CHAPTER III

CHILD DEVELOPMENT AND THE ROLE OF FAMILY

3.1 Chapter Overview

Child as an essential segment of human society is the most valuable natural resource. The childhood shows the man as the morning shows the day. Child is the main constituent of any future generation and a childless society will be wiped out in a near future. The nation in which children born and grow with due care of both family and state, with quality education, without child labour and abuse, without gender bias, that nation would take a big leap in its development as children are Precious and Crown Jewels not only of a family but also of the nation. Today’s child is tomorrow’s hope and today’s child development is tomorrow’s national development.

Minds of children are like wet cement and what we inculcate mainly in the atmosphere of family are permanent inscriptions in their minds throughout their lives, either good or bad. As we cannot make straight bend of a tree, if we fail, when it was a sibling, a child too, unless to be born and brought up in a family atmosphere of values, culture, tradition and morals, particularly, at the initial stages of life, it is difficult to mould at later stages of life and there is no substitution for an ideal-family to achieve all these. Thus, family is supreme so far as child development is concerned.

This chapter addresses the process of child development, factors coordinating child development, importance of conjugal relations between wife and husband and the
impact of their pious minds during their conjugal life. The influence of mother, father, and siblings on child development, effect of abuse on child development and the prime role of family in the comprehensive child development are discussed in detail.

3.2 Rallying Points on Children-Role of Family

**Neglect & Ignorance:**

- They are every where but invisible
- They are fragile but indulged in hazardous work
- They are innocent but introduced to prostitution and pornography
- They are our sons and daughters but molested and raped
- They are our brothers and sisters but sexually abused
- They have feelings but they’re stolen by us
- They have bright faces but they’re darkened by coal factories
- They have lungs but they’re spoilt by cotton factories
- They have fingers but they’re eaten by chemicals/pesticides
- They have hope but it’s undermined by us
- They go not for excursions but to work places like factories to expire
- They pick rags not for leisure but for life
- They work not for their future but to others who exploit them

They are if not at all found - where they have to be at home with Mother/Father/Guardian/family and friends or at School/play ground-but on roads, workplaces like factories, beggars net, juvenile homes, brothel houses, footpaths or
platforms, loneliness and where not - They are everywhere-but invisible-who can find them though we know them-that not by parents & family; that’s why not there a great role of family!

**Realisation & Recognition:**

O Child! God has ordained for you, a unique place and purpose,

O Child! May this world become a better place because of you,

O Child! May you be a brighter light to the world,

O Child! You are a special gift for us, you are full of promise,

O Child! You touch the future, because you learn,

O Child! Fill Your mind with every thing that is true,

O Child! Fill Your mind with every thing that is good,

O Child! Fill Your mind with every thing that is noble and pure,

O Child! Fill Your mind with every thing that is honorable,

O Child! Fill Your mind with every thing that can be virtuous,

O Child! Fill Your mind with every thing that can be praise worthy,

**3.3 Concept of Child Development**

The protection of child rights is the starting point for the full development of a child’s talent and potential in an atmosphere of freedom, dignity and honor. This prepares a child to face in a peaceful and pleasant environment not only the academic challenges but also the demands of practical life with humanity and makes the individual useful to him and to the society at large. The young minds are to be nurtured with blend of human values and education.
The concept of Child development as per Swami Vivekananda is that “a child is future father and mother, future worker and future citizen, since they are the future of the country, they need special care. Protecting their rights and status are important since they are the responsible citizens of tomorrow”.

Children herald the future of every society and nation. They are the harbingers of societal development and evolution. Child welfare reflects how well a society or country protects, cares for and nurtures its most vulnerable members.

The concept of Child development in the words of Lok Manya Bala Gangadhara Tilak is that to build a new India, Indian youth who are the future of our nation must have strength of character, the strength to endure solitude, isolation and perception and it is that development which helps in building up the nation.

It is to refer in this context the comments by the Apex Court of India on dt.10.10.2010, while hearing a criminal appeal filed by the Accused - Public servant of the Income tax department involved in a trap case under the Prevention of corruption Act, that corruption is with gross roots in all public offices, by demanding at their choice as per circumstances for even a small discharge of duty by public servants, the only way out to eradicate at least for future generation, for not possible at the present generation, is as rightly suggested by the Senior Advocate Sri K.K.Venu Gopal, to educate moral values and righteous conduct from elementary school level to the children. It is because an education without ideology is a raft with out rudder.

55 Reported in Enadu Telugu daily page-6 dt.11-10-2010.
On children’s’ rights to protect-it was observed by the Supreme Court\textsuperscript{56} that “Children are citizens of future era. The future of the country depends up on proper bringing of the children & giving them the proper training to turn out to be good citizens. Children are the greatest asset of our Nation. Investing in Children to mean, investing in a better future for our country and for the world. Children are society’s most critical foundation and backbone. They shape its future progress and that of all humanity. Child development means development in a better future for our country and for that matter for the world. A child is today’s joy and tomorrow’s hope. Child is the dawn of human race and a bud to become flower which spreads fragrance for future nation. The future of any nation depends upon the degree of protection it assures to the children. It is therefore, essential to identify the factors that may come in the way of the progress and prosperity of children.

Therefore our highest priority is to invest in the progress and prosperity of children holistically, so that they can realise their complete potential in all respects and take our country to greater heights.

Universal literacy ‘(Sarva Shiksha Abhiyan) Education for all’ is the core of our strategy for creating better world for children. Let us renew our pledge to liberate every child in our country from the world of poverty, illiteracy, neglect and abuse and provide the way to turn them as good citizens. The best way to attend the children is to find out what they want and then to provide for their prosperity.

\textsuperscript{56} In Sheela Barse Vs. S.C.A. Society–1987 (3) SCC–50 at 54–Para-5.
Sriman Jiddu Krishna Murthy - the renowned philosopher once quoted that “The great hope of society is individual character. For that, sow an action, reap a tendency; sow a tendency, reap a habit; sow a habit, reap a character; sow a character, reap a destiny. So, destiny lies in leading a life with character which is in our hands.”

The overall development of a child depends upon several factors. So many things have their own effect on a child. The environment in which the child lives, plays and educates-plays a vital role in their development. The qualities of these things they are subjected to, decide the future destination of a child so also of the Nation. Learning is to gain knowledge, understanding and skill. An even broader definition of learning is “any permanent change in behaviour that occurs as a result of a practice or an experience.” This makes what we teach our children even more important, as it has the potential to have a lasting affect, in their behaviour.

3.4 Process of Child Development

Child development is a process every child goes through. This process involves learning and mastering skills like sitting, walking, talking, skipping and tying shoes. Children learn these skills, called developmental milestones, during predictable time periods. Children develop skills in the following five main areas of development.

Cognitive Development: This is the child's ability to learn and solve problems. For example, this includes a two-month-old baby learning to explore the environment with hands or eyes or a five-year-old learning how to do simple math problems.
Social and Emotional Development: This is the child’s ability to interact with others, including helping themselves and self-control. Examples of this type of development would include: a six-week-old baby smiling, a ten-month-old baby waving bye-bye, or a five-year-old boy knowing how to take turns in games at school.

Speech and Language Development: This is the child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first words, a two-year-old naming parts of her body, or a five-year-old learning to say "feet" instead of "foots".

Fine Motor Skill Development: This is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.

Gross Motor Skill Development: This is the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

3.5 Factors Contributing to Child Development

The child’s development and its personality are the result of the complex interaction of several categories of factors of which few major factors are discussed below.
3.5.1 Biological Factors

The birth of a child is always an event for rejoicing in every family. On such occasions, relatives and visitors invariably try to match a few features of the child with those of the mother, the father, the grandparents and other relatives. This is a common experience witnessed in all families, and reflects the general awareness in people about the pattern of biological inheritance of characters in human beings. Both parents contribute genetic material to their children through the gametes (eggs and sperm). This material carries the information needed for the development of the various structural and functional characteristics of the child. The genetic material from the two parents assembles in the child and is expressed appropriately to determine the characters, features etc., of the child. Even though the child has received genetic material in equal quantity from the parents, its resemblance or lack of it, to them varies to different degrees in different children and in different aspects. The inheritance of characters is not a haphazard event. Rather, it is governed by a set of norms and the science of genetics tells us about these norms. The child is born having certain pre-reconditioning resulting from the parents’ genetic combinations and from the influences exercised on the child during pregnancy. The biological inheritance does not represent but the raw material (and just a part of this one), out of which the future personality is built up. The same raw material may be used in different ways, which gives birth to different personalities.

Belonging to the same species, humans have several biological common features. At the same time, each person is born with several biological features that give it a uniqueness character. Thus, the people’s personalities shall present biologically conditioned similarities and features.
The role of the biological factors in determining the personality has been representing a dispute object for a very long time. According to certain conceptions, the role of the biological factors is considered as essential in the personality shaping. According to some other conceptions, the role of the biological determinations is ignored.

The recent researches, from the 70’s - 80’s, have revealed that heredity has a very important role in determining certain features of personality (such as intelligence) and not very important in determining other features. A child's physical features are determined by heredity. The agency involved would give all the possible relevant information about the birth mother and about the delivery of the baby. Generally, ‘Personality’ is the result of the ‘Upbringing’ while that of ‘Physical Features’ is ‘Inherited’.

For e.g.; A child's height to certain extent depends on heredity whereas at the same time, nutrition that is good, helps the child to grow his potential height. All values like honesty, integrity etc are learnt by the child from parents and not generally inherited. People normally associate ones behaviour as inherited characteristics, which is not true. This behaviour is acquired from the environment. As far as the intelligence level of the child is concerned, it is believed by the psychologist that the child's intellectual ability is inherited, but here again it entirely depends on the environment whether this ability is fully realised or not. The intelligence, children are born with, is most often not utilised. Thus, sometimes children may seem to be dull whereas actually they are not. The family has been regarded as the most important and basic element of the society. The need to preserve stability and continuity within the family and to maintain the faith and confidence in each other among couples is very important.
Swami Vivekananda said that “It is not possible for a bird (family of wife and husband) to fly on only one wing. He said that a child is future father and mother, future worker and future citizen. They are the future to the country, needs special care of family and society.

Parental and family affection, attachment and love helps in shaping the child, inculcates affection, love, feelings, cheerfulness, happiness, growth and development, family bondage, human values, civilised manners, culture and education. Any dispute between parents of the child and any separation from affection of both mother and father to the child is inestimable and non compensatory and it hampers ultimately the good environment for the child’s welfare, in which the child is supposed to grow and develop with discipline, care, parental love and affection.

The study of child development problems related to role of family revealed the following major contributions:

1. Emotional cohesiveness of the couple, behavioural pattern of couple, couple abuses, misunderstandings, bickering, lack of showering affection to children, creating ill by one of the spouse on the other by injecting in the mind of child,
2. Attitude towards scientific methods of child care and rearing,
3. Education of children,
4. Perception of parents either adopted or natural towards children and vice versa,
(i) Even for the normal emotional child development and behaviour, the physical presence of parents as well as their concerted efforts is the essence.
(ii) The parents both or any one of them not taking their responsible role or their away to the children most of time or even from availability, their demonstration of inconsistent, indiscreet or neglecting behaviour, mars and spoils the proper growth and well development of child’s mental attitude and social behavioural pattern.

(iii) The several social studies revealed that

(a) young children who are deprived of parental affection develop an emotionally disturbed behaviour and are often seen demonstrating aggression towards their siblings and peers.

(b) they indiscreetly shower words of affection to their children and the same manner scold or abuse or beat them.

(c) some for no sin of child only to ease out their anger or envious attitude to the other spouse or for out side domestic inconvenience (from job or society inconveniences) scold or abuse or beat their children; which impairs the child’s progressive development.

(iv) It is from various studies revealed that

(a) in the child rearing actions, attitude, behaviour, values and beliefs of parents and those immediately in charge and care of the children make a lasting impact on the interpersonal behaviour and conduct of children.

(b) their non restraint in vices, abusive behaviour and conduct and using filthy language doing shameful, immoral or non-sensual or non-legal acts will have a lot of adverse impact on child growth.

(c) The study revealed that aggressive parents serve as a model and prompts aggressive behaviour in children.
(v) In fact, the environmental and cultural back-ground of parents and immediate society and place of living have ever lasting impact on child development.

(vi) A child’s mental and attitudinal development shall not be thorn some but flowery. It is thorns which remain stiff and unbent and flowers which grow bow gracefully, heavy with fragrant petals.

(vii) Child is the dawn of human race and a bud to become flower which spreads fragrance for future nation.

3.5.2 Physical Environment

The physical environment has been considered by many older theories as a determining factor in the personality modelling. The geographical determinism enjoyed for a long time the reputation of a rigorous scientific theory. There could not be proved the existence of some causal relations between the physical environment conditions and the personality. In all types of environment there may be met all types of personality. Of course, the physical environment conditions may influence certain features of personality. The persons living in areas that are poor from the resources point of view have a more aggressive behaviour than those living in rich ecological niches do. The persons from the areas with temperate climate are more dynamic than those from the tropical areas are. Despite all these influences, one can affirm that among all the categories of factors influencing or conditioning the personality, the physical environment has the less important role.
3.5.3 Culture

Culture represents one of the important factors of the personality modelling. The cultural features of a society generate certain distinctive features in the children’s socialisation. The socialisation process includes both the specific elements, different from a group to another or even from a person to another, and general elements, common to the majority or to the total number of the society members. By using some common socialising elements and mechanisms, there may be formed common features of personality or a configuration of personality features typical for the members of a society.

Within each society, there are one or several types of personality that the children have to copy. In the European cultures or in those of European type, to the main type of personality are associated the following features: sociability, kindness, co-operation, and even competitiveness, orientation to practice and efficiency, punctuality. The family and other factors of socialisation transmit to the children these features, the conformation to them being controlled at a societal level. Certainly, the persons conform in different degrees to these demands and expectations of personality.

The relation between culture and personality is obvious, while the personality forming consists mostly in the internalisation of the elements of a culture. In a stable and integrated culture, the personality is an individual aspect of the culture and the culture is a collective aspect of the personality.\textsuperscript{57}

In each society, the dominant culture coexists with a certain number of subcultures and countercultures. The socialisation made within a subculture adds specific elements to the modal personality features. Thus, there appear differentiated personalities in relation to the subcultures. One can differentiate the personality of a villager from that of a townsman, the personality of a worker from that of an entrepreneur, the personality of a Jew from that of a Turk etc.

The model personality should be understood in a statistic sense; namely, certain traits of personality may be encountered at the majority of the members of a society, but not at all of them. In relation to the model personality or in relation to the sub-cultural personalities, there arise individual distinctions. If the differences are small, one can affirm that the individual personality is integrated within the respective culture; if the differences are significant, the respective person is considered deviant.

3.5.4 Group Membership

At birth, the child is a simple being that is contended with the satisfaction of the biological needs. Step by step, the child becomes aware of the existence in its environment of other persons, who it gets to differentiate. Beginning with the age of two, the child becomes aware of itself, beginning to identify itself by "I". The child’s biological survival is not possible without the adults’ help, and its becoming a social being is not possible outside the interaction with a group.

The group and first of all the parents ensure to the child the satisfaction of the physical and affective needs. Deprived of affectivity, the children are abnormally
developed and they reach a level of asocial or antisocial behaviour. The interaction with the group allows the child to form its image about itself. If a little girl is always said she is pretty, she will end up being convinced she is pretty. If a boy is always said he is a good sportsman, he will perceive himself as such. The psychological and pedagogical researches revealed the fact that the individuals’ attitudes and behaviours are determined by the image they have about themselves, image formed through the interaction with the group. The children taken as stupid by the parents and by other persons around them, they end up behaving as such, even if they have a superior intelligence potential.

