

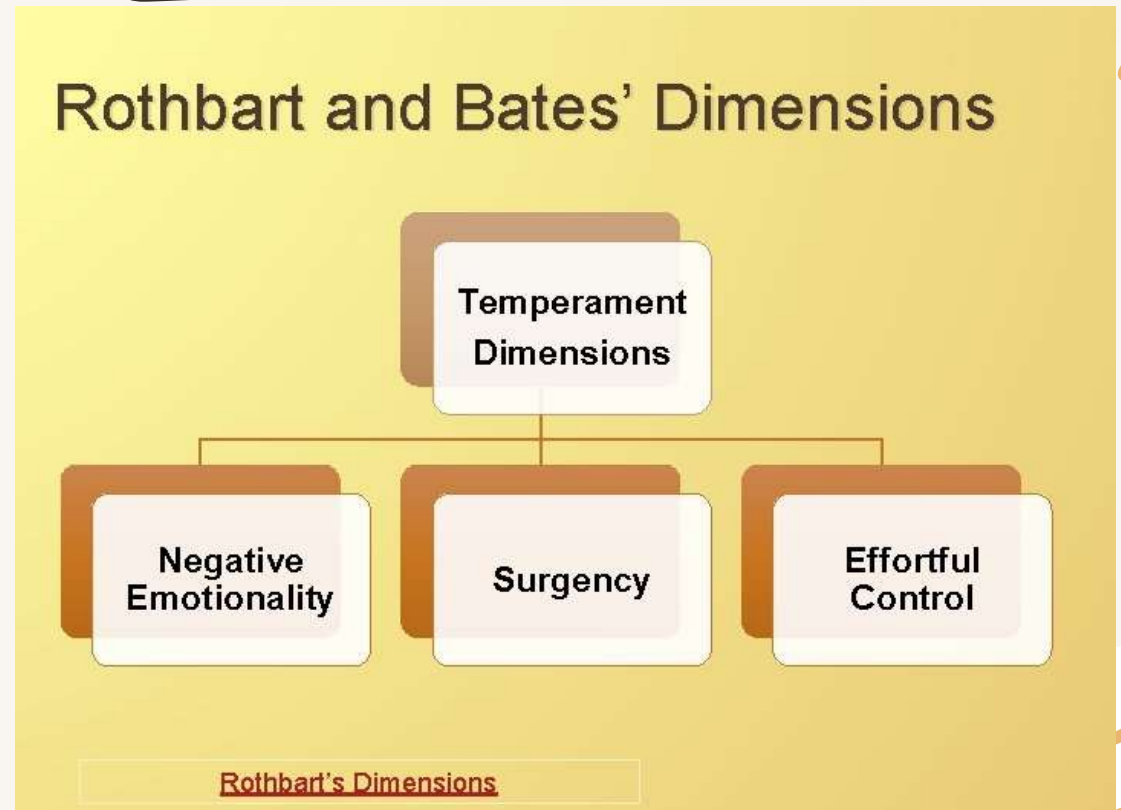


Mary K. Rothbart discusses children's temperaments—individual differences in reactivity and self-regulation that are influenced over time by heredity, maturation, and experience. She explains that temperaments are reactive dispositions that can be influenced by children's environments. Dr. Rothbart discusses three broad dimensions of temperament in childhood—extraversion, negative affectivity, and effortful control—and highlights research demonstrating how effortful control (the ability to suppress a dominant response to perform a subdominant response, such as the ability to wait for candy) is linked to executive attention. She also discusses research demonstrating that through attention training it is



□ Dimensions of Mary K. Rothbart Model:

1. Reactivity
2. Activity level
3. Attention span
4. Fearful distress
5. Irritable distress
6. Positive affect
7. Self regulation
8. Effortful control





***RELATIONSHIP OF PARENTS INTERNAL WORKING MODELS TO
INFANT ATTACHMENT SECURITY***

BY- SRISTI PANDEY

SEM - V



ATTACHMENT

ATTACHMENT IS THE STRONG AFFECTIONATE THAT WE HAVE WITH SPECIAL PEOPLE IN OUR LIVES THAT LEADS US TO FEEL PLEASURE WHEN WE INTERACT WITH THEM AND TO BE COMFORTED BY THERE NEARNESS DURING TIME OF STRESS.

PARENTS INTERNAL WORKING MODELS

PARENTS BRING TO THE FAMILY CONTEXT A LONG HISTORY OF ATTACHMENT EXPERIENCE OUT OF WHICH THEY CONSTRUCT INTERNAL WORKING MODELS THAT THEY APPLY TO THE BONDS ESTABLISHED TO THEIR BABIES. TO ASSESS PARENT 'STATE OF MIND' WITH RESPECT OF ATTACHMENT.

INFANT ATTACHMENT CLASSIFICATION

1. **SECURE ATTACHMENT** – THESE INFANTS USE THE PARENTS AS THE SECURE BASE. WHEN SEPARATED, THEY MAY OR MAY NOT CRY BUT IF THEY DO, THIS IS BECAUSE THE PARENTS IS ABSENT AND THEY PREFER HER TO THE STRANGER WHEN PARENTS RETURN THEY ACTIVELY SEEK CONTACT AND THERE CRYING IS REDUCED IMMEDIATELY. ABOUT 65 NORTH AMERICAN INFANTS SHOW THESE PATTERN.
2. **AVOIDENT ATTACHMENT** – THESE INFANTS SEEMS UNRESPONSIVE TO THE PARENTS WHEN THEY IS PRESENT. WHEN THEY LEAVE THEY USUALLY ARE NOT DISTRESSED, AND THEY REACT TO THE STRANGER IN MUCH THE SAME WAY TO THE PARENTS. DURING REUNION THEY AVOID OR ARE SLOW TO GREAT THE PARENTS AND WHEN PICKED UP THEY OFTEN FAIL ELING. ABOUT 20 PERCENT OF NORTH AMERICAN INFANTS SHOW THIS PATTERN.

