CHAPTER IV

PARENTAL GENDER-ROLE SOCIALIZATION IN MEITEI SOCIETY

Gender-role socialization prevails in every walk of life, and has been widely studied by various disciplines and organizations. Children learn at a very early age what it means to be a boy or a girl in our society. Children experience the process of gender-role socialization through myriad activities, opportunities, encouragements, discouragements, overt behaviours, covert suggestions, and various forms of control and regulation. The study of gender-role socialization concerned with the theoretical issue of origin and manner of gender differences. Family is the first place where children received the most direct, consistent and systematic form of gender-role socialization. White (1977) wrote that “Parents are usually the most potent socializing force working on the individual in the early stages of childhood. Both consciously and unconsciously they push the child in certain directions disposing him to learn in a particular way.” A newborn infant is a positive recipient of models, instructions and styles which the family of origin purveys. An infant’s life has been permeated with the ideas of man/woman from the moment of birth to the moment of death. An infant easily absorb gender without much resistance, later annihilated the very existence of natural in itself. Gender has been treated as fixed and inviolable. There is no immutable law which binds parents in bringing up children but society requires that parents should respond in an appropriate way to certain fabrics. Parents had to observe gender meticulously. Parents who occupy the institution assume that the principle of gender socialization is more rationally compelling than any deviation principle. Social construction of gender in particular has stimulated research on the question of how parental socialization practices affect children’s behaviour. Taking into consideration the inevitable and vital role of parents, the following analysis will deals with the gender-role socialization in Meitei society.
The dressing behaviour of human being has been changes throughout history, but not of society’s view of the different sex-dress norms. Dressing up clothes is a magnificent part of a child's social and emotional development. It allows children to role play their favorite career or hero roles or take them off to a far away land of imagination they believe. But, they are making limited in selection of type and colour of dress by their parents. Selection of dressing up accessories for girls includes charming and lovely clothes; and fun and awesome clothes for boys. Parents even dress up clothes for toddlers and babies regarding their gender. Parents dresses their daughter regarding fairy tale princess like princess, sleeping beauty, snow white, little mermaid, barbie pauper, wedding dress up and other fairytale princess costumes. Parents dresses their son regarding masculine and hero characters like super hero capes, child doctor, fireman, astronaut, army, race car driver costumes, airline pilot costume, king costumes, sword & shields and more. Any kind of deviation in clothing received humiliation and punishment. Such terms “sissy,” “tomboy” are attached to those dress in cross-sex attire. But, in general, parents tolerate the cross-sex dressing of daughter than the son. Thus, parental dressing up their son and daughter differently starts from the time of birth, which were consolidated and supported by the society at large.

Regarding the dressing of son and daughter in a sex-appropriated manner, Table 3.1 (page no. vii) illuminated that huge proportion of the male respondents each reported that they always dressed their son and daughter in sex-appropriate manner. Dressing sometimes of son and daughter in a sex-appropriate manner was affirmed by negligible proportion of male respondents. Again, while examining dressing son and daughter in a sex-appropriate color, little more than half of the male respondents claimed that they always evenly dressed their son and daughter in a sex-appropriate colour. A presentable proportion of male respondents, i.e., more than one-fourth, also explained that they sometimes similarly dressed their son and daughter in a sex-appropriate color. Around one-fifth male respondents claimed that they never dressed their son and daughter in a sex-appropriate color.

On the other side, Table 3.2 (page no. vii) exhibited that cent percent female respondents confirmed dressing their son and daughter always in a sex-appropriate
manner. Majority of the female respondents claimed that they always evenly dressed their son and daughter in a sex-appropriate color. A presentable proportion of female respondents, i.e., more than one-fourth, identically dressed their son and daughter sometimes in a sex-appropriate color. Negligible proportion of the female respondents never dressed their son and daughter in a sex-appropriate color.

Subsuming Tables 3.1 and 3.2, it can be concluded that male and female respondents dressed their son and daughter in a sex-appropriate manner. And also, more female than male respondents were stringent in respect of dressing their son and daughter in a sex-appropriate color. But, it was also noted that both male and female respondents did not make any distinction between son and daughter regarding dressing in sex-appropriate manner and color.

Table 3.3 (page no. vii) revealed the distribution of the respondents by dressing son and daughter in a cross-sex dress. Universal male and female respondents were against the dressing son in cross-sex dress. Dressing of daughter sometimes in a cross-sex dress was claimed by around two-third of the male and more than half of the female respondents. Around one-third of the male and little more than two-third of the female respondents stated that they never dressed their daughter in a cross-sex dress. Both male and female respondents provided their opinion of differences in treatment of boys and girls in cross-sex dress. It can be inferred that for boys cross-sex dress is stringently prohibited, but girls are free to go to some extent for the cross-sex dress.

It is evident from Table 3.4 (page no. viii) that in respect to dressing son and daughter in sex-appropriate dress materials, majority of the male respondents dressed their son and daughter in sex-appropriate dress materials. Around two-fifth of the male respondents stated that they never wore their son and daughter in a sex-appropriate dress material. And, also universal male respondents affirmed that they liked their son and daughter to conform to sex-appropriate clothing.

In Table 3.5 (page no. viii), it is depicted that most of the female respondents clothed their son and daughter in a sex-appropriate dress material. Little more than one-fourth of the female respondents claimed that they never dressed their son and daughter
in a sex-appropriate dress material. Cent percent female respondents pointed out that they liked their son and daughter to conform to sex-appropriate clothing. 

By subsuming Table 3.4 and Table 3.5, it can be noted that more female than male respondents dressed their son and daughter in sex-appropriate dress material. Again, men and women also wanted their son and daughter to conform to their specific sex-appropriate clothing. And, it can also be noted that there was no differential treatment of son and daughter regarding dressing and conforming to sex-appropriate clothing.

Table 3.6 (page no. viii) revealed the distribution of respondents by their choice of conforming strategies regarding gender specific clothing for son and daughter. More male respondents summarized that they used command strategy for their son to make them conforming to gender specific clothing. The utilization of threat strategy for their son in making them to conform was expressed by around one-fourth of the male respondents regarding gender specific clothing. Again, good proportion of the male respondents used reasoning strategy for their son in order to make them obeyed to their respective gender specific clothing. And also, restriction, persuasion, physical punishment, induce by argument and convince conforming strategies were adopted by negligible proportion male respondents for their son in order to make them conform to gender specific clothing. In regard of conforming strategy to gender specific clothing for daughter, more male respondents affirmed the used of reasoning strategy. Little more than one-fifth of the male respondents mentioned that they convinced their daughter to observe gender specific clothing. Persuasion and induce by argument conforming strategies were adopted for their daughter by good proportion of male respondents regarding gender specific clothing. Negligible proportion of the male respondents identified to use command, threat and restriction conforming strategies for their daughter regarding gender specific clothing.

With reference making son to conform to gender specific clothing by female respondents, the same Table marked out that more female respondents detailed the used of threat strategy for their son. Around one-fifth of the female respondents stated that they used command strategy for their son to make them conforming to gender specific clothing.
clothing. A good proportion of the female respondents accounted that they used reasoning strategy for their son to enable them to observe gender specific clothing. Restriction, persuasion, physical punishment, induce by argument and convince conforming strategies regarding gender specific clothing for their son were employed by negligible proportion of the female respondents. In respect of conforming strategies for daughter regarding gender specific clothing, around one-fourth female respondents each used command and persuasion strategies. Good proportion of the female respondents explained that they used reasoning, induce by argument and convince conforming strategies for their daughter to make them obeyed gender specific clothing. Using of threat and restriction conforming strategies their daughter to conform to gender specific clothing was testified by negligible proportion of the female respondents. It can be concluded that for the male and female respondents, command and threat were mechanisms commonly utilized conforming strategies for son in order to make them conformed to gender specific clothing. But, for the daughter, conforming strategies like reasoning and convincing were used by male respondents to make them observed gender specific clothing; and female respondents used command and persuasion conforming strategies for daughter as conforming mechanisms to gender specific clothing.

In relation to character development, the word "discipline" has several different meanings. As used most broadly, it connotes training, which corrects, molds, strengthens, or perfects - in other words, character formation. The word is also a synonym for punishment or chastisement – a child is disciplined by being denied permission to play outside. Finally, it simply refers to observing norms of behavior promoted by others - by families or communities, or by professions or religions or philosophies society adheres to. Except when used with the prefix "self," all of these meanings point to something that is imposed on a child from outside and that relies heavily on rules of conduct. Perhaps there is no more confused subject in childcare than the issues that swirl around discipline and punishment. Upbringing practices has been usually associated with the future physical, mental, emotional and skills of the child. Many of the manuals for parents on how to raise children are concerned with the
administering of rewards and punishment, also accompanied love and kindness. However, a growing literature suggests that boys and girls are treated differently. Boys are disciplined to imbibe masculine behaviour, such as strong, tough, aggressive, bold etc. and, girls are disciplined to imbibe feminine behaviour, such as, soft, passive, grace, submissive etc. Boys are punished more severely than girls all through childhood. If punishments are much more severe than a boy believes is reasonable, compliance may be accompanied by fear and resentment that, in turn, might prevent a boy from adopting, for its own sake, the rule that is involved. Parents set many terms reflecting rules or systems of rules that are meant to affect the behaviour of son and daughter differently.

From Table 3.7 (page no. ix), it emerges that around half of the male responcents noted that they started disciplining their son and daughter while they were at the age range of one and a half to two years. Around one-third of the male responcents initiated to discipline their son from above two years of age. A good proportion of the male respondents also started disciplining their son while they were at the age range of one to one and a half years. On the subject of begin disciplining their daughter, little more than one-third of the male respondents affirmed to start disciplining while they were at the age range of one to one and a half years. And also, a good proportion of the male respondents also started disciplining their daughter from above two years of age.