The image the people have about themselves is partly determined by the objective dimensions of their personality and mostly by the "glass" that the society, the group offers them to look at themselves. This "glass of the I" serves as referential system for individuals during their entire life.

The groups individuals interact with in the process of forming their personality have not the same importance. Some groups are more important as models from which the individuals in course of socialisation take behavioural ideas and norms. These are reference groups in the personality forming. Parts of this category are first of all the family and the peer-groups. The children take from the peer-groups behavioural ideas and norms. A child’s participation in the peer-groups has an important psycho-sociologic role. Some studies insist even on the fact that the peer-groups have the strongest influence on the behavioural attitudes, interests and norms on the personality forming.

During its life, the individual interacts with a lot of groups of reference. The image about itself may be modified in relation to the way it feels itself perceived by the
groups it interacts with. Between the ways an individual is really perceived by a group and the group perceives the way it thinks there may exist significant differences. In most cases, individuals are wrong about what they think on the way they are perceived by the members of a group. But, what counts is not the objective image the members of a group have about an individual, and the fact that the individual perceives or not correctly this image neither. The individual’s behaviour will be oriented by the subjective image that it has about the way it is perceived by the others.

The excessive concern for its own image and the fear to be unfavourably perceived by the others lead to egocentric tendencies. These tendencies are far more frequent than those who show them tend to recognise. The egocentric tendency consists of the individual tendency to be in the middle of all events. The attempt to monopolise the attention in a group discussion, the attempt of influencing the others’ opinion, of saying the last word are demonstrations of egocentric tendencies. In different quantities, all persons have egocentric tendencies. Thus, one can explain the fact that we always remember more easily the events we have been involved in as main participants or those that directly refer to our person than those at which we were just audience.

The image about itself serves the individual in pre-establishing some answers in case of some anticipated interactions. If we meet a friend, we expect that this person should be happy. If the answer of the presupposed friend is not according to the expectations, then we enter a stage of revision: we stop the interaction, we re-evaluate the original intention and we try to clarify, to explain the transgression from the anticipated
behaviour. If we meet a person about whom we think it has unfriendly attitudes and it behaves friendly, we also appeal to a re-evaluation after a moment of confusion.

The process of the others’ attitude internalization, while forming the image about itself, has been analysed by Mead\textsuperscript{58}, who develops the concept of generalised other. The generalised other is a whole of expectations that the individual thinks the others have from it. This concept designates the total expectations that the community or a segment of it have towards an individual who exercises a certain role.

The generalised other designates the community’s expectations, but not all the community’s members have the same importance for the individual. Certain persons are more important than the others. The concept of significant other has been introduced in order to underline this difference. This concept designates the persons who exercise a major influence on the individuals’ behaviour. This influence may result from the played part or because of the fact that the individual considers a certain person to be very important for it. The significant other has many similarities with the reference group; the differences between these two concepts consist of the fact that in the first case, the reference is made to the individual and in the other case, to the group.

The idea of the socialised I in harmony with the society has been contradicted through Freud’s researches (1856-1939)\textsuperscript{59}. He divides the psychic complex in three parts: the itself that is the whole of the non-socialised instincts and desires; the super I, that is a complex of social ideas and values that have been internalised and that form the conscience; and the I that is the conscious and rational part of the personality.


Metaphorically expressed, the I is the centre of control, the super I is the police officer, and the I itself is the mixture of egoism and destructive desires. As the society suppresses aggression, sexual desires and other impulses, the I itself is in a permanent conflict with the super I. Sometimes the control is not strong enough, the individual acting contrary to the super I norms. According to Freud, the personality, through some of its components, is rather in conflict with the society, than in harmony. Freud’s theory has caused strong controversies. Certain components of this theory have been experimentally confirmed, others not. The indisputable element that has been retained from the Freudian theory is the fact that the personality is a social product.

3.5.5 Personal Experience

The individual’s personality is influenced also by its own life experience. Each individual has a unique personal experience through which it distinguishes itself from the other individuals. Even twins who live together in the same family have, during a single day, different experiences of life. Life experiences are not easily cumulated; they are integrated. A new life experience is experienced and evaluated from the point of view of the past experiences and from the point of view of the socialised and internalised norms and values.

In the personal experience, hazard also acts. An individual had, for example, at his first contact with a police officer, a disagreeable experience. From this occurrence, it shall form a suspicion attitude towards the police and shall avoid having relations with this institution. All its subsequent experiences, of the same type, shall be marked by the
same experience. Accidentally, the first experience could have been agreeable and then, its attitude towards police would have been different.

The personal experience is never concluded during the individual’s life. The past experience may be re-evaluated from the point of view of the new experiences, occurring attitudes and behaviours modifications and, through it, personality modifications. The modification of the perspective on some past experiences does not mean lability or lack of consistency on a person’s part at all. The perspective modifications are normal because there take place modifications of the referential systems by acquiring new experiences or by re-considering the normative and value sets. The modification of life experience may cause the modification of the perspectives on the same social fact. The personal experience has, most of the times, a formative power that is greater than learning from the others’ experience. Even in this case, it is necessary that an experience should repeat itself so that the individual can learn from it.

3.6 Importance of Family in Child Development

A family in relation to a person in general connotation stands to mean a man and his wife i.e. wife and husband generally, who are the parents of a child and the brothers and sisters of the child, the grand parents and uncles maternal and paternal side of the child besides other relatives and dependants on the head of the family living as joint family. Since ancient times, the family has been the most important child care in India. A satisfactory rearing of the child was ensured by an effective social organization known as family and in Indian culture and tradition through the institution of joint family and close knit community with cooperative responsibility for family and child care/protection.
As soon as the baby is born, the mother and father become attached to their child through touch—through holding, carrying, and playing with their baby. The world of movement begins and it is the parents who are the first educators of their child. Parents have a much longer, sustained and intimate relationship with their child than anybody else. When children are young they are learning to identify and label the world. Familiarization develops orientation. Vision is the sense that allows us to integrate all of the things we learn about the world. As the child's parents, one needs the opportunity to understand learn how they, as parents, can most effectively teach their child to see the world.

One must realise that every child is a learner. Besides this, what every child learns in the first three years of life is learned visually, primarily through imitation, says a research. A parent teaches his/her child by talking, touching and playing during natural interaction times. One also teaches by providing toys and ordinary household objects that vary in texture, weight, smell, sound and colour. The more sensory experiences provided, both one at a time and simultaneously, during everyday routines and special family occasions, the better. The fact is that just about all your interactions—playing, talking, putting on clothes, feeding—are natural teaching experiences for you and learning opportunities for your child. However, children have different learning styles and therefore, effective teaching approaches be geared to individual needs.

Parents are the natural teachers because they know their child better than anyone else does and have a better idea of what he/she is ready to learn. They spend more time with the child. Therefore, they are able to take advantage of the many ordinary events—
things that happen throughout the day in the normal course of family life—that are
teaching opportunities. As a parent, you give your child toys and common, everyday
objects to help him/her learn in natural situations that can be applied to other situations
outside the home. Also, as a parent you must keep on providing opportunities to your
child to practice what he has learnt and a chance to experience the world under your
guidance. You act as a role model. By starting early, you teach your child good habits
that will last a lifetime. Above all involve your child in family bond of relatives and
friends.

The family is one of the main socializing institutions of the society. Within the
family, the child appropriates the social norms and values and it becomes capable of
having relations with the other members of the society. The socialization process within
the family has many components: viz:

i) Normative-through which there are transmitted to the child the main social norms and
rules;

ii) Cognitive-through which the child acquires habits and knowledge necessary to action
as an adult;

iii) Creative-through which there are formed the capacities of creative thought and of
giving proper responses in new situations; and

iv) Psychological-through which there is developed the affectivity necessary to the
relation with the parents, with the future partner, with their own children and with other
persons.

Primary socialization establishes within the family only. The socialization
established within the family is essential for the child’s social integration. The failures of
the socialization within the family have negative consequences at the communities and
society level. In comparison with the families from the traditional societies, the family social function has begun to be more and more taken over by other social institutions like school, cultural institutions and mass media. Despite these transfers of social competencies, the family continues to remain one of the main institutions of socialization. The advantage of the socialization within the family is that, it is obtained in an environment of affectivity, which facilitates the transmission and the appropriation of the social values and norms.

The Study of Child Development Problems related to Role of Family revealed the following major contributions:

1. Emotional cohesiveness of the couple, behavioural pattern of couple, abuses, misunderstandings, bickering, lack of showering affection to children, creating ill by one of the spouse on the other by injecting in the mind of child,

2. Attitude towards scientific methods of child care and rearing,

3. Education of children,

4. Perception of parents either adopted or natural towards children and vice versa.

Even for the normal emotional child development and behaviour, the physical presence of parents as well as their concerted efforts is the essence. The parents both or any one of them not taking their responsible role or their away to the children most of time or even from availability, their demonstration of inconsistent, indiscreet or neglecting behaviour, mars and spoils the proper growth and well development of child’s mental attitude and social behavioural pattern.
Several social studies revealed that young children who are deprived of parental affection develop an emotionally disturbed behaviour and are often seen demonstrating aggression towards their siblings and peers. They indiscreetly shower words of affection to their children and the same manner scold or abuse or beat them. Some for no sin of child only to ease out their anger or envious attitude to the other spouse or for outside domestic inconvenience scold or abuse or beat their children; which impairs the child’s progressive development.

Various studies revealed that in the child rearing actions, attitude, behaviour, values and beliefs of parents and those immediately in charge and care of the children make a lasting impact on the interpersonal behaviour and conduct of children. Their non restraint in vices, abusive behaviour, conduct and using filthy language doing shameful, immoral, non-sensual or non-legal acts will have a lot of adverse impact on child growth. The study revealed that aggressive parents serve as a model and prompts aggressive behaviour in children. In fact, the environmental and cultural back-ground of parents and immediate society and place of living have ever lasting impact on child development. A child’s mental and attitudinal development shall not be thorn some but flowery. It is thorns which remain stiff and unbent and flowers which grow bow gracefully, heavy with fragrant petals. Child is the dawn of human race and a bud to become flower which spreads fragrance for future nation.

The child is a powerful sensitive tape that can register and record or pick up feeblest vibration. He or she is a living computer that projects in future all the recorded programmes that we feed in. It is all the parents to handle them with care. A ten year old child wants to spend a night at his/her friend’s house. An authoritarian parent vehemently
says ‘no’ without giving scope for any arguments or succumbing to pleadings. Before giving permission, an equalitarian parent satisfies with the safety and dependability of the child’s reason to stay there. Permissive parent unhesitatingly permits, saying, ‘I did not have this fun at that age. I am a great parent who understands the needs of my child. The transactional conflicts and analysis among these three types of parents with their children are of three types: Passive; Cooperative and Rebellious. If the parent is authoritarian and the child is rebellious, the former uses authority; child confronting it with negative intelligence like misbehaviour, drama, attention seeking and catastrophe.

Parents are of three types: Authoritarian; Equalitarian and Permissive. Authoritarian parents have clear expectations for how their children should behave. Like a controlling force, they set the goals for the entire family. They give more importance to social image and family prestige; they normally do not believe that there is also a democratic way of handling things in the family affairs. He/she controls the family by authority but not by love.

Equalitarian parent always thinks for the reasons before taking decisions in child issues. Permissive parents feel, he alone responsible for his family’s success or failures and would Probably do some of their work for them rather than left them fail. He feels it is his fault, if his child gets into trouble, because he did not do his job as a parent.

Rebellious children always draw their parents and siblings into a battle to make their position more powerful and influential. They develop this rebellious mindset when one of the parents is permissive type beyond reasonable limits and goes to the rescue action whenever the child is being punished. Parenting and liberal atmosphere make
children defiant, who initiate rejecting the rules of the house; they cannot be transformed forcefully overnight. There is no other way than both the authoritarian father and permissive mother changing their attitudes. The best way to deal with unruly children is the unanimity, consensus and harmony among father, mother and other elders of the family. If they do not stand in unison while tackling, the negatively intelligent children exploit the differences between them.

The needs of a child can be split into three levels at its growing state. Viz., (1) Physical Needs (2) Social Needs (3) Psychological or Mental Needs. The second and third needs constitute the emotional sector and need of the child for complete developmental purposes. The process of development of a child works on a simple pattern: the more the usage and catering of the need, the more developed is that faculty of the child and thus, in turn, the child becomes ‘better’ with usage of that particular functioning. If the child has a lot of positive social contact, the child would develop into a very sociable person. Also, care should be taken to note that the development process can be either positive or negative and some time leads to abnormal. And the final out put of what the child becomes is the configuration of the three levels of growth. Parents are at the juncture of making or breaking the way a child would be traveling. A parent in all means is the maker of the adult from the child. It should not be confused with indecision from the child’s part. It also follows a standard decision making choice oriented principle, but even that basic framework is initially created by imitating the parents. The framework can be altered with other influences, such as ideology, socio-cultural influences, religion or other inmate bonding at the emotional level. And what the parents sow, they sow deep. The children have to reap what has been planted at some level, throughout their lives.
The parents should essentially know the importance of their influences rendered upon the children. This in turn also helps the parents, as they adapt their adulthood through the ages, with consciousness of what they do. The children give to the parents just as much as they take. The parents take this process of growing, as a responsibility and stop enjoying the element of growth and start burdening them with the duty of raising the children. This change in mindset backfires two fold. At first, the children and the parents are dissatisfied with the outputs and process, as children are pushed into doing what they do not like and parents are unhappy that their unfulfilled dreams have not been accomplished even by their children. The second level of failure of this system is that, an internal vendetta is formed and wrong message about development has been fed to the thoughts of the youngsters—i.e., they would make same mistakes as their parents, only with more focus and conviction, that their faults are non-faults and are actually proper and possible ways of life.

Socially, this is widely reflected with the rise in the number of ‘cultural’ developmental classes, encouraging arts and oriented hobbies, for young children at the age groups 2-11 years, where they hardly grasp what they do in their classes. They are made to see recreation as a part of the routine and are forced to do what they should actually be enjoying as a process. This condition is further worsened with sudden reversal of focus and interest of the parents from recreational activities into education and by strongly reversing the poles, they confuse further. This can be easily seen with three year olds doing a lot of ‘time’ as in going to one class after the other and ending up not pursuant of their dreams; they become jaded, aimless and followers of systems drafted by someone else. They become mere set pieces of a bigger game that they have not crafted.
Children’s creativity is bulldozed thus and they are never allowed to explore life and ideas on their own. They become parts of someone’s plan, thus losing the love or passion for life. They become mentally resigned and that would create havoc in their lives with emotional trauma, nervous breakdown, multiple personality syndrome, the possibilities are endless. They can become very vulnerable to a range of psychosomatic diseases and affects.

The change in this mental pattern of approach is apparent in today’s India. The mentally, physically and socially abusive approach is widespread in the middleclass audience of today who ape the west syndrome. Children have been let down and how they have been let down still remains a mystery.

In the modern scenario, relationship between parents and children is rusted, a lot of gap prevails culturally and socially and their thinking pattern differs. Unlike the olden times, children want to be free completely and they want to enjoy freedom at large. We find an eccentric relationship between them. In many houses we can see the parents fighting and their children watching interestingly, like watching a wrestling match. Abusive words used by the parents are parroted by the children in school milieu and society. “Many children say that physical and humiliating punishment occurs more at home than in any other place. Children say they do not know where to go for help, when they are hit at home.” “Children say when there is violence in school they can complain to their parents or the principal, but where do they go when they are beaten at home? Sometimes parents tell the teachers to beat the children if they are naughty or not serious about their studies. Some parents are even afraid to confront the teachers if the teachers
are physically or verbally abusing their children.” Physical and humiliating punishment is common the world over.