ATTACHMENT

3. **RESISTANT ATTACHMENT** – BEFORE SEPARATION THESE INFANTS SEEK CLOSENESS TO THE PARENTS AND OFTEN FAIL TO EXPLORE. WHEN SHE LIVE THEY USUALLY DISTRESSED, AND ON HER RETURN THEY MIX CLINGINESS WITH ANGRY, RESISTIVE BEHAVIOR STUGLING WHEN HELD AND SOMETIMES HITTING AND PUSHING. IN ADDITION MANY CONTINUE TO CRY AND CLING AFTER BEING PICKED UP AND CANNOT BE COMFORTED EASILY. ABOUT 10 TO 15 PERCENT OF NORTH AMERICAN INFANTS SHOW THIS PATTERN.


4. **DISORGANIZED/DISORIENTED ATTACHMENT** – THIS PATTERN REFLECT THE GREATEST INSECURITY, AT REUNION , THESE INFANTS SHOW CONFUSED CONTRADICTIONARY BEHAVIOUR. THEY MIGHT LOOK AWAY WHILE BEING HELD BY THE PARENTS AND APPROACH HER WITH FLAT DIPPRESSED EMOTION. MOST COMMUNICATE WITH THERE DISORIENTATION WITH A DAZED FACIAL EXPRESSION A FEW CRY OUT AFTER HAVING CALMED DOWN OR DISPLAYED ODD, FROZEN POSTURES. ABOUT 5 TO 10 PERCENT NORTH AMERICAN INFANTS SHOW THIS PATTERN.

ADAPTING PARENTING STYLE TO CHILDREN DEVELOPMENT

IT MAY SEEN OBVIOUS, AS CHILDREN AND TEENAGER PROGRESS THROUGH THE DIFFERENT STAGES OF OUR LIVES SO MUCH PARENTS AND ADULT AROUND THEM ADJUST THERE LANGUAGE, THERE EXPECTATIONS AND THERE DISCIPLINARY STYLE. GALINSKY(1981) PROPOSED SIX PARENTAL STAGE TO COINCIDE WITH THE CHILD'S DIFFERENT DEVELOPMENTAL STAGE


STAGES OF CHILD DEVELOPMENT

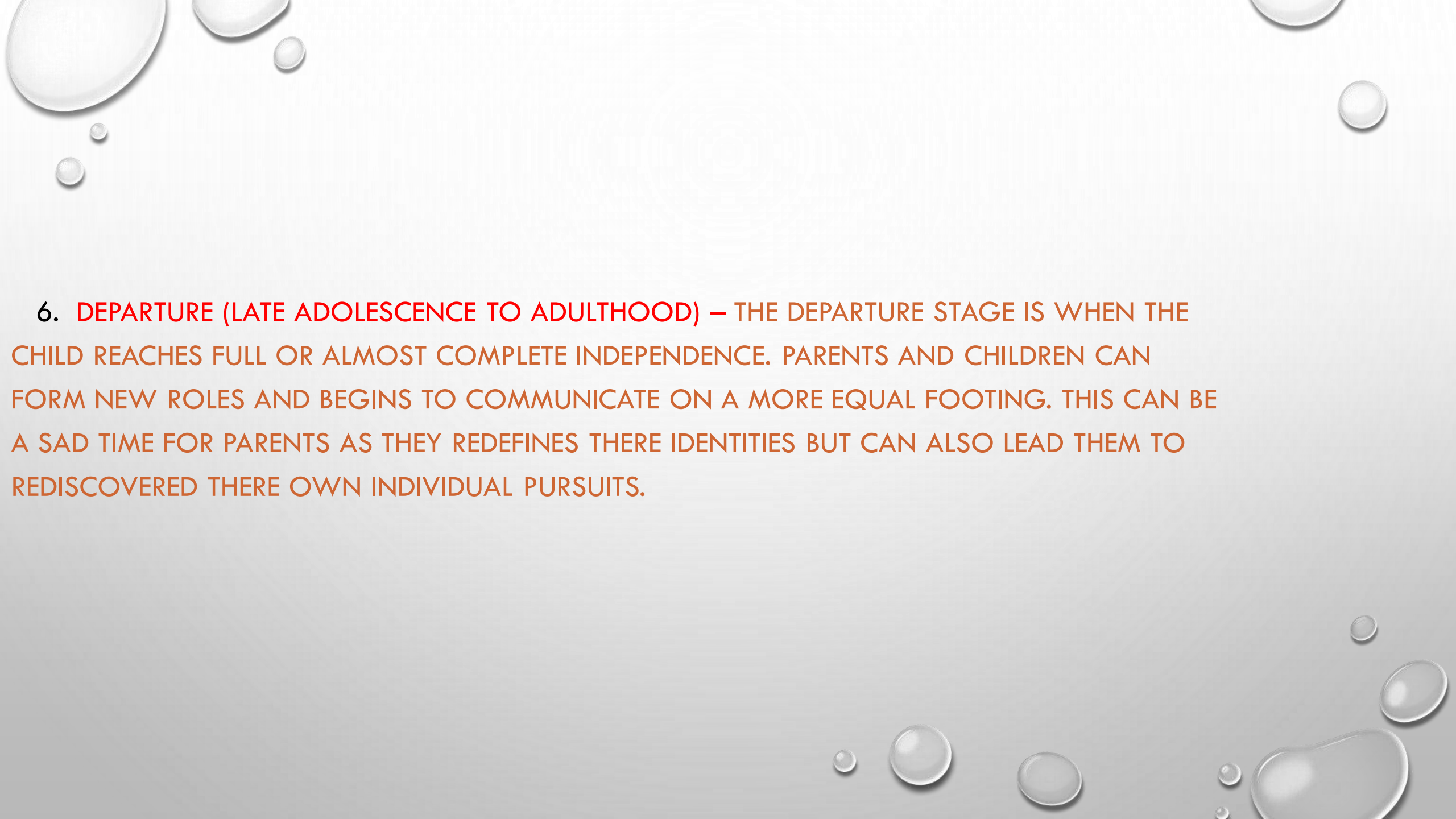
1. **IMAGE MAKING (PREGNANCY)** – PARENTS PREPARE FOR THE ARRIVAL OF THE BABY AND AT THE SAME TIME BEGINS TO FORM IMAGES ABOUT HOW THERE LIVES WILL CHANGE , AND HOW THEY WILL COPE WITH THE RESPONSIBILITIES AND CHALLENGES OF THE BABY.
2. **NURTURING (BIRTH TO 18 -24 MONTHS)** – PARENTS FORM THE BONDS OF ATTACHMENT AND LEARN TO BALANCE THE NEED OF THE BABY TO WORK, PARTNER, SOCIAL LIFE, OTHER FAMILY AND HOUSEHOLD NEEDS.
3. **AUTHORITATIVE (2-5 YEARS)** – PARENTS TRY TO ESTABLISH BOUNDARIES AND RULES FOR THERE CHILDREN. RULES ARE OFTEN QUITE BLACK AND WHITE DURING THIS STAGE TO ENSURE THE CHILD SAFETY. HOWEVER PARENTS SHOULD ATTEMPT TO EXPLAIN THE REASON FOR DIFFERENT RULES AND BEING TO GUIDE THERE CHILD TOWARDS AUTONOMY AND THE ABILITY TO MAKE APPROPRIATE CHOICE ON THERE OWN.