In the case of beginning of disciplining son and daughter by female respondents, in the same Table it can be seen that a little less than half of the female respondents each accounted that they started disciplining their son from one and a half to two years and above two years of age respectively. Disciplining of the daughter started from the age one and a half years to two years as described by majority of the female respondents. Good proportion of the female respondents proclaimed that they started disciplining their daughter from the age of one to one and a half years and above two years respectively. It can be easily concluded that both male and female respondents agreed that daughter were started disciplining earlier than the son. This may be due to the belief that girls grow faster and mature earlier than boys.
Table 3.8 (page no. ix) highlighted disciplining strategies adopted by the respondents for disciplining their son and daughter. Around one-third and little less than one-third of the male respondents confirmed that they resorted to command and reasoning disciplining strategies respectively in disciplining their son. Threat, restriction, persuasion, physical punishment, induce by argument and convince disciplining strategies were used by negligible proportion of the male respondents in disciplining their son. More than one-fourth of the male respondents each explained that they espoused convincing and reasoning disciplining strategies respectively in disciplining their daughter. And, good proportion of male respondents also claimed that they used persuasion and command disciplining strategies in disciplining their daughter. Concerning the disciplining strategies adopted by female respondents, more female respondents affirmed to use reasoning strategy in disciplining their son. And also, good proportion of the female respondents reported to utilize restriction and command disciplining strategies in disciplining their son.

In disciplining their daughter, around one-third of the female respondents resorted to reasoning disciplining strategy. Again, around one-fifth of the female respondents justified the used of convince and persuasion disciplining strategies in disciplining their daughter. Using command and induces by argument disciplining strategies in disciplining their daughter were also described by good proportion of the female respondents. It can be easily concluded that male respondents were more prone to use command and reasoning disciplining strategies, and female respondents were using reasoning disciplining strategies in disciplining their son. On the other hand, male respondents used reasoning and convince disciplining strategies, and female respondents used disciplining strategies like reasoning, convince and persuasion for disciplining their daughter.

Table 3.9 (page no. ix) illustrated the distribution of the respondents by choice of conforming to sex-appropriate behaviour for their son and daughter. Universal male respondents affirmed that they liked their son and daughter to conform to sex-appropriate behaviour. The case was also same with the female respondents, as cent percent of them claimed that they liked their son and daughter to conform to sex-
appropriate behaviour. It can be assessed that male and female parents in Meitei society liked their son and daughter to observe sex-appropriate behaviour.

Table 3.10 (page no. ix) depicted the distribution of the respondents by their positive reactions for feeling very good the action of their son and daughter. More male respondents each asked their son and daughter to feel good about it when they considered very well the action of their son. Privileges/freedoms like allowing to play games and to watch television was provided by more than one-fourth of the male respondents to their son for the action they felt very good. Good proportion of the male respondents claimed to appreciate their son as, you are good child, and you are like your mommy/daddy for the action they felt very good. Good proportion of the male respondents each affirmed that they would praise their daughter; provide privilege; give reward like money or gifts etc; and show overt affection like love him, kiss him for the action they felt very good of their daughter. In respect of female respondents by their positive reactions for feeling very good the action of their son and daughter, around half and more than half of them reported that they would tell their son and daughter to feel good about the action. Less than one-third of the female respondents stated that their son would be provided privileges/freedoms like allowing to play games and to watch television for the action they felt very good of their son. Appreciations like you are good child, and you are like your mommy/daddy was opted by good proportion of the female respondents for their son for the action of them they felt very good. It can be noted that telling to feel good is a common reward of both male and female respondents for the son and daughter for the action they felt very good. Male respondents were likely to shower with praise and privileges to their son; whereas daughters were rewarded with material gift and affection for the action they felt very good. For the female respondents, sons were provided privileges or freedom to play games and to watch television; and daughters were praises, e.g., you are like your mommy/daddy, for the action they felt very good.

The information regarding the action of the son and daughter the respondents felt very badly has been vividly laid out in Table 3.11 (page no. x). Around two-fifth of the male respondents each have described that they would engender with feeling of guilt
or shame and would scold, warn or threat their son for the action they felt very bad of their son. Restriction of behaviour and withdrawing the privileges of their son for the action they felt very bad of their son has been reported by good proportion of the male respondents. More male respondents each have stated that they would engender with feeling of guilt or shame and wouldn’t punish rather do something positive to their daughter for the action they felt very bad of their daughter. Good proportion of the male respondents also reported that they would restrict the behaviour and withdraw the privileges of their daughter for the action they felt very bad of their daughter. More than half of the female respondents claimed that they would engender with feeling of guilt or shame their son for the action they felt very bad of them. Little more than one-fourth of the female respondents stated that they would restrict the behaviour and withdrawal the privileges of their son for the action they felt very bad of their son. Good proportion of the female respondents reported that they would scold, warn or threat their son for the action they felt very bad of their son. Majority of the female respondents claimed that they would engender with feeling of guilt or shame their daughter for the action they felt very bad of their daughter. Good proportion of the female respondents also reported that they wouldn’t punish rather do something positive and would restrict the behaviour and withdraw the privileges of their daughter for the action they felt very bad of their daughter. It can be inferred that male and female respondents were engendering in son feelings of guilt or shame feelings, scolding, warnings or threatening and restriction of behaviour and withdrawal of privileges for the action they considered very bad; and in case of daughter, they were engendering the feelings of guilt or shame feelings, not punishing them instead do something positive, and restrict the behaviour and withdrawal the privileges for the action they deemed bad. It can also be noted that male respondents stressed scolding, warnings or threatening more in son for the action they considered very bad, and putting restriction of behaviour and withdrawal of privileges was favored in son more than daughter by the female respondents. Instilling feelings of guilt or shame feelings, and not punishing them instead do something positive was favored more for daughter than son by both male and female respondents.
Parental concerns for children's appropriate gender-role also manifested in the child's games and play. Games and play are physical activities carried out either under an agreed set of rules or for a recreational purpose: for competition or self-enjoyment or a combination of these. Generally, children are encouraged by the parents and elders different games and play according to their sex. Boys are provided toys such as, car, truck, airplane, gun, concerning their future masculine activities; and girls are provided fluffy, tea sets, dolls and other soft stuff caricatures which are related to their future role as housewife and mother. Usually, boys are associated with the kinds of games which are masculine and strenuous, even mind games like chess. And, girls are associated with the kinds of games which needs less physical strength. Boys are forbidden strictly than the girls in crossing the generally defined boundary sex-appropriate games and play. Martin (1990) wrote “Boys who fail to adhere to traditional sex roles in general, or specifically as in playing with girls’ toys or having feminine personality characteristics, were more negatively evaluated than girls who adopt cross-sex characteristics.” Damon (1979) also showed the difficulties of children opting of cross-sex playing behaviours even among the peers. Young children rewards others those who engage in sex-appropriate play and punish or reject those who engage in sex-inappropriate play. Thus, in overall, parents laid the foundation by their own choices in reference with the wider society in buying toys; and encouraging different games and play for their children according by their respective gender.

Table 3.12 (page no. x) revealed the distribution of the male respondents by encouragement to play games. Regarding the encouragement of son and daughter to play indoor games, near universal of the male respondents proclaimed that they always encouraged their son and daughter to play indoor games. And, for encouragement of son and daughter to play outdoor games, universal of the male respondents consented that they always encouraged their son to play outdoor games. Encouraging always their daughter to play outdoor games was propagated by majority of the male respondents. But two-fifth of the male respondents mentioned that they sometimes inspired their daughter to play outdoor games. Regarding the buying of sex-appropriate toys, huge proportion of the male respondents noted in equal that they always purchased sex-
appropriate toys for their son and daughter respectively. Good proportion of the male
respondents equally pointed out that they sometimes bought sex-appropriate toys for
their son and daughter. Again in respect of letting son and daughter to play in open
space like playground, a huge proportion of the male respondents indicated that they
always encouraged their son to play in open space like playground. Good proportion of
the male respondents stated that they sometimes encouraged their son to play in open
space like playground. Majority of the male respondents claimed that they sometimes
encouraged their daughter to play in open space like playground. And, little more than
one-fourth of the male respondents never inculcated their daughter to play in open space
like playground.

As it can be seen in Table 3.13 (page no. xi) that around cent percent female
respondents reported that they always encouraged their son and daughter to play indoor
games. Again, huge majority of the female respondents confirmed that they always
promoted their son to play outdoor games. A good proportion of the female respondents
reported that they sometimes encouraged their son to play outdoor games. In the case of
daughter, majority of the female respondents accounted that they sometimes encouraged
their daughter to play outdoor games. Little less than one-fifth of the female
respondents narrated that they always encouraged their daughter to play outdoor games.
A strict no for daughter to play outdoor games was affirmed by little more than one-
fifth of the female respondents. Acquiring always sex-appropriate toys for their son and
daughter respectively has been pointed out by huge proportion of the female
respondents. Good proportion of the female respondents affirmed equally that they
sometimes procured sex-appropriate toys for their son and daughter. Most of the female
respondents acknowledged that they always cheered their son to play in open space like
playground. Encouraging sometimes their son to play in open space like playground
was conceded by less than one-third of the female respondents. Huge proportion of the
female respondents indicated that they never encouraged their daughter to play in open
space like playground. And, good proportion of the female respondents has claimed that
they sometimes encouraged their daughter to play in open space like playground.
By taking together Table 3.12 and Table 3.13, it can be noted that for the son both male and female respondents equally agreed that they always encouraged them to play both indoor and outdoor games, buy sex-appropriate toys and encouraged to play in open space like playground. For the daughter, male respondents favored in playing indoor games, playing outdoor games and buying of sex-appropriate toys but slightly put restrictions in playing in open space like playground. Female respondents encouraged their daughter in playing indoor games and buying of sex-appropriate toys but not in playing outdoor games and open space like playground. This shows that both male and female parents, but slightly more by female parents, observed reservations for their daughter while letting them to involve with strenuous games and play in open space like playground, traditionally considered for son.

A glance at Table 3.14 (page no. xi) gave us an idea about the encouragement of various games by male respondents to their son and daughter. Enhancing always their son to play football, hockey, carom and badminton was reported by a huge proportion of the male respondents. Around three-fourth and three-fifth of the male respondents also encouraged their son always to play table tennis and kabaddi. Encouragement of their son always to play cricket and chess was pointed out by around half of the male respondents. Good proportion of the male respondents stated to encourage sometimes their son to play chess, kabaddi, table tennis and carom. A little more than two-fifth of the male respondents revealed that they never encouraged their son to play cricket. And, good proportion of the male respondents also noted that they never encouraged their son to play chess and kabaddi.