What most parents fail to realise is that there is a difference between punishment and discipline. While discipline is necessary, to educate and bring up a child, it is also as an educative tool. There is no power struggle as norms and limits are set in consultation with the child. Punishment is actually an absence of power whereas discipline is a tool of authority. The line between discipline and punishment is thin and when this is crossed it becomes violence. Rather than punishment, it is most effective when rules and norms are set in consultation with children. Adults need to remember that you gain authority only when you give power to children. Most often punishment is the easiest thing to hand out. You can change the meaning of a positive discipline tool toward a punishment depending on the way you apply the norm.

Children acquire and organise information about themselves as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children’s emerging cognitive skills and their social relationships with family and peers. And, the process develops into self concept. The self concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals and roles. A positive self concept could be developed in a child, if the parents take care of few simple things in their day to day life. While building a relationship with the child is a first leap in developing self esteem in him or her, the parents should understand that the child expects unconditional love from parents. Non-threatening atmosphere at home as well as in
school, and nurturing the success of the child are other imperative aspects in developing self esteem, which induces self confidence.

The subject of education is close to heart. Education should provide the antidote to the ills afflicting the modern world. Today, it is equated with the accumulation of a body of factorial information. It should be designed to fulfill a two fold purpose, the immediate and the utilitarian, long term and ultimate. The enrichment of the mind, development of the critical faculty, the ability to understand and respond in an intelligent, rational manner to problems, constitutes the intellectual dimension. Intellectual attainment, however, is only one side of education. It may be a sign of scholarship, but not of ‘enlightenment’ or wisdom. Knowledge, skill, awareness, equipoise and gentleness distinguish an enlightened individual. The first two of these elements relate to the head and the rest to the heart. The growth of knowledge in the modern world is phenomenal and unprecedented. But whether there is a corresponding growth in wisdom which lies in the cultivation or humanizing impulse and respect for values is open to question.

The present tilt in favour of science, technology, professional and job-oriented courses, tends to make the system of education lopsided, pushing value education to the backseat. It should generate in the students a sense of pride in the national past, without making them slaves of the past. It should liberate them from the narrow prejudices and the dividing domestic walls and take them beyond the “myopic, materialistic, calculating vision.” Finally, it should expose them to the influence of the spirit of religion. The present cancerous growth of hatred, violence and intolerance can be arrested by the inculcation and assimilation of the spirit of religion, religion understood to mean “refinement”, “sweetness and light”, “the culture of the soul” and “the culture” of
tolerance”. The right and left—According to psychology, the human brain is divided into two hemispheres—right and left. The right, hemisphere is the seat of creativity, intuition, imagination, faith, love, charity, compassion, tolerance and such ennobling qualities. The left hemisphere is the eat of logic, judgment, the faculty of critical enquiry and questioning. The aim of education should to forge the synthesis of these two faculties in the human personality.

Excessive use of cell phones, addiction to spending more time of watching TV programmes which are not even knowledge based for overall development, excessive use of computer by addiction to internet with out realizing how much it affects on their mental and physical growth—which results in losing human touch though a human being is born to live in society and not in any virtual world, otherwise it cuts of even family bonds and parental affections—which is besides more dangerous no less to addiction for alcohol, drug and betting etc., ultimately leads to some sort of mental sickness not to mention impact on physical health—which all to be taken care of by the parents rather than teachers at schools. It is high time to include in the early stages of academic curriculums, the moral science as one of the subjects which is of great importance for a child’s development with social responsibilities as future of the nation.

The human resource development ministry recently introduced a unique identification number scheme for school children to help track their movement in educational institutions, for watch of behavioural patterns and academic records, including for heath check ups as obesity is one of the concerns of child development from lack of physical exercises and child play, consumption of junk food with no controlled and balanced diet.
Above all, the parents are supposed to fulfill physical, emotional, intellectual and esteem needs of a child to inculcate a positive attitude in their child. The children must made live and grow with tolerance, encouragement, praise, fairness, security, approval, acceptance and friendship so that they will learn to be patient, confident, appreciating, just, to have faith in and have a liking for themselves and find love in the world. On the other hand, if the child lives with criticism, hostility, ridicule, and shame, they learn to condemn, to fight and to feel guilty.

If we all do agree that children are the most precious assets of the nation, they should be handled with care. Their future depends on us and ours in turn on them. If we accept that life is the greatest gift of God, the gift of children is second to none. So it is our bounden duty to work and live for their welfare. We should make our children grow in love and concern so that they cultivate a sense of belonging to their family, to their society and to their country.

The parents, teachers and all well wishers of a child have roles to play for the growth, development and the blossoming of the character of a child. If the parent is the first teacher and a teacher a second parent, all of us are friends, guides, philosophers and counselors to our children and to all children entrusted to our care. The child forms positive or negative thoughts, ideas and conceptions about their relationship with social world depending on the fulfillment or non-fulfillment of their needs. In same breath, the child should understand responsibilities and realities also. No other task in the world is as complicated and challenging as that of rearing and developing children.
The good parent is one who more than half the time does the right thing instead of the wrong. The best moral compass is parents’ own behaviour. Out of several factors that contribute to shape the final personality of a growing human being, three basic needs are absolutely essential: viz., love, discipline and independence. An excess of discipline or too-much independence is harmful. The type of love a child needs is the uncritical that builds self-confidence and self-image. It is not enough to feel love; you must make the recipient aware of your feelings by your acts or gestures.

Discipline is also important which implies action directed towards a goal to help the recipient to improve himself from the lesson that his parents are correct and are to be trusted and obeyed all times. Unpredictable discipline on the part of a single parent or inconsistency between the parents produces a sense of confusion or panic leads to giving up trying to follow any teaching. In the teaching criticise the act of child if bad and not the child-For example-There is a mountain of difference between “you are bad boy for kicking me and kicking me is bad and I won’t tolerate it”. A harsh word kills initiative. A smile, a kind word or a gesture of approval will go a long way in their growth.

Parents don’t think that their children are the most defenseless at home and in the school. They are easily suspected. When parents are prejudiced if they tell lies, they are most hurt when let down, when misunderstood, mistrusted, when their honesty is questioned or when punished without sufficient reason. A hurt feeling can surely become a lasting feeling which may have something to tell upon their character. They are the most delicate living beings who need a lot of support. One can make or break them. Parents are to discipline their child to recognise reality and welcome their evolving independence. The independence the child requires is to the development of normal
personality which is the prime role of parents in bringing up the child in the atmosphere of family.

Young children have a continuously running internal conversation, assessing and judging themselves, both positively and negatively. “If children think that they will do poorly, then they probably will. A responsible parent develops positive messages that in turn promote success.” Parents should choose specific goals for children at various stages as their age progresses. It includes not only choosing, but communicating and perusing them, depending on the child’s interests, skills and abilities, without thrusting them forcefully. Unfortunately, in many cases the communication between a parent and child takes place only when a crisis erupts and a crucial decision is to be taken. Parents should put forth their point, pay attention to their children and enter into their shoes to understand, narrow the area of dispute, find out what is best, be convinced truthfully and convince them with the decision tenderly. Instead of developing positive behaviour, some parents always look at the undesirable deeds of the child and react without understanding the simple fact that yelling at them is the poorest form of communication.

If the parents are watching the idiot box for hours in the nights, they can not expect as a person of prudence that their child read in the next room. Through the actions, words, behaviour and love of the parents, they can direct their children to where they want them to go. Parents have to show them how to be happy, well-balanced and fulfilled adults, shedding the negative attitudes by dumping self destructive behaviour patterns and turning up the positive attitudes. The more time the parents spend with their children, they disassociate with distractions like TV, Cell phone, Video games etc. The common assumption is that the difficulty in bringing up a child now a days attributed to
the breakup of the joint family and the three punching bags of modern urban life: Globalization, Internet and Television.

There is of course a kernel of truth to this argument. But, only a kernel. Parenting is becoming more difficult in the present age, simply because of the higher prevailing levels of awareness, sensitivity and psychological sophistication than ever before to which Globalization, the Internet and Television have contributed. The need on the part of the modern parent is to get it “just right” or at the very least, not to perpetuate any imperfect parental patterns that she/he was subject to in childhood. As a result, today’s parent tends to go tight rope walking on a daily basis and does go a little off the deep and every now and again, confronted repeatedly with child rearing dilemmas that they had no clue of when conceiving the child. The only way to find solutions to child rearing problems is to seek them from established authorities on the subject. But for this to happen, the parent has to be in a state of relative calm. And given the barrage of information, advice and input that parents today are subject to; they end up experiencing greater self doubt and apprehension than confidence and comfort. Any parents can not get to a zone of tranquility and think of parenting as a joy rather than as a confusing and onerous journey. Largely because they realise that children can actually make parents better human beings if indeed they want to do so. Many contemporary parents fear that when a child comes, everything else, including their own growth and development, goes on the backburner and all life centres around the child. This does not really have to happen if you respond to some of the cures that your child provides you and realise that parenting, aside of being a joyful experience can also be a growth experience.
Depriving children of a loving family environment causes lasting damage to their intelligence, emotional well-being and even their physical stature. A lack of care and attention left children with stunted growth, substantially lower IQs and more behavioural and psychological problems than children who had been better cared for.

In a family where parents are well organised, systematic and performance oriented, a child too has the same grooming. These family traits he/she follows in school too even though he may meet children coming from different families with diverse backgrounds. How strong are the family bonds, will strengthen a child towards his own grooming, convictions and performance practices. His attitude and approach is a gift of his family. It is in him to further renew his strengths of family bonds. Important point to remember is in case of weaker family bonds, outside influences work stronger on a child's mind. He gets confused and being vulnerable succumbs to conveniences forgetting convictions which are weak due to weak bonds. So much so that he becomes a hybrid personality with mixed and unfixed or unsettled ideas about work culture, friendship, sense of right and wrong and even the power of self decision is low. What exactly are the family bonds that are so helpful to serve as a support to a child in his right thinking? Family bonds are built through togetherness—spending time together whether for praying, eating or even just sitting together and chatting. All this gives a child a sense of being anchored to his family as well as family traditions, culture and beliefs. Thus he grows to be a person with his own logic, for thinking and deciding the guidelines come from the family culture.

Today's nuclear family system has deprived the children getting from wisdom of senior members of family like grand parents. Even the parents can play a great role. All
they need is time to devote for “bonding”. But the sad situation is that the present
generation parents are over-occupied in “their” activities of personal pleasures, own
friends and pursuits of money for flaunting elite style. The servants or creches have
substituted parents. Therefore, the growth of a child is in the midst of a creche or servant
a third person and stranger with no natural love or affection, thus not a substitute for
parents or of the family who got the natural love and affection and should have the
compassion and commitment to rear the child. In case of rich families the situation is
worse the child is thrown in a “luxury” boarding school, may be with an international tag.
Depriving children of a loving family environment causes lasting damage to their
intelligence, emotional well-being and even their physical stature, according to the most
extensive study of social deprivation yet. A lack of care and attention left children with
stunted growth, substantially lower IQs and more behavioural and psychological
problems than children who had been better cared for. The child too imbibes the same
“self-oriented” attitude of parents with low cultural grooming and along with that he is
exposed to mixed mischief culture of “little devils” from various backgrounds. The “TV”
cartoons and shows thus complete the damage.

A new study has found that children who spend more time watching television
spend less time interacting with their family and playing creatively.\footnote{The study conducted by researchers from The University of Texas at Austin and Harvard Children’s Hospital} The study was
conducted on 2,900 children of 12 and lower over two 24-hour periods, one randomly
chosen weekday and one weekend day. The researchers compared television use with
time spent on homework, reading, creative play and active play and interaction with
parents and siblings. They found that children who spent more time watching television,
spent less time interacting with parents and siblings and playing creatively, though it did
not interfere with reading or playing outdoors, as is commonly believed. The researchers also found that older children who spent more time watching television spent less time on homework. With such state of affairs things are going to slide to the “worst”. It is therefore timely to sound warning bells to new parents that for the future generation to be loving and talented not greedy and selfish, the family culture has to be restored, reinvented to make the next generation grow with right emotions and values unlike the current generation which is already halfway on its spoiling spree and degeneration.

In fact, some parents argue with heated emotion, but also clearly love each other. Thus, arguing may be an element of their communication style and may be productive for them. When inter parental conflict is more frequent, intense, and longer-lasting, however, children are at increased risk for emotional and behavioural difficulties. In fact, inter parental conflict is a better predictor of child adjustment problems than divorce or global index of marital functioning. The extent to which marital conflict accounts for differences in psychological functioning in children has been estimated at 4 percent to 20 percent. When the family environment includes additional stressors such as poverty or violence, marital conflict can be expected to have even more significant effects on children. Witnessing anger or conflict can be aversive for children and it is often associated with increased arousal, distress and aggression as well as long-term adjustment difficulties including behavioural, emotional, social and academic problems. Children from homes characterised by high conflict appear to be vulnerable to externalizing problems such as verbal and physical aggression, non-compliance, and delinquency, as well as internalizing problems such as depression and anxiety. Typically, however, stronger associations are found with externalizing rather than internalizing problems. Living with marital conflict also increases the risk of children displaying poor interpersonal skills and
low levels of social competence. Cultural differences exist with respect to what is normative in the expression and management of conflict. Thus, the meaning and impact of conflict may vary across families. The conditions under which children from different cultural or racial groups respond to marital conflict, as well as the various ways in which they respond are areas of ongoing research.

Some authors suggest that ethnic minority youth may be less vulnerable to the effect of conflict whereas others find similar results across different ethnic or racial groups. Research on culture, ethnicity, and race is limited, however, and is an area in need of further exploration. Negative secondary affects of exposure to marital conflict have been shown for boys as well as girls, though the results are sometimes stronger for boys. Some studies find different patterns of reactivity between boys and girls; though it has been proposed that the variability in functioning within each gender is probably greater than the variability in functioning across the two sexes. Although no clear patterns have consistently emerged across studies, some interesting findings have begun to appear with respect to interactions between sex of parent and sex of child. There are some indications that marital conflict may be less likely to affect opposite-sex parent-child relationships than same-sex parent-child relationships.

3.7 Mothers’ Role in Child Development

_Yadhamatara, masritya, sarvegeevanti, Jantavahah_\(^{61}\) - it is to mean, all living beings form and develop in mother’s womb and after birth being brought up under mother’s care & affection.

\(^{61}\) as per Manu-smruti
**Jagatir-nasti, Matru-samo-Guru**\(^{62}\) - it is to mean, there is no one to a child, equal to a mother in the world.

**Matraa-bhavathu sum-mana**\(^{63}\) - it is to mean, the first duty of a child is to see that his mother shall be happy in life from his behaviour, acts and deeds with wisdom.

**Maanayati Sa Maata**\(^{64}\) - it is to mean, mother is the only person who can provide life with human values to a child in the earth.

**Sahastrantu Pitrun, Maata Gouravenaathi Richyate**\(^{65}\) - it is to mean mother is such a greater, to say for her even thousand fathers are not equal or substitute to a mother.

Motherhood is a very important part, not only of child but also of women. It is not only according to our myths but also from latest trends of scientific developments, inventions and studies confirming our Indian-mythology that learning begins to a child right from her formation as human being in the mother’s womb.