4. **INTERPRETIVE (5 YERAS ADOLESCENCE)** – PARENTS SHOULD STARTING TO TEACH CHILDREN TO TAKE THE PERSPECTIVE OF OTHER, TO INTERPRET THE BEHAVIOURS OF OTHERS PEOPLE AND REACT ACCORDINGLY. CHILDREN ARE OFTEN LEARNING TO COPE WITH CHANGING PEER DYNAMIC SUCH AS BULLYING, PEER – PRESURE, PEER- COMPARISON, AND ESTABLISHING A ROLE WITHIN A GROUP OF FRIENDS. PARENTS CAN HELP THERE CHILDREN NAVIGATE THESE DIFFICULT SOCIAL SITUATION.

5. **INTERDEPENDENT (DURING ADOLESCENCE)** – THESE CAN BE DIFFICULT TIME FOR BOTH PARENTS AND ADOLESCENT AS THE FAMILY TRIES TO FIND THE BALANCE BETWEEN INCREASED FREEDOM AND INDEPENDENCE FOR THE CHILD AND RETAINING THE “FINAL SAY” OF THE PARENTS. DISAGREEMENT CAN LEAD TO DISPUTES AND THERE IS THE ADDED PRESURE OF OUTSIDE INFLUENCES EFFECTIVE AND RESPECTFUL. COMMUNICATION IS VERY IMPORTANT DURING THIS STAGE , NOT ONLY IN BETWEEN THE TEENAGER AND THERE MOTHER OR FATHER BUT ALSO FOR THE PARENTS TO COMMUNICATE WITH EACH OTHER.