In the same Table, it was also visible that majority of the male respondents encouraged their daughter always to play carom, badminton and table tennis. Good proportion of the male respondents proclaimed that they always encouraged their daughter to play football, hockey and chess. Inspiring sometimes their daughter to play football has been pointed out by more than half of the male respondents. Good proportion of the male respondents confessed to encourage sometimes their daughter to play hockey, kabaddi, carom, table tennis, chess and badminton. Cricket was prohibited for daughter by most of the male respondents. More than half of the male respondents
also never encouraged their daughter to play chess and hockey. Around half of the male respondent disapproved kabaddi for their daughter. And, good proportion of the male respondents was also against table tennis, football, badminton for their daughter.

Information contained in Table 3.15 (page no. xi) brings to fore that huge proportion of the female respondents always encouraged their son to play football, hockey, kabaddi, table tennis, carom and badminton. More than half of the female respondents stated that they always encouraged their son to play cricket and chess. Around one-third of the female respondents gave an account that they sometimes encouraged their son to play chess. Good proportion of the female respondents claimed that they never encouraged cricket and chess for their son. In case of daughter, encouraging always their daughter to play carom and badminton was affirmed by most of the female respondents. More than half of the female respondents reported that they always inspired their daughter to play table tennis. Good proportion of the female respondents also quipped that they always encouraged their daughter to play kabaddi and chess. More than half of the female respondents indicated to encourage sometimes their daughters to play kabaddi. Stimulating sometimes their daughter to play football, hockey, table tennis, carom, badminton and chess has been conceded by good proportion of the female respondents. Universal female respondents pointed out that they never encouraged their daughter to play cricket. And, majority of the female respondents also declared that they never encouraged hockey, football and chess to their daughter.

Subsuming Table 3.14 and 3.15, it can be observed that all the types of game were encouraged for son by both male and female respondents. But the case was not same with daughter. Male respondents pointed out that they encouraged football, table tennis, carom and badminton for their daughter. On the other hand, female respondents approved kabaddi, table tennis, carom and badminton for their daughter. This shows that both male and female parents, but more female parents than male parents, were having qualms in regard of daughter playing strenuous outdoor games.

Table 3.16 (page no. xii) depicted the distribution of the respondents by letting of son and daughter to play with opposite sex children. Among the male respondents,
most of them gave an account equally that they never let their son and daughter to play with opposite sex children. Around one-fourth and little more than one-fourth of the male respondents informed that they sometimes allowed their sons and daughter to play with opposite sex children respectively. A huge proportion of the female respondents depicted equally that they never allowed their son and daughter to play with opposite sex children. Good proportion of the female respondents each also stated that they sometimes made their son and daughter to play with opposite sex children. It can be summed up that both male and female parents strictly prohibited their son and daughter to play with opposite sex children. Generally in Meitei society parents usually let their children to play with opposite sex children up to certain age of the child. It is only at the ending phase of childhood period, i.e., 9/10 years of age onwards that children were not allowed to play with opposite sex children.

With regard to conformity to sex-appropriate games, Table 3.17 (page no. xii) highlighted that huge majority of the male respondents each explained that they always liked their son and daughter to conform to play sex-appropriate games. A good proportion of the male respondents each also stated that they sometimes made their son and daughter to conform to play sex-appropriate games. On the other hand, universal female respondents claimed that they always liked their son and daughter to conform to play sex-appropriate games. Thus, both male and female respondents also confirmed that they liked their son and daughter to conform to specific sex-appropriate games.

Education mainly concerns with developing abilities, awareness and knowledge in individual. White (1977) wrote “Certainly the family setting offers profound and lasting learning experiences, but some other form of socialization is required in order to complete the fundamental process of learning to take one’s place in society. Such an important process has to be organized.” To cope with the fast changing society, it becomes the responsibility of those who work in formal socialization to charge the child systematically into the ways of the whole culture. But, the worst gender inequalities in formal and non-formal education are perpetuated and strengthening by culture and traditions, which favour men over women. Lipman-Blumen (1984) wrote “Education, the potential equalizer and radicalizer, everywhere has been less available to women.
Nonetheless, a few women have managed through the ages, and many more recently, to become educated.” In India, girl child are educationally deprived. Yadav (1994) wrote “parents’ attitude of not educating the girl child is influenced by the distance of the school, social customs, traditions and values, and society’s approach towards girl’s education. There are also conservative parents who would prefer to send their daughters for study only if single sex schools are there.”

From Table 3.18 (page no. xii) it can be seen that more male respondents sent their son to school in the age range of four to five years. Little more than one-third of the male respondents pointed out to send their son to school after five years of age. Low proportion of the male respondents stated that they sent their son to school by the age of three and half to four years. A little less than half and around two-fifth of the male respondents claimed that they sent their daughter to school while they were of four to five years, and three and half to four years of age respectively. Sending daughter to school by five years above age was accounted by a least proportion of the male respondents. More than one-third of the female respondents each confirmed that they sent their son to school by the age of four to five years and above five years of age respectively. Around one-fourth of the female respondents stated that they sent their son to school at the age range of three and half to four years of age. More female respondents indicated that they sent their daughter to school by the age of four to five years. Around one-third of the female respondents stated that they sent their daughter to school at the age range of three and half to four years. And, least but good proportion of the female respondents claimed that they sent their daughter to school while their daughter by the age of five years above. It can be noted that daughter were sent to school slightly earlier than son. This may be due to the belief that daughter mature earlier than son.

Table 3.19 (page no. xii) depicted that most of the male and female respondents did not send their son and daughter to non-formal institutions before joining formal education. Little more than one-fourth male and around one-fifth female respondents claimed that they sent their son and daughter to non-formal institutions before joining formal institutions. Thus, it can be inferred that male and female respondents ensured
no differences between son and daughter while sending to non-formal institutions before joining for formal education.

Among those who sent their son and daughter to non-formal institutions, Table 3.20 (page no. xii) shows that most of the male respondents sent their son to non-formal institutions by age three to four years. Good proportion of the male respondents also noted that they sent their son to non-formal institutions by age of four and above years. Majority of the male respondents, among those who have sent their daughter to non-formal institutions, pointed out to send their daughters by age three to four years. Little more than one-fourth of the male respondents mentioned to send their daughters by age three to non-formal institutions. Good proportion of the male respondents also stated that they sent their daughter to non-formal institutions by age four and above years. Among those female respondents who have sent their son to non-formal institutions, huge proportion of them reported to send their son by age three to four years. Good proportion of the female respondents also described that they sent their son by age three to non-formal institutions. Huge proportion of the female respondents informed to send their daughter to non-formal institutions by age three to four years. It can be observed that for the male respondents, to some extend daughter were sent earlier than son to non-formal institutions before joining formal education. On the other hand, female respondents sent their son a little earlier than daughter for the non-formal institutions before joining formal education. The difference may be due to other factors, such as, the status of the child among the siblings, as it is considered that eldest ones are sent to non-formal institutions earlier than others. And, another factor is ‘responsibility,’ as by sending child to non-formal institution parents get more time to engage in other activities.

Table 3.21 (page no. xiii) reflected the distribution of respondents by types of institutions they sent their son and daughter for the formal education. Around equally, majority of the male respondents each reported that they sent their son and daughter to government school for the formal education. A little less than two-fourth of the male respondents each claimed to send their son and daughter to private school for the formal education. Among those female respondents who responded about their child’s formal
education, majority of them each revealed that they sent their son and daughter to
government school for formal education. More than one-fourth of the female
respondents indicated that they sent their son and daughter to private school for formal
education. In general, male and female respondents sent their son and daughter to
government schools for formal education. The reason may be due to the low economic
profile of the parents, and also the less number of private educational institutions at the
time of their children were at the childhood stage.

Distribution of the respondents by their help in completing home
assignment/home work of their son and daughter has been described in Table 3.22 (page
no. xiii). More than half of the male respondents each claimed that they never helped
their son and daughter to complete home assignment/home work. Around two-fifth of
the male respondents in equal stated that they sometimes helped their son and daughter
to complete home assignment/home work. Among those female respondents who
responded about their aid in home assignment/home work, most of the female
respondents equally specified that they never assisted their son and daughter to
complete home assignment/home work. More than one-fourth of the female respondents
revealed that they sometimes abetted their son and daughter in completing home
assignment/home work. More female than male respondents without any differences
between son and daughter never helped them in completing home work/assignment.
Besides illiteracy and capability, it may also be due to their energy with more time with
the household activities that obstruct them in helping their children in completing home
assignment/home work.

Table 3.23 (page no. xiii) brings out the distribution of respondents by drop
out of school of their son and daughter. Huge proportion of the male respondents
equally stated that there was no dropped out of their son and daughter. A least
proportion of the male respondents accounted equally that their son and daughter were
dropped out of school. Huge proportion of the female respondents reported that none of
their son and daughter was dropped out of school. A good proportion of the female
respondents each described that their son and daughter were dropped out of school. It
can be settled that even though absence of dropped out of son and daughter was
reported by huge proportion of respondents, for the female parents the dropped out of school of daughter were slightly more than the son. The reason may be due to the continuous failure of the daughter in the exams and single marital status of the female parents.

Table 3.24 (page no. xiii) exhibits the distribution of the male respondents by subjects they liked their son and daughter to perform well. Huge proportion of the male respondents stated that they wished their son to perform excellent in General Science. More than half of the male respondents indicated that they liked their son to perform excellent in English. Little less than half of the male respondents reported that they wanted their son to perform excellent in Mathematics. Good proportion of the male respondents also revealed that they desired son to perform excellent in Major Indian Language, Social Science and Drawing. Majority of the male respondents proclaimed that they liked their son to be very good in Major Indian Language, Social Science and Drawing. Around half of the male respondents narrated that they craved their son to perform very good in Mathematics. Less than half of the male respondents wished their son to perform very good in English. Good proportion of the male respondents also acknowledged that they wanted their son to perform very good in General Science. Good proportion of the male respondents also hoped their son to be good in Major Indian Language and Drawing. Huge proportion of the male respondents stated that they wished their daughter to perform excellent in General Science. Good proportion of the male respondents also reported that they wanted their daughter to perform excellent in Major Indian Language, Mathematics, Social Science and Drawing. Most of the male respondents disclosed that they liked their daughter to perform very good in Major Indian Language, Mathematics, Social Science and Drawing. Around one-third of the male respondents revealed that they expected their daughter to perform very good in General Science. Good proportion of the male respondents stated that they wanted their daughter to be very good in Drawing. Good proportion of the male respondents also reported that they liked their daughter to be good in Major Indian Language and Drawing. In overall, male respondents liked their
son and daughter to perform well in Science, English and Mathematics. For the male respondents, Science and Mathematics were stressed more to their son than daughter. On the other hand, they emphasized English more to the daughter than son.