---

\(^{62}\) as per Adarva Veda
\(^{63}\) as per Adarva Veda
\(^{64}\) as per Adarva Veda
\(^{65}\) as per Manusmruti
Scientists of United States have discovered that unborn babies can hear and learn a discovery that may give credence to a description in Mahabharata that Abhimanyu learnt secrets of warfare while in his mother’s womb. Mahabharatha says that when Abhimanyu’s father Arjuna, was describing the secrets of warfare to his consort Subhadra, Abhimanyu listened to the conversation from mother’s womb. The US scientists study on hearing capabilities of fetuses confirmed that learning begins before birth, as per the report on a leading magazine “Science”. The report says that human babies have the ability to recognise voices and even poems that they heard before they were born.66

Mr. Anthony DeCasper, a psychologist at the University of Norten Caroline and his colleague William Fifer, tested ten newborn babies with a system in which the babies could suck a nipple that was attached to a tape recorder. By sucking in one pattern, a baby would here its own mother’s voice and by sucking another way, the baby would hear another woman’s voice. Babies, Mr.DeCasper and Mr. Fifer found67, tended to suck so as to here their own mother’s voice. They also found that this preference for mother’s voice occurred no matter whether the babies were breast-fed or bottle-fed and whether they were less than 36 hours old or more than 72 hours old. Mr. DeCasper wondered how, if babies might not just learn to prefer any voice that they heard from birth onward. So, he and his colleagues Phyllis Prescott asked six men to participate in another experiment. The report says these men, who had been present at the birth of their baby daughters, were asked to talk to their babies as much as possible. By the time the test began, five of the men had spent about four hours each talking to their daughters and one had spent ten hours. The scientists found “those babies had negligible contact with male

66 http://www.sciencemag.org
voice. Further studies indicate that these babies could not discriminate between male voices. They just did not seem to especially prefer to hear the voices of their own father when they are two days old. However, within a few weeks they did prefer to hear their father’s voice. The scientists thus conclude that “it looked like auditory preferences after birth are influenced by what is heard prenatally”.

These findings have further confined by the scientists when they conducted experiments in which they asked 16 pregnant women to read about a book twice a day before and after birth. That is the reason why mother has a significant role in the development of a child.68

It is only by the strength of a mother’s will that a child would come up well in life, not to mention, but for mother and father no one can be conceived to form and grow well born to have place in the earth. Hence, one should respect and love one’s mother and after her father who should be given the pride place.

M-O-T-H-E-R

"M" is for the million things she gives me,

"O" means only that she is growing old,

"T" is for the tears she shed to save me,

"H" is for her heart of purest gold,

"E" is for her eyes, with love-light shining &

"R" means right, and right she will always be.

Put them all together, they spell "MOTHER,"

---

68 From the Article Published in the Hindustan Times Daily dt. 30-7-1984
Mothers are the first to teach the children the immense value of human life. The mother’s role among paternal and family role is key to the growth of the child in womb and even after birth, a child requires mainly the constant maternal affection and warm treatment, for emotional and social development. Nothing can come close to the love that a mother feels for her children.

A famous saying states that “God could not be everywhere and so he invented mothers”, these words are a great inspiration to mothers across the world. A mother for her children since puts away anything else, including her own comfort and happiness. Not only do mothers support their children, but they also often hold the whole family structure together. This role is not always plain sailing. Mothers said to be the cheerleaders of their kids, sometimes in loud and visible ways, sometimes in sublet or unspoken ways in the background. Mothers are often the backbone of families. Mother’s job is not always an easy one. Mothers are symbol of sacrifices for the children and family. It is their invaluable contribution of the unremunerative hard work with compassion, love and affection that runs the family smooth and development of child effective. Describing a mother's hard work with compassion, love and affection is virtually impossible. Mother’s love is countless and meaningful. Her virtuous kindness is hardly repaid by any precious things in this world, unless a child cares for each day a mother’s day by showering equal affection to her and every other member of family cares her. Her deep parental kindness in bringing us up and the hardships she has gone through will never be repaid as they are priceless. In other words, her love for her child is endless and indescribable.
As we emphasise the role of the mother, this is not to say that the father is not important or is less important. What the mother can give to her child and the extent to which she can give, very much depends on that which she can receive from her relationship with her spouse. If she receives support, joy and peace from that relationship that is what she will pass on. If she only finds false expectations, empty promises and frustrations - then that is what she will pass on. Thus, as we emphasise the mother’s role, this in no way isolates or separates the mother from the father, nor does it place a greater emphasis on the mother’s role as opposed to the father’s one. Instead, it points to the mother’s unique role within the family.⁶⁹

The forming of a bond, or attachment with the mother/primary caregiver is of utmost importance for later development. Social development begins with the establishment of a close emotional relationship between a child and another special person in the child’s life, whether it be a parent or another person. This intense, enduring, social-emotional relationship which the infant forms is called attachment.⁷⁰

In infancy and early childhood, attachment is shown in a number of ways. Firstly, the child tries to maintain some proximity to the attachment figure, using them as a secure base to explore their surroundings. Separation from this person causes distress in the child and joy once re-united. Furthermore, the child’s behaviour is generally orientated towards the attachment figure, listening out for their voice, watching them from afar and seeking their attention.

⁶⁹ http://www.hopeforfamily.org/unique.html
⁷⁰ Falzon, D. (2007), Attachment: The role of the mother on the child's emotional development, Available at http://www.suite101.com/content/attachment-a27099
Drawing on ideas from the psychodynamic theory of Freud and from the study of animal behaviour, J. Bowlby created a theory of the bonding relationship which develops between parents and children and the effects on the children caused by separation, death or emotional deprivation. He believed that children have a biological need to attach to one person and that they possess certain inborn behaviour patterns such as clinging, crying and smiling which aim at maintaining proximity to the mother. Such an attachment is different from any subsequent attachments the child may have and is therefore crucial.

Central to J. Bowlby’s theory was the maternal deprivation hypothesis, which was based on the belief that if an infant does not sustain a warm, intimate and continuous relationship to the mother or substitute caregiver, he/she will suffer a number of consequences. Research conducted mainly in orphanages and hospitals showed that maternal deprivation could result in depression, intellectual retardation, emotionally disturbed behaviour and difficulties in forming and maintaining relationships. He believed that such damage was likely to be permanent unless the situation was reversed within the first three years of life.

Unfortunately, however, not all mothers are sensitive or responsive to their child’s needs. In such a case, the infant will look to someone else to satisfy its needs and an attachment may be formed with that person rather than the mother. Of course, not all children have someone who can take on the motherly role and many children do actually become attached to their mother despite the fact that she ignores and neglects them.

---

There are marked differences in the behaviour and emotional levels of children who have had secure attachment relationship and those who have not. Securely attached children tend to have higher self esteem, more positive, less aggressive and generally excel with regards to their social and emotional health, more able to develop and maintain healthy and happy relationships as an adult.

Children who have not had secure attachment relationship tend to suffer from depression, show anti-social behaviour and are generally more emotionally and behaviourally troubled. Without the relevant support such as counseling, encouragement and subsequent relationships which are healthy and loving, this most often will result in problems with adult relationships.

3.8 The Effects of Maternal Employment on Child Development

The influences of maternal employment on child’s developmental outcomes and mother-child relationship have been a focus of research interest for many years. The research prior to 1960 was mostly focused on maladjustment among children of working mothers reflecting public concerns about the consequences of mothers’ absence from home. Stolz, L. M. (1960), ‘Effects of maternal employment on children: Evidence from research’, Child Development, Vol. 31, pp 749-782


Researchers have often considered nonmaternal care as maternal employment. Even though maternal employment is highly related to the use of early nonmaternal care, it is not always the same. In fact, the amount of child care does not perfectly correlate with the hours the mother is at work. Some mothers may work from home and some may take their child to work. It is also possible that a mother with her own young children may run home-based child care herself as a child care provider. Also mothers use nonmaternal care even when they are not employed. The mother may do volunteer work more may want to have some time away from the baby. In this review section, however, the studies that focused on nonmaternal care, especially early extensive child care, were not necessarily excluded from the discussion of the effects of maternal employment even when the studies did not specifically use information on mother’s employment.

Studies in this area have been extensively focused on the potential impacts of early maternal employment and/or child care on child development. Some studies have specifically focused upon maternal employment in the first year and others in the first two and three years. Although the findings are not consistent, theories and empirical evidence suggest that the child’s age when maternal employment occurs is one of the important factors to consider in studying the effects of maternal employment because early years of child development, especially their first year of life is when children start to form the relationships with others, primarily with mother, which in turn play a fundamental role in healthy development for later well-being.

The roots of the emphasis on the effects of early maternal employment can be found in major developmental theories. E.H. Erikson’s psychosocial theory\(^78\) specifies that the first year of the life of a child is the crucial period to develop basic trust. The trust in others and the sense of inner assurance developed during the infancy ensures positive emotional, social and intellectual development later on. E.H. Erikson’s theory emphasizes the role of the consistent, predictable and reliable care giving in fostering trust during the early infancy.

Maternal deprivation perspective suggests that separation from parents can have the potentially harmful effects on the development of attachment among young infants. The theoretical importance of the care giver’s emotional and physical availability during the first year of life raises the question of whether early maternal employment and/or child care prevent infants from forming a bond with the parents and undermine the mother’s ability to provide sensitive and responsive care.\(^79\)

J. Belsky\(^80\) concluded that early, extensive and continuous maternal employment during the first year predicted less harmonious parent-child relations at age 1 and more disobedience and aggressiveness between age 3 and 8. A recent longitudinal study\(^81\) revealed that early maternal employment, predicted low cognitive outcomes among 36 month-old children. These findings imply that early maternal employment, especially during the first year of life, can be developmentally influential.

\(^{80}\) Ibid. 77, p.89.
\(^{81}\) Ibid. 76, p. 89.
In a recent study of child care during the first 4.5 years of life, quantity of care was a significant predictor of the greater caregiver reported problem behaviours and adult-child conflicts at 54 months and at kindergarten. There was little evidence, however, that the amount of care during infancy was more important than that at later periods. The authors study concluded that “it was the cumulative quantity of nonmaternal care, typically initiated in infancy and experienced across the infancy, toddler, and preschool years, that is most predictive of socioemotional adjustment rather than the amount of time spent in nonmaternal care during any particular time period”.

The empirical findings on the effects of maternal employment during the toddler years on children’s later development, however, do not converge into a consistent conclusion. Several investigators did not find negative associations between early maternal employment and the quality of mother-child interaction and the child’s outcomes. She found little evidence of consistent effects of maternal employment during the first three years on children’s socioemotional development. Mothers’ work hours during this period had no significant relation to children's behaviour problems, compliance or self-esteem. In another study of 1,872 children from the NLSY, mothers’ employment during the second and third years of the child’s life predicted better cognitive outcomes.

The influences of maternal employment depend on social class, ethnicity, the mother’s marital status, father involvement, the parent’s attitudes and the child’s gender.

82 NICHD Early Child Care Research Network (2003), ‘Does amount of time spent in child care predict socioemotional adjustment during the transition to kindergarten?’, Child Development, Vol. 72
84 Ibid. 76, p. 89
85 Ibid.
In E. Harvey’s study\textsuperscript{86} of the effects of maternal employment during the first 3 years, family income interacted with employment in predicting child’s behaviour problems at 7 to 9. For high-income families, employment was associated with more behaviour problems, whereas employment was associated with fewer behaviour problems for low-income families.

Another study\textsuperscript{87} of school-aged children also suggests the importance of family and child factors in the relation of maternal employment to child development. Many studies have consistently found favorable effects of maternal employment on girls. Employed mothers’ girls are more advantaged than girls of nonemployed mothers in terms of higher occupational aspiration, higher academic achievement and better socioemotional adjustment including independence and peer relationship. Children from low-income families showed higher academic achievement when their mothers were employed. Children of employed mothers have less stereotyped views of sex roles.\textsuperscript{88} The findings suggest that for better understanding of the effects of maternal employment on child development, potentially confounding family background factors, including child gender, family income, family size, marital status, should be taken into account.

The inconsistent findings indicate that maternal employment per se does not predict the child’s development and call attention to the potential role of individual variations in maternal and family characteristics more particularly when there is somebody in the family to take care off. One important factor appears to be only beliefs and attitudes about employment. Families and children are not always advantaged just

\textsuperscript{86} Ibid. 83, p 91.
\textsuperscript{88} Ibid.
because the mothers stay home all the time.\textsuperscript{89} In their longitudinal study, J. Lerner and N. Galambos\textsuperscript{90} concluded that when full-time stay-home mothers did not have positive feelings about their roles, their children showed negative developmental outcomes.

The sum and substance of it is that despite the pervasive expectation and concerns of detrimental effects of maternal employment, research does not confirm any beneficial or harmful effects of maternal employment per se. Gottfried et al. (1995)\textsuperscript{91} concluded that rather, research indicates that maternal employment is embedded within a complex network of cultural, developmental, environmental, family and socio economic factors. In order to fully understand the role of maternal employment in parenting and children’s development, these factors need to be taken into account. Hence there are no “main effects” of maternal employment on parenting or children’s development.

One of the rationales for the assumption of negative effects of mothers’ working is based on maternal deprivation perspective. According to this view, employed mothers spend less time with their children and lose many opportunities for interaction; therefore the parent-child relationship is less stable and secure than that of a non-working mother and child.

However, it may be a myth that stay-at-home mothers spend more quality time with children. Mothers who work definitely have less time to spend with their children, but that does not mean that they have less quality time. Even though employed mothers spend less time caring for their children than do unemployed mothers, they seem to

\textsuperscript{89} Ibid. 73, p. 88.
\textsuperscript{91} Ibid. 74, p. 88
compensate for lost time by spending more time with their children during non-working hours, evenings, weekends and by spending the time more intensively paying attention to the child. For example, employed mothers interact more with their infants during the evening hours than nonemployed mothers.

A number of studies show that the quality of interaction between a mother and her child is often better among employed mothers than among unemployed mothers in terms of warmth, sensitivity, coercion and responsiveness. For example, mothers who used nonmaternal child care for their children provided different patterns of care than mothers who did not use child care. They spent their time with their children in more social interaction, such as communication, soothing, proximity and emotional exchanges, during nonworking hours than did the mothers of home-only toddlers.

Different patterns of care were also found in the parent-child relationships of school-age children. Both parents in employed-mother households with school-age children engage in reading or homework activities more frequently than the parents in the households where mothers did not work.

Employed mothers talked more to their children and showed more positive interactions than did full-time homemaker. Aronson and Huston’s analyses of data from NICHD Study of Early Child Care revealed that working mothers spent more time

---

95 Ibid. 87, p. 92.
in paid work and less time in other activities than did fulltime home mothers. However, proportionally, they reduced their time in household, leisure, organizational and social activities more than time spent engaged in infant care. Even though employed mothers had less time for infant care, they compensated for the time lost by increasing the proportion of social interaction time in the total time with the child. Employed mothers spent a higher proportion of the total time in social interaction with infants and a lower proportion in instrumental child care such as changing and feeding than did nonworking mothers.

Collectively, there is not consistent support for the notion that children of employed mothers lose an important part of their relationship with their mothers because they spend less time with their own mothers and more time with other caregivers. It does not appear that maternal employment itself harms the quality of mother-child relationship. Many working mothers try to make the best use of their limited time by spending time with their children rather than in other activities and more in quality interaction rather than in physical child care activities. And nonworking mothers do not generally spend all of their available time in quality interactions with their children.

Whether mothers are employed or not, a range of contextual factors determines the quality of the mother-child relationship. It is worthwhile to take into account the factors that moderate the effects of mothers’ employment status on their parenting and their interaction with the child. For example, mothers’ satisfaction with the roles or psychological well-being can affect the size and direction of the effects of employment status on the mother-child relationship. Regardless of employment status, mothers’
feelings about their roles predict their psychological well-being, which, in turn affects the quality of mother-child interaction and parenting.\textsuperscript{97}

L.W. Hoffman and L.M. Youngblade\textsuperscript{98} found that among working class families with third-grade children, maternal employment predicted less depressive mood for mothers, which in turn predicted more positive parenting behaviours and better quality of mother-child interactions. Employed mothers’ positive parenting behaviours and mother-child interaction then predicted better peer relationship skills and fewer teacher-rated behaviour problems.