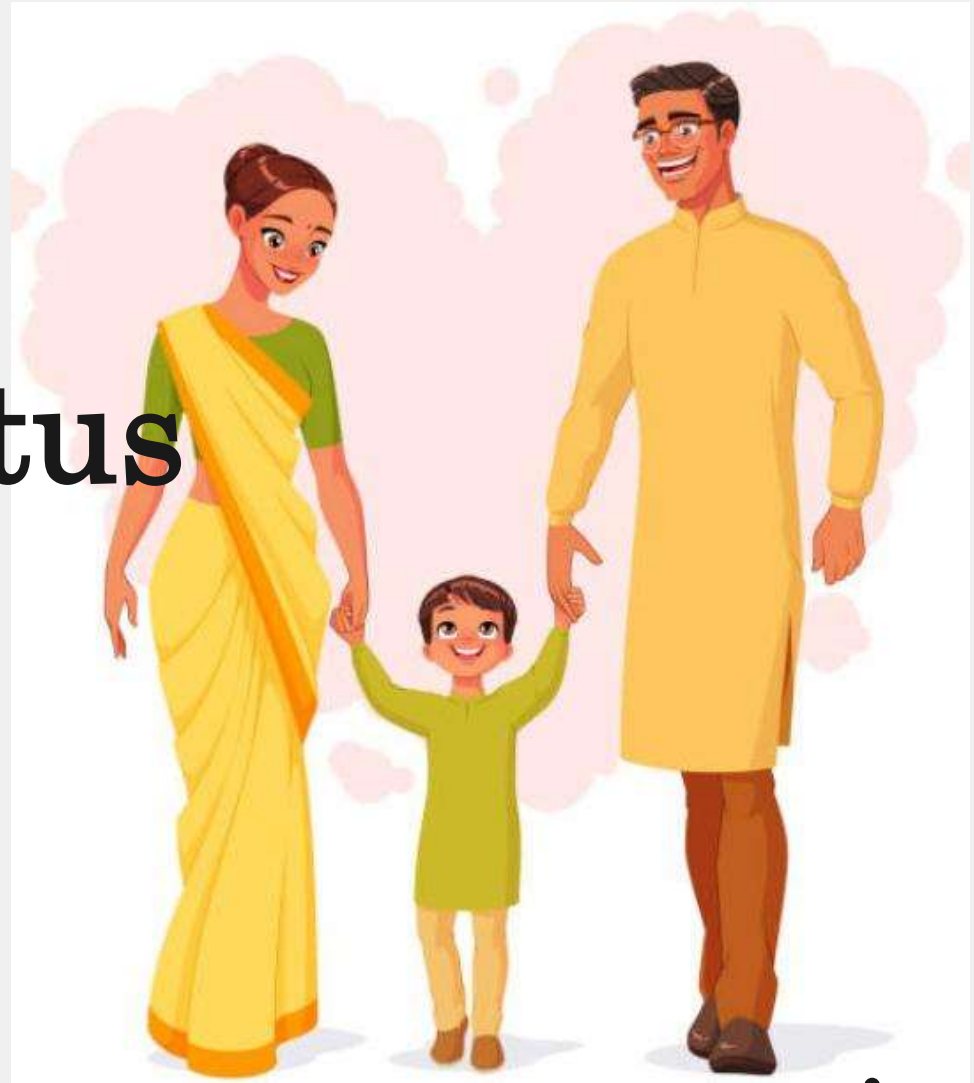




6. **DEPARTURE (LATE ADOLESCENCE TO ADULthood)** – THE DEPARTURE STAGE IS WHEN THE CHILD REACHES FULL OR ALMOST COMPLETE INDEPENDENCE. PARENTS AND CHILDREN CAN FORM NEW ROLES AND BEGINS TO COMMUNICATE ON A MORE EQUAL FOOTING. THIS CAN BE A SAD TIME FOR PARENTS AS THEY REDEFINES THERE IDENTITIES BUT CAN ALSO LEAD THEM TO REDISCOVERED THERE OWN INDIVIDUAL PURSUITS.

Socio-economic Status and Ethnic Variations in child rearing

Arpita Jodder



01. Socio-economic status (SES)



As SES rises and falls, parents and children face changing circumstances that affect family functioning, with each component of SES (educational attainment, occupational prestige and skill, and income) contributing.



Education

Higher-SES parents' interest in providing verbal stimulation and nurturing inner traits is supported by years of schooling, during which they learned to think about abstract, subjective ideas and, thus, to invest in their children's cognitive and social development (Mistry et al., 2008; Vernon-Feagans et al., 2008).

Economic security

Greater economic security enables parents to devote more time, energy, and material resources to nurturing their children's psychological characteristics. In contrast, high levels of stress sparked by economic insecurity contribute to low-SES parents' reduced provision of stimulating interaction and activities as well as greater use of coercive discipline.

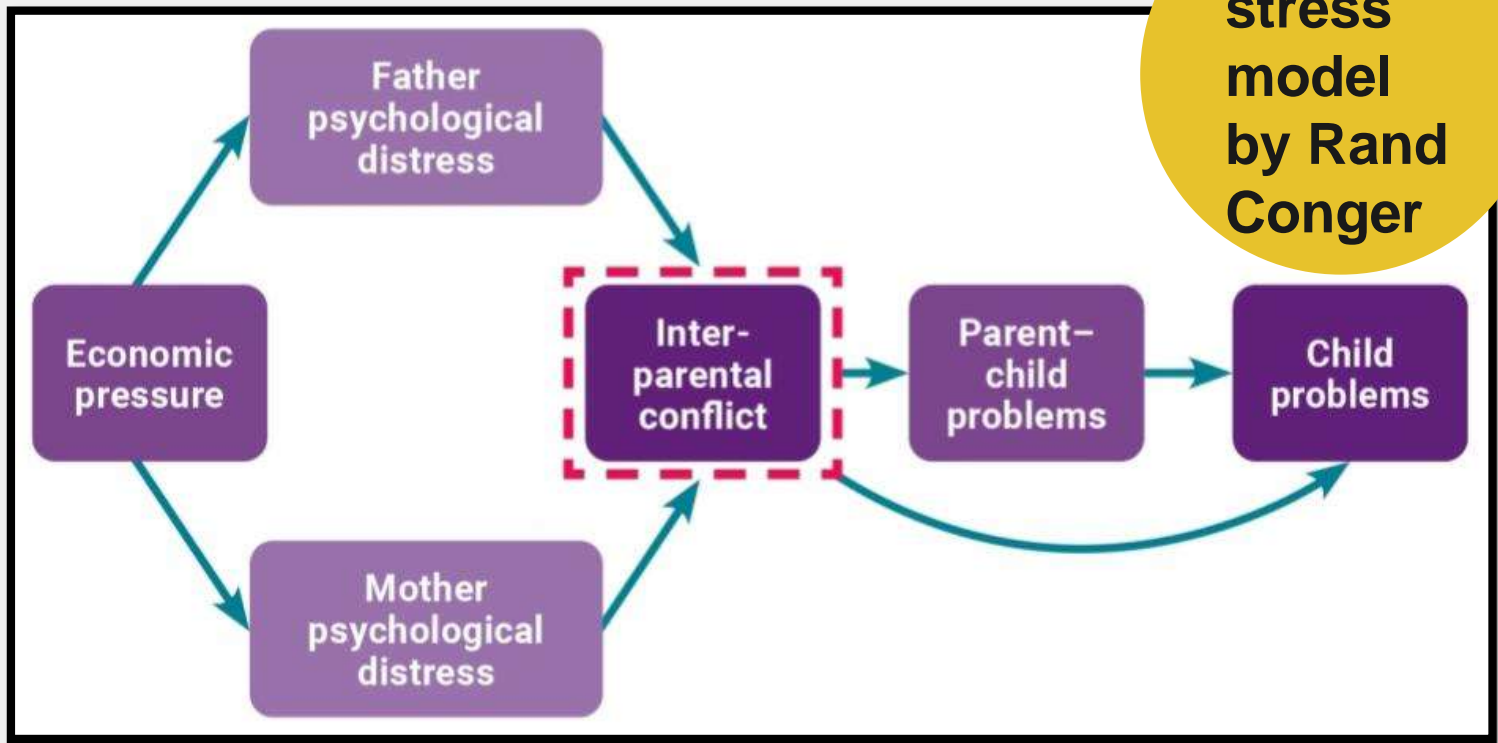
Occupational status

Occupation plays a lesser but nevertheless important role. Parcel and Menaghan (1990) found that mothers who worked in occupations with a variety of tasks and problem solving opportunities provided more warmth and support and a greater number of stimulating materials. Their children manifested more advanced verbal competence.