Table 3.25 (page no. xiv) provided an insight regarding the distribution of the female respondents by subjects they liked their son and daughter to perform well. Huge proportion of the female respondents stated that they expected their son to perform excellent in General Science. A little more than half and little less than half of the female respondents narrated that they hoped their son to perform excellent in Mathematics and English respectively. Good proportion of the female respondents also pointed out that they wanted their son to perform excellent in Major Indian Language, Social Science and Drawing. More than half of the female respondents stated that they liked their son to be very good in Social Science and English. A little less than half of the female respondents informed that they craved their son to be very good in Major Indian Language and Mathematics. Around two-fifth of the female respondents claimed that they liked their son to perform very good in Drawing. Good proportion of the female respondents also mentioned that they wanted their son to perform very good in General Science. Little more than two-fifth of the female respondents and little more than one-fourth proportion of the female respondents pointed out that they liked their son and daughter to be good in Drawing and Major Indian Language respectively. Good proportion of the female respondents also noted that they wanted their son to be good in Social Science. Huge proportion of the female respondents stated that they wished their daughter to perform excellent in General Science. More than half and little less than half of the female respondents indicated that they liked their daughter to perform excellent in English. Good proportion of the female respondents also reported that they wanted their daughter to be excellent in Major Indian Language, Mathematics, Social Science and Drawing. Majority of the female respondents mentioned that they liked their daughter to be very good in Mathematics and Social Science. Around half of the female respondents informed that they liked their daughter to be very good in Major Indian Language. Little less than two-fifth of the female respondents stated to hope their daughter to be very good in Drawing and English. Good proportion of the female
respondents also narrated that they wanted their daughter to be very good in General Science. Little more than two-fifth and little more than one-fourth of the female respondents described that they liked their daughter to be good in Drawing and Major Indian Language respectively. Good proportion of the female respondents also reported that they wanted their daughter to be good in Social Science. From the analysis, it can be derived that similar to the male respondents; female respondents also liked their son and daughter to perform well in Science, English and Mathematics. Female respondents stressed importance to Science and Mathematics more for their son than daughter. On contrary, they emphasized English more for the daughter than son.

The data in Table 3.26 (page no. xiv) reflected the distribution of the respondents by disciplining son and daughter. Regarding the training to wear traditional dress, i.e., like dress which does not expose body, of their son and daughter; more than half of the male respondents reported that they always encouraged their son to wear traditional dress. Little less than one-fourth of the male respondents narrated that they sometimes inspired their son to wear traditional dress. Majority of the male respondents confirmed that they always perpetuated their daughter to wear traditional dress. Around one-fourth of the male respondents revealed that they sometimes enhanced their daughter to wear traditional dress. Concerning the training of son and daughter to be tolerant in their behaviour, huge proportion of the male respondents reported that they always taught their son to be tolerant in their behaviour. Good proportion of the male respondents accounted that they sometimes instructed their son to be tolerant in their behaviour. Near universal of the male respondents claimed that they always inculcate their daughter to be tolerant in their behaviour. In regard to training given to their son and daughter to be soft while talking to others, more than half of the male respondents noted that they always trained their son to be soft while talking to others. Little more than one-third of the male respondents declared that they sometimes instilled their son to be soft while talking to others. Near universal proportion of the male respondents disclosed that they always espoused their daughter to be soft while talking to others. As regard to train son and daughter not to be argumentative while discussing matters with elders, huge proportion of the male respondents each claimed to train always their son.
and daughter to be not argumentative while discussing matters with elders. Least proportion of the male respondents each disclosed that they sometimes and never asked their son and daughter not to be argumentative while discussing matters with elders. With reference to train son and daughter to surrender or sacrifice, most and majority of the male respondents mentioned that they always instructed their son and daughter to surrender or sacrifice respectively. Around one-third and one-fourth of the male respondents pointed out that they sometimes inspired their son and daughter to surrender or sacrifice respectively. Regarding the suggestion given to son and daughter to return before dark, more male respondents claimed that they never suggested their son to return before dark. Little less than one-third of the male respondents stated that they sometimes asked their son to return before dark. Good proportion of the male respondents also proclaimed that they always instructed their son to return before dark. Huge proportion of the male respondents reported that they always asked their daughter to return before dark. In respect of suggestion son and daughter to accompany someone older, most of the male respondents described that they never suggested their son to accompany someone older. Good proportion of the male respondents indicated that they sometimes asked their son to accompany someone older while going out at night in neighbours. Most of the male respondents noted that they always recommended their daughter to accompany someone older while going out at night in neighbours. Around one-third of the male respondents pointed out that they sometimes asked their daughter to accompany someone older. It can be summed up that male respondents preferred slightly more for the daughter than son to adhere to traditional dress, to observe tolerance in behaviour, not to be argumentative while discussing matters with elders and surrender or sacrifice something, like food. And also, they strictly emphasized their daughter than son to be soft in talking to others, to return before dark and to accompany someone older while going out at night to neighbour.

Dealing with the disciplining of son and daughter by female respondents Table 3.27 (page no. xv) depicted that little more than half of the female respondents reported that they always instructed their son to wear traditional dress. More than one-fourth of the female respondents confirmed that they sometimes trained their son to wear
traditional dress. Huge majority of the female respondents stated that they always asked their daughter to wear traditional dress. Regarding the tolerance in behaviour, near universal and universal of the female respondents narrated that they always espoused their son and daughter to be tolerant in their behaviour. Most of the female respondents specified that they sometimes advocated their son to be soft while talking to others. Around one-third of the female respondents stated that they always taught their son to be soft while talking to others. Around universal of the female respondents informed that they always trained their daughter to be soft while talking to others. In respect to be not argumentative, cent percent female respondents reported that they always inculcated their son and daughter not to be argumentative while discussing matters with elders. Universal female respondents revealed that they trained their son and daughter to surrender or sacrifice. Regarding the suggestion to return before dark, more than half of the female respondents reported that they sometimes suggested their son to return before dark. Less than one-third of the female respondents claimed that they never asked their son to return before dark. Good proportion of the female respondents also indicated that they always suggested their son to return before dark. Near universal of the female respondents confirmed that they always suggested their daughter to return before dark. In the matter of accompanying someone older while going out at night in neighbours, huge proportion of the female respondents stated that they never asked their son to accompany someone older while going out at night in neighbours. Good proportion of the female respondents narrated that they sometimes recommended their son to accompany someone older. Little more than half of the female respondents acknowledged that they sometimes asked their daughter to accompany someone older while going out at night in neighbours. Around one-third of the female respondents declared that they always instructed their daughter to accompany someone older. Good proportion of the female respondents reported that they never asked their daughter to accompany someone older while going out at night in neighbours. It can be gathered that female respondents espoused their son and daughter equally not to be argumentative while discussing matters with elders, surrender or sacrifice something like food and to be tolerant in behaviour. But, they stressed more importance to
daughter than son to wear traditional dress, soft while talking to others, to return before dark and to accompany someone older while going out at night in neighbours.

Table 3.28 (page no. xvi) marked out the distribution of the male respondents by training son and daughter in different chores. Majority of the male respondents pointed out that they always espoused their son to assist in fetching something from the market/shop, running an errand in the neighbor’s, cultivation (including kitchen garden), repairing the house, fencing, tilling the field, sowing seeds, harvesting and threshing. Good proportion of the male respondents reported that they always encouraged their son to assist in taking care of younger siblings and helping in repair or clean of vehicles. Little more than half of the male respondents also stated that they sometimes trained their son to assist in taking care of younger siblings. More male respondents narrated that they sometimes instructed their son to assist them in repairing or cleaning of vehicles. Around one-third of the male respondents stated that they sometimes inculcated their son to assist them in repairing the house and fencing. Little less than one-third of the male respondents reported that they sometimes inspired their son to assist them in running an errand in the neighbor’s and cultivation (including kitchen garden). Good proportion of the male respondents described that they sometimes trained their son to assist in fetching something from the market/shop, sweeping the floor, washing cloths, cleaning up dish/tea cups, utensils etc., organizing cooking in the household, tilling the field, sowing seeds, harvesting and threshing. Universal male respondents reported that they never asked their son to assist in embroidery and weaving and stitching. Again, large majority of the male respondents claimed that they never encouraged their son to assist in sweeping the floor, washing cloths, cleaning up dish/tea cups, utensils etc., organizing cooking in the household and serving and distribution of food. Good proportion of the male respondents also pointed out that they never trained their son to assist them in repair or clean of vehicles, tilling the field, sowing seeds, harvesting and threshing. In case of daughter, huge majority of the male respondents reported that they always espoused their daughter to assist in sweeping the floor, washing cloths, embroidery and weaving, stitching, cleaning up dish/tea cups, utensils etc., organizing cooking in the household and serving and
distribution of food. Large proportion of the male respondents stated that they always trained their daughter to assist in harvesting and threshing. More than half of the male respondents confirmed that they always encouraged their daughter to assist in fetching something from the market/shop, running an errand in the neighbor’s, cultivation (including kitchen garden) and taking care of younger siblings. Around two-fifth of the male respondents indicated that they sometimes trained their daughter to assist in running an errand in the neighbor’s, cultivation (including kitchen garden) and taking care of younger siblings. Little more than one-third of the male respondents asserted that they sometimes inspired their daughter to assist in fetching something from the market/shop. Good proportion of the male respondents affirmed that they sometimes instructed their daughter to assist in running an errand in the neighbor’s, washing cloths, cleaning up dish/tea cups, utensils etc., harvesting and threshing. Universal male respondents admitted that they never asked their daughter to assist them in repairing the house, tilling the field and sowing seeds. Huge proportion of the male respondents declared that they never inculcated their daughter to facilitate them in fencing and helping in repair or clean of vehicles. Good proportion of the male respondents stated that they never trained their daughter to assist them in harvesting and threshing. It can be observed that son were emphasized than daughter by male respondents in repairing the house, fencing, helping in repair or clean of vehicles, tilling the field and sowing seeds. On the other hand, daughter than son has been stressed more importance in providing training in sweeping the floor, washing cloths, embroidery and weaving, stitching, cleaning up dish/tea cups, utensils etc., organizing cooking in the household, serving, and distribution of food and taking care of younger siblings. They also described slight preference of son over daughter in training given to assist them in fetching something from market/shop, running an errand in the neighbor’s, cultivation (including kitchen garden), harvesting and threshing.