Other studies investigated maternal well-being and mother-child relationships as both mediators and moderators of the relations between nonmaternal care and child socioemotional outcomes. In J. Belsky’s\textsuperscript{99} study on the effects of the amount of nonmaternal care on children’s socioemotional development, the quality of parenting mediated the negative effects of intensive nonmaternal care on 3- to 5-year-old boys’ externalizing behaviour problems. When parenting was considered, the negative effects of child care on externalizing behaviour were eliminated. In the previous analyses of the NICHD Study of Early Child Care\textsuperscript{100}, maternal sensitivity moderated the effects of nonmaternal care on socioemotional development of children. When maternal sensitivity was low, greater amount of nonmaternal care increased the risk of insecure ambivalent attachment, but when sensitivity was moderate or high, there was no association between nonmaternal care and insecure attachment.

\textsuperscript{97} Ibid. 73, p. 88.
\textsuperscript{98} Ibid. 87, p. 92.
\textsuperscript{99} Ibid. 77, p. 89.
\textsuperscript{100} Ibid. 75, p. 89.
In a recent analysis of 900 European American children participating NICHD Study of Early Child Care\textsuperscript{101}, maternal sensitivity mediated the negative effects of maternal employment on children’s cognitive achievement. Maternal sensitivity was found to moderate the effects of maternal employment on children’s cognitive development. Maternal employment, specifically extensive mothers’ employment by ninth month after the child’s birth, significantly predicted lower cognitive outcome at 36 months, and the negative relation between maternal employment and children’s outcome was especially strong when mothers had low sensitivity.

Overall the observation is that maternal employment does not solely and directly influence children. Rather, mothers’ well-being and the quality of mother-child relationship mediate the effects of maternal employment on children’s development. Depending on the family’s needs, mothers’ preferences and cultural background, maternal employment could enhance or damage maternal well-being and positive parenting, which, in turn, influence developmental outcomes of children. When employment or nonemployment improves mothers’ well-being and the mother-child relationship, there are likely to be positive effects on children. When employment or non-employment is a stressor, it generates lower maternal well-being and quality of mother-child interaction and the effects on children can be negative.

3.7 Father’s Role in Child Development

In the past, psychologists studying the development of children focused almost exclusively on child’s relationships with mother. Today, they have come to agree that

father plays a unique and crucial role in nurturing and guiding children’s development. Many experts now believe that father can be just as nurturing and sensitive with his babies as mother. As the children grow, father takes on added roles of guiding their children’s intellectual and social development. Even when a father is just playing with his children, he is nurturing their development.

Babies need predictability and security, which they get when their mother and father respond consistently, promptly and appropriately to their cries, smiles and other signals. As a baby develops a relationship with his or her mother and father, he comes to prefer them to other adults, in a process known as attachment. Psychologists agree that babies with secure attachments to their parents have better chances to develop into happy, successful, and well-adjusted children and adults.

Mothers tend to be relied upon more than fathers for the comfort and security components of attachment, primarily because they are usually the infant’s main caregiver\textsuperscript{102}. Babies also form attachments to their fathers, who tend to be just as responsive to their babies’ bids for attention as mothers. When fathers spend more time with their babies, they get to know exactly what each of their baby’s signals mean. This familiarity allows fathers to respond sensitively, meaning that they know when their baby is hungry rather than when he just wants a change of scenery\textsuperscript{103}.

The effects of attachment on children are broad and long-lasting. For example, one study found that primary school children scored higher on tests of empathy - the


ability to see a situation from another person’s viewpoint - if they had secure attachments to their fathers during infancy. These children were able to recognise how other children felt and took steps to make them feel better.¹⁰⁴

Both mothers and fathers encourage their babies to investigate the world, manipulate objects, and explore physical relationships. However, mothers and fathers have different styles of relating. Mothers tend to speak soothingly and softly in repetitive rhythms to their infants and snugly hold them. Fathers tend to provide more verbal and physical stimulation, by patting their babies gently and communicating to them with sharp bursts of sound. As babies grow older, many come to prefer playing with their fathers who provide unpredictable, stimulating and exciting interaction. This stimulation is important because it fosters healthy development of the baby’s brain and can have lasting effects on children’s social, emotional and intellectual development. Infants with involved fathers tend to score higher on tests of thinking skills and brain development.

Both the mother and the father are important to an infant’s development in special ways. For example, in one study, baby boys whose fathers engaged in physically playful, affectionate and stimulating play during infancy were more popular later as school children. Mothers influenced their sons’ popularity through a different route, by providing verbal stimulation.¹⁰⁵

When babies become toddlers, parents must go beyond nurturing them and begin to address two additional needs: supporting their toddler’s exploration and setting

appropriate limits for the child. Through playing with their toddlers, fathers take a special role in achieving these two goals. Children learn from them how to solve problems and how to get along with others.

Fathers spend a larger proportion of their time playing with their young children than mothers do, and they tend to be more boisterous and active in their play. Most children enjoy this kind of play. Even if their fathers spend less time with them than their mothers, fathers become salient, or meaningful and special, to their children through play.\footnote{Lamb, M.E., Frodi, A.M., Hwang, C.P. & Frodi, M. (1982), ‘Varying degrees of paternal involvement in infant care: Attitudinal and behavioural correlates’, in Lamb, M.E. (ed.), Nontraditional Families: Parenting and Child Development, Hillsdale: Erlbaum, pp. 117-137.}

When fathers play with their toddlers, they are not just entertaining them. They are providing a safe, yet challenging arena for toddlers to learn how to interact with the world and with others. Through rough-and-tumble play, fathers create obstacles for their children and demand respect for limits and boundaries. At the same time, they challenge their children and encourage them to explore their own strength, their ability to do new things, and their impact on the world around them. Toddlers who must work out for themselves how to achieve goals - such as retrieving a ball that is just out of reach in their father’s hand or wrestling their father to the ground - are practicing important problem-solving skills. In fact, when fathers are good at playing with their young children, these children score higher on tests of thinking and problem-solving skills.

Playing with fathers also helps children develop emotional knowledge, so that they can identify their own emotions, acknowledge the emotional experiences of others, and describe the causes of emotions. Toddlers must also learn emotional regulation, the
ability to express emotions responsibly and control their behaviour. To understand how much emotional regulation develops during early childhood, one can picture a toddler in the midst of an angry temper tantrum, holding his breath until he gets his way. Contrast this with a four-year-old who feels frustrated that the rain has ruined his plans to play football, yet moves beyond those feelings and engages in a board game with his sister instead. When children understand their emotions and know how to control them, it makes them more popular with other children.

The father’s influence on emotional development is not limited to play, but also comes through direct teaching and daily interaction. Studies have shown that, when fathers are affectionate and helpful, their children are more likely to get on well with their brothers and sisters. When children have fathers who are emotionally involved – that is, they acknowledge their children’s emotions and help them deal with bad emotions – they score higher on tests of ‘emotional intelligence’. Moreover, they tend to have better relationships with other children and behave less aggressively. Fathers’ involvement in their young children’s care can even last well into adulthood. Mothers seem to have much less impact in this area of emotional regulation and peer relationships than fathers. It really is fathers who can have a major influence on helping their children build strong social relationships during childhood and later in life.

As children reach school age, they begin to grapple with learning more adult-like skills, testing them out in new environments, and dealing with the feelings evoked by successes and failures. A sense of industry, or a belief that he or she can accomplish a goal or master a skill, is important to a child’s developing sense of self-esteem. Fathers

---

seem to be key teachers in this area. As one expert puts it, ‘the quality of the father’s involvement during this period is a crucial factor in determining whether the child develops the confidence and competence to meet new challenges in a positive manner.

One reason that fathers have such an influential role at this time is because they tend to challenge their children to try new experiences and to become more independent. Challenged children have more opportunity to develop problem-solving skills. In one study, children whose fathers expected them to handle responsibilities, such as carrying scissors, crossing the street, or taking a bath alone, scored higher in tests of thinking skills. Accomplishing tasks at this age is so important, and fathers’ involvement is so crucial, that fathers have a larger influence on their children’s self-esteem at this age than do mothers.

By encouraging children to take on new challenges, fathers help them not only to learn new skills, but also to take responsibility for their own actions. Fathers with a strong commitment to their family provide a model of responsible behaviour for their children. These children have an internal sense of control, which means that they are more likely to believe that their successes and failures are due to their own efforts rather than due to external factors. These children tend to take more responsibility for their actions and rarely blame others for their mistakes.

Fathers usually have a positive influence on their children’s sense of industry, competence, and responsibility. However, if a father discourages his children and intrudes on potential learning situations by being too restrictive or imposing his own

---

solutions, he will have a bad influence on his children. Whether this type of paternal behaviour is motivated by a desire to protect his child, by feelings of impatience or frustration, or by his lack of trust in the child, it can hamper children’s development of creativity, motivation, and problem-solving skills, making them less responsible and more dependent.  

Generally speaking, the more actively involved and interested a father is in his children’s care and education, the more intellectually developed his children are. Why should this be the case? One reason is that, when fathers are involved, they tend to provide better economic support for their children. Children with better economic support have access to more educational resources and have better opportunities to learn. For example, in two-parent families, the more the father earns, the better his children do at school, even when mothers’ earnings are taken into consideration.

Another reason that fathers influence intellectual development is that, when their children are school-aged, fathers spend a good deal of time helping them with studies. This level of commitment has an impact on children’s academic success. In one study, four- and five-year-old boys scored higher in maths tests when fathers encouraged skills like counting and reading. In another study, the level of a father’s involvement in his child’s academic studies predicted success later in life. One expert even found that the amount of time fathers spend with their children has a direct link with the skills. The influence fathers have on their children’s intellectual development is not limited specifically to helping with school work. Fathers can have a positive influence on their

---


children’s thinking skills by participating in social activities and sports as study found that children encouraged them in sport and fitness activities were more successful in school and in their careers later in life. This held true for daughters as well as sons.

A father’s involvement during his children’s school years has other positive outcomes. The first years of school can be difficult for children, but fathers can help their children adjust.\(^{111}\) When fathers are supportive, their children have fewer problems at school such as excessive absence or poor exam results. This holds true even after taking into consideration the influence of the children’s mothers. Even when fathers provide only limited attention, warmth, and affection, and are not around all of the time, their children benefit from their influence in terms of adjusting to new experiences, having stable emotions, and knowing how to get along with others. For children with Attention Deficit/Hyperactivity Disorder (ADHD), supportive fathers can have a stronger positive influence on their adjustment to school than mothers.\(^{112}\)

Moral development is another area where fathers have special influence. How do fathers influence their children’s moral development? First, by directly providing guidance and direction. When fathers share their plans, activities, and interests, their children are better behaved in school. When fathers emphasise how behaviour can affect other people’s feelings, their school-aged daughters are regarded as very unselfish by classmates. The mere presence of a father helped boys in one study to develop patience by waiting for things they wanted. These children chose to delay a small reward of sweets for a week in order to receive a larger reward of sweets. Fathers also influence their


children’s moral development by providing models for their children. In one study, boys who felt similar to, admired and wanted to resemble their fathers scored higher on tests of personal moral judgment, moral values, and rule-following. However, boys who did not identify strongly with their fathers showed reluctance to accept blame or guilt when they misbehaved. These boys also tended to have problems with self-control and were more aggressive in school. The father’s special influence on his school-aged children’s development of personal morality lasts into adulthood. Adults whose fathers had been highly involved when they were children were more tolerant and understanding and engaged in more socially responsible behaviour than those with less involved fathers.

One of the main tasks for adolescents and teenagers is to develop their personal identity and deepen their relationships with their friends, while also maintaining a strong connection to their families. Teenagers spend more time away from their parents and look to their friends for cues on how to dress and which parties to go to. However, mothers and fathers continue to have a strong influence, especially upon their children’s beliefs, values, and plans for the future. Adolescence is often a time of increased conflict between children and their parents, especially their mothers. This might be because teenagers spend more time with their mothers than their fathers, or because mothers tend to take issue with aspects of behaviour that touch on teenagers’ sense of personal identity, such as clothing or body piercing. Although teenagers rely more upon their mothers for emotional support, the relationship with fathers continues to be important. Teenagers rely more upon their fathers for conversation, advice, and just ‘being there’. Adolescents who felt their fathers were ‘available’ to them had fewer conflicts with their friends.\footnote{Lieberman, M., Doyle, A.B. and Markiewica, D. (1999), ‘Developmental patterns in security of attachment to mother and father in late childhood and early adolescence: Associations with peer relations’, Child Development, 70, pp 202-213.}
Unfortunately, some fathers seem to withdraw from their teenagers. Whether this is due to his concern for instilling independence in his children, or due to changes and stresses he is experiencing in his own life, a reduction in a father’s availability and guidance during his children’s adolescence can have bad consequences. This is especially the case for daughters. As noted above, fathers’ involvement was important to both sons’ and daughters’ self-esteem when they were in primary school. However, for 15-16 year old girls, the level of a mother’s involvement seems to have more influence. Teenage girls find it easier to talk to their mothers, which can make fathers feel as if they are not needed. However, this is not the case. Teenage girls may find self-esteem in their relationships with mothers, but they find guidance about how to relate to others and how to plan for the future from their fathers.

3.10 Influence of Siblings on Children Development

The sibling relationship is likely to last longer than any other relationship in one’s lifetime and plays an integral part in the lives of families. Some siblings are hostile and irritable, others are affectionate, concerned and constant companions. Emotion is freely expressed between siblings, and this can be aggression or affection. Moreover, not only do siblings share their parents but they know each other very well. Thus, the nature of the sibling relationship suggests it may well be important in fostering aggression, in feelings of inadequacy and low self-esteem. Research now confirms that siblings are likely to exert influence on aggression and conduct disorder and on problems such as worrying,
anxiety, and low self-esteem.\textsuperscript{114} The influence is both from older to younger and vice versa.

In early childhood, three major characteristics of sibling relations are prominent. First, sibling interactions are emotionally charged relationships defined by strong, uninhibited emotions of a positive, negative and sometimes ambivalent quality. Second, sibling relations are defined by intimacy: as youngsters spend large amounts of time playing together, they know each other very well. This long history and intimate knowledge translates into opportunities for providing emotional and instrumental support for one another, engaging in pretend play for conflict, and for understanding others’ points of view. Third, sibling relations are characterised by large individual differences in the quality of children’s relations with one another.\textsuperscript{115} In addition, the age difference between siblings often makes the issues of power, control and rivalry a source of contention for children. These characteristics sometimes make sibling relations challenging for parents to deal with on a daily basis, because of the potentially emotional and highly charged nature of the relationship and the issue of differential parental treatment.

Sibling relations provide an important context for the development of children’s understanding of their social, emotional, moral and cognitive worlds. In particular, siblings play an important role in the development of children’s understanding of others’ minds, namely their understanding of emotions, thoughts, intentions and beliefs. Siblings seem to demonstrate an understanding of others’ minds during real-life interactions long


before they show this understanding on more formal assessments. In particular, this understanding is revealed during episodes of teasing, pretend play, conflict resolution, and through their use of emotional and mental language during conversations. Young siblings who engage in frequent pretend play demonstrate a greater understanding of others’ emotions and are more likely to construct shared meanings in play. Individual differences in pretend play and conflict management strategies predict children’s social understanding over time, conflict resolution skills at age six and adjustment to first grade.

One important area of research is related to sibling conflict and the best ways for parents to intervene when children disagree. Sibling conflicts are frequent, poorly resolved, and sometimes highly aggressive, violent or even abusive. Sibling conflict in childhood is also associated with poorer adjustment later in life. For instance, childhood sibling conflict is related to later violent tendencies as adults. Given these findings, it is not surprising that sibling conflict is a source of worry for parents and that they are concerned about the best way to intervene. On the one hand, stepping in and resolving conflicts may deprive children of the opportunity to develop conflict resolution strategies of their own and may actually make conflicts worse. On the other hand, intervention may sometimes help to make conflicts less intense and lead to more constructive resolutions. Although most parents intervene by adjudicating, some recent interventions

---

117 Ibid. 115, p 107.
have trained parents to mediate their children’s sibling conflicts.\textsuperscript{121} By structuring the negotiation process and yet leaving the final resolution in the hands of the children themselves, these interventions suggest a promising way to improve conflict outcomes while simultaneously helping children to understand one another and to develop more constructive resolution strategies.