02. Poverty

Family stress model by Rand Conger



Longitudinal evidence shows that poverty or economic pressure impacts on parents' mental health, which can cause parental conflict and difficulties with parenting. These then negatively impact on child outcomes and their future life chances, including externalising and internalising problems, academic and physical health difficulties, and social and interpersonal relationship problems.



03. Ethnicity



- **Collectivist culture** : Shiraev & Levy (2013) says, “Cultural traditions of collectivism are positively correlated with the authoritarian style of parenting, which is based on strict demands, behavioral control, and sanctions”. Collectivist cultures are stricter in what behaviors are found to be acceptable, and they place a big emphasis on obedience.
- **Individualist culture** : Rudy & Grusec (2006) states, “In individualist contexts, authoritative parenting, with its emphasis on negotiation and responsiveness to children’s input, may be appropriate”. Children are given a voice in decision-making which may be viewed as leading them to become confident and taking on leadership roles when they reach adulthood.

Family Diversity



Rapaport and Rapaport (1982) identified five key types of family diversity –

1. **Organizational diversity:** This refers to the way a family might organise itself in terms of the roles people perform. For instance, reconstituted families differ from single parent families or dual-career families.
2. **Cultural diversity:** Family diversity based on cultural difference results from the enormous variation in cultural arrangements and preferences which exists around the world. In western countries the typical family arrangement seen is nuclear family whereas unlike joint families in eastern countries.
3. **Social class diversity:** This type y results from the different access to material and economic resources that families may have. Availability of resources, quality of housing, leisure opportunities, etc. all impact the nature of families and family life.



4. Life cycle diversity: A family in its early stages of development (e.g., a family with young children) is quite different from a family in its later stages of development (e.g., a family with adult, married children).

5. Cohort Diversity : There is also change over time and what is the norm, in terms of family life, for one generation, is not for the next. As such, great grandparents and grandparents may have had several siblings and later generation may be single child.

Family arrangement can be of different types - Two parent family, Extended or joint family, Single parent family, Reconstituted family (family resulting from divorce and remarriage), Adoptive or foster family, Gay and Lesbian family, Immigrant family.



References



- Velma McBride Murry, Melissa A. Lippold (2018). Parenting Practices in Diverse Family Structures: Examination of Adolescents' Development and Adjustment". Journal of Research on Adolescence.
 - "Children Development and Socioeconomic Status of Parents: An Analysis of Families in the Far North Region of Cameroon" - Galy Mohamadou.
 - Shiraev, E. B., & Levy, D. A. (2013). Cross-cultural psychology: Critical thinking and contemporary applications (5th Ed.). Upper Saddle River, NJ: Pearson. Rudy, D. & Grusec, J. (2006).
 - Authoritarian parenting in individualist and collectivist groups: Associations with maternal emotion and cognition and children's self-esteem. Journal of Family Psychology, Vol.20, No.1, 68-78.
 - Rapoport, R., and Rapoport, R.N. (1982) British families in transition. In Rapoport, R.N. Rapoport, M.P., and Fogarty, R. (eds), Families in Britain, Routledge and Kegan Paul, London.
-

SOCIO CULTURAL CONTEXTS FOR HUMAN DEVELOPMENT:PEERS CC12,UNIT 4



-PRATIKHA BOSE
SEM -V

peer

- Peer refers to the people who are equal in such respects as age, education or social class, abilities ,qualification, age.



The importance of peer relations :

- Parents and peer relations seem to complement one another . Parents provide affection and guidance , which grants children security and social skills they need to enter the world of peers. Peer interaction , in turn enables children to expand their social skills , peers can also stand in , to some extent , for the early parent-child bond . Peers serve as vital of support in threatening situations and contribute greatly development .



Development of peer sociability

- **INFANT AND TODDLER BEGINNINGS**

isolated social acts

peer interactions in the 1st year

- infants smiling and babbling

peer interaction between 12 and 18 months

peer interactions between 18 and 24 months

- coordinate interactions that are social

peer interactions after 24 month



Development of peer sociability

- **PEER SOCIABILITY DURING THE PRESCHOOL YEARS**

The character of peer interactions

Mildred Parten's (1932) social play characterizations

Non-social play – unoccupied onlooker solitary play
parallel play – child plays near other children
cooperative play – children play with other children

Play : pattern

- **Unoccupied play**

0-3 months

when baby is making movements with their arms, legs, feet, etc. they are about and discovering how their body works.



- **solitary play**

0-2 years

when a child plays alone and are not interested in playing with others quite yet.



- **Onlooker behaviour**

2 years

when a child watches and observes other children playing but will not play with them.



play: pattern

- Parallel play

2+
years

when a child plays alongside or near to others but does not play with them.



- Associate play

3-4
years

when a child starts to interact with others during play, but there is not much cooperation required .For example ,ki playing on the playground but doing different things .



- Cooperative play

4+
years

when a child plays with others and has interest in both the activity and other children involved in playing .