Information contained in Table 3.29 (page no. xvii) elucidated the distribution of the female respondents by training son and daughter to opt for different chores. Huge proportion of the female respondents pointed out that they always trained their son to assist in fetching something from the market/shop, running an errand in the neighbor’s,
in repairing the house and fencing. Large proportion of the female respondents indicated that they always enhanced their son to assist in repair or clean of vehicles, tilling the field, sowing seeds, harvesting and threshing. Good proportion of the female respondents narrated that they always encouraged their son to assist them in taking care of younger siblings. Little more than half of the female respondents stated that they sometimes trained their son to assist them in taking care of younger siblings. Good proportion of the female respondents described that they sometimes instructed their son to assist them in sweeping the floor, washing cloths, cleaning up dish/tea cups, utensils etc., organizing cooking in the household, serving and distribution of food, tilling the field and sowing seeds. Universal female respondents remarked that they never trained their son to assist them in embroidery and weaving. Huge proportion of the female respondents mentioned that they never instructed their son to assist them in sweeping the floor, washing cloths, stitching, cultivation (including kitchen garden), cleaning up dish/tea cups, utensils etc., organizing cooking in the household and serving and distribution of food. Good proportion of the female respondents commented that they never stimulated their son to assist in helping in repair or clean of vehicles, tilling the field, sowing seeds, harvesting and threshing. On the other hand, in case of daughter universal female respondents claimed that they always recommended their daughter to assist them in serving and distribution of food. Around universal female respondents maintained that they always inspired their daughter to assist them in sweeping the floor, washing cloths, embroidery and weaving, stitching, cleaning up dish/tea cups, utensils etc., and organizing cooking in the household. Large proportion of the female respondents asserted that they always taught their daughter to assist them in running an errand in the neighbor’s, cultivation (including kitchen garden), taking care of younger siblings, harvesting and threshing. Around half of the female respondents stated that they always cheered their daughter to assist them in fetching something from the market/shop. More than two-fifth of the female respondents claimed that they sometimes asked their daughter to assist them in fetching something from the market/shop. Good proportion of the female respondents stated that they sometimes inculcated their daughter to assist them in running an errand in the neighbour’s,
cultivation (including kitchen garden) and taking care of younger siblings. Universal female respondents declared that they never espoused their daughter to assist in tilling the field and sowing seeds. Huge proportion of the female respondents acknowledged that they never instructed their daughter to assist in repairing the house, fencing and repair or clean of vehicles. Good proportion of the female respondents stated that they never asked their daughter to assist in harvesting and threshing. It can be concluded that female respondents instructed their son than daughter to assist in fetching something from market/shop, running an errand in the neighbor’s, repairing the house, fencing, helping in repair or clean of vehicles, tilling the field and sowing seeds. On contrary, they emphasized their daughter over son in assisting them in sweeping the floor, washing cloths, embroidery and weaving, stitching, cultivation (including kitchen garden), taking care of younger siblings, cleaning up dish/tea cups, utensils etc, organizing cooking in the household, serving and distribution of food. Finally, they trained both son and daughter equally to assist them in harvesting and threshing.

Nutrition is an input to and also a foundation for health and development. Interaction of infection and malnutrition is well-documented in various health surveys and hospital records. Healthy people are stronger, are more productive and more able to create opportunities to gradually break the cycles of both poverty and hunger in a sustainable way. Better nutrition is a prime entry point to ending poverty and a milestone to achieving better quality of life. Better nutrition means stronger immune systems, less illness and better health. Thus there is a close relationship between health and nutrition. Beside this, one can not ignore the intrinsic relationship between health and learning capacity of the children. The healthier children learn better than the one with deteriorated health. Health means both physical and mental well being of the individual. Thus, the socialization of the child will certainly be affected by the physical well being of the children. But, the agony is that the nutrition of the baby boy and baby girl is not the same in various part of the world. From the very beginning of life, within the family itself, daughter suffers from discrimination and negligence in the provisions of nutrition and health care. Parents provided better medical care and quality food to their son. Generally in rural India, it is commonly seen that the boys are provided with
milk, egg and any other nutritious food stuffs but the girls remained deprived of such things, and often leads to deficiency diseases. Sen and Seth (1994) referring to a survey study of Bihar wrote “Girls received less supplementary foods and were breast-fed for shorter periods.” By citing another study of Gujarat, they noted that more girls than boys were died due to starvation. Hardly terminally ill girls were taken to a health centre and most of them were treated by a local practitioner or with traditional home remedies. Such a gender differential feeding and caring culture of a society deter the child from realizing his or her own potentials as an individual.

In regard of taking son and daughter for checking up health Table 3.30 (page no. xviii) illuminated that cent percent male respondents equally claimed that they took both their son and daughter only when they were not well. The case was same for female respondents also, where universal female respondents claimed to take their son and daughter only when they felt sick.

Table 3.31 (page no. xviii) manifested the distribution of the male respondents by the remedies they preferred for their son and daughter when they were not well. Most of the male respondents noted that they always preferred professional doctor for their son and daughter when they were ill. Most of the male respondents also stated that they sometimes preferred home-made remedies for their son and daughter when they were not well. Little less than one-third of the male respondents revealed that they sometimes opted for local remedies when their son and daughter were not well. Around one-fifth of the male respondents informed that they sometimes opted for professional doctor when their son and daughter were not well. Most of the male respondents described that they never opted for local remedies for their son and daughter when they were not well. Little less than one-fourth of the male respondents reported that they never preferred home-made remedies for local remedies for their son and daughter when they were not well. Male respondents do not make any difference in preferring the types of remedies for their son and daughter. It can be figured out that without any distinction between son and daughter male respondents in general opted always for professional doctor when their children were sick.
As regards responses of the female respondents by their preference of remedies for the son and daughter when they were ill, Table 3.32 (page no. xviii) illuminated that female respondents shows no distinction between son and daughter regarding the remedies given to them when they were not well. Majority of the female respondents informed that they always preferred professional doctor for their son and daughter equally when they had health problem. Huge proportion of the female respondents admitted that they sometimes preferred home-made remedies for their son and daughter equally when they had health problem. Little less than one-third of the female respondents reported that they sometimes preferred local remedies for their son and daughter equally when they were unwell. Good proportion of the female respondents reported that they sometimes preferred professional doctor for their son and daughter when they felt ill. Most of the female respondents reported that they never chose local remedies for their son and daughter when they had health problems. Good proportion of the female respondents admitted that they never preferred professional doctor for their son and daughter when they had health problems. It can be pointed out that female respondent opted always professional doctor when their son and daughter children were sick.

Table 3.33 (page no. xviii) illustrated the distribution of the respondents by having vaccination cards for their son and daughter. Majority of the male respondents revealed that their son and daughter had no vaccination cards. Little more than one-third of the male respondents confirmed that both son and daughter had vaccination cards. Most of the female respondents also claimed that their son and daughter were not having vaccination cards. Around one-fifth of the female respondents asserted that both son and daughter were having vaccination cards. It can be inferred that without any distinction between son and daughter, majority of the respondents of both the sexes were not having vaccination cards for their son and daughter.

It is clearly visible in Table 3.34 (page no. xix) that more than half of the male respondents proclaimed that they equally immunized both their son and daughter with BCG, DPT1, DPT2, DPT3, Polio1, Polio 2, Polio 3, Measles, DPT (first booster) and Polio (first Booster). Around two-fifth proportion of the male respondents reported that
they equally immunized both their son and daughter with vaccines for Small pox. More than two-fifth proportion but less than half of the female respondents equally immunized both son and daughter with BCG, DPT1, DPT2, DPT3, Polio1, Polio 2, Polio 3, Measles, DPT (first booster), Polio (first Booster) and Small pox. It can be noted that except in case of small pox, where male and female respondents equally claimed to immunize their son and daughter, in all type of diseases more male than female respondents reported to equally immunize their son and daughter.

Table 3.35 (page no. xix) sheds light the distribution of the female respondents by breast/milk feeding of their son and daughter during infancy period. Cent percent female respondents confirmed that they breast/milk fed both their son and daughter during the infancy period at regular interval.

From the data specified in Table 3.36 (page no. xix), it can be inferred that Universal male respondents acknowledged that their spouse’s breast/milk fed both their son and daughter during the infancy period at regular interval.

In Table 3.37 (page no. xix), it was picturised the distribution of the respondents by start giving of semi-solid food and solid food to their son and daughter. Huge proportion of the male respondents asserted that they initiated giving of semi-solid food and solid food to their son by the age of six months. Around one-fifth of the male respondents revealed that they started giving of semi-solid food and solid food to their son by the age of eight months. Most of the male respondents claimed that they initiated semi-solid food and solid food to their daughter by the age of five months. Little more than one-fifth of the male respondents affirmed that they started giving of semi-solid food and solid food to their daughter by the age of seven months. Most of the female respondents narrated that they started giving of semi-solid food and solid food to their son by the age of six months. A little less than one-third of the female respondents stated that they started giving of semi-solid food and solid food to their son by the age of eight months. Majority of the female respondents started giving of semi-solid food and solid food to their daughter by the age of five months. Little more than one-third of the female respondents noted that they started giving of semi-solid food and solid food to their daughter by the age of seven months. It can be observed that, both male and
female respondents started giving semi-solid food and solid food to daughter earlier than son. Weaning can be defined as a well planned process of introduction of suitable food at the right time in addition to the mother’s milk to provide needed nutrients to the infant. It is either a complementary food for the additional demand or to supplement the shortfall. Regarding the age of starting solid and semi solid food, it is customary in Meitei tradition that a child needs to be given eatables only when the child reached six, seven, eight and nine months. It accompanies rituals and rites which ascertain that a child can be fed with eatables besides milk or breast-feeding. Such ceremony is called ‘Chagumba.’ A baby girl is supposed to be initiated by six or eight months; and a baby boy by seven or nine months. This is due to the general assumption that girls are mature faster and lack physical strength than boys. Thus, it is the deliberate choice on the parts of the parents, in relation to start giving solid and semi solid food to son and daughter. It exemplifies the prevalence of traditional belief about the perpetuation of gender inequity among the Meiteis in terms of starting semi-solid and solid food.