When parents treat their children differently by directly varying amounts of positive affect, responsiveness, control, discipline and intrusiveness to the two children, sibling relations are likely to be more conflictual and less friendly, but only if children view the differences as unfair.\textsuperscript{122}

First-born siblings engage in leadership and teaching roles, whereas second-born siblings are more likely to imitate, follow and be a learner.\textsuperscript{123} During early childhood, siblings can act as sources of support during caretaking situations when the mother is absent for a short time and in middle childhood siblings may provide support during stressful family experiences. The natural power differences that result from the age difference between siblings mean that two children are likely to have different experiences in the family. For instance, second-born children have the benefit of learning from an older sibling, but first-borns do not, sometimes leading to precocious development for second-borns in some areas.\textsuperscript{124}

Although older sisters are more likely to engage in caretaking roles than older brothers, there are few consistent gender or age gap differences in sibling relations in early childhood. As second-born siblings become more cognitively, linguistically and socially competent over the early years, they begin to take on more active roles in sibling interactions, for example by initiating more games. As such, the early power imbalance that exists between siblings seems to become less relevant as siblings age, and interactions become more equitable.125

There is continuity in the quality of sibling relations during the early years and from early to middle childhood to early adolescence, particularly for older siblings’ positive behaviour and feelings towards the younger. However, large individual differences in the quality of sibling relations may be influenced by other factors such as individual differences in temperament.126

Research on the achievement of children in school found a significant impact of family relationships as compared to the impact of school environments.127 When studying family relationships, one result was that children get ideas about friendship interaction and control from how their parents demonstrate relationships.128 Although parent-child relationships are very important, a significant amount of recent research has expanded to examining the influence of sibling relationships on the development of social skills of children. Parent-child relationships are suggested to be more important in promoting the

---

125 Ibid. 116, p 108.
basis for relationships, but sibling relationships add on to that by increasing the quality and value of relationships.\textsuperscript{129}

In a study done by A. Milvesky\textsuperscript{130} on the effects of support from siblings on psychological adjustment, it was found that when children lack a strong relationship with their parents, having a strong sibling relationship may help balance out the void. This research has been extended in studying the association between birth order and quality of relationships. Children with siblings often experience subordination to one another and when they reach an equal level of control with a peer, they feel more connected with that person.\textsuperscript{131} This shows the ability of children to apply their experience in relationships with siblings towards future relationships and to develop stronger connections.

As children grow older, it is essential for them to develop proper social skills in order to get along with their peers, specifically in a school setting. Having siblings at an early age allows children to practice certain social abilities such as controlling their emotions, being considerate of others, and conflict resolution. Since sibling relationships and peer relationships are highly similar,\textsuperscript{132} the opportunity of developing social skills with siblings at an early age proves to be significant when applying these skills towards peer relationships. A study on the effects of sibling support and psychological adjustment found that children with siblings have a better social understanding of others’

\textsuperscript{132} Ibid. 130, p 111.
feelings and emotions, perspectives and cognitive skills as well as better self-control in school.\(^\text{133}\)

In addition to the development of these certain social skills, living in the same household as siblings tends to create conflict. Experiencing certain conflicts as a child is significant because it gives the child a foundation of knowledge for managing and resolving conflicts.\(^\text{134}\) In studies focusing on social skills, only children were more aggressive-disruptive, less popular and more victimised in groups of friends and children with siblings showed more cooperative skills when playing.\(^\text{135}\) These results support the idea that children with siblings have a higher advantage of early socialization that enables them to interact with their peers.

Simply having siblings is not what encourages the development of social skills. It is the quality and closeness of sibling relationships that is fundamental to emotional development in a social setting. When children have a good relationship with their siblings, they have good relationships with their parents and friends.\(^\text{136}\) A. Milvesky\(^\text{137}\) found that children who feel more support from their siblings tend to be more socially adjusted. Research on this idea suggests that children with more support show low signs of loneliness and depression and have a better standing in self-esteem and

\[^{137}\text{Ibid. 130, 111}\]
happiness.\textsuperscript{138} Also, children who feel more support from their siblings are more outgoing as compared to those who feel little support from their siblings who are more introverted.\textsuperscript{139} This suggests that feeling support from siblings may be associated with children feeling more comfortable around others and may encourage them to be more socially involved and connected with their peers. 

Since peer and friend relationships are similar to sibling relationships, children can balance out low support from either side with high support from the complementing relationship.\textsuperscript{140} This may be why students in college who are being separated from close siblings counterbalance the missing relationship by having high quality friendships in college. However, college students with siblings may have higher quality friendships simply due to their better social skills. In college, friendships tend to be more important because they are more accessible than siblings.\textsuperscript{141} Having experience with sibling relationships as a child may allow students to have better social skills and closer relationships in college.

### 3.11 Role of Family Solidarity in Child Development

The concept of family solidarity or cohesion has been the source of many intergenerational family relations studies on familism over the past two decades. This view of family relations provides an important framework for understanding the roots of

\textsuperscript{138} Ibid. 130, p 111.
\textsuperscript{140} Ibid. 130, p 111
familism and the factors that contribute to the maintenance and/or development of loyalty within families.

Emotional closeness between parents and children and its impact on the quality of the parent-child bond is explored in research into the intergenerational stake and intergenerational solidarity. For example, the intergenerational stake hypothesis explores the cross-generational nature of emotional closeness between parents and children. The hypothesis holds that: (1) parents' descriptions of the relationship will be more positive than children's; and (2) different levels of investment and development may account for these variances in relationship perceptions. The intergenerational solidarity model goes a step further, looking at emotional closeness or "affect" between parents and children as just one of six indicators of solidarity or integration between generations in a family.

In a study examining the relationship between acculturation and family solidarity in Hispanic-American families, J.M. Montoro-Rodriguez and K. Kosloski find that for two dimensions of attitudinal familism (familial obligation and support from relatives), acculturation is positively related to familism. This means, contrary to assimilationist perspectives on family ties, that as Hispanic Americans become acculturated to the dominant Anglo culture, they continue to maintain and further develop loyalty to their

families. That is, familism persists over time despite changes in, for example, language proficiency and preference, and ethnic origin of friends.

Further, J.A. Burr and J.E. Mutchler\textsuperscript{145} in a study on ethnic variations and changing norms of filial responsibility among older adults, conclude that older Blacks and Hispanics are more likely than their non-Hispanic white counterparts to concur with the statement that each generation should provide assistance with living arrangements (e.g., coresidence) when needed. The likelihood that this attitude, an indicator of family loyalty, will translate into actual behaviour, however, may be, as the solidarity model points out, dependent on a number of other factors, such as the level of emotional closeness between parent and child and the ability of children or parents to provide such support.

### 3.12 Impact of Parental and Family Disputes on Child Future

Any dispute or indiscipline between parents of the child and any separation from affection of both mother and father to the child is inestimable and non compensatory and it hampers ultimately the good environment for the child’s welfare, in which the child is supposed to grow and develop with discipline, care, parental love and affection. Not only that, the family disputes of parents impair child’s progressive development but also that it affects the delicate human relationship between other relatives of the disputing couple. Thus, family disputes involve human and emotional relationships which are a delicate phenomenon and hence needs to be handled very carefully by proper counseling, conciliation and mediation, for reasonable adjustments with in the confirmed social

norms by restoring and developing mutual trust, regard, respect, love and affection between the couple keeping in view not only their welfare, but also that of their children besides its impact on society as these are all consideration factors in refusing relief for divorce even sought by one of the spouse against the other spouse. Conjugal rights are not merely creature of statute but inherent in the very institution of marriage.\textsuperscript{146} It is mainly from the reasons that:

(1) institution of marriage occupies an important role to play in the society in general and in the relationship of families of couple parents and the progress of the children of the couple in particular, thus in matrimonial matters the general principle is for continuation of marriage and relationship and thus the matrimonial bonds and institution of marriage get not fragile.

(2) conduct of human beings not generally similar, different in temperaments always be there, but there form any mere unhappiness in some usual wear and tear or incompatibility of temperament or formal defects in behaviour or shortfall anguish and despair between estranged spouses can not be allowed to be accelerated or grew irreparable and wild to irretrievably break down of marital tie.

It is also from the presumption that an ideal couple probably shall have no occasion to go to a matrimonial forum by complaining against the other for the reason that even if the couple may not be able to drown their differences, their ideal attitudes may help them to overlook and gloss over their mutual faults and failures. The foundation of a sound marriage is tolerance, adjustment and respecting one another. Tolerance to each other’s fault to a certain bearable extent has to be inherent in every marriage. Petty quibbles, trifling differences should not be exaggerated and magnified to

\textsuperscript{146}Observed by the Supreme court in Saroj Rani Vs..Sudarshan Kumar Chadha-1984(4)SCC-90.
destroy what is said to have been made in heaven. All quarrels must be weighed from that point of view in determining what constitutes cruelty in each particular case and as noted above, always keeping in view the physical and mental conditions of the parties, their character and social status. A too technical and hyper-sensitive approach would be counter-productive to the institution of marriage. The Courts do not have to deal with ideal husbands and ideal wives. It has to deal with particular man and woman before it. The ideal couple or a mere ideal one will probably have no occasion to go to Matrimonial Court.147

It is there by to protect the family system and for protecting the welfare of children which are basic to human dignity and development, and as per international conventions, the matrimonial disputes adjudication is since a sensitive task and unique in several respects, these are dealing at out of court atmosphere, by establishment of Family Courts to be manned preferably by a female judge having commitment to the need to protect and preserve the institution of marriage, with provision for conciliation as mandatory to make efforts for settlement of disputes by assisting and persuading parties for restoration of marital cordial relation with esteem and for that by taking assistance of expert conciliators.

It is also the need of the hour; from the matrimonial disputes particularly for divorce in rampant which breaks the harmony and progress of society, to have a legal provision, for disentitlement of divorce and even on establishing such grounds only entitlement for judicial separation at best and at least till children attain majority; where there are children of the couple and the future of the children at stake with adverse impact

147 The land mark judgement among the Apex Court’s expressions-Dastane Vs. Dastane, AIR 1975 SC 1534.
on their wellbeing, growth, progress and development; it is because the paramount consideration is for protecting the family and marital relationship between the couple at bickering besides welfare of the children which is of utmost importance.

Even on this aspect the Apex Court held that large number of divorce proceedings are due to undesirable action of parties and not due to the statutory provisions relating to divorce. Therefore it is the duty of the Court to bring about conciliation to bridge the gap between the couple which leads to such undesirable proceedings. It is the need of conciliation between the couple mainly in the interests of the child.148

3.13 Importance of Marriage and Continuation of Marital Relationship in Child Development

There are Sanskrit adages saying:

1. “Swadhayo Dhetasya; Sathi bhi dharma seelayasya bharyathe loka samskruthi”

2. “Santhushto Bharyaaya Bharta; Bharta Bharya Tadhivacha-Yasminneva kule nityam kalyanam tatravi dhruvam”

3. “Yadhi-stree Narocheta pumamsam na pramodayeth-apramodatpunaha pumsaha prajanam na pravartate”

4. “Streeyaamtu rochamanayam sarvam rochate kulam- streyam a rochamanayam sarvameva narochate”

5. “Sakha saptapadabhava sakhave sapta padhaba bhoova; sakyamategameyam, sakyatte maayosham, sakyaanme maa yoshtaha”

148 Gaurav Nagpal Vs. Sumidha Nagpal AIR 2009 SC 557=(1) SCC 42.
All to mean the wife and husband if lead conjugal life one of the components of gruhastasrama with moral values and with love and affection to each other for the bond life long, they give birth to a child with moral values and bread up as an upright conduct person useful for society. The male and female abide by principles of dharma in achieving Kama and Ardha will certainly attain Moksha. Thus, there is at every stage in human life; purification of mind, thoughts, soul and actions for the upliftment of dharma- with righteous character, without which there is no value to life and bond of man and wife. The mother and father in giving birth to a child thereby play prominent role.

Marriage is a social institution. From ancient times in India, marriage has been strictly regulated by both customary law and religious practice. Later the institution of marriage and other aspects touching the marital relationship and the offsprings, their status, rights, property, privileges and other allied aspects are regulated by several legislative provisions in the areas of necessity, however, by saving to the extent possible the customary law to the extent of the custom in prevalence. In fact, the institution of marriage is not a mere contractual outcome particularly among Hindus. It is sacramental.

\[149\] A translated version from the book titled “Hindu Vivaahamu” (Hindu Marriage in Telugu) compilation of the famous sayings of several scholars of Hindu Law and printed and published in 1977 by Mrs.Vijaya Lakshmi Power Press of Sri Bulusu Veerabadram & Sons, Bhatnavelli, Amalapuram, East Godavari, A.P.
and the performance of marriage is by observance of several sacred ceremonies for
continuation of the sacred bond of the couple and getting of healthy children and their
upbringing in the family atmosphere under the parental and elderly care within the
environment, custom and culture to make a good citizen with all samskara and equipment
of moral values as a meaningful and useful citizen.

Ancient Hindu Law recognised the continuation of the marital relationship for
ever once the bond of marriage entered with all religious ceremonies and it no where
provided separation of the couple or divorce between the spouses, as the consequences
are deleterious and irreparable and irretrievable like impossible to re-unite the broken
hearts out come of stained relation like impossible to restore to original condition a
broken (fragile) glass and the above pictures depict the same theme. Irrespective of
subsequent to legislative provisions providing for not only restitution of conjugal rights
among the couple under separation by uniting them but also judicial separation and
divorce among the couple where it is reaching stage of irretrievable break down from one
of the parties at fault on proof to get relief by the other not at fault. It is needless to
mention that despite the above provisions, saving of marriage is our goal as marriage
problems are not confined between man and wife to consider as a problem between two
individuals, in fact, it impedes even the future and progressive development and welfare
of the off springs of the couple. It is to say in precise that the problem of marriage if any
is not just limited to the family consisting of wife, husband and children or the relatives
of the wife and husband alone, it is in fact, a social problem since it impairs the good
relations between the two families of the parents of the disputing couple and their
relatives and by encouragement to other couple, which will have adversarial impact
ultimately on the society as a whole. Apart from it, a normal and healthy sexual
relationship is one of the basic ingredients of a happy and harmonious marriage. Spouses owe each other a duty of conjugal kindness and its breach is unjust and gives no constitutional protection to complain any refusal. Even under other personal laws among Christians and Muslims, marriage is not a mere contractual as it is its own sanctity for living together as man and wife throughout their life.

While marriage is honored among Christians and throughout the Bible, it is not seen as necessary for everyone. Single people who either have chosen to remain unmarried or who have lost their spouse for some reason are neither incomplete in Christ nor personal failures. There is no suggestion that Jesus was ever married. Divorce or dissolution of marriage is generally seen from a Christian perspective as less than the ideal, with specific opinions ranging from it being universally wrong to the notion that it sometimes is inevitable. The New Testament holds that sex is reserved for marriage. It says that sex outside of marriage is the sin of adultery if either sexual participant is married to another person. Voluntary sexual intercourse between persons not married to each other is considered the sin of fornication. Ideas about roles and responsibilities of the husband and wife now vary considerably on a continuum between the long-held male-dominant/female-submission view and a growing shift toward equality of the woman and the man. A small but growing number of Christian denominations conduct weddings between same sex couples where it is civilly legal. A few others perform ceremonies to bless same sex unions without recognizing them as marriage.