Influences on peer sociability

Direct influences :

- Arranging informal peer activities
- Encouraging child to be 'host'
- Offering guidance on how to act toward others .

Indirect influence

- Secure attachment
- Sensitivity ,emotionally positive parent –child conversation
- Parent –child play as a model of good interaction



Influence of peer sociability

- **Age mix of children :**

same –age peers engage in more intense.

allows children to acquire new competence ,from older companions.

- **Cultural values :**

in collectivist societies, large group ,imitative play is common.

western –style socio dramatic play is particular important for social development .



Friendship

- Children have encounters and relationships with many peers , but they prefer some peers over other playmates. Beginning in early childhood ,they form **friendship** – close relationships involving companionship which each partner wants to be with the other.
- **Characteristics of friendship** :school age children grow more selective about their friendships . Pre schoolers say they have lots of friends, by the age 8 or 9 , children name only a handful of good friends .As teenagers focus on friendship quality ,this narrowing continues. Number of friends decline in adolescence to only one or two.
- **Sex determination in friendship** :girls , especially , are more exclusive in their friendship because , they typically demand greater closeness than boys .
- **Friendship and adjustment** : friends serve as a critical source of social support. In childhood , adolescence , adulthood , social support from friends has significant positive effects on well- being .

CC-12 UNIT- IV

Socio-Cultural contexts for Human Development

Name: Nabanita Singha Roy
Sem: 5th College Roll no.- 134
Roll no.- 115-1211-0367-20

Peer Acceptance:

Peer acceptance refers to likability - the extent to which a child is viewed by a group of age mates, such as classmates, as a worthy social partner.

Researchers usually assess peer acceptance using self-reports called **Sociometric techniques**, which measure *social preference*.

Sociometric techniques yield four categories of peer acceptance:

1. Popular children, who get many positive votes
2. Rejected children, who are actively disliked
3. Controversial children, who get a large number of positive and negative votes
4. Neglected children, who are seldom chosen either positively or negatively

Origins of acceptance in the peer situation :

► Popular children :

1. **Popular-Prosocial children** : Who communicate in peers in sensitive, friendly and cooperative ways and who solve social problems constructively.
2. **Popular-antisocial children** : Aggressive boys and girls who use ignoring excluding and rumor spreading to manipulate peer relationship in ways that enhance their own status (Cillessen & Mayeux, 2004; Rodkin et al., 2000; Rose, Swenson & Waller, 2004).



► Rejected children :

1. **Rejected- aggressive children** : Show severe conduct problems - high rates of conflict, physical and relation aggression and hyper active, inattentive and impulsive behavior. They differ from popular aggressive children in being more extremely delivered and antagonistic (Prinstein & Cillessen, 2003).
2. **Rejected withdrawn children** : They are overwhelmed by social anxiety and withdraw in the face of a social challenges, they feel lonely and hold negative expectation for how peers will treat them (Hart et al., 2000, Ladd & Burgess, 1999).



- ▶ **Controversial children** : They display a blend of positive and negative social behaviors. They have as many friends as children under happy with their peer relationships (Newcomb & Pattee,1993). But, like they are popular and social counterparts they often believe agemates to get their way and engage in calculated relational aggression to sustain their social dominance (DeRosier & Thomas,2003).
- ▶ **Neglected children** : They engage in low of interaction, are considered shy by their classmates. They don't report feeling lonely or unhappy about their social life, and when they want to, they can break away from their usual patterns of playing by themselves (Harrist et al., 1997; Ladd & Burgess, 1999).

Helping Rejected Children :

A variety of interventions like coaching, modeling and reinforcing Positive social skills exists to initiate a interaction with a peer, cooperate in play, and respond to another child with friendly emotion and approval. Several of these programs have produced gains in social competence and peer acceptance still present from several weeks to a year later(Asher & Rose,1997). Combining social skills training with other treatments increases their effectiveness. If the quality of parent child interaction does not change rejected children may soon return to their old behavior patterns.

Peer Groups :

By the end of middle childhood, children display a strong desire for group belonging. They form peer groups, collectives that generate shared values and standards for behavior and the social structure of leaders and followers.

First Peer Groups: Peer groups organize on the basis of proximity (being in the same classroom), similarity in sex, ethnicity and popularity. When these groups are tracked for 3 to 6 weeks, membership changes very little. When they are followed for a year longer, substantial change can be observed.

Cliques : small groups of about 5 to 7 members who are friends and, therefore, usually resemble one another in family background, attitudes and values. Often several cliques with similar values form a larger, more loosely organized group called a **crowd**.



Peer pressure & conformity :



Peer pressure is the process by which members of the same social group influence other members to do things that they may be resistant to, or might not otherwise choose to do.

1. ***Spoken vs. Unspoken Peer Pressure*** : Spoken peer pressure is when someone verbally influences another person to do something. & Unspoken peer pressure, on the other hand, is when no one verbally tries to influence you. However, there is still a standard set by the group to behave in a certain way.
2. ***Direct vs. Indirect Peer Pressure*** : Direct peer pressure is when a person uses verbal or nonverbal cues to persuade someone to do something. & With indirect peer pressure, no one is singling you out, but the environment you're in may influence you to do something.
3. ***Positive vs. Negative Peer Pressure*** : Positive peer pressure is when a person is influenced by others to engage in a beneficial or productive behavior.