From Table 3.38 (page no. xix) it emerges that universal male respondents provided similar quantity of vegetables/cereals to their son and daughter. The case was same with the female respondents as universal of them stated that they provided similar quantity of vegetables/cereals to their son and daughter.

Temperament, in common parlance, refers to the manner of thinking, behaving, or reacting characteristic of a specific person. And, an emotion is a mental and physiological state associated with a wide variety of feelings, thoughts, and behaviours. Emotion is temporary alterations of moods but temperament is stable characteristics of moods. Most experts agree that emotions and temperaments do have a biological basis, although environmental factors and maturation modify the ways a child's personality is expressed. Social institutions, discourses, ideologies etc. regulates emotions and temperaments to fit in with the norms of the situation. Here comes the role of parents in the sex selective socialization for such traits and behaviours. There are numerous ways that parents can influence how children respond to and cope with emotionally evocative situations. Parents can react in supportive or non-supportive ways to a child’s negative emotion. It has been suggested that parents show a greater variety of emotions to their
daughters as compared to son. Parents express more positive emotion to daughters than sons; and parents express more anger or general negative affectivity toward their sons. This imply the parental role in instilling traits and behaviours like anger, fear, sorrow, shyness, anxiety, joy, love, honour and happiness etc. But, son and daughter are encouraged different emotions and temperaments with their respective sex. Parents optimize certain positive emotions and temperaments like love, care, soft, calm, passive, kind etc in the girls. On the other hand parents generally imbibe certain traits like active, cruelty, bravery, aggressiveness, toughness etc. to their sons.

It can be seen from Table 3.39 (page no. xx) that huge proportion of the male respondents pointed out that they always encouraged joy and love emotions to their son. Majority of the male respondents stated that they always cheered feeling of success and failure, delight, pride emotions to their son. Good proportion of the male respondents asserted to encourage always anger, shame, and guilt emotions to their son. Majority of the male respondents also promoted guilt and shame emotions sometimes to their son. Little more than two-fifth and around two-fifth of the male respondents described that they sometimes nourished pain and anger emotions respectively to their son. More than one-fourth of the male respondents accounted that they sometimes inculcated feeling of success and failure, delight, pride and remorse emotions to their son. Good proportion of the male respondents admitted that they sometimes espoused fear, disgust, hate and love emotions to their son. Most of the male respondents stated that they never endorsed fear, grief, remorse, disgust and hate emotions to their son. Half and little less than half of the male respondents mentioned that they never inculcated pain and anger emotions respectively to their son. Good proportion of the male respondents declared that they never stimulated pride and shame emotions to their son. Huge proportion of the male respondents conferred that they always inspired joy, delight and love emotions to their daughter. Little more than half of the male respondents indicated that they always encouraged feeling of success and failure emotions to their daughter. Around two-fifth male respondents each claimed that they always enhanced shame and guilt emotions to their daughter. Good proportion of the male respondents asserted that they always engraved fear, pride, remorse and pain emotions to their daughter. More than half of the
male respondents reported that they sometimes encouraged fear, shame, guilt and pain emotions to their daughter. Less than half of the male respondents informed that they sometimes encouraged feeling of success and failure, pride and remorse emotions to their daughter. Good proportion of the male respondents pointed out that they sometimes inspired grief, disgust, delight and hate emotions to their daughter. Huge proportion of the male respondents narrated that they never encouraged anger and hate emotions to their daughter. Large proportion of the male respondents stated that they never motivated grief and disgust emotions to their daughter. More than one-third of the male respondents uttered that they never socialized pride and remorse emotions to their daughter. Good proportion of the male respondents revealed that they never enhanced fear, pain and shame emotions to their daughter. It can be observed that generally joy, delight and love emotions were the common type of emotions encouraged to son and daughter by male respondents. Male respondents encouraged anger, feeling of success and failure, and pride emotions slightly more to son than daughter. On the other hand, they instilled fear, shame, guilt, remorse and pain emotions little more to daughter than son.

Table 3.40 (page no. xx) revealed the distribution of the female respondents by encouragement of emotions to their son and daughter. Huge proportion of the female respondents illustrated that they always buoyed up joy, feeling of success and failure, pride, delight and love emotions to their son. Around one-third of the female respondents each proclaimed that they always emboldened shame and guilt emotions to their son. Majority of the female respondents asserted that they sometimes stimulated fear, shame, guilt and pain emotions to their son. Little more than one-third of the female respondents narrated that they sometimes boosted remorse type of emotion to their son. Good proportion of the female respondents detailed that they sometimes inspired grief, pride, disgust, love and hate emotions to their son. Huge proportion of the female respondents expressed that they never encouraged anger, hate and grief emotions to their son. Majority of the female respondents conveyed that they never incited disgust and remorse emotions to their son. Good proportion of the female respondents testified that they never encouraged fear and pain emotions to their son.
Huge proportion of the female respondents pointed out that they always cheered joy, love, shame and delight emotions to their daughter. Majority of the female respondents elucidated that they always motivated guilt and feeling of success and failure emotions to their daughter. Around half of the female respondents stated that they always encouraged fear type of emotion to their daughter. Good proportion of the female respondents admitted that they always encouraged pride, remorse and pain emotions to their daughter. Majority of the female respondents reported that they sometimes stirred their daughter to feel pride and pain emotions. Little more than two-fifth and around two-fifth proportion of the female respondents claimed that they sometimes instilled fear and remorse, and feeling of success and failure emotions respectively to their daughter. Good proportion of the female respondents confirmed that they sometimes encouraged their daughter to feel grief, shame, guilt, disgust, delight and hate emotions. Huge proportion of the female respondents explained that they never appreciated anger, hate and grief emotions to their daughter. Most of the female respondents posited that they never promoted disgust type of emotion to their daughter. Little more than one-third of the female respondents specified that they never encouraged remorse type of emotion to their daughter. Good proportion of the female respondents mentioned that they never encouraged their daughter pain type of emotion. It can be postulated that joy, delight and love were common type of emotions encouraged by female respondents to son and daughter. Besides, they encouraged feeling of success and failure and pride emotions more to son than daughter. On contrary, female respondents cherished emotions like fear, shame, guilt, remorse and pain more to daughter than son.

As regards the emotional treatment to their son and daughter for doing something wrong by male respondents, Table 3.41 (page no. xxi) highlighted that more than half of the male respondents stated that they always treated their son for doing something wrong with rejection, i.e., degrading, public humiliation, shaming and ridiculing child for showing normal emotions such as affection, grief or sorrow. Little more than one-fourth of the male respondents documented that they always isolated, i.e., deny the child opportunities to meet needs for interacting with peers or adults outside the home, placing unreasonable limitations or restrictions on child’s freedom of
movement, their son for doing something wrong. Good proportion of the male respondents claimed that they always ignored, i.e., ignoring the child’s attempts and needs to interact, show no emotion in interaction with the child, being detached through incapacity or lack of motivation, interacting only when absolutely necessary with their son for doing something wrong. More male respondents stated that they always treated their daughter with isolation, i.e., deny the child opportunities to meet needs for interacting with peers or adults outside the home, placing unreasonable limitations or restrictions on child’s freedom of movement, for doing something wrong. Little less than one-third of the male respondents asserted that they always treated their daughter by ignoring, i.e., ignoring the child’s attempts and needs to interact, show no emotion in interaction with the child, being detached through incapacity or lack of motivation, interacting only when absolutely necessary, for doing something wrong. Around one-fourth of the male respondents proclaimed that they always treated with rejection, i.e., degrading, public humiliation, shaming and ridiculing child for showing normal emotions such as affection, grief or sorrow, their daughter for doing something wrong. It can be posited that male respondents used rejection for their son for doing something wrong, but they resorted isolation and ignoring to daughter for doing something wrong.

The data contained in Table 3.42 (page no. xxi) exhibited the distribution of the female respondents by emotional treatment to their son and daughter for doing something wrong. More female respondents stated that they always treated their son with rejection, i.e., degrading, public humiliation, shaming and ridiculing child for showing normal emotions such as affection, grief or sorrow, for doing something wrong. Little less than one-third of the female respondents mentioned that they always treated their son by keeping isolation, i.e., deny the child opportunities to meet needs for interacting with peers or adults outside the home, placing unreasonable limitations or restrictions on child’s freedom of movement, for doing something wrong. Around one-fourth of the female respondents always treated their son by ignoring, i.e., ignoring the child’s attempts and needs to interact, show no emotion in interaction with the child, being detached through incapacity or lack of motivation, interacting only when absolutely necessary, for doing something wrong. More female respondents stated that
they always treated their daughter by keeping isolation, i.e., deny the child opportunities to meet needs for interacting with peers or adults outside the home, placing unreasonable limitations or restrictions on child’s freedom of movement, for doing something wrong. Less than one-third of the female respondents reported that they always treated their daughter by ignoring, i.e., ignoring the child’s attempts and needs to interact, show no emotion in interaction with the child, being detached through incapacity or lack of motivation, interacting only when absolutely necessary, for doing something wrong. Little less than one-fourth of the female respondents proclaimed that they always treated their daughter by rejection, i.e., degrading, public humiliation, make shame, ridiculing child for showing normal emotions such as affection, grief or sorrow, for doing something wrong. It can be concluded that female respondents exercised rejection for their son for doing something wrong, but they opted isolation and ignoring to daughter for doing something wrong.