Marriage between opposite sex spouses and their conjugal relationship is thus not only for their self satisfaction but also to regulate the orderly society, prevent prostitution and immoral traffic against women and children besides conferring legitimacy to the off
springs for purposes of their brought up, development, maintenance, right of succession/survivorship in property rights and heritage. It is thereby recognised that marriage without sex and conjugal life is an anathema and sex and begetting issues are the foundation of marriage.

Further, without a vigorous and harmonious conjugal life and blessing with children it would be impossible for any marriage to continue for long and happy. It cannot be denied that conjugal relationship in marriage life will have favorable influence in mind and on body, character development and disciplined life of the couple and on health and intellectual capacity, conduct and behaviour of the children to be born. The absence of which, undoubtedly leads to frustration and disputes between the couple, eroding of love and affection between them, but also spoils the future of child to be born and it definitely having its adverse impact on future progress of society. No doubt, blessing with children strengthens the tie of couple with their bondage to the child a common asset and their future hope.

It is for all the above reasons the institution of marriage, whether the marriages are voluntary on the part of the couple or arranged marriages, is regarded in India as sacramental and not mere contractual. In fact, the institution of marriage is not meant for mere sexual life of the couple and begetting of off springs. It is to achieve a pious purpose of value based human life. It is known as Dharma, Artha, Kamya-siddhi.

Dharma in it’s widest sense includes Ardha (acquisition of wealth) and Kama(fulfillment of desires) which are however necessary for human life on the earth. Ardha and Kama, within the frame work of Dharma have a proper place but
independently they become sources of evil, to mean Ardha and Kama by non-abiding to Dharma gives evil results in society. Among few, the two great epics Ramayana and Mahabharata are teaching us that a mere lust for women with out dharma since ruin a man. In the epic Ramayana, Vaali and Ravana are the examples of such persons who commit unrighteous acts under the influence of passion and ultimately paid heavily for it. Even Ramayana hinted that Dasaratha’s infatuation for Kaikeyi impaired his intellect and he is represented as uxorious.

One, who is the victim of Kama becomes highly indulgent and doesn’t understand what is good and the proper time and place for any action. The effects of Kama are ruinous not only to the individual but also to society. The epic Ramayana says that even Mandodhari, the wife of Ravana, lamented over the death of Ravana with remarks that he has reaped the fruits of his evil deeds with lust for women disregarding Dharma to quote “avasyam eva labhate phalam papasya karmanah, ghoram paryagate kale karta nanyatra samsayah”.

In Valmiki Ramayana-Valmiki asserts the supremacy of Dharma and maintains that pleasure should be grounded in Dharma—“hitwa dhamam tathartham ca kamam yastu nisevate sa vrukhsagre yatha suptah patitah pratibudhyate”150—to mean he, who is renouncing Dharma and Artha, who devotes to Kama wholly, is like a man who has fallen asleep on the top of a tree and awakens after he has fallen down.

According to him, Artha is an important means to Dharma as main endeavour of man and the desire to acquire wealth is not condemned like Kama Vruthi; as Charity and

150. As per Valmiki Ramayana-IV–38-2.
Sacrifice which are the components of Dharma are not possible without Artha. Kama in the narrow sense means sexual pleasures; in the wider sense it includes all pleasures. It is included in the goals of life as Indian thinkers considered that pleasure is an essential element for the full development of man’s personality.

Love and physical pleasures are the natural right of men and women, particularly, in the early life that can be by association of marriage of man and woman for social order and righteous conduct, character is the ornament of the virtuous. Kama has it’s own limitations like sense of righteousness and character. It is like a healthy and controlled food. Thus, the pursuit of Kama to the detriment of Dharma and Artha will prove disastrous. Another reason for including Kama in the thrivarga (Dharma, Artha and Kama), though as a last component may be-man is born under certain obligations; he has to fulfill them to discharge pitru runa, he has to marry and produce children, so that, human survival may be continued on the earth. But stark Kama-vritti is denounced by the sages and actions performed under the influence of passion rebound on the doer.

The aim of marriage is thus not even mere enjoyment of sexual lust but for pure righteous life with highest ideals of conjugal fidelity with love and affection with ability to read the inmost thoughts of the other by understanding each other of the couple. It all that further reflects the aim of marriage as not even mere enjoyment of sexual lust but for pure righteous life with highest ideals of conjugal fidelity with love and affection with ability to read the inmost thoughts of the other by understanding each other of the couple and to bless with and give birth to Ideal children for an order, peace and welfare of society. It is such marriage live last and produce children with righteousness and character as a future hope of ideal society.
Dharma is a social ideal which implies duties towards mankind while observing Vedic laws which include duties towards parents, spouse, children and welfare of one’s family and country. It is the norm of action for the world as it is. It involves observance of a great number of precepts all aimed at upholding the given order of things and performance of ritual acts which achieve the purpose, whereas Moksha is other worldly and implies a renunciation by severance of all ties with family, society and laws and customs regulating it. Thus, gruhastasrama dharma is the desire for betterment of individual and society morally.

The traditional-cultural attitude towards the child in India, shows not only longing/craving for children, but a faith and belief that satisfaction of marriage really does not take place until children are born in the family. In Hindu jurisprudence, the institution of Sonship was considered one of the most important institutions. For the phrase, “Sonship” there is a misconception as if it refers only naturally born son or it refers only to male gender. Sonship refers to male and female gender children for the reasons that-Son is called as ‘putra’ and daughter is called as ‘putrika’ in Sanskrit.

The word put-ra/put-rika-where the common word ‘put’ can be found is derived from the Sanskrit word ‘put’ which means ‘hell/Punnamanaraka’ and therefore Sonship is the one who redeems the parents family from the hell. The putrika’s son where there is no putra can even save the maternal grandparents family from Punnamanaraka.

The Hindu Jurisprudence never overlooked the importance of girl child. It in fact outweighed the importance of Girl child when compared to boy child, particularly in the
Girl child importance perspective, quotes in the Vedic Chantings in the course of marriage that it is by the performance of marriage of daughter, the agnatic and cognatic hierarchy of the parents families for about ten past and future generations of the family genealogies will attain salvation, whereas a son can help the parents only to cross punnamanaraka in attaining salvation after death to mean separation of Jivatma from Dehatma.

It is there by any crave for only male children or unwillingness for female children or showing hostile discrimination against female child is highly despicable and it requires a change of mindset in the family consists of parents and other relatives in this regard. In the Indian culture, each development phase in the life of child is marked by elaborate ceremonies right from preconception stage known as garbhadana i.e. first conjugal union of newly married couple, since one of the pious purposes of marriage is begetting child, then at post conceived stages of pregnancy-like seemantam function to the mother of the would be born, which symbolise the importance attached to the proper and systematic growth of the child right from child in mother’s womb and prenatal and postnatal upbringing of child. Ancient texts provide detail instructions about childcare at home. India’s commitment to the cause of children is thus as old as its civilization.

It has been a time honoured belief in our culture that the child is a gift of god that must be nurtured with care and affection. childhood care and development with commitment to promote the young child’s right to birth, survival and development into reality, thus requires special attention, as it is not a mere right to have child, but a human rights concept. The rights are not only moral and ethical as per our ancient dharma, but also legal and social, including on the society within the environment and the State, as
per our constitution and the laws enacted; apart from such of those international conventions to which India is a party, to have the force of law as part of the constitutional conventions. The right to have a child thus imposes the obligations on the man and woman, particularly conjugal obligations with moral and legal duty from their cohabitation for conception of future child.

The definition of child since includes child in mother’s womb; the right to child out of conjugal life imposes the duty on the parents from conception, when from conceived to bring up the child as future hope of society. It is not only the duty of parents but also the other members of the family as a whole. In the other way, it can be said that, once the parents intends to avail the right to have child, their duty starts from the date of marriage, right from conjugal union and conceiving of wife.

Though, love and physical pleasures are the natural right of men and women, particularly, in the early life which can be by association of marriage of man and woman for social order and righteous conduct, character is the ornament of the virtuous. Kama has its own limitations like sense of righteousness and character. It is not out of context to say that, it is in tune with the social, moral and ethical obligations of men and women in society, the institution of marriage and blessing with children for discharge of pitru-run, the laws are enacting and rules and regulations are framing from time to time to have orderly life and social well being-like prohibition against sex determination of child in womb to prevent sex determination and termination of pregnancy; the requirement of medical examination before going for marriage regarding communicable grave diseases like HIV positive/AIDS.
In fact even under personal laws codified and un-codified, there are certain grounds, which are prohibiting marriage between men and women-like sagotra or with in the prohibited degrees of sapinda or other relationship. Further, if any of the spouse suffering from incurably of unsound mind or such defined mental disorder or suffering from venereal diseases or impotency and suppression of any material facts are provided as grounds for divorce.

Once marriage is performed taking divorce will not relegate the party back to the physical and psychological and mental status as was before marriage, it is apt to direct parties of arranged or other forms of marriages to have check list of facts and medical examination of the required tests before qualified medical practitioners and refer proof to place as part of record in marriage registration which is made compulsory for all marriages or otherwise even before that stage to have the same for entering to marriage engagement. It is not only for the welfare and well-being of the man and wife and to the society but also for the future of the children being conceived of conjugal life. It is further to make prohibitory and penal provisions for conceiving child without marriage by any extra relationship, which is to be prohibited for social well being. Otherwise, it will impede prenatal and postnatal growth, health and social welfare and full development of child.

In this regard, there are several elucidative and effective suggestions not properly taken care of and it requires attention of the State as protector of the society, particularly, the ordain duty of the State for the development of child. One of such suggestions was given in the year 2007, by the A.P.State Human Rights Commission headed by Sri Hon’ble Justice B.Subhashan Reddy for legislation to prosecute parents with disease such
as Tuberculosis, HIV, Leprosy, Dyslexia, should they, knowing that they have the
disease, have children. Though, there is discontentment to it from few doctors in their
statement as not of any substance and as if it leads to stigmatisation and ostracisation of
an already marginalised population saying some of which are not genetic or inheritable
diseases and for HIV results in non-testing before marriage and sexual life, the said
resentment is incoherent, perturbed and unsustainable, having been admitted the ill
effects on society from non prevention while saying it is the duty of the State to protect
such sufferers, they did not speak what is to be well done otherwise, to prevent and
eradicate such future sufferings falling prey for sexual lust of one by victimization of the
other of opposite sex in society. It clearly reveals that their resentment is with lack of
broad outlook and vision for future.

If one has a vision of future of nation and progress of the society rather than
pointing out only for few sufferers as on date. This penal provision what is suggested
from what is provided by the Constitution of India to make legislation within the
constitutional frame work will be prospective as per Article 20(1) of the Constitution of
India, is mainly for prevention gradually of children affecting with and suffering from
such diseases, under the shade of the penal consequences as any crime is a crime against
society and it is the State’s responsibility and duty by necessary legislation and its
enforcement with full machinery to prevent and protect the society and its moral and
social order, particularly in protecting the rights of the future hope of society i.e., the
children otherwise there will be no check and end for sexual abuse and procreation of
unhealthy and crippled children which impede the nation’s wealth, health and progress.
3.14 Effect of Divorce of Parents on Child Development

Divorce is an intensely stressful experience for all children, regardless of age or developmental level; many children are inadequately prepared for the impending divorce by their parents. The pain experienced by children at the beginning of a divorce is composed of: a sense of vulnerability as the family disintegrates, a grief reaction to the loss of the intact family, loss of the non-custodial parent, a feeling of intense anger as the disruption of the family, and strong feelings of powerlessness. Unlike bereavement or other stressful events, it is almost unique to divorcing families that as children experience the onset of this life change, usual and customary support systems tend to dissolve, though the ignorance or unwillingness of adults to actively seek out this support for children.

Differing opinions exist on the idea of whether or not long-term effects from divorce exist for children. Differing definitions of “long term” also exist, but a commonly accepted definition of “long term” is more than two years while “short term” refers to less than two years.\(^\text{151}\) There is general agreement that in the long run, divorce can definitely have a negative effect on children. Not all authors and researchers agree that divorce was the worst action for the children. Remaining in the environment of a failing marriage also has negative effects. Which is more damaging to a child? “Without access to time machines and parallel universes, this will never be totally resolved”.\(^\text{152}\) Little agreement exists about the extent, severity, and duration of problems because there is

\(^\text{152}\) Wolf, A. (1998), ‘Why did you have to get a divorce and when can I get a hamster?’, The Noonday Press, New York
great diversity in children’s responses to marital transitions.\textsuperscript{153} Pedro-Carroll, Founder of the Children of Divorce Intervention Program (CODIP), states, “Substantial variation in long-term reactions to divorce exist”.\textsuperscript{154} Authors repeatedly refer to divorce as an ongoing “process” rather than a singular event with effects occurring throughout the process.\textsuperscript{155}

Resilience of children is a common view. Emery claims that the while divorce is an “exceedingly difficult transition” for children and their parents, the “weight of clinical and research evidence suggests that most children are resilient in the long run”.\textsuperscript{156} He continues, “Resilience is the normative psychological outcome of divorce for children”. Belli agrees that children of divorce do not “inevitably” suffer lifetime.\textsuperscript{157} He states, “No long-term study of thousands of children of divorce from all classes and races in all sections of this country has ever been made” that supports a lasting damage. Emery agrees that a major sampling issue in divorce research is whether the sample is representative of a larger population to which findings can be generalised. Teyber\textsuperscript{158} states, “The widespread myth that children’s lives are forever blighted by divorce is false”. He explains that there is much parents can do to help their children through the crisis. He suggests that parents eliminate ongoing hostility, eliminate ineffective discipline, prevent loss of contact with a parent, refrain from pressuring a child to side with one parent against the other, and refrain from drawing the child into an adult role of meeting a parent’s needs.

\textsuperscript{156} Ibid.
\textsuperscript{158} Ibid. 151, p. 130.
The general pattern he has identified is that five to ten years following a divorce, 25% of the children are doing very well, 50% have mixed success and problems, and 25% struggle with significant, enduring problems. Negative outcomes from divorce can be mediated by positive parenting practices. E. Benedek asserts that the effects of divorce will end for a girl in about six months to one year and for a boy in about two years.

Children rebound to average levels of mental health by eighteen months. M. Belli places the responsibility of long-term effects upon the parents. He states, “You and your spouse are the best determiners of whether or not any long-term damaging effects to your children will result from your divorce”. Berry claims that if the process of divorce is clean and straightforward, longlasting effects will not occur.

G. Neuman and P. Romanowski state “The truth is, children can and do live happily after divorce”. He explains that from divorce “invaluable, lasting lessons for your children about courage, independence, and self-esteem can be crafted”. In a book directed to preteens, Bode and Mack summarise that living through divorce does not automatically cause wounds that never heal. Like a giant puzzle, the pieces of life can be arranged and rearranged into a vibrant picture. One can learn from experiences, grow

---

159 Ibid. 151, p. 130
163 Ibid. 157, p. 131.
emotionally, and have a happy future. In a meta-analysis of 92 divorce studies, R. Thompson and P. Amato conclude that “most children are psychologically resilient” in coping with parental divorce.

The most notable differences in resiliency occur at the extreme and not at the center of the distributions. The tendency is to overestimate the negative effects due to divorce. Correlation does not equal causation, and problems found after divorce may have been present before the divorce. In cases such as these, the effects are not “consequences” of divorce. Amato cautions that resilience is not the same as invulnerability. Resilience implies that “kids bounce back”. Amato recommends avoidance of the need for children to be resilient. Some children are irreparably wounded by divorce, while the wounds of most heal, even healed wounds usually leave a scar.