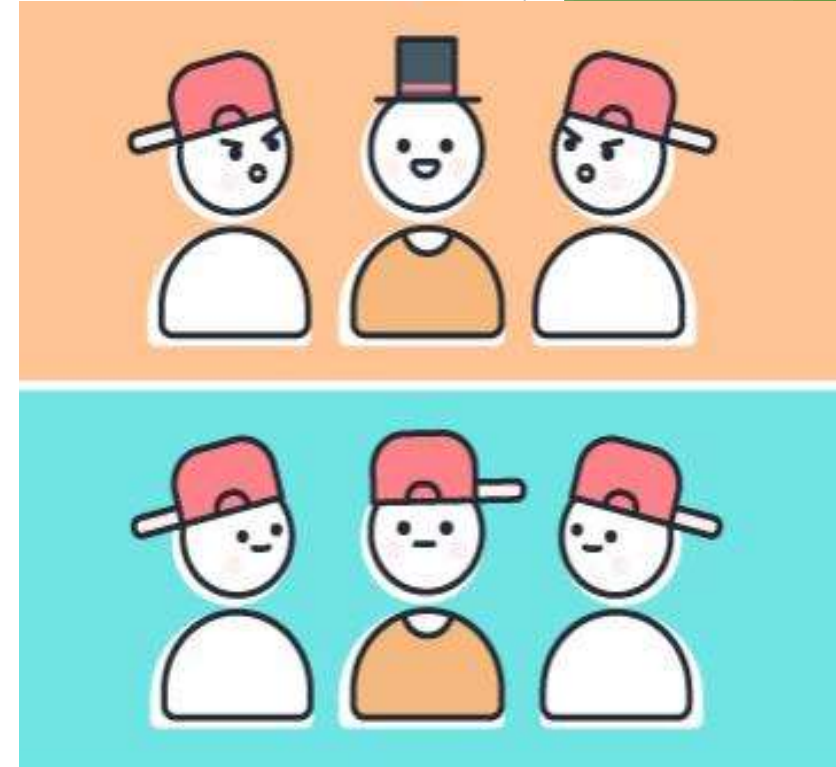
& Negative peer pressure is the influence a person faces to do something they wouldn't normally do or don't want to do as a way of fitting in with a social group.

Being aware of, and carefully choosing the influence of peers will lead to healthy and happy experiences



Peer Conformity is a type of social influence by changing your belief or behavior to match the majority's expectations. It came from the Latin word "conformare" which literally means "to form".

Both conformity and peer pressure involve negative and positive behavioral change and social influence. However, conformity focuses on the actual change of behavior while peer pressure is the subjective experience of being persuaded and encouraged by peers.



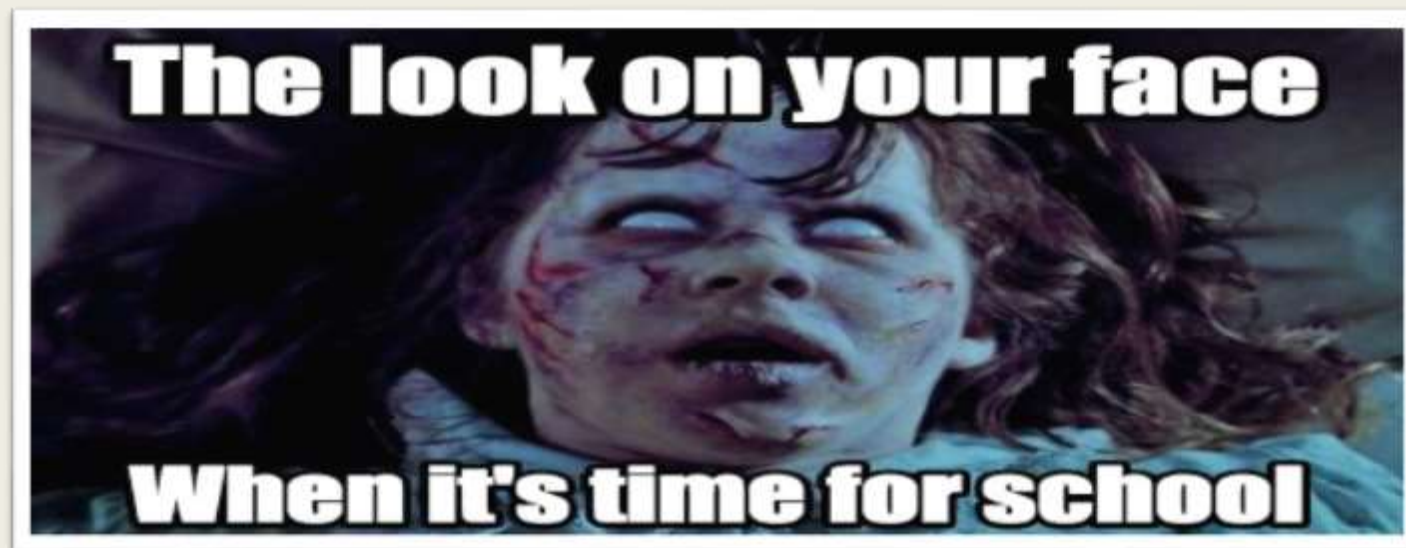
A thick black L-shaped frame surrounds the text. The top horizontal bar is on the left, the left vertical bar is on the left, and the bottom horizontal bar is on the right, with a vertical bar on the right side.

ROLE OF EDUCATION IN DEVELOPMENT

In socio-cultural context by
Smritilekha kar and **Swagata Naskar**

INTRODUCTION

A school is a continuous educational environment, the form and the process of self-organized education, providing the person's involvement into the construction of his/her own educational space.





Education is a continuous formation of a human, which continues throughout his/her life to provide the individual with the necessary skills to adapt to the society. Education should occur without any compulsion, so this is a self-organized process, which should be carried out independently, without any pressure, taking into account the principle of equality.

2. The notion of "Alternative Education" used in two cases: to determine the schools for children with disabilities and to identify innovative public and private educational programs optionally available to parents and student.