Distribution of the male respondents by encouragement to imbibe temperaments to their son and daughter in their day to day behaviour has been laid out in Table 3.43 (page no. xxi). Universal male respondents confirmed that they always encouraged their son to adopt active temperament. Huge majority male respondents also claimed that they always wanted their son to opt for kind, strong, ambitious, tough, aggressiveness and independence temperaments. Majority proportion of the male respondents stated that they always encouraged their son to possess fearless temperament. A little less than half of the male respondents identified that they sometimes encouraged their son to imbibe cruel temperament. More than one-third and little less than one-third of the male respondents pointed out that they sometimes encouraged their son to adopt fearless, submissive and dependence, and fearful and soft temperaments respectively. Good proportion of the male respondents stated that they sometimes encouraged their son to imbibe weak and passive temperaments. Universal male respondents advocated that they never encouraged unambitious temperament to their son. Huge proportion of the male respondents stated that they never instilled weak and passive temperaments to their son. Majority of the male respondents reported that they never inculcated their son to imbibe fearful, soft, submissive, and dependence temperaments. A good proportion
but less than half of the male respondents conveyed that they never stimulated cruel temperament to their son. Huge proportion of the male respondents asserted that they always encouraged their daughter to adopt kind, active, passive, soft, and submissive temperaments. Most and more than half of the male respondents noted that they always encouraged their daughter to imbibe strong and ambitious temperaments respectively. Around two-fifth and less than two-fifth of the male respondents expressed that they always encouraged their daughter to possess dependence and independence temperaments respectively. Good proportion of the male respondents asserted that they always encouraged fearful, fearless, and tough temperaments to their daughter. Most of the male respondents proclaimed that they sometimes inspired their daughter to be fearless. More than half of the male respondents accounted that they sometimes stimulated fearful and independence temperaments to their daughter. Around half and little less than half of the male respondents specified that they sometimes encouraged ambitious, tough and dependence temperaments to their daughter. Little more than one-third of the male respondents mentioned that they sometimes encouraged their daughter to opt for aggressive temperament. Good proportion of the male respondents reported that they sometimes encouraged their daughter to imbibe strong, weak, passive and submissive temperaments. Universal male respondents reported that they never encouraged their daughter to be unambitious. Huge proportion of the male respondents reported that they never encourage their daughter to adopt cruel temperament. Most of the male respondents and majority of the male respondents indicated that they never encouraged their daughter to possess weak and aggressive temperaments respectively. More than one-third and little less than one-third of the male respondents narrated that they never inculcated their daughter to imbibe tough and fearful temperaments respectively. Fearless and dependence temperaments were never espoused to their daughter by good proportion of the male respondents. It can be brought to the conclusion that kind and active were common temperaments encouraged by male respondents to both son and daughter. Male respondents encouraged son to adopt fearless, strong, ambitious, tough, aggressiveness and independence temperaments; and to some extent son were also inspired to adopt cruel temperament. On contrary, they
encouraged daughter to imbibe passive, soft and submissiveness temperaments. They also encouraged fearful and dependence temperaments more to daughter than son. Weak and unambitious temperaments were never inculcated to both son and daughter by male respondents.

It can be easily referred from Table 3.44 (page no. xxii) that huge proportion of the female respondents affirmed that they always encouraged their son to opt for kind, fearless, strong, active, ambitious, tough, aggressive, and independence temperaments. More than half of the female respondents admitted that they sometimes persuaded their son to adopt fearful and dependence temperaments. Good proportion of the female respondents asserted that they sometimes inspired their son to possess cruel, soft, and submissive temperaments. Universal female respondents confirmed that they never motivated unambitious temperament to their son. Huge proportion of the female respondents conveyed that they never inculcated cruel, weak, passive and soft temperaments to their son. Majority of the female respondents testified that they never liked their son to possess submissive temperament. Less than half and less than one-third of the female respondents claimed that they never stirred dependence and fearful temperaments to their son. Huge proportion of the female respondents illustrated that they always encouraged their daughter to opt for kind, active, passive, soft, and submissive temperaments. More than half of the female respondents proclaimed that they always instilled fearful, strong, ambitious and dependence temperaments to their daughter. Good proportion of the female respondents pointed out that they always inspired their daughter to imbibe fearless, tough, and independence temperaments. Majority of the female respondents narrated that they sometimes enthused their daughter to adopt fearless and independence temperaments. More than two-fifth and around two-fifth of the female respondents identified that they sometimes prompted their daughter to imbibe ambitious, and fearless and strong temperaments respectively. More than one-third of the female respondents reported that they sometimes activated their daughter to be tough and dependence. Good proportion of the female respondents presented that they sometimes persuaded their daughter to imbibe active, passive, aggressive, and submissive temperaments. Universal female respondents affirmed that
they never encouraged their daughter to possess cruel and unambitious temperaments. Huge proportion of the female respondents mentioned that they never motivated weakness and aggressiveness temperaments to their daughter. Less than half of the female respondents conveyed that they never buoyed up their daughter to be tough. Good proportion of the female respondents marked out that they never persuaded independent temperament to their daughter. It can be deducted that kind and active were common temperaments encouraged by female respondents to both son and daughter. Female respondents inspired son to adopt fearless, strong, ambitious, tough, aggressiveness and independence temperaments. On contrary, they advocated daughter to imbibe passive, soft and submissiveness temperaments. Strong, ambitious, tough and independence types of temperaments were promoted more to son rather than daughter. On the opposite, temperaments like fearful and dependence were buoyed up in daughter than son. Cruelty, weakness and unambitious temperaments were never favored by female respondents to both son and daughter.

SUMMARY

In the end it can be concluded that regarding the dressing of son and daughter in a sex-appropriated manner, it was found that huge majority male and cent percent female parents always clothed their son and daughter in a sex-appropriate manner. Also, more male and majority of the female parents were always stringent in respect of dressing their son and daughter in a sex-appropriate color. It was also summed up that majority of the male and female parents sometimes complied with the cross-sex dressing of daughter. Majority of the male and female parents dressed their son and daughter in sex-appropriate dress material. And, cent percent male and female parents also wanted their son and daughter to conform to their specific sex-appropriate clothing.

In respect of conforming strategies regarding gender specific clothing, it was inferred that more male parents utilized command to their son and reasoning to their daughter. And, more female parents employed threat conforming mechanism to their
son, and also used either command or persuasion to their daughter in order to make them conform to gender specific clothing.

It was noted that majority of the male and female parents started disciplining their son in the age range of one to two years of age, and on the other hand, in the same age range most of the male and female parents started disciplining their daughter. Regarding the utilization of disciplining strategies to their son, more male parents used command to their son and either reasoning or convincing to their daughter. And, more female parents deployed reasoning in disciplining both their son and daughter.

Regarding the positive reactions of the parents in feeling very good the action of their son and daughter, it was found that telling to feel good about the good action was adopted by more male parents for their son and daughter. And, majority and more of the female parents also told their daughter and son respectively for the action they felt very good. On the other hand, for the negative reactions of the parents in feeling very bad the action of their son and daughter, it was observed that more male parents were utilizing scolding, warnings or threatening their son and either engendering the feelings of guilt or shame feelings or not punishing instead do something positive to daughter for the action they considered very bad. And, majority of the female parents were engendering the feelings of guilt or shame feelings to their daughter and son for the action they considered very bad.

It was noted that either cent percent or huge majority male and female parents always encouraged son to play indoor and outdoor games, buy sex-appropriate toys and encouraged to play in open space like playground. For the daughter, huge majority male and female parents favored in playing indoor games and buying of sex-appropriate toys. Again, majority of the male parents also always supported daughter to play outdoor games and sometimes upheld their daughter to play in open space like playground. And, majority of the female respondents sometimes encouraged their daughter to play outdoor games, but huge majority female respondents never upheld their daughter to play in open space like playground.

About the encouragement of various games, it was observed that huge majority of the male respondents always encouraged their son to play football and hockey.
Carom, chess and table tennis were always upheld for their son by most of the male parents. Majority of the male parents and more male parents always inspired their son to play kabaddi and cricket respectively. On the other hand, majority of the male parents always liked their daughter to play carom, badminton and table tennis. Again, majority of the male parents upheld sometimes football to their daughter. Cricket was never encouraged by huge majority male parents for their daughter. And, either majority or more male parents never encouraged chess, hockey and kabaddi for their daughter.

Huge majority female parents always encouraged their son for badminton, football, carom, hockey, table tennis and kabaddi. Cricket and chess were always encouraged by majority female parents for their son. On the other hand, most of the female parents always supported badminton and carom for their daughter. Majority of the female parents always upheld table tennis and sometimes encouraged kabaddi for their daughter. Cricket was rejected by cent percent female parents for their daughter. Hockey, football and chess were never approved by majority of the female parents for their daughter.

In respect of letting son and daughter to play with opposite sex children, it was summed up that most of the male and female parents never allowed their son and daughter to play with opposite sex children. With regard to conformity to sex-appropriate games, it was found that huge majority male and cent percent female parents confirmed to like their son and daughter to conform to specific sex-appropriate games.

In matter pertaining sending of son and daughter to school, it was found that more male and female parents sent daughter to school at the age of three and a half to four years of age, and son by the age of five and above years. Again, most of the male and female parents did not send their son and daughter to non-formal institutions before joining formal education. Among those who sent their son and daughter to non-formal institutions before joining for formal education, it was observed that more male parents sent daughter to non-formal institutions in the age range of less than three years, and son in the age range of three to four years. On contrary, more female parents sent their son to non-formal institutions in the age range of less than three years, and daughter in
the age range of three to four years. In regard to the types of institutions for their son and daughter for the formal education, it was found that majority of the male and female parents sent their son and daughter to government schools for formal education.

In helping to complete home assignment/home work of their son and daughter it was seen that in spite of majority of the parents does not help their son and daughter in completing home work/assignment, more male parents helped their son and daughter in completing home work/assignment.

In matter pertaining drop out of school by their son and daughter, huge majority male and female parents stated the absence of dropped out of their son and daughter.

Regarding the desired subjects male and female parents liked their son and daughter to perform well; it was observed that most and majority of the male parents wanted their son to perform excellent in Science and English respectively. Again, more male parents wanted their son to perform excellent in Mathematics. Besides, majority of the male parents stressed their son to be very good in Social Sciences, Drawing and Major Indian Language. More male parents also wanted their son to be very good in Mathematics and English. On the other hand, most and majority of the male parents emphasized their daughter to perform excellent in English and General Science respectively. Majority of the male parents wanted their daughter to perform very good in Social Sciences, Mathematics, Drawing and Major Indian Language.

Most of the female parents wished their son and daughter perform excellent in General Science. More female parents liked their son to do excellent in Mathematics and English, and also wished their son to do very good in English, mathematics and Major Indian Language. Majority of the female parents liked their daughter to perform excellent in English, and very good in Mathematics and Social Sciences. More female parents liked their daughter to do very good in Major Indian Language, and also liked their son and daughter to be good in Drawing.

It was noted that either most or majority of the male respondents always preferred son to observe tolerance in behaviour, not to be argumentative while discussing matters with elders, to surrender or sacrifice something like food, to adhere to traditional dress and to be soft while talking to other. And also, most and majority of
the male respondents never commented son to return before dark and to accompany someone older while going to neighbours respectively. On the other hand, huge majority of the male parents always trained their daughter to observe tolerance in behaviour, to be soft while talking to other and to return before dark. Most of the male parents always inspired their daughter not to be argumentative while discussing matters with elders and to surrender or sacrifice something like food. And also, majority of the male parents always emphasized their daughter to wear traditional dress and to return before dark.

On the other hand, either cent percent or around cent percent female parents always inspired their son and daughter not to be argumentative while discussing matters with elders, to surrender or sacrifice something like food and to be tolerant in behaviour. Majority of the female parents always trained their son to wear traditional dress, and also sometimes trained to be soft while talking to others and to return before dark. Training of son to accompany someone older was never approved by most of the female parents. On the other hand, huge majority female parents always trained their daughter to be soft while talking to others, to return before dark and to wear traditional dress. And, majority of the female parents sometimes encouraged their daughter to accompany someone older.

In training different chores, it was observed that most of the male parents always trained their son to assist in fetching something from market/shop. Majority of the male parents always trained their son to assists in harvesting, threshing, running an errand in the neighbor’s, cultivation (including kitchen garden), fencing, sowing seeds, repairing the house and tilling the field. Majority and more male parents sometimes trained their son to take care of younger siblings and help in repair or clean of vehicles respectively. Embroidery, weaving and stitching were never approved by cent percent male parents for their son. Huge majority of the male parents never encouraged their son to assist in serving and distribution of food, sweeping the floor, organizing cooking in the household, cleaning up dish/tea cups, utensils etc. and helping to wash cloths.

Huge majority of the male parents always encouraged their daughter to assist in sweeping the floor, stitching, embroidery and weaving, serving and distribution of food.
and organizing cooking in the household. Most of the male parents always encouraged their daughter to assist in helping to wash cloths and cleaning up dish/tea cups, utensils etc. Majority of the male parents always encouraged their daughter to assist in harvesting, threshing, fetching something from market/shop, running an errand in the neighbor’s, taking care of younger siblings and cultivation (including kitchen garden). More male parents also sometimes encouraged their daughter to assist in running an errand in the neighbor’s, cultivation (including kitchen garden) and taking care of younger siblings. Repairing the house, tilling the field and sowing seeds were never affirmed by cent percent male parents for their daughter. Huge majority and most of the male parents never inspired their daughter to assist in fencing and helping in repair or clean of vehicles respectively.

Huge majority female parents always trained their son to assist in fencing, fetching something from market/shop, repairing the house and running an errand in the neighbor’s. Encouraging always son to assist in harvesting, threshing, helping in repair or clean of vehicles, tilling the field and sowing seeds was approved by majority of the female parents. Majority of the female parents sometimes encouraged their son to assist in taking care of younger siblings. Cent percent female parents never inspired their son to assist in embroidery and weaving. Cultivation (including kitchen garden) and stitching were never approved by huge majority female parents for their son. Majority of the female parents never encouraged their son to assist in helping to wash cloths, serving and distribution of food, sweeping the floor, cleaning up dish/tea cups, utensils etc. and organizing cooking in the household.

Cent percent female parents always inculcated their daughter to assist in serving and distribution of food. Huge majority female parents always trained their daughter to assist in embroidery and weaving, stitching, helping to wash cloths, cleaning up dish/tea cups, utensils etc., organizing cooking in the household and sweeping the floor. Most of the female parents trained for all time their daughter to assist in taking care of younger siblings and running an errand in the neighbor’s. Majority of the female parents all the time trained their daughter to assist in harvesting, threshing, cultivation (including kitchen garden) and fetching something from market/shop. Tilling the field and sowing
seeds were never allowed for their daughter by cent percent female parents. And, huge majority female parents not at all approved their daughter for repairing the house, fencing and helping in repair or clean of vehicles.

Regarding to take son and daughter for checking up health it was found that without any sexual distinction cent percent male and female parents took both their son and daughter only when they were not well. Most of the male and majority of the female parents opted always for professional doctor when their son and daughter were not well. It was assessed that majority of the male and most of the female parents did not have vaccination cards for their son and daughter. In matter pertaining to immunization of their son and daughter, it was noted that except in case of small pox, where more male parents equally claimed to immunize their son and daughter, in all type of diseases majority of the male parents reported to equally immunize their son and daughter. On the other hand, more female parents immunized their son and daughter in all types of diseases.

Cent percent female parents reported breast/milk fed both their son and daughter during the infancy period at regular interval, and also universal male parents approved that their spouse’s breast/milk fed both their son and daughter during the infancy period at regular interval. In regard to start giving of semi-solid food and solid food to their son and daughter, it was observed that most of the male parents started giving semi-solid food and solid food to son by age of six month and to daughter by age of five months. On the other hand, majority of the female parents started giving semi-solid food and solid food to son by age of six month and to daughter by age of five months. And also, cent percent male and female parents provided similar quantity of vegetables/cereals to their son and daughter.

In relation to encouragement of emotions to their children, it was observed that huge majority of the male parents and most of the male parents always imbibed their son with joy and love respectively. Majority of the male parents always inspired their son to imbibe feeling of success and failure, delight and pride. Majority of the male parents sometimes encouraged their son with guilt and shame emotions. Most of the
male parents never inculcated their son to imbibe grief, hate, disgust, fear and remorse; and also more male parents never encouraged their son with pain and anger. Huge majority of the male parents always asked their daughter to imbibe love. Most of the male parents and majority of the male parents always inspired their daughter to imbibe delight and feeling of success and failure respectively. Majority of the male parents sometimes encouraged to instill pain, guilt, fear and shame to their daughter. Huge majority and most of the male parents never inculcated their daughter to imbibe anger and hate respectively. Majority of the male parents never inspired their daughter to imbibe grief and disgust.

Huge majority female parents always trained their son to imbibe joy, feeling of success and failure and delight. Most of the female parents always encouraged their son to imbibe love and pride. Majority of the female parents sometimes encouraged their son to imbibe shame, guilt, pain and fear. Huge majority female parents never encouraged their son to imbibe anger. Most of the female parents never inspired their son to imbibe hate and grief. Majority of the female parents never stimulated their son to imbibe disgust and remorse. On the other hand, huge majority of the female parents always encouraged their daughter to imbibe love and joy. Most of the female parents always inspired their daughter to imbibe shame and delight. Majority of the female parents always inspired their daughter to imbibe guilt and feeling of success and failure. Majority of the female parents sometimes encouraged their daughter to imbibe pride and pain. Huge majority of the female parents never encouraged anger to their daughter. Most of the female parents never approved hate and grief to their daughter. And also, majority of the female parents never approved disgust to their daughter.

Regarding emotional treatment to their son and daughter for doing something wrong, it was found that majority of the male parents and more female parents used rejection, i.e., degrading, public humiliation, shaming and ridiculing child for showing normal emotions such as affection, grief or sorrow, for doing something wrong by their son. More male and female parents resorted isolation, i.e., deny the child opportunities to meet needs for interacting with peers or adults outside the home, placing
unreasonable limitations or restrictions on child’s freedom of movement, to daughter for doing something wrong.

In matter pertaining to the encouragement of temperaments, it was assessed that cent percent male parents always encouraged their son to opt for active temperaments. Huge majority male parents always inspired their son to opt for strong, kind, ambitious, tough, aggressiveness and independence. Majority male parents also liked their son to opt always fearless. More male parents inspired their son to be cruel sometimes. Unambitious temperament was never propounded by cent percent male parents for their son. Most of the male parents never espoused their son to ingrain weak and passive temperaments. Majority of the male parents never ushered their children to consolidate on fearful, soft, submissive and dependence.

Huge majority male parents always liked their daughter to imbibe soft, kind and active temperaments. Most of the male parents always nourished temperaments like submissiveness, passive and strong to their daughter. Majority of the male parents always encouraged their daughter to be ambitious. Most of the male parents sometimes inspired their daughter to fearless, and majority of the male parents sometimes inspired their daughter to fearful and independence. More male parents also sometimes wanted their daughter to imbibe tough and dependence temperaments. Unambitious temperament was never propounded by cent percent male parents for their daughter. Huge majority male parents never liked their daughter to inculcate cruel temperament, and majority of the male parents never liked their daughter to inculcate weak and aggressive temperaments.

It was also brought to a close that huge majority female parents always steered common temperaments like independence, ambitious, tough, aggressive, kind, active, strong, and fearless were encouraged for son. Majority of the female parents sometimes encouraged son to be dependent. Unambitious temperament was never propounded by cent percent female parents for their son. Huge majority female parents never persuaded their son to adopt weak and passive temperaments. Most of the female parents never liked their son to opt cruel and soft temperaments, and also majority of the female parents dissuaded their son from opting submissive temperament.
Kind and soft temperament were always propagated by huge majority female parents to their daughter. Most of the female parents always nourished their daughter to pick for active, passive and submissive. Majority of the female parents always instigated their daughter to choose for dependence, strong, fearful and ambitious temperaments and also sometimes instilled their daughter to imbibe fearless and independence temperaments. Temperaments like cruel and unambitious were never favored by cent percent female parents for their daughter. Huge majority female parents and most of the female parents never asked their daughter to imbibe weak and aggressive temperaments respectively. And, more female parents never approved tough temperament to their daughter.