In contrast to the previous ideas, D. Fassel claims “the few longitudinal studies that exist claim that effects are long-lasting and not temporary as previously thought”. She concludes that divorce is long-lasting in its effects. M. Rentmeester agrees that divorce is a “long-term, lifelong process” for children. J. Jonsson and M. Gahler conclude, “Previous studies fairly consistently reveal educational disadvantages for children of divorce as measured by standardised tests, grade point average, exams, diplomas, or years of completed education”. They also point out that the long term disadvantages are not as great if researchers control for various background factors.

---

167 Ibid.
Several longitudinal studies have been conducted. Above all the previous studies, one researcher comes to the forefront. J. Wallerstein\textsuperscript{171} and others performed a twenty-five year study with a group of children of divorce. Most other sources quoted her works. Some supported them; others refuted them; but few could ignore them. J. Wallerstein summarizes, “Contrary to what we have long thought, the major impact of divorce does not occur during childhood or adolescence. Rather it rises in adulthood as serious romantic relationships move center stage. When it comes time to choose a life mate and build a new family, the effects of divorce crescendo”.

The above study of 131 children and adolescents from sixty families who had recently separated and filed for divorce in Marin County, California, began in 1971. Because of the commonly held assumption that divorce was a short-lived crisis, the study was originally designed to last one year. Because most families were still in crisis one year to eighteen months after the study was initiated, the study was extended. The children and parents were examined intensively for six weeks at the time of the initial physical separation. J. Wallerstein contacted and reexamined them at eighteen months, five years, ten years, and again at twenty-five years. At eighteen months after separation, most children had passed through the most acute stage of crisis. At the five year mark, 34\% were doing exceptionally well; 29\% were adjusting adequately; 37\% were in poor psychological health defined as moderately to severely depressed; 23\% displayed anger linked to school failure. The anger was manifested by delinquency, sexual acting-out, and anger at the father.

At the ten year mark, 116 of the original 131 were revisited. They were eager to discuss their lives and the effects they still felt. They vividly remembered the “day of separation.” They resolved not to have children themselves until they were sure of marital happiness. Their anger was tempered with sympathy. Those who were preschoolers at the time of their parents’ divorce were better adjusted than the others. The majority received no child support throughout the process. While most parents had remarried within two years, nine out of ten second marriages had failed by this ten year mark. One in eight saw parents find happiness in remarriage.

One out of several conclusions is that it is not possible to predict the long term effects of divorce on children from how they react at the outset. Another conclusion is that the effects of divorce are often long-lasting. Finally, J. Wallerstein determined that “divorce is not a more ‘normal’ experience simply because so many people have been touched by it; our findings reveal that all children suffer from divorce no matter how many of their friends have gone through it”.

At the twenty-five year mark, J. Wallerstein added a comparison group of two same-age, same-sex adult children from intact families from the same neighborhood for each adult child of divorce. At the twenty-five year mark, the adult children of divorce reflected on their lives and shared their insights. They said that parental anger at the time of divorce was not what mattered the most. The many years of living in a post-divorce or remarried family had the biggest impact. Some of their insights regarding concerns are the following: feelings of sadness, loneliness, and anger during childhood; traveling alone; having no choice in how you spend your time; wondering if you will have financial help for college; worrying about your parents for years; reaching adulthood with
acute anxiety; asking if you can protect your own child from having these same experiences growing up. Not one of the adult children of divorce wanted their own children to repeat their childhood experiences. The whole trajectory of their lives was altered by the divorce experience. Many of these adult children are stronger for their struggles and think of themselves as survivors who have learned to rely on their own judgment and to take responsibility for themselves. Most do not take relationships lightly and maintain a reverence for a good family life.

How well the children coped was dependent upon stresses and personal and social resources available to them. E. Hetherington and J. Kelly\textsuperscript{172} give two “bottom-line messages” regarding the long-term effects of divorce on children. The first states that “competent, authoritative mothers can provide the support, sensitivity, and engagement their children need for normal development.” The second is that “flexibility and diversity” exist in divorce. They explain that divorce is not a form of “developmental predestination” and that the “door to positive change always remains open”. For most children, the legacy of divorce is largely overcome 20 years after the divorce. Overall, resiliency, a strong “self-righting” tendency, is the norm in the long-term development of children of divorce.

C. Ahrons\textsuperscript{173} identifies two basic factors differentiating children who are and are not damaged. The first factor is continuing the benefit by maintaining family relationships that were important prior to the divorce. The second factor is a generally supportive and cooperative relationship between the parents whether married or divorced.

\textsuperscript{172} Hetherington, E. and Kelly, J. (2002), ‘For better or worse: Divorce reconsidered’, W.W. Norton & Company, New York

Researchers have studied adult children of divorce. Engel concludes, “Adult children of divorce have emotional reactions that are just as strong as those of younger children”. The following are the lists common struggles and characteristics of adult children of divorce: financial worries; uncertainty about the future in general; uncertainty about future education; fear of being manipulated; feelings of being torn in half emotionally; feeling “familyless”; apprehension about repeating parents’ pattern of unsuccessful marriage; overdeveloped sense of responsibility; fear of conflict; use of conflict in relationships; attempt to control; fear of intimacy; wary of commitments; prone to addictions. Individuals other than children of divorce face these issues. The difference is that for adult children of divorce, the divorce is the center of the octopus, and all other factors are tentacles extending from it.

3.15 Effect of Abuse and Neglect on Child Development

One of the heinous offences against children, which are hardly noticed by us is child abuse and their neglect. The most agonizing fact is most of the abuse of a child is unknown and unnoticed by the world. Child abuse in any form adversely impacts on the children growth psychologically and physically. Child abuse is one of the adversities that shrinks the development of a child not only in India but in any place on the earth. Today children are not only exploited physically through child labour but they are suppressed and abused sexually too. The perpetrators are mostly males.

Children are very easily exploited because they don’t realise immediately what had happened to them. They do not reveal to others though they know it. Most probably

---
175 Ibid. 186, p. 133.
the perpetrator happens to be the well known person or a close relative of the family. Sometimes they fear the society or their parents. When a child is abused, it under goes a lot of problems like anxiety, depression and thoughts of suicide, sexual anxiety and disorders, poor body image and low self esteem, the use of unhealthy behaviours, such as alcohol abuse, drug abuse, self-mutilation, or bingeing and purging, to help mask painful emotions related to the abuse. The crime done to a child is not punishable once or twice but for innumerable times because damaging a child not only spoils the child’s present as well the future, but the whole generation and the future of the nation.

Child abuse can be defined as causing or permitting any harmful or offensive contact on a child's body; and, any communication or transaction of any kind which humiliates, shames, or frightens the child. Some child development experts go a bit further and define child abuse as any act or omission, which fails to nurture or in the upbringing of the children. The Child Abuse Prevention and Treatment Act, 1974 defines child abuse and neglect as: “at a minimum, any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse or exploitation, or an act or failure to act which presents an imminent risk of serious harm.”

A child of any age, sex, race, religion, and socioeconomic background can fall victim to child abuse and neglect. There are many factors that may contribute to the occurrence of child abuse and neglect. Parents may be more likely to maltreat their children if they abuse drugs or alcohol. Some parents may not be able to cope with the

176 http://en.wikipedia.org
stress resulting from the changes and may experience difficulty in caring for their children.

The major types of child abuse are physical abuse, emotional abuse, sexual child abuse, and neglect. Neglect is the failure to provide for the child’s basic needs. Neglect can be physical, educational, or emotional. Physical neglect can include not providing adequate food or clothing, appropriate medical care, supervision, or proper weather protection (heat or coats). It may include abandonment. Educational neglect includes failure to provide appropriate schooling or special educational needs, allowing excessive truancies. Psychological neglect includes the lack of any emotional support and love, never attending to the child, spousal abuse, drug and alcohol abuse including allowing the child to participate in drug and alcohol use.

Physical abuse is inflicting physical injury upon a child. This may include, burning, hitting, punching, shaking, kicking, beating, or otherwise harming a child. The parent or caretaker may not have intended to hurt the child; the injury is not an accident. It may, however, been the result of over discipline or physical punishment that is inappropriate to the child’s age. Emotional abuse includes acts or the failures to act by parents or caretakers that have caused or could cause, serious behavioural, cognitive, emotional, or mental disorders. This can include parents/caretakers using extreme and/or bizarre forms of punishment, such as confinement in a closet or dark room or being tied to a chair for long periods of time or threatening or terrorizing a child. Less severe acts, but no less damaging are belittling or rejecting treatment, using derogatory terms to describe the child, habitual scapegoating or blaming.
Sexual abuse is any inappropriate sexual behaviour with a child. It includes fondling a child’s genitals, making the child fondle the adult’s genitals, intercourse, incest, rape, sodomy, exhibitionism and sexual exploitation. To be considered child abuse these acts have to be committed by a person responsible for the care of a child or related to the child. If a stranger commits these acts, it would be considered sexual assault and handled solely by the police and criminal courts. Commercial or other exploitation of a child refers to use of the child in work or other activities for the benefit of others. This includes, but is not limited to, child labour and child prostitution. These activities are to the detriment of the child’s physical or mental health, education, or spiritual, moral or social-emotional development.

Sexual activity is often seen as a private matter, making communities reluctant to act and intervene in cases of sexual exploitation. These attitudes make children more vulnerable to sexual exploitation. Myths, such as the belief that HIV/AIDS can be cured through sex with virgin, technological advances such as the Internet which has facilitated child pornography and sex tourism targeting children, all add to their vulnerability.

Trafficking and commercial sexual exploitation of children is also one of the problems. According to a study conducted by Shakti Vahini\textsuperscript{177} in 2006, “Trafficking in India”, 378 of the 593 districts in India are affected by human trafficking. 10\% of human trafficking in India is international, while almost 90\% is interstate. Andhra Pradesh, Karnataka, West Bengal and Tamil Nadu are the states from where the maximum numbers of people are trafficked to other states. Intra state/inter district trafficking is high in the states of Rajasthan, Assam, Meghalaya, Bihar and Uttar Pradesh, Andhra Pradesh,

\textsuperscript{177} http://www.shaktivahini.org/?cat=5
Karnataka, Tamil Nadu and Maharashtra. States like Delhi and Goa are ‘receiver’ states. Trafficking of women and children from the North-Eastern states of India and the bordering countries in the north-east is a serious issue but has so far not drawn public attention. There was no evidence of trafficking in Jammu & Kashmir. Intra country trafficking has not been documented to the extent that cross border trafficking has been. The study reports that 378 of the 593 districts in India are affected by human trafficking. India’s porous border with Nepal, Pakistan and Bangladesh are the major reasons cited for the prevalent high levels of children being trafficked every year. Children are trafficked for several reasons including sexual exploitation; adoption; entertainment & sports; marriage; labour; begging, organ trade; drug peddling and smuggling. Trafficking of children usually happens through well organised networks. Family, relatives, friends, community leaders, brokers, the pimps and owners of brothels, the police, political connections and the criminal nexus: all or any of these have been found to be involved in the process of child trafficking.

Domestic violence too leads to child abuse. The reality of domestic violence is that it is a pattern of behaviour engaged in by the perpetrator to gain control over the victim. In the context of families, what this means is that the civil legal actions concerning the protective order and the divorce resolve only part of the problem. The most troubling and difficult areas in the law concerning domestic violence continue to be its impact on smallest victims-children. Children raised in homes touched by domestic abuse are often left with deep scars, revealed in the form of increased anxiety, insecurity and a greater likelihood for later problems in interpersonal relationships. There are other significant effects of domestic abuse on children. It is believed that about 70% of batterers grew up in violent homes. Moreover, children raised in violent homes are much
more likely to engage in illegal acts. The history of family violence or abuse is the most significant difference between delinquent and non-delinquent youth.  

The harm inflicted is not limited to those children who were directly physically abused or who witnessed the abuse perpetrated upon their parent. Even children who do not directly witness spousal abuse are affected by the climate of violence in their homes and experience shock, fear, guilt, long-lasting impairment of self-esteem, and impairment of developmental and socialization skills. Children of victims of domestic violence also suffer when the abused parent, who is generally their primary caretaker, cannot devote proper attention to the children’s needs because of the abused parent’s depression, low self-esteem, and low energy, not to mention the obvious physical injuries from domestic violence which can render victims bedridden or hospitalised. A child placed in custody of a perpetrator of domestic violence remains at risk. More than fifty percent of perpetrators who batter their spouse will also batter their children and the pattern of spouse abuse usually precedes the abuse of the child. The harm perpetrated by the batterer not only upon the spouse but also upon the children.

One Kentucky case does address the harm caused to children who witness domestic violence. The Court examined the harm caused to a child who witnessed his father assaulting his step-mother, noting that the child had come to have a general disrespect for women, and that the child’s situation was ‘serious and profound, and unless there is a change in his environment and long term treatment, he will emulate unfortunate characteristics and will turnout to be abusive and hostile, and will be unable to maintain a stable marital relationship when he reaches adulthood. Finding that such a violent

---

environment seriously endangered the child’s mental and emotional health, the court found modification of the custody arrangement was necessary, changing it to the boy’s mother, who had been abused by the father in the past.

Children who witness frequent and severe forms of violence perceive the violence as their fault because they fail to observe their caretakers resolving conflict, these children may undergo more distress than children who witness fewer incidences of physical violence. The frequency with which they witness positive interactions between their caregivers also affects them. Children with poor coping skills are more likely to experience problems than children with strong coping skills and supportive social networks. Children who utilise problem solving strategies targeted directly at the source of disagreement demonstrate fewer maladaptive symptoms. Emotion-focused strategies, however, are less desirable because they often target internal responses to a stressful situation, which can result in less effective coping methods. Younger children appear to exhibit higher levels of emotional and psychological distress than older children. Age related differences might result from older children's more fully developed cognitive abilities to understand the violence and select various coping strategies to alleviate upsetting emotions.

Child abuse encourages a child to lie, resent, fear, and retaliate, instead of loving, trusting and listening. It will alienate a child from the family and make him a recluse. It will lower a child's self esteem, and affect psychological development and ability to behave normally outside his home. The sexually abused child may develop some serious long term psychological disorders like depression, self destructive behaviour, anxiety,
feelings of isolation and stigma, poor self-esteem, difficulty in trusting others, tendency toward revictimisation, substance abuse, and sexual mis-adjustment.

Lack of awareness among the people and the social stigma attached to sexual abuse keeps the issue far from importance. The serious problem associated with this issue that makes it less important is the reluctance of the child to open up to her/his parents. It is primarily because of the sense of guilt that is being instilled in the innocent minds by the basic attitudes of the society and in some cases by the perpetrator. Children also avoid speaking out because in many cases the sex offender would be a trusted friend of the family or a close relative. This increases the fear of doubt in the child of earning the trust of her/his parents because the blamed person is one closely related to the family. There are many adults whose lives have been left in tatters due to their childhood bitter experiences. The implications of such events may cause long lasting damage to the lives of children. The possible ways to protect the children from abuse are many, but the effectiveness depends on how carefully it is handled and how far it is practicable and reachable to children and parents as well.

3.16 Chapter Summary

Children are society’s most critical foundation and backbone who shape its future progress and that of all humanity. By considering the utmost importance of child in the society, this chapter explains and systematizes what is the prominent role of family in childcare for child development.
An elaborate discussion on the factors co-ordinating child development is attempted, including the biological factors, physical environment, culture, group membership, personal experience. An attempt is also made to present that parents play an important role in shaping up good behavioural patterns of their children. Further, how maternal employment affects child development and previous researches on the roles of mother, father and siblings in child development are addressed. Family solidarity and family disintegration that play a major role in bringing out positive or negative outcome of children are addressed. In particular, how divorce affects a child’s behaviour and its consequences particularly child’s violent behaviour is discussed in detail with the help of previous researches on this topic. Finally discussed is that how child abuse and neglect negatively affect the child development.