3. A positive aspect of postmodern education is its aspiration to create an open environment: alternative schools always attract all interested sides in the decision-making process. Such schools have a different number of students; therefore, the decision must be based on the context of the situation

Class size

- Class size refers to the number of students in a given course or classroom, specifically either (1) the number of students being taught by individual teachers in a course or classroom or (2) the average number of students being taught by teachers in a school, district, or education system. The term may also extend to the number of students participating in learning experiences that may not take place in a traditional classroom setting, or it may also refer to the total number of students in a particular grade level or “class” in a school (although this usage is less common in public education).
- **What defines a “small class?”**

Researchers have found that gains in achievement generally occur when class size is reduced to less than 20 students.

Benefits of Small class sizes

■ What are the benefits of small class size?

Gains associated with small classes generally appear when the class size is reduced to less than 20 students.

- Gains associated with small classes are stronger for the early grades.
- Gains are stronger for students who come from groups that are traditionally disadvantaged in education – minorities and immigrants.
- Gains from class size reduction in the early grades continue for students in the upper grades. Students are less likely to be retained, more likely to stay in school and more likely to earn better grades.
- Academic gains are not the only benefit of lowering class size. A recent study published in the American Journal of Public Health revealed that reducing class sizes in elementary schools may be more cost-effective than most public health and medical interventions. This is because students in smaller classes are more likely to graduate from high school, and high school graduates earn more and also enjoy significantly better health than high school dropouts.

Types of Classroom

- **Active Learning Classroom**-Either all desks and chairs are movable to allow for easy reconfiguration of the room, or furniture is set up for group seating. These classrooms support active learning pedagogies by accommodating individual, small group and full class participation.
- **Flexible classroom**- Desks and/or chairs are movable. These classrooms can be reconfigured easily to allow for individual, small group and full class participation.
- **Computer classroom**-Equipped with desktop computers for all students. These classrooms may be set with the computer in rows or with the computers along the perimeter with rows of desks in the center.
- **Global Digital Classroom**- These classrooms, located in the Munday Library, are equipped with HD-quality video conferencing and recording capabilities.
- **Seminar Classrooms**- classrooms with seating at tables, depending on location, with seating capacity of 14-24. Tables usually set in solid square or hollow square style. Most contain AV cabinets with fully embedded technology.



Teacher-Student interaction

- **Promote Academic Success with Positive Student teacher Relationships-** The presence of positive student-teacher relationships alone does not translate to academic success, but students that establish a strong bond with their teacher do perform better than students whose relationships with teachers involve some sort of conflicts.
- Teachers can help improve academic success in students by clearly expressing positive expectations for each student, presenting students with equal opportunities to participate in class discussions, and expressing to students that they are confident in their ability to succeed when it comes to their coursework.
- **Avoid Behavior Problems through Healthy Student teacher Relationships-** Another one of the benefits of healthy student-teacher relationships is a classroom that is free of behavioral disruptions, which leaves teachers more time to instruct their class.
- Positive student-teacher relationships help to establish a learning environment in which educators and students display mutual respect for one another, rather than exchanges that involve conflict.

■ **Help Develop Self-Worth and Improved Student Mental Health:-**

Healthy student-teacher relationships are often most beneficial for specific categories of students, including male students, those suffering from learning difficulties, and students with low economic status.[11] In order to help students develop a sense of self-worth, it may sometimes be necessary to seek out opportunities to give them praise with acknowledgments of academic and even athletic accomplishments.

■ **Positive Student-Teacher Relationships Assist Educators with Professional Growth:-**

Students aren't the only ones that benefit from healthy student-teacher relationships. One primary benefit for the educator is that, as teachers work strategically to develop these relationships, they improve their interpersonal and professional skills as well. Teaching is a profession that requires the ability to clearly communicate information even during stress-inducing scenarios. It is important for teachers to find ways to successfully manage stress, in order to express concepts and avoid frustration

Teaching students with special needs

■ Strategies for children with reading and processing disabilities:

1. Encourage multiple readings of the same content.
2. Encourage using highlighters or colored pens in books and notes
3. Help students make index cards for harder subjects.

■ Strategies for children with writing disabilities:

1. Giving students an advanced reminded before any written test or homework.
2. Extra time bracket for tests and graded projects.
3. Encourage using grammar and spellcheck tools.
4. Give instruction both in written and verbal format



Grouping practice

- **Grouping in elementary school** – Homogeneous grouping in elementary school is linked to poorer-quality instruction and declines in self-esteem and achievement for children in low ability groups. Multigrade classrooms promote favourable school attitudes, achievement, and self-esteem.
- **Grouping in high school** – In high school, some homogeneous grouping is educationally necessary. They are separated into academic and vocational tracks in virtually all industrialized nations.

School Transitions and Student Motivation

- Most adolescents go through two school transitions, elementary to middle and middle to high school, and each can impact students' motivation and achievement. We noted earlier that children's academic motivation declines over age. These changes are particularly large for students who do poorly (either emotionally or academically) at school. Research has shown that the transition from elementary to middle school can accelerate these negative changes. Adolescents experience a variety of transitions along with school transitions (puberty, changing relations with parents, increasing cognitive maturity, increasing concern with identity, increasing sexuality and heterosociality, and increasing focus on peer relationships), and experiencing a number of transitions at the same time can be difficult.

Parent Teacher partnership

- When students feel supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Children of the involved parents are more likely to feel that they're accepted, involved, and respected at school.
- When parents are involved with the school for upgrading their children's education, children do better on a range of various measures.
- their overall behaviour is very good
- Their motivation level is at the highest point
- .They have a greater sense of self-esteem.
- Their attendance in academic as well as towards sports is higher.The high risk of non-participation is reduced.They show more eagerness towards learning.T
- They strive for better results.The gap between children from different socio-economic backgrounds is reduced.





Thank
you